

Implementation of Inclusive Education Policy

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Abstract: This study aims to analyze the implementation of the inclusion education policy at the Regional Technical Implementation Unit SD Negeri 4 Koba, analyze the supporting and inhibiting factors for the implementation of inclusion education at the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit and provide recommendations for solutions for the development of inclusion education at the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit. This study used a qualitative approach, with observation, interview and documentation methods. The respondents in this study consisted of school principals, teachers and education staff, parents, heads of the Central Bangka Regency Education Office, psychologists and Office of Population Control, Family Planning, Women's Empowerment and Child Protection. The results of the study concluded that the implementation of the inclusive education policy at the Regional Technical Implementation Unit Education Unit SD Negeri 4 Koba has been going well, but still needs some improvement and support from the local government.

Keywords: Children with Special Needs, Education, Implementation, Inclusion.

A. Introduction

Every citizen has the right to education under Article 31(1) of the 1945 Constitution, which was bolstered by the passing of Law No. 20 of 2003 regarding the National Education System. From these two government-issued directives, it is clear that the state completely assures that all children, including those with special needs, receive an education. Special needs children enjoy the same rights and educational opportunities as other children.

The government finally issued the "Indonesia Towards Inclusive Education" declaration in August 2004 in Bandung, which guaranteed equitable access for children with special needs in all spheres of life, including school. Finally, in 2009, the Minister of National Education issued Regulation Number 70 of 2009 (Kaushik et al., 2009), which defined inclusive education as an educational delivery system that offers opportunities for all students who have disabilities and who also possess

potential intelligence and/or special talents to participate in education or learn in an educational environment.

The Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 (Kaushik et al., 2009) states in article 1 that: Inclusive education is an educational delivery system that provides opportunities for all students with disabilities and potential for intelligence and/or special talents to participate in education or learning in According to Article 2 of the rule, inclusive education strives to: 1. Give every student the greatest chance to pursue an education, regardless of whether they have physical, emotional, mental, or social limitations or potential intellect or exceptional gifts. 2. Putting into practice the education mentioned in letter a that respects diversity and is inclusive of all students.

Education organizations are required to admit pupils with special needs in accordance with Permendiknas number 70 of 2009 (Kaushik et al., 2009). acceptance of all students with varying special needs as students in the educational unit without any constraints, so acceptance of all students with varying special needs as students However, there were numerous challenges in the way of Indonesia's inclusive education program's execution. According to Kustawan in (Kustawan & Hermawan, 2018), there are a number of issues with inclusive education in Indonesia, specifically the following issues: 1. Concerns regarding particular student groups having the same education as the dominant group in terms of ethnicity, tradition, race, and religion still exist. 2. A large number of adolescents with special needs never attend school. 3. The curriculum, teaching methods, or assessment outcomes have not been changed to accommodate the requirements of the students. The teaching approach puts more focus on finishing the course than on the unique qualities of each child. 5. The educational process is extremely competitive, with winners being praised and failures being ignored. One of the regencies that has adopted inclusive education is Central Bangka Regency. The Central Bangka Regent Regulation Number 22 of 2016 (Astari, 2017) concerning the Implementation of Inclusive Education served as confirmation of this. Education Units in Central Bangka Regency are expected to accept students with special needs and grant them equitable access to education in accordance with the provisions of the Regent's Regulation.

The Regional Technical Implementation Unit Education of SD Negeri 4 Koba is one of the Education Units offering Inclusive Education in Central Bangka Regency. Since 2017, inclusive education has been practiced by the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit. There are currently 16 inclusion students in the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit, all of whom have been identified as having learning deficits (slow learning). Numerous challenges have been encountered since the Regional Technical

Implementation Unit Education was established as the Education Unit for implementing inclusive education. In accordance with Central Bangka Regent Regulation number 22 of 2016, educational units that provide inclusive education are required to make careful planning, starting with the readiness of teachers and education personnel, the availability of special assistance teachers, curriculum modifications, facilities and infrastructure, and various other preparations.

Mahasir from Padang State University, conducted research on the implementation of the inclusive education policy in 2016 (Mahasir, 2021). His dissertation, *Implementation of Inclusive Education Management in Padang City Public Elementary Schools*, stated that planning for inclusive education for kids with special needs requires socialization related to inclusive education knowledge, so the school principal's role and the teacher's role are necessary. In order to generate good implementation for all parties, especially in inclusive education for children with special needs, it is envisaged that the role of parents collectively will be able to improve implementation in terms of coordination.

The writer will describe the implementation of inclusive education policies at the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit so that the reader gets a clear description of the implementation of inclusive education at the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit and the reader gets a description of what factors are inhibiting and supporting the implementation of inclusive education and solution. Based on the description above, the researcher is interested in raising this research.

B. Methods

The methodology in this study is qualitative. (Sugiyono, 2010) claims that qualitative research is study based on the postpositivism philosophy, utilized to assess the condition of natural objects. Additionally, issues with qualitative research are transient, ambiguous, and will arise or alter once researchers are on the ground (Sugiyono, 2007). A qualitative research approach is thought to be the most appropriate for this study, taking into account the objectives, research subjects, and data characteristics. The researcher decided to take this technique because she wants to gather information and discuss phenomena related to SD Negeri 4 Koba's role in putting the Inclusive Education policy into practice.

A descriptive research method was employed because of the characteristics of the data and the study's purpose. The descriptive approach, according to Whitney (1960), is the discovery of facts with the appropriate interpretation (Mohammad, 2009). Making systematic, factual, and accurate descriptions, drawings, or drawings of the details, traits, and connections between the phenomena under investigation is the aim of descriptive research. The descriptive method can also look at a

phenomena or factor's position and determine how one factor affects another. As a result, the case study approach is another name for the descriptive method (Mohammad, 2009).

The data in this study were obtained from the Regional Technical Implementation Unit SD Negeri 4 Koba, Central Bangka Regency with data collection techniques using observation, interview and documentation methods. The data validity technique uses triangulation and member checking techniques. Member checking can be done by bringing back the final report or specific descriptions or themes to the participants to check whether they feel that the report/description/theme is accurate (John W et al., 2015). The informants in this study were school principals, class teachers, special companion teachers, education staff, heads of the Central Bangka Regency Education Office, psychologists and heads of Office of Population Control, Family Planning, Women's Empowerment and Child Protection.

C. Results and Discussion

According to the Regulation of the Minister of National Education Number 70 of 2009, inclusive education has only been practiced formally in Indonesia since that year. Local governments in Indonesia must implement inclusive education. In accordance with the needs of the pupils, the local or regional government assures the implementation of inclusive education in accordance with article 6 of the Minister of Education and Culture No. 70 of 2000 (Ilahi, 2013).

According to the official definition of inclusive education, it is a system of educational services that enables children with special needs to attend ordinary schools near their homes and learn alongside their peers. In order to implement inclusive education, schools must make modifications to their curricula, educational infrastructure, and learning methods that are customized for each student (Direktorat Pembinaan Luar Biasa, 2004).

Based on Central Bangka Regent Regulation number 22 of 2016 concerning Implementation of Inclusive Education in Central Bangka Regency, the region of Central Bangka has been organizing inclusive education from that year. The admittance of special needs pupils who live nearby must be given priority in schools that conduct inclusive education, according to Central Bangka Regent Regulation number 22 of 2016. This attempts to make it easier for parents of students with special needs to communicate with the school. and importance of learning objectives. Additionally, this makes it simpler for the school to get as much data as possible about children's growth and development outside of the classroom. Additionally, the needs of students with special needs are taken into consideration as part of the learning process at schools that offer inclusive education so that they can grow in accordance with their ability. The appropriate curriculum and adaptive curriculum

are used in the education unit's inclusive education program through replication, modification, and substitution with regard to time and kind.

The Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit is one of the schools in the Central Bangka Regency that coordinates inclusive education. Since 2017, SD Negeri 4 Koba has organized inclusive education. Planning is the first stage of implementing inclusive education at SD Negeri 4 Koba. During this stage, the school starts to create an action plan for doing so, hiring teachers, providing classroom space and infrastructure, creating learning patterns, and modifying the curriculum as necessary. incorporated into the current curriculum.

The assessment of children with special needs is a topic that is covered in numerous trainings for the educators at SD Negeri 4 Koba. A Special Assistance Teacher certificate has already been obtained by one of the teachers who has undergone special training. The planned learning program makes reference to the relevant curriculum. SD Negeri 4 Koba currently employs an independent curriculum with inclusive students. The learning of children with special needs is nevertheless incorporated into the independent curriculum even when they are unable to follow the learning objectives established in their class. Furthermore, the availability of facilities and infrastructure at SD Negeri 4 Koba still requires special attention. there are not many supporting facilities and infrastructure for children with special needs. SD Negeri 4 Koba continues to work on improving facilities and infrastructure for children with special needs, in addition to the Central Bangka Regency Education Office, proposals have also been submitted to various parties, including alumni, related agencies and even associations.

One of the most important processes in implementing inclusive education is the acceptance of new students. Education units are obliged to accept all students with special needs without terms and conditions. Whatever their particular needs, they must be accepted. After the teaching and learning process has been carried out for approximately 3 months, the next step will be an assessment by a psychologist to find out what follow-up actions must be taken in assisting the child with special needs.

The number of inclusive pupils enrolling at SD Negeri 4 Koba has grown every year since inclusive education began there. At SD Negeri 4 Koba, inclusive education is currently being received by 16 students. The 16 students are divided among 6 different classrooms, and SD Negeri 4 Koba's inclusive pupils tend to be those who are slow learners. Slow learners are those who take longer to learn than a group of peers with an equivalent level of intellectual capacity (Nurfadhillah et al., 2021). The challenges faced by slow learners, according to (R. R, 2018), are connected to behavior skills, social skills, reading abilities, language skills, and memory. Services

for special education are required. While they may experience some difficulties or delays in thinking, responding to stimuli, and social adaption, they are still far superior to people who have mental retardation since they are slower than average and require more time and repetition to perform academic and other non-academic tasks.

In order to provide services for special needs students at SD Negeri 4 Koba, Central Bangka Regency, the principal has implemented a number of initiatives, some of which include training (assessment) sessions for the school's teachers and educational personnel. The aim of this program is to give classroom teachers a foundational understanding of how to care for students with special needs. In addition, the school develops a curriculum that is tailored to the requirements of kids with special needs, one of which is to reduce the desired score for student achievement. providing specific quarters for kids with disabilities. In order to stimulate the cognitive, receptive, and creative requirements of children with special disabilities, this structure is designed for them. Even though it is not ideal, the presence of infrastructure and resources for kids with special needs helps SD Negeri 4 Koba execute inclusive education.

The support and involvement of parents are essential to the implementation of inclusive education at SD Negeri 4 Koba, in addition to the school's other activities. For the benefit of the growth and development of their kid, parents and the school must engage in regular communication. To put aside the stigma of raising a child with special needs, parents must have a huge heart. Schools and psychologists can make recommendations for how to handle kids with special needs if parents are open about sharing information about their children's growth and development. It is crucial for parents to follow their kids while they are at home so that they are still being watched over even when they are not in a school setting.

The implementation of inclusive education at SD Negeri 4 Koba is hampered by a number of problems, including: 1) Schools do not have a filter in PPDB since they must admit students with special needs without constraints. This affects how prepared schools are to assist children with special needs, particularly those who are disabled and require accommodations for the teaching and learning process; 2) There are not enough Special Assistance Teachers in the classrooms who are knowledgeable on how to recognize, manage, and help pupils with special needs. SD Negeri 4 Koba has only had one special guidance teacher up to this point and is still in the beginning stages of training; 3) The Special Assistance Teacher has not performed his duties as a special guidance teacher to the fullest extent possible because, at SD Negeri 4 Koba, he still serves as both a homeroom teacher and a special guidance teacher. As a special guidance teacher, he must assist and work with other homeroom teachers to meet the needs of the class's children with special needs. In addition, because the special guidance teacher at SD Negeri 4 Koba has

only attended the first stage of training, it has not been able to give extra skills for kids with special needs; 4) The potential for increasing teacher and educational staff members' abilities to handle students with special needs has not been fully realized; 5) The infrastructure and facilities needed to support kids with special needs have not been provided.

These five things are what prevent SD Negeri 4 Koba from implementing inclusive education. In addition to these impediments, SD Negeri 4 Koba can undertake inclusive education because of the following factors: 1) SD Negeri 4 Koba's educators have satisfied the prerequisites for providing inclusive education in preparedness. The school has introduced a new program called GAHARU (Teacher Conscience Movement). Through this movement, educators and other staff members honestly help youngsters with special needs; 2) To ensure that they are familiar with the fundamental level assessment processes, teachers and education personnel are engaged in various inclusive education trainings; 3) Every homeroom instructor has their own particular program for helping kids with special needs. Each homeroom instructor has a method for creating engaging learning patterns that adhere to the fundamentals of the current independent curriculum; 4) Individuals working in education are involved in helping kids with special needs; 5) In order to assess students with special needs and to make follow-up recommendations to teachers, principals, and parents, the school partnered with professionals, in this case psychologists; 6) The Central Bangka Regency Education Office, in partnership with DPPKBPPPPPA, offers help with facilities and infrastructure for kids with special needs; 7) Complete cooperation from parents of children with special needs in terms of sharing knowledge and actively collaborating on matters pertaining to child development; 8) The school committee, organization, and alumni offer complete support and are always on hand to assist SD Negeri 4 Koba with its needs; 9) The implementation of inclusive education at SD Negeri 4 Koba is significantly aided by the Education Office's oversight responsibilities.

The implementation of inclusive education at the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit is being hampered by five causes, as was previously described. Due to this, the author will offer the following suggestions for ways to enhance inclusive education at the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit: 1) Schools must unconditionally accept pupils with exceptional needs in accordance with appropriate government regulation. Therefore, it is necessary to accept all children with unique needs and all of their particular requirements. Schools ought to set restrictions on the number of new pupils they can admit in this connection. Schools must adapt to the teachers' abilities to support students with unique needs. they absolutely need our unique help. if a child with special needs registers but the school feels incapable, then the school should recommend that the child be enrolled in a special school, of course by giving understanding to parents carefully that the

condition of the education staff at the school is not capable of accompanying children with special needs who really need them special assistance; 2) As the organization of the Training for Special Assistance Teachers, the local government, in this example the Banga Tengah District Education Office, should be more active in working with the Provincial Education Office. There is a special guidance teacher in the school who is dependable, capable of accompanying kids with special needs, and who shouldn't hold courses. Special guidance teacher may concentrate on helping kids with special needs. Even though inclusive schools don't meet special guidance teacher, then the local SLB and inclusive schools should work together for their special guidance teacher; 3) Infrastructure and facilities at schools offering inclusive education must be sufficient. To assist the implementation of inclusive education, schools should actively submit suggestions for submission of guidance and infrastructure to the Education Office and other private parties; 4) In order to quickly address the challenges experienced by schools delivering inclusive education, the Central Bangka Regency Education Office has developed a specific monitoring program for those institutions.

D. Conclusion

The Implementation of Inclusion Education Policy at Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit is good and has complied with all applicable rules and regulations, according to the findings of the author's study, "Implementation of Inclusive Education Policy at Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit." In accordance with Law No. 20 of 2003 regarding the National Education System and Regulations, both central government policies Regulation of the Central Bangka Regent number 22 of 2016 and Minister of National Education number 70 of 2009 about inclusive education for pupils with disabilities who have the potential for intelligence and/or particular capabilities. Although there are still a number of obstacles that hinder implementation, government support, in this case from the Central Bangka Regency Education Office, can give the Regional Technical Implementation Unit SD Negeri 4 Koba Education Unit new hope for maintaining the caliber of its inclusive education.

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