



The Implementation of Inclusive Education at SD Negeri 30 Palembang, South Sumatra

Agus Wahyudi

Program Studi Ilmu Keperawatan, STIK Bina Husada Palembang
e-mail: Wahyudiagus.aw@gmail.com

Abstrak

Pendidikan inklusif merupakan kata atau istilah yang dicetuskan oleh UNESCO yang berasal dari kata *Education for All* yang berarti pendidikan yang ramah terhadap semua, dengan pendekatan pendidikan yang berusaha menjangkau semua orang tanpa terkecuali. SD Negeri 30 Palembang dinyatakan sebagai sekolah inklusi dimulai dari pemilihan sekolah inklusi yang dilakukan pemerintah pada tahun 2013. Dalam penelitian ini penulis menggunakan pendekatan deskriptif kualitatif, dimana data yang diperoleh diperoleh dari observasi, dokumentasi dan studi kepustakaan. Sekolah ini memiliki 107 siswa berkebutuhan khusus pada tahun ajaran 2022/2023, Berdasarkan hasil penelitian, ditemukan tidak adanya guru pendamping selama proses pembelajaran dan proses sosial yang terjadi di kelas inklusif lebih cenderung membawa hasil positif, dimana siswa dapat menerima siswa berkebutuhan khusus dengan baik. Diharapkan Sekolah memberikan kesempatan yang sama bagi setiap orang untuk memperoleh pendidikan di sekolah dan perguruan tinggi, sekolah menampung siswa dari berbagai asal dan latar belakang kehidupan yang berbeda.

Kata Kunci: *Implementasi, Inklusi, Pendidikan.*

Abstract

Inclusive education is a word or term coined by UNESCO which comes from the words Education for All, which means education that is friendly to all, with an educational approach that tries to reach everyone without exception. SD Negeri 30 Palembang was declared an inclusive school starting from the selection of inclusive schools carried out by the government in 2013. In this research the author used a qualitative descriptive approach, where the data obtained was obtained from observation, documentation and literature study. This school has 107 students with special needs in the 2022/2023 academic year. Based on research results, it was found that the absence of accompanying teachers during the learning process and the social processes that occur in inclusive classes are more likely to bring positive results, where students can accept students with special needs well. It is hoped that the school will provide equal opportunities for everyone to obtain education in schools and colleges, the school accommodates students from various origins and different backgrounds in life.

Keywords: *Implementation, Inclusive, Education.*

INTRODUCTION

Education is the right of all nations, as in the 1945 Constitution Article 31 paragraph (1) every citizen has the right to receive education. (2) every citizen is obliged to attend education and the government is obliged to finance it. This is a bridge for every citizen to obtain a decent education. Education as an activity and

process of deliberate activity is a symptom of society when it begins to realize the importance of efforts to shape, direct and organize humans as society aspires (Omeri, 2015). Education is also a forum for every individual in the learning process, to develop IQ, EQ, SQ, as well as the skills and potential that exist within him (Husna, et al. 2019).

Children with Special Needs (ABK) have been in the spotlight of the society and the government for almost the last decade, both in terms of education services, therapy services, general accessibility and various matters related to fulfilling the rights of Children with Special Needs (Nisa, et al. 2018). The government is currently aggressively directing education and a friendly environment for children with special needs as stated in Law no. 8 of 2016. This has been realized by the government in the form of inclusive education and the implementation of public buildings and facilities which must meet accessibility standards for children with special needs.

The European Agency for Special Needs and Inclusive Education (2014) defines inclusive education as a process of addressing and responding to the diversity of needs of all learners, by increasing participation in learning, cultures, and communities, and reducing exclusion from education, Further, The World Health Organization (2021) defines inclusive education as a strategy to ensure that all children, including those with disabilities, have access to quality education that meets their diverse learning needs and prepares them for life, work, and citizenship.

The term inclusive education is a word or term coined by UNESCO that comes from the words Education for All, which means education that is friendly to all, with an educational approach that tries to reach everyone without exception. They all have the same rights and opportunities to obtain maximum benefits from education. These rights and opportunities are not differentiated by the diversity of individual characteristics physically, mentally, socially, emotionally, and even by socio-economic status. Inclusion is a mindset on how to give equal opportunities to all children, one of which is to study in the same class.

Issues related to inclusive education become political discussions and are then expressed in policies where the government is obliged to provide services and facilities, as well as guarantee the implementation of quality education in educational units in all types, pathways and levels of education in an inclusive and specific manner according to their needs and abilities.

Schools providing inclusive education are schools that accommodate all students in the same class. This school provides an educational program that is appropriate, challenging, but adapted to the abilities and needs of each student as well as the help and support that can be provided by teachers, so that children are successful. Based on these limitations, inclusive education is intended as an educational service system that includes children with special needs studying together with children their age in regular schools closest to where they live.

In Indonesia, the practice of inclusive education has developed rapidly since 2003 to this year, there are more than 36,000 educational units providing inclusive education. The success of inclusive education will be achieved if

environmental factors that hinder children's learning can be adjusted to the needs of students, including students with special needs. Therefore, the curriculum and learning center has prepared guidelines for implementing inclusive education so that it can assist educational units in providing optimal services for student development. This guide is intended as information and as a reference for educational units and related parties in implementing inclusive education.

In this case, the government has issued a policy regarding inclusive education for students with special needs as stated in Law Number 20 of 2003 concerning the National Education System, in Chapter IV Article 5 Paragraphs 2, 3 and 4 and Article 32 which states that special education is education for students with disabilities (physical, emotional, mental, intellectual and social) or students who have extraordinary intelligence which is carried out in an inclusive manner, both at primary and secondary levels. Apart from that, Law Number 8 of 2016 concerning Persons with Disabilities Article 10 states that students with special needs have the right to receive quality educational services in all types, pathways and levels of education.

The implementation of inclusive education certainly cannot be realized without coordination, cooperation and support from related parties, so it requires the roles and responsibilities of various stakeholders involved, both directly and indirectly, these parties include: the role of government, the role of society, the role of parents, peers and from organizations within the school such as the intra-school student's organization. In inclusive schools, general teachers have different challenges from teachers who teach "normal children". Regarding class teachers in inclusive schools. Fannisa (2013) stated that general class teachers are required to have knowledge regarding the curriculum and learning design according to the characteristics of children with special needs, thus teachers must also understand the characteristics and advantages and disadvantages of children with special needs. This condition demands special teacher competence in handling the learning process of students with special needs. The teacher paradigm, which was originally just a teacher, has now shifted to being a trainer, counselor and learning manager (Lattu, 2012).

Apart from paying attention to the learning process, in implementing inclusive schools it is also necessary to pay attention to efforts to provide guidance to students with special needs. In its development, the implementation of guidance in elementary schools is regulated through Government Regulation number 28 of 1990 which confirms that guidance and counseling in elementary education is carried out by supervisors. The regulation states explicitly about the existence of counseling services and guidance which are part of the implementation of education in elementary schools and these services are provided by competent teaching staff (Anggriana, 2016)

According to Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education for students who have disabilities, have intelligence potential and special talents, it states that inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have intelligence potential to participate in education or learning in educational environment together with students in general.

The goals of inclusive education are providing the widest possible opportunities to all students who have physical, emotional, mental and social disabilities, or have intellectual potential or special talents to obtain quality education in accordance with their needs and abilities and to realizing the implementation of education that respects diversity and is not discriminatory for all students.

In the implementation of inclusive education, there are several principles that should be carried out, such as: the implementation of the curriculum uses the principle of flexibility so that it can be adapted according to the conditions, characteristics and needs of students. The principle of adaptation means that in implementing inclusive education, educational units must pay attention to three dimensions in carrying out the adjustment process, namely: curriculum, instruction, and learning environment (ecological) and adaptation of the learning environment is related to setting the learning atmosphere (where, when, and with whom the learning is carried out) including the availability of learning aids and resources that suit the needs of students.

In short, the main key that is the principle of implementing inclusive education is that all students without exception can learn and differences become strengths in developing their potential. Another general principle in implementing inclusive education is the presence of students with special needs in the class so they can participate and accepted within the educational unit.

In implementing inclusive education, the implementation of the curriculum uses the principle of flexibility so that it can be adapted according to the conditions, characteristics and needs of students. The principle of adaptation means that in implementing inclusive education, educational units must pay attention to three dimensions in carrying out the adjustment process, namely: curriculum, instruction, and learning environment (ecological).

Types of Students with Special Needs

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 5 Paragraphs 2, 3 and 4 defines children with special needs as (1) children who have physical, emotional, mental, intellectual and/or social disorders; (2) children who have special intelligence and talent potential; and (3) children in remote or underdeveloped areas and remote indigenous communities so that they all have the right to receive special educational services.

Apart from the coverage above, the concept of children with special needs can be categorized into two, namely children with special needs who are temporary (temporary) and children with special needs who are permanent (permanent). Children with special needs who are temporary are children who experience learning obstacles and developmental obstacles caused by external factors. Children with special needs that are persistent or permanent are children who experience learning obstacles and developmental obstacles that are internal and are a direct result of disabilities, including: children who have lost the function of vision, hearing, and intellectual development disorders.

While Kafasin, et.al (2023) stated that a child is said to have special needs if there is something lacking or even more in the child. They are different from the average child their age or children in general. The differences experienced by children with special needs occur in several ways, namely the growth and development process which experiences abnormalities or deviations both physically, mentally, intellectually, socially and emotionally. Abdullah, (2013) Children who are categorized as having needs which include physical aspects include abnormalities in the sense of sight (blind), hearing impairment (deaf), speech impairment (speech impairment) and abnormalities in body function (physical impairment). Children who have needs in the mental aspect include children who have more mental abilities (super normal) who are known as gifted children or superior children and those who have very low mental abilities (abnormal) who are known as mentally disabled. Children who have disorders in the social aspect are children who have difficulty adapting their behavior to the surrounding environment. Apart from that, the provision of individual services tailored to the needs, abilities and specialties is modified, meaning that children with special needs learn together in diverse communities under the guidance of class teachers, subject teachers and other teachers.

METHOD

In this research the writer used a qualitative descriptive approach, where the data obtained was obtained from observation, documentation and literature study which was then continued by analyzing the data through a process of data reduction, data presentation and verification so that appropriate results and conclusions were obtained. This research was conducted at SD Negeri 30 Palembang which is located at Sungai Tawar Street number 29 Ex. 29 Ilir, Ilir Barat II District, Palembang City, South Sumatra 30136.

RESULTS AND DISCUSSION

SD Negeri 30 Palembang which is located at Jl. Sungai Tawar, No. 29, Ex. 29 Ilir, District. Ilir Barat II, Palembang City, South Sumatra 30136. This is a school that has been declared an inclusive school by the government consisting of several teaching staff with the initials, namely, NW, MQ, RAZ and DRI

SD Negeri 30 Palembang was declared as an inclusive school starting from the selection of inclusive schools carried out by the center in 2013, which started with the principal conducting inclusive school training and providing guidance and direction to teachers at the school. There are pros and cons from several teachers regarding the issue of inclusive schools, but through direction, mediation and strengthening from Mrs. Nuraini, S.Pd., M.Si. who served as principal at that time so that teachers could take part in inclusive school training.

Inclusive schools are places where children with special needs can learn together with other regular children. In the Indonesian Dictionary, inclusion is an activity of teaching students with special needs in regular classes. This means that this inclusive school does not have special classes, where students with special needs join other normal students in the same class, and there are no special teachers to accompany students with special needs, there is only one class teacher. In the process of teaching and learning activities at SD N 30 Palembang,

the teaching staff adjust the learning abilities of children with special needs, so that they can follow the lessons well. This must also be accompanied by interaction and communication with the students' parents, so that parents know how far their children have progressed in participating in learning activities.

School activities that encourage the creation of inclusive schools for teachers and students are by holding and implementing activities such as workshops with the theme "Socialization and Improving the Quality of Teachers Providing Inclusive Education at SD Negeri 30 Palembang", by inviting representatives of elementary schools in the district. Ilir Barat II, and SMP N 13 Palembang. Other activities include Admission of New Students (PPDB) at SD Negeri 30 Palembang, as well as identification and assessment (IQ test results) of students with special needs who come directly to the location. This identification and assessment is carried out covering the functions of the learning, social-emotional, communication and neuromotor areas. The assessment was carried out informally by class teachers, subject teachers and guidance and counseling teachers at SD Negeri 30 Palembang. Then, based on the results of the assessment, the teacher prepares a plan which will be the basis for compiling individual learning programs according to students' needs, as well as designing learning methods and procedures. Finally, make a report on learning outcomes and student achievements that is simple and informative, providing useful information about the character and competencies achieved, as well as future follow-up strategies.

SD Negeri 30 Palembang has 107 students with special needs in the 2022/2023 academic year which can be seen in the following table:

Table 1. Special Need students' data based on the needs, sex and class

NO	Types of Students with Special Needs	Sex		Class Level
		Male	Female	
1	Autistic	23	8	i - VI
2	ADHD (Hyperactivity)	36	14	I - VI
3	Speech Delay	4	6	II.C, III.C, III.D, IV.A, IV.B, V.B, V.D
4	Speech impaired	2	1	III.B, III.C, IVA
5	Intellectual Disability	3	5	II.C, III.A, III.C, IV.A, V.D, V.B, VI.A
6	Deaf	1	0	III.B
7	Mental retardation	1	1	III.C, IIID
8	Mentally disabled	1	1	II.A dan V.B
Total		71	36	

The table shows that there are quite a lot of students with special needs, there were 107 students consisting of male and female students with different types of special needs, spread across various class levels, from class I to class VI.

With the existence of students with special needs, educational institutions, namely schools, must be able to meet the necessary needs, such as having special accompanying teachers but at SD Negeri 30 Palembang there is no special accompanying teacher for children with special needs, so there are no teachers who can accompany children with special needs directly in the learning process, where this special accompanying teacher is expected to be able to observe and

understand learning difficulties and how to handle children with special needs well, so that they can discover their interests and talents.

Some students at SD Negeri 30 Palembang who have special needs such as deaf, autistic, hyperactive and mentally retarded have a tendency to not focus on learning, have difficulty grasping lessons and have emotions that tend to be unstable. So there are obstacles in the teaching and learning process. Therefore, one of the factors that can help create comfort in learning is the mobility factor, where the class must be safe for every child without exception with easily accessible infrastructure for mobility. A good classroom arrangement for students with hearing impairments can be placed in a position or sitting in the front row so that it is easy to read lips, students with mobility impairments can sit in a position in the side row close to the door so that it is easy to get in and out of the classroom and put a cane or wheelchair. Then, for hyperactive students this can be done by paying more attention, doing activities together, and teaching them how to calm themselves.

Even though children with special needs often lose focus in learning, they will easily understand the things they like and are interested in. Not infrequently they can gain achievements, such as one student with special needs named Bazar, who reached the final of the 2018 National Online Inclusion ABK & Literacy Contest.

Social Interaction of Students with Special Needs

The social processes that occur in inclusive classes are more likely to lead to positive results, where students can accept students with special needs well. It can be said that peers in inclusive schools are very cooperative in helping students with special needs who are in the same class as them. The students treat students with special needs without differentiating them from others. In everyday life, students with special needs are quite responsive when interacting with other friends. While at school, they also do not become aloof and quiet individuals, they are willing to mingle with other friends.

Social interactions with peers have an influence on the social skills of students with special needs, but the influence resulting from interactions with peers and students with special needs is quite low, so this shows that the social skills of students with special needs are not only influenced by peers, but are influenced by also from other factors such as family and the personality of students with special needs themselves.

CONCLUSION

An increasingly democratic government system has a positive impact on all aspects of life. Equal opportunities for everyone to obtain education in schools and colleges, schools accommodate students from various origins and different walks of life. From the description above, it can be seen that children with special needs have advantages and disadvantages, special teaching staff are needed who can help their growth and development become better, so that their potential can be utilized well, social interaction is also needed so that they do not close themselves off and create a big gap.

REFERENCES

- Abdullah, Nandiyah. (2013). Mengenal Anak Berkebutuhan Khusus. Magistra, 25 (86), 1-10
- Anggriana, T.M., Trisnani.R.P. (2016). Kompetensi Guru Pendamping Siswa ABK Di Sekolah Dasar. Jurnal Konseling GUSJIGANG, 2(2).
- European Agency for Special Needs and Inclusive Education. (2014). Key principles for promoting quality in inclusive education: Recommendations for practice. Retrieved from <https://www.european-agency.org/resources/publications/key-principles-for-promoting-quality-in-inclusive-education>, Accessed on December 23rd, 2023
- Fannisa,A. R. (2013).The Role Of Shadow Teacher On Giving Education Service For Special Students In The Inclusive School SDN Giwang Yogyakarta. Jurnal Widia Ortodidaktika, 3(2), 51-61
- Husna, F., Yunus,N.R., Gunawan, A. (2019). Hak Mendapatkan Pendidikan Bagi Anak Berkebutuhan Khusus Dalam Dimensi Politik Hukum Pendidikan. Jurnal Sosial Dan Budaya Syar-I, 6(2), 207-228.
- Kafasin, Yosefa Owa et.al (2023) Studi Anak Berkebutuhan Khusus: Implementasi Matakuliah Pendidikan ABK Dalam Pembelajaran Di Sekolah Dasar. Retrieved from <https://jurnalilmiahcitrabakti.ac.id/jil/index.php/jpicb/issue/view/62> Accessed on December 23rd, 2023
- Kementerian Pendidikan dan Kebudayaan. 2011. Pedoman Umum Penyelenggaraan Pendidikan Inklusif (Sesuai Permendiknas No 70 Tahun 2009). Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Lattu, D. (2012). Peran Guru Bimbingan dan Konseling pada Sekolah Penyelenggaraan Pendidikan Inklusi. Jurnal Bimbingan dan Konseling Terapan, 2(1), 20-28.
- Omeri, Nopan. (2015). Pentingnya Pendidikan Karakter Dalam Dunia Pendidikan.Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana, 9 (3), 464-468.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- UNESCO (1994) The Salamanca Statement and Framework for Action on Special Needs Education. Paris: Auth.
- World Health Organization. (2021). Inclusive education. Retrieved from <https://www.who.int/disabilities/policies/inclusive-education/en/> Accessed on December 23rd, 2023