

# Inclusion Values in Formal Pathway Private School of Education in Religion-based Institutions

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**Abstract**— This research is a qualitative research with a case study approach aimed at analyzing the values of inclusion in Early Childhood Education institutions under the auspices of the Ministry of Religion and having a religious basis. The sample in this study was RA Melikan which was chosen with purposive sampling technique with criteria namely the presence of students with disabilities and special needs. Data analysis techniques in this study using data collection techniques, reflecting or condensing, displaying data then drawing conclusions based on theoretical facts and studies. Based on the studies conducted, the results show the existence of inclusion values including (a) children with disabilities and special needs for learning with other children in general; (b) curriculum with student center approach, which is centered on children and adapted to children's abilities and needs; (c) teachers as facilitators of inclusive education provide equal opportunities for children; (d) RA Melikan has a record of child development (e) The involvement of schools and the community in the process of implementing inclusion. and various obstacles.

**Keywords**— *inclusion values, preschool, religion-based institution*

## I. INTRODUCTION

Every living being experiences phases of growth and development. Humans as living beings in their development are influenced by various factors both supporting and inhibiting. The tasks of individual development are closely related to the education received [1]. This is consistent with the theory of empiricism (environmentalism) which considers the importance of external stimulation in human development, including in the educational process [2]. Understand development of learners is an important thing because the "transfer of learning" in teaching and learning can be accepted tersampaiakn and learners well [1]. Based on this theory, educators should be able to apply appropriate methods to learn the abilities, interests, and level of learning preparation of students. The method should be adjusted to the way of learning, the strengths and weaknesses of student learning. This view suggests that understanding the characteristics of learners is important, including understanding the differences in intellectual, ethnic, racial, religious, class, special needs, special children and various background differences. The emergence of an inclusive education paradigm is a solution to unite all differences in the teaching and learning process. Like the mandate of UNESCO, which holds that inclusive education essentially embraces all differences to learn together in one environment with majority or average children in general. However, many

schools only focus on inclusiveness in combining differences in physical abilities and abnormalities to learn together in a learning sphere. This is like what happens in nurseries in general, including schools that are behind religion. K-kana park under the auspices of the ministry of religion in accordance with the national education minister role administering agency early childhood education, formal channels (*Raudhatul Athfal/RA*). Kindergartens with religious styles, of course only accept students with the same religious background. The differences accommodated by the pathway education institutions are differences in abilities and other physical abnormalities. Based on the phenomenon that has been described, it is understood that the concept of inclusive education in early autistic children so that children with autism will grow self-reliance. Even though the future of autistic children depends on providing optimal therapy and education. childhood education provision on religious grounds is to accommodate children with special needs and normal children in general.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the material and proposed methodology. Section IV presents the obtained result and following by discussion. Finally, Section V concludes this work.

## II. LITERATURE REVIEW

Inclusive approach begins with the advent of the convention on human rights which holds that all people have the same right to education and their educational institutions must ensure the involvement of all children regardless [3]. Inclusion (lat. Inclusio) means involvement, covering, understanding; to get involved, become a member, participate, and to be with others. Inclusion encourages and assists everyone with special needs to take full responsibility for their behavior and learning with the help of parents-guardians, teachers, which significantly influences reciprocal communication and cooperation on the principle of "all for one, one for all." Inclusive as acceptance of diversity globally by involving all diversity in a circle [4]. 'Diversity in a community' can be underlined that the difference that is covered is the difference in the circles that are contextual in nature according to the circumstances behind the activities carried out by the community.

The term education for all was originally a discourse from the Salamanca Conference which inspired the emergence of the concept of inclusive education [5]. The discourse raises various perspectives and definitions of inclusive education. Since its inception in 1990, UNISCO in

1994 defined more broadly inclusive education and establish a new paradigm that emphasis on 'all' so that it appears the rules that schools should accommodate all children regardless of their physical, intellectual, social, language and others include children with disabilities, gifted, street children, working children, children from remote populations, minority children, children with different cultural backgrounds and disadvantaged children and the children periphery. However, the many practices of inclusive education are presented contextually and depend on each country that runs. The implementation of inclusive education in the UK is no longer directly related to the existence of disabilities and special needs of students but more on differences behavior presented by children in school [5]. How to think about participation in inclusive education by Miles & Singal as follows: "Inclusion is the inclusion of disabled persons and persons with special needs in order to prevent their exclusion-based approach to public education." [5].

After the emergence of the inclusive education paradigm, many studies have examined more deeply the meaning of terminology and various implementations of inclusion services [6]. At the beginning of the emergence of the paradigm, synthesis points show an important focus of services for people with disabilities and education for children with special needs. There are factors that influence inclusiveness. The entire set of inclusive education aims to provide benefits for the development of children's potential [6]. Based on this, inclusion does not necessarily have to equate the concept of inclusiveness to all diversity in the world on a wide scale, but also must look at certain factors behind the inclusion education. The majority reason of parents with children with special needs in RA pathway is to improve the social skills of children with special needs to interact with other normal children and emphasize the religious aspect in accordance with religious affiliations.

Furthermore, the synthesis of inclusion can be summarized as a means of trying to meet the needs by exploring the potential differences and wheezing in a collaborative, specialized instruction, interventions and provision of support. Inclusion must look at the same and provide benefits for all children both with and without special needs. The thing that needs to be considered by the teacher is professional development in increasing knowledge, sustainable skills to provide effective services. There are studies that conclude that inclusion is a program designed to meet the needs of disabled children with other forms of individual collaboration without disability [6].

Different interpretations of inclusive education in various places are views of anti-radicalism that uphold plurality and maintain stability and justice to suppress potential conflicts that can arise from differences. It can be understood that the interpretation of inclusive education can be implemented in accordance with the potential differences that exist in each region. As for the potential differences in RA Melikan more on differences caused by physical, mental, behavioral and other physical needs. It means that, inclusive education is needed more on the inclusion of learners with special needs such disorders and. Other backgrounds such as economics, social, religion and culture that are the background does not

become a gap and do not create potential conflicts because they tend to be homogeneous. Students with special needs and abnormalities who participated in education in RA Melikan were disabled, mentally disabled, ADHD, ASD and other learning difficulties. The study carried out in this study is more on school readiness in dealing with differences in abilities caused by disability and special needs for students.

The need for enforcement of the concept of inclusion is very important to be explained in a study. A misconception on an early childhood care policy document in Australia that sparked 'social inclusion' [7]. The analysis explained that the word social inclusion in the ECEC document was not clearly enforced and many encountered inconsistencies. The concept of inclusion in this study is inclusion which is intended for children with special needs to be involved in education on a regular basis which aims to provide the widest possible opportunity in interacting with fellow children with various social backgrounds. However, Raudhatul RA is one of the organizers of early childhood education in formal with a base of the religion of Islam, and therefore in this institution negate the element of inclusiveness religious diversity as differences.

The document regarding early childhood care policy (ECEC) in Australia shows that there is a special concept of the meaning of inclusive education [7]. Australia inclusion in education focuses on social inclusiveness. In other words, social construction becomes a dominating background. This study explains that social inclusion is intended to criticize social injustice that discriminates against diversity as a participant in decision-making that is considered democratic and issues of equal rights in the care of children with diverse socio-economic backgrounds. The important gap that was carried out in this study was the linguistic gap about 'social inclusion' as an important matter in building the concept of inclusion. Starting from this research, it can be understood that the concept of inclusion can be explained in a special concept based on the background of existing differences. Thus, the study of the concept of inclusion in an institution on a basis becomes important to be used as a research gap.

Providing opportunities for children with special needs to join education with other children provides good opportunities for children with special needs. In addition, the inclusion program provides social benefits for children without special needs to accept the existence of friends who experience disabilities or special needs. The earlier the age of the child to interact with others, the better the level of acceptance of differences and positive [8]. The creation of an inclusive environment becomes an early intervention step as support for children with special needs.

There needs to be preparation for teachers to support inclusion services [8]. Here are some research findings related to inclusive education that teachers must pay attention to:

- Specific strategies for a more comprehensive are intended to get provisions to face challenges related to inclusion issues
- Special training for teachers and school administrators. The intended training can be in the form of training such as seminars on inclusive education and involving

educators and education personnel in further education in universities

- The task of the school administrator as a public relations agent or network that can assist the sustainability of inclusive education

A positive influence from training on inclusive education for teachers [8]. The training held is expected to target the manufacture of a special curriculum for early childhood disabilities who collaborated in the study together. The teacher's knowledge about invitations and policies regarding inclusive education increases the quality and confidence of teachers in presenting services for their students [9]. Teachers' knowledge of inclusive education reduces teacher stress in dealing with disability-related problems, special needs that require special consideration and special identification before decision making or intervention. Based on these findings, recommendations can be made, namely special training to support the professionalism of inclusive teachers effectively and competently [9]. The recommended training aims to increase knowledge and develop information about inclusive education through scientific study forums with collaborators of policy makers and academics at the university level.

Pedagogy inclusive is the ability to accommodate a variety of differences to complement each other so that these differences do not become barriers that hinder but are potential in the learning process so that existing shortcomings or special needs are no longer served specifically but as much as possible together as potential [10]. In other words, the services provided by the teacher are not interventions but environmental modifications that allow interaction to complement each other. This concept of inclusion reduces stigma against students who experience special difficulties or needs. In detail, the teacher's role in the concept of inclusion pedagogy is: (a) The teacher receives all children's input about what will be learned together; (b) the teacher presents learning that can accommodate the wishes of all students [10].

Based on a study of the meaning of inclusion and inclusion profiles, it can be understood that the curriculum approach used in the implementation of inclusive education must be child-centered. Child-centered learning takes into account each child's potential, interests, experiences and needs. Learning begins with directing experience, and educators provide resources and support [4]. *Child / student center* allows the role of pedagogical competence by the teacher, this approach transforms the teacher as an instructor into a facilitator [11]. McComb quoted directly by White in [12] said:

*"The learner-centered model uses research that sees learning as non-linear, recursive, continuous, complex, relational, and natural in humans .... Learning is enhanced in contexts where*

*learners have supportive relationships, have a sense of ownership and control over the learning process, and can*

*learn from each other in safe and trusting learning environments. "*

At the end of the study, it was stated that all student-centered learning variables had scores above the average indicating positive results [12]. This result is supported by the warmth between teacher and students and empathy that encourages students' thinking and motivation. From various descriptions of *child / student center approaches* can be seen the advantages of this approach, namely

- Students have a wider opportunity to explore activities because opportunity taking is nonlinear;
- Students have the trust and security of the teacher as a facilitator because of the warmth of the relationship that is two-way; (3) Enabling an authentic assessment because all students' potential and experience are considered important; (4) Student needs can be accommodated properly because all needs are adjusted to the circumstances and potential of students. Tan short a *child / student center* is more difficult to achieve homogeneity of standardized indicators, so as to achieve the demands creativity standardizes high teacher.

Other studies that show the importance of showing that the inclusion organizers are professionals who are responsible for carrying out and providing interventions [13]. The ICP profile in this program is as follows: *professional development, class environment, resources, and personal, and teacher knowledge, skills, and practice*. The instructor referred to in this study is the ICP class service provider, namely the class teacher. Although the instructor mentions in this study, it is understandable that the meaning of the word 'instructor' is only as a classroom administrator affirming the intervention of disabled and special needs children, not as a single instructor and taking part in the teacher center approach. The word 'instructor' only underlines the professionalism of the providers of intervention services. This is reinforced by the findings of research which suggests that the practice of individualization carried out through intervention of each child is the best step to go through the transition period [14]. Schools are considered as an intermediary to support parental involvement in order to realize a transition period into the world of preschools or kindergartens. Interventions provided are related to patterns of self-adjustment by children with disabilities.

Based on several previous research studies be understood that the inclusion in general education is education for all means to accommodate all the difference in the education council. The differences that are meant are all the things that underlie individual development so that it is ingrained and forms the characteristics of everyone. Backdrop accompany the development and ingrained that later n can cause differences in mindset, social, cultural and others. However, many references tend to explain that the differences in question are differences based on the individual's innate internal factors, namely differences in physical, disability and other special needs that are individual. Thus, it can be stressed that inclusive education in the context above is an

inclusion to accommodate children with disabilities and special needs to be able to join in an education together with other children in general. The value of inclusion which became the focal point in this journal is a typical indicator of inclusion found in research subjects namely RA Melikan, an early childhood education institution based on a formal religious path.

**III. MATERIAL AND METHODOLOGY**

This section presents the material used and the proposed methodology.

**A. Data**

This research is a research with qualitative case study approach conducted at RA Melikan, which is a school on the outskirts of Yogyakarta Special Region. This school was chosen using purposive sampling technique. Data is collected by observation, interview and documentation study.

**B. Methodology**

Analysis of the data in this study using techniques in the study case that is collecting data, reflecting or condensing, displaying data then drawing conclusions based on facts and theoretical studies.

**IV. RESULT AND DISCUSSION**

This section presents the results obtained and following by discussion. Tables I and II as follow respectively presents interview results and observation results.

**A. Result**

TABLE I. INTERVIEW TABLE

Question	Reflection of Answers
Is RA Melikan an inclusive PAUD?	Formally RA Melikan is not inclusive PAUD, but PAUD in general in the formal preschool level under the Ministry of Religion. However, there are several inclusion values.
What are the types of needs and disabilities received?	The types of special needs and disabilities served in RA Melikan are ADHD, disabled, ASD and also mental retardation
What is the curriculum for children with special needs and disabilities?	Disability children's curriculum and special needs are adjusted to their level of ability. In other words, the activities provided are individualized based on the needs or types of child disabilities. Universally, the curriculum in RA Masyithoh is a curriculum which is the 2013 curriculum which is then modified for children with certain disorders.
Does RA Melikan regularly inspect flowers?	Examination of growth and development in RA is held periodically together with posyandu activities in the community.
Are the obstacles faced by RA Melikan related to the implementation of inclusion?	The obstacle faced by Melikan RA is the lack of public understanding of inclusive education. The government itself does not provide direction or technical instructions for PAUD implementation in an education environment on a certain basis so that the concepts carried out are still simple and more on initiative and school awareness to accommodate children with differences. Knowledge of inclusive education for teachers is still limited.
What are the differences accommodated by RA Melikan?	Differences accommodated by RA Melikan tend to be congenital differences or physical differences in children. Cultural differences such as beliefs are not found in RA Melikan.
Does RA Melikan have a special administrator in charge of reporting to parties needed outside of school?	RA Melikan does not have a special officer. Reporting is only limited to parents or guardians regarding developments an if possible, a psychologist

TABLE II. OBSERVATION RESULTS

Observation Indicator	Reflection
Difference found	Natural differences: what is found is physical differences (disability, such as quadriplegic) and other special needs that become the background of differences in children's abilities Cultural differences: monocultural (not found)
The curriculum used	The curriculum used is the national curriculum that was modified by RA Melikan itself. For children who heal & condition, in certain aspects of the individual activities, teacher gives the right but in certain activities, when children with special needs and disabilities on children as friends in general do teachers give the same service.
Teacher's role	The role of the teacher in the implementation of the inclusion class is as facilitator. At the time of learning the teacher gives the same opportunities for children in conversations and so on. The teacher gives freedom about children's interests.
The role of the principal	Provide guidance and observations regarding the implementation of inclusive education
The role of parents	Parents who have children with disabilities or children with special needs in RA Melikan act as a companion to replace the role of special teachers if in some cases of disability and special needs

**B. Discussion**

The inclusive concept as a UNESCO mandate indicates the readiness of various educational institutions that can accommodate all differences and realize education for all non-exceptions on a certain basis. The interpretation of inclusiveness should be adjusted according to the differences underlying the educational process. Differences are defined as openness to pluralism which will lead to conflict if not faced with educational solutions for all. The results obtained in the study show that the concept of inclusion in RA Melikan is accommodated by children with special needs and disabilities and there are no cultural differences. This is because RA Melikan schools are located on the outskirts of Yogyakarta Special Region so that the culture found is homogeneous. However, the value of inclusion that emerges and becomes an indicator of inclusion is consistent with the opinion that i exclusion is the inclusion of people with disabilities and people with special needs to prevent exceptions with a community education-based approach [5]. Judging from these indicators, RA Melikan shows inclusion indicators. Another opinion which shows that inclusiveness is the result of an effort to accommodate the difference in a circle as the global acceptance of diversity by involving all the diversity in a [4]. 'Diversity in a community' can be underlined that the difference that is covered is that the differences in a group are contextual in accordance with the background conditions of the interaction process. Education for teachers and training obtained by schools regarding inclusive education in the Ministry of Religion is still limited. This has become one of the obstacles in the implementation. The absence of socialization regarding policies related to implementation is one of the inhibiting factors. In fact, the teacher's knowledge of invitations and policies regarding inclusive education increased the quality and confidence of teachers in presenting services for their students [9]. Forlin and

Chambersb also suggested that teachers' knowledge about inclusive education teachers reduce stress in the face of problems related to disability, special needs that require special consideration and special identification before deciding or intervention. Another obstacle encountered in this case study was the unavailability of experts as school partners related to the implementation of inclusive education. Whereas schools should provide special staff as administrators who are intermediaries between schools in relation to services related to parties outside of school, either parents with disabilities or relationships with experts or psychologists. This has been shown in previous studies that show findings that need special training for educators and education personnel as public relations agents in the implementation of inclusive education [8].

The role of the teacher as facilitator in inclusive education in RA Melikan is to apply a student center approach that is able to accommodate all differences in an inclusion class. This role appears from the individualization of the curriculum or activities for children with disabilities and disabilities in RA Melikan. This is in accordance with the study which shows that the student center indicator shows positive results above average with the advantage that students' needs can be accommodated properly because all needs are adjusted to the students' circumstances and potential. [12]. Another indication that shows the value of inclusion in RA Melikan is the involvement of the community and parents. Parents as shadow teachers become one of the indicators of inclusion and contribute to strengthening the role of the school as a public relations agent [13]

## V. CONCLUSION

An analysis of the implementation of inclusive education in RA Melikan, Bantul Yogyakarta can be summarized as follows: (1) The concept of inclusion which is implemented in RA Melikan is the participation of students with disabilities and special needs into regular learning with normal children in general; (2) Inclusion values found in RA Melikan are, among others, (a) children with disabilities and special needs to study with other children in general; (b) curriculum with student center approach, which is centered on children and adapted to children's abilities and needs; (c) teachers as facilitators of inclusive education provide equal opportunities for children; (d) RA Melikan has a record of child development (e) The involvement of schools and the community in the process of implementing inclusion; (3) There are obstacles for schools regarding the policy of implementing inclusive preschool under the auspices of the Ministry of Religion.

Based on an analysis of early childhood education in formal religious-based, future researches are suggested as follow: (1) The need for strengthening the concept of inclusion by relevant ministries as policy makers in preschool education units in religious-based institutions such as Raudhatul Athfal; (2) The need to improve the quality of inclusive education in early childhood education institutions by training teachers, principals and school committees. The need for improved infrastructure that supports the inclusion of preschool children.

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