

A Program for Inclusive Education Towards Equitable and Non-Discriminatory Education

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Abstract: Every human being requires education as a fundamental necessity to pursue their future, yet many marginalized children with special needs still struggle to get the education they need. To start providing equal and non-discriminatory education, the government created legislation governing inclusive education through Ministerial Regulation Number 70 of 2007. Planning, literature search, criteria assessment (inclusion and exclusion), quality assessment, data collection, and data analysis are the six steps of the systematic literature review (SLR) process that are used in this study. The purpose of this study is to identify the goals of inclusive education programs, how they should be implemented in the classroom, and any challenges that may arise. The primary goal of adopting inclusive education programs in schools, according to the results of data analysis, is to give kids with special needs the chance to engage in formal education so they can learn alongside regular students. Before integrating kids with special needs into the inclusive education program, an assessment process is conducted. The standard curriculum is then implemented, with modifications made based on the needs of the students, to facilitate learning. There are still numerous challenges in the way of this inclusive education program's implementation, such as a lack of infrastructure and resources to facilitate inclusive learning. Lack of training, the scarcity of special assistant teachers for ABK, and the local government's neglect of program evaluation are the main causes of the teacher shortage.

Keywords: Discriminating, Inclusive education, Implementation, Program

A. Introduction

The government was tasked with making life in the country more intelligent by the preamble of the 1945 Constitution (Afifa & Subowo, 2020) Education is one of the key strategies for building a country of intellectuals. For people to continue in the future, education is a necessary necessity (Ferizaldi & Fazlina, 2020). It is intended that via education, capable and intelligent generations will be formed, enabling them to compete with other nations (Fitri, 2021). Because Allah SWT promises high degrees

for those with knowledge, Islam also urges its adherents to pursue education and research (Handayani et al., 2020).

Education is deliberately carried out and planned to create a pleasant learning process so that students can actively develop their potential to have religious spiritual strength, personality, intelligence, noble character, and skills for the future, as stated in Law No. 20 of 2003 concerning the National Education System. Education has significance because it helps people realize their innate abilities and potential (Pristiwanti et al., 2022). Because it is every citizen's right to an education free from discrimination, pupils' talents and potential should be developed fairly and equally (Yuwono & Mirnawati, 2021).

The statement "every citizen has the right to education" is also found in Article 31 Paragraph 1. The National Education System Law Number 20 of 2003 states more explicitly that "every citizen has the same right to obtain quality education" in article 5 paragraph (1). These two pieces eloquently highlight the value of education in Indonesia for all students, including those with disabilities or special needs, who should have the same rights as their peers to ensure that persons with special needs feel treated fairly (Mangku, 2020).

In many facets of life, including education, the existence of students with special needs in society is disregarded. Actually, depending on their unique demands, children with special needs need to receive certain services (Tamela et al., 2020). Thus, through inclusive education initiatives, the state is actively involved in defending the educational rights of students with special needs.

The concept of inclusive education is founded on the ideas of equal justice and nondiscrimination in the provision of educational services, ensuring that all Indonesian citizens, particularly children with special needs (ABK) who are still in school age, have access to the greatest opportunities available (Baharuddin & Saidang, 2020). According to Rusmono (2020), inclusive education is a type of educational program that places students with special needs in a regular classroom with other students to study together.

Numerous studies have been done on inclusive education programs, and most of them state that, despite the program's implementation having been in place since 2009, ABK's low accessibility, particularly in the education sector, is caused by a lack of funding sources. As a result, ABK's needs have not been fully met (Agustina & Rahaju, 2021). There are still relatively few infrastructures and facilities available to facilitate the implementation of inclusive education initiatives (Fitriana et al., 2022). Despite the various challenges associated with implementing inclusive education in schools, educators and stakeholders consistently strive to identify the most effective

solution (Romadhon et al., 2021). The government, which has the authority to accomplish the aims of inclusive programs, ought to pay more attention to this.

It is necessary to research the goals of inclusive education programs, how they are implemented in the field, and the challenges schools face in implementing these programs because the implementation of these programs in schools is still not ideal and really needs more attention from the government. To address these issues, a more thorough literature assessment is therefore required. In order to achieve fair and non-discriminatory education, systematic literature review (SLR) research was conducted on the use of inclusive education programs.

B. Method

Systematic Literature Review (SLR) is the research methodology employed in this study. A systematic literature review, or SLR, is a deliberate review process that aims to provide answers to research problems by identifying, evaluating, and critically assessing the findings of earlier studies in a methodical and explicit manner (Rother, 2007).

The SLR approach consists of six steps: (1) planning (choosing the research object); (2) searching the literature; (3) evaluating the inclusion and exclusion criteria; (4) assessing quality; (5) collecting data; and (6) analyzing the results (Triandini et al., 2019). The following are specifics of the SLR phases in this study:

1) Planning (choosing the subject of the study)

The identification of the research object is the first stage in conducting a systematic literature review. This article's research topic is the adoption of inclusive education initiatives in educational institutions. Next, ascertain the research questions (RQ) associated with the identified research object earlier. The following are the research questions (RQ) addressed in this article:

RQ1: Why is inclusive education being implemented in schools?

RQ2: What steps do schools take to implement inclusive education?

RQ3: What barriers exist for inclusive education implementation in schools?

A literature review will then be conducted in an attempt to find the answers to these three questions.

2) Literature search

One phase in addressing predetermined research questions is the literature search procedure. Researchers utilized the Google Scholar website (<https://scholar.google.com/>) and the Google Chrome search engine to find pertinent sources to address this question. As seen in Figure 1, a search for the term "implementation of inclusive education programs in schools" produced 16,900 relevant articles published since 2019.

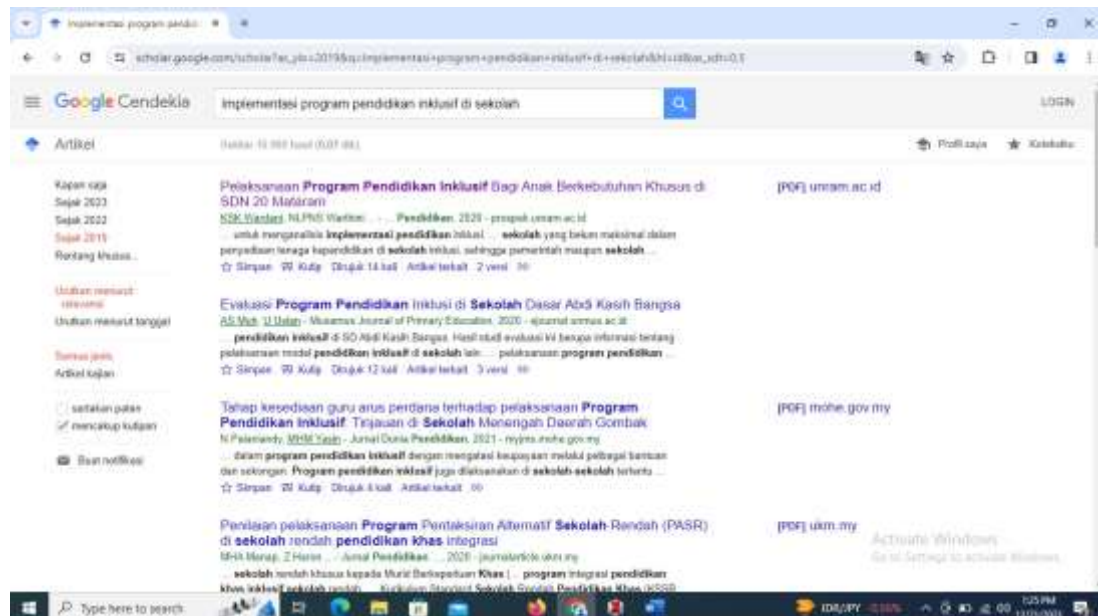


Figure 1. The results of a Google Scholar search for journal articles with the phrase “implementation of inclusive programs in schools”

The researchers reduced the scope by only choosing publications published starting in 2020 because there were so many relevant articles that they discovered 16,700 connected articles. as depicted in Figure 2.

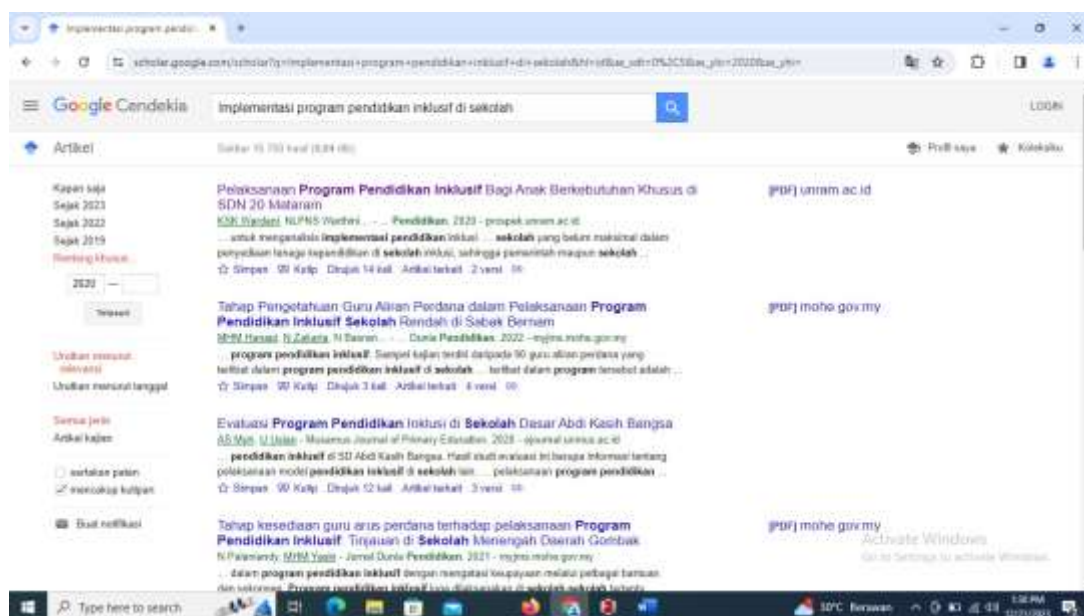


Figure 2. The results of a Google Scholar search for journal papers published beginning in 2020 that contain the phrase “implementation of inclusive programs in schools”

3) Evaluation of the inclusion and exclusion standards

The following stage is to verify that the scientific publications that were located align with the research questions, objectives, and criteria that were used. Following a verification process, it was determined that only papers discussing the introduction of inclusive education initiatives in schools from 2020 to 2023 would be used as the data source.

4) Evaluation of quality

Based on the findings of the literature search, a quality evaluation (study quality assessment/QA) was conducted following the acquisition of publications discussing the implementation of inclusive education programs in schools. This study's quality assessment is based on the following standards.

5) Gathering data

Selecting journals for additional analysis is the next stage, which is determined by the quality assessment results.

6) Analysis of data

The last stage involves evaluating the data by responding to research questions derived from the gathered literature.

C. Results and Discussion

1. Goals of Putting Inclusive Education Programs in Place in Schools

According to a number of the journal articles that were examined, the goal of putting inclusive education programs into place in schools is to fulfill children with special needs' right to an equal education so they can continue to live better lives (Qomarudin & Safrudin, 2021; Setiawan et al., 2020; Angreni & Sari, 2020). As a result, state schools have a duty to allow kids with special needs to attend classes with regular pupils (Arifin et al., 2023).

Providing opportunities for children with special needs to participate in formal school learning alongside other regular students and not separate them in the learning process is the main goal of implementing inclusive education programs in schools (Fa'iqotusholeha & Andaryani, 2023; Afifa & Subowo, 2020; ;Ferizaldi & Fazlina, 2020; Setiawan et al., 2020; Alfaaroqi & Khoiruddin, 2020; Warthini et al., 2020; Nabila, 2020; Arum et al., 2020). Therefore, inclusive education programs give hope to children with special needs that they will receive the same educational opportunities as their peers while also recognizing diversity and individual uniqueness, allowing them to reach their full potential (Savitri & Irdamurni, 2020; Sidiq et al., 2022).

The goal of the inclusive education program is to value each student's individuality and diversity, including those with special needs (Bahri, 2021). so that children with exceptional needs can receive amiable, equitable, and nondiscriminatory education services (Wijaya et al., 2023; Yuliyanto & Sedarmayanti, 2023; Amatullah, 2022; Hm & Wahyuni, 2021). In order to create a future generation that is capable of understanding and accepting all existing differences and ending discrimination in social, national, and state life, inclusive education programs in schools also seek to fulfill the mandate of laws and government regulations, such as Law Number 20 of 2003 concerning the National Education System, which includes special education, and Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education (Munajah et al., 2021; (Tanjung et al., 2022; Sutisna et al., 2020).

2. Putting Inclusive Education Plans in to Practice in Schools

Several journal articles analyzed explain that the implementation of inclusive education programs starts from the assessment process of prospective ABK students so that they can be used as consideration in deciding what educational services suit their needs and abilities (Alfaaroqi & Khoiruddin, 2020; Fa'iqotusholeha & Andaryani, 2023; Warthini et al., 2020; Setiawan et al., 2020; Arum et al., 2020; Arifin et al., 2023).

While KTSP is still used in the learning process, it has been modified to better meet the needs of students with special needs. This includes altering the objectives, content, procedure, and assessment, as well as simplifying the material, adding more time, and modifying the standards of evaluation. In order to make the curriculum dynamic, the adjusted curriculum is listed in the Individual Learning Program (PPI), which is designed for kids with special needs (Fa'iqotusholeha & Andaryani, 2023; Alfaaroqi & Khoiruddin, 2020; Afifa & Subowo, 2020; Wijaya et al., 2023; Sutisna et al., 2020; Wardani et al., 2020; ;Yuliyanto & Sedarmayanti, 2023; Amatullah, 2022; Arifin et al., 2023; Sidiq et al., 2022; Hm & Wahyuni, 2021; Savitri & Irdamurni, 2020).

The Education Service and other associated organizations provide general instructors with the chance to participate in training or seminars pertaining to inclusive education, and teaching staff in inclusive schools has a background in special education (Alfaaroqi & Khoiruddin, 2020; Arum et al., 2020). in order for the classroom learning process to demonstrate that the instructor is sufficiently competent (Yuliyanto & Sedarmayanti, 2023).

Although they are still in limited circumstances, several schools that implement inclusive education programs are also supported by providing special facilities and infrastructure for ABK, such as therapy rooms, assessment tools, therapy equipment, and learning media (Alfaaroqi & Khoiruddin, 2020; Sutisna et al., 2020). Additionally, there is a designated space called the resource room that offers ABK pupils a variety

of tools to support their activities. These tools include game equipment, instructional aids, hearing aids, and special books (Warthini et al., 2020).

Schools offer customized classrooms for students with special needs in addition to ordinary classes where the learning process occurs (Qomarudin & Safrudin, 2021). For ABK students who still require some time to acclimate to their peers' skill levels in regular classrooms, this room serves as a helpful specific location (Wardani et al., 2020). Special needs students might become easily bored with routine tasks and occasionally become rather animated in the classroom, perhaps upsetting their peers. In the event that this occurs, ABK students will engage in extra physical activities, such playing on a trampoline in a designated room, until their focus returns and they are willing to finish studying in class (Warthini et al., 2020; Arum et al., 2020). Additionally, gifted ABK students receive support and guidance for all competitive activities conducted both inside and outside of the classroom (Warthini et al., 2020).

3. Factors Precluding Schools from Using Inclusive Education Programs

Teachers' lack of knowledge of children with special needs (ABK) is the primary obstacle to inclusive education programs in schools (Angreni & Sari, 2020; Arifin et al., 2023; Firli et al., 2020; Wijaya et al., 2023). This is a result of the fact that many teachers have not had the training necessary to deal with children who have special needs (Qomarudin & Safrudin, 2021; Tamela et al., 2020). Actually, because learning is dull for pupils, it cannot occur effectively and efficiently (Savitri & Irdamurni, 2020). In addition, teachers frequently show indifference when it comes to accompanying pupils with special needs (Wiliyanto, 2022). The absence of training received by the teachers that accompany ABK exacerbates this (Jesslin & Kurniawati, 2020; Afifa & Subowo, 2020; Nabila, 2020). The challenge of recruiting Special Assistant Teachers (GPK) is another barrier for the teaching staff (Amatullah, 2022; Setiawan et al., 2020; Arum et al., 2020).

The lack of infrastructure and facilities to support program implementation as a result of schools receiving insufficient funding is the next barrier to inclusive education programs in schools (Ferizaldi & Fazlina, 2020; Alfaaroqi & Khoiruddin, 2020; Sutisna et al., 2020; Romadhon et al., 2021; Jannah et al., 2022; Yuliyanto & Sedarmayanti, 2023; Setiawan et al., 2020). The local government's neglect of supporting and overseeing inclusive education initiatives in schools is the next impediment (Bahri, 2021; Fa'iqotusholeha & Andaryani, 2023; Puspandari & Sinaga, 2023; Arifin et al., 2023).

4. Putting Inclusive Education Programs in to Practice in Schools to Achieve Fair and Non-Discriminatory Education

Children with special needs and children in general can obtain the same education thanks to the inclusive education program, which is a type of equity and the

realization of education without discrimination (Sahrudin et al., 2023). This demonstrates that every child in the country has the unalienable right to an education, which the government is required to uphold.

Article 5 paragraph 1 of Law Number 20 of 2003 concerning the National Education System declares that every citizen has an equal right to get a high-quality education. The right to special education is then mentioned in paragraph 2 for persons with mental, emotional, physical, intellectual, and/or social disabilities. It seems obvious that everyone has a right to an education, even those with special needs.

The government released Ministerial Regulation Number 70 of 2007 concerning Inclusive Education for Students who Have Disabilities and Have Special Intelligence and/or Talent Potential in order to further clarify the rights of children with special needs to receive an education on par with that of other students. Article 2 paragraph 1 of the regulation states that inclusive education seeks to offer the greatest opportunities for all students who have physical, emotional, mental, or social disabilities, or who may have the potential for intelligence and/or special talents, to receive a quality education that is tailored to their individual needs and abilities. Paragraph 2 of the regulation states that inclusive education aims to actualize the implementation of education that respects diversity and is not discriminatory for any student.

Every society has issues with education, and one of the main causes of these issues is the lack of assistance for those from lower socioeconomic classes and the ongoing discrimination against ABK's right to an education (Lessy, 2020). Thus, in order to fairly and non-discriminatorily distribute the right to an education to all citizens, an inclusive education program is the appropriate first step. in order for every citizen to feel that they are receiving their rightful education.

To determine what kind of educational services are acceptable to give, prospective ABK students go through an evaluation procedure as part of the implementation of educational programs in schools. Then, using a regular curriculum that has been modified by specially trained general teachers and special accompanying teachers, the learning process takes place in the classroom. However, the number of special accompanying teachers in inclusive schools and the extent of teacher training are still very limited (Fa'iqotusholeha & Andaryani, 2023; Alfaaroqi & Khoiruddin, 2020; Afifa & Subowo, 2020).

The lack of infrastructure and facilities to support inclusive learning, the shortage of special assistant teachers for ABK and other teacher capacity issues, as well as the local government's lack of interest in and evaluation of inclusive education programs, are just a few of the challenges that face the implementation of inclusive education programs in schools (Amatullah, 2022; Setiawan et al., 2020; Arum et al., 2020). To

effectively achieve the goal of attaining education for all citizens without discrimination, there has been a notable growth in the number of special needs students attending mainstream schools as of late (Khairuddin, 2020). So that fair and non-discriminatory education can be realized through the successful implementation of inclusive education programs.

D. Conclusion

Teachers continue to work hard to give ABK a quality education despite the numerous challenges in implementing the inclusive education program, particularly throughout the classroom learning process. In order to determine the best kind of educational service, an evaluation procedure is conducted before to admitting ABK pupils. A modified general curriculum is then used for the learning process. In carrying it out, the school also sets up special classrooms for students with special needs because of their condition, which occasionally causes them to become easily bored and to become very active in class, disturbing other students. Until they are able to focus again and want to continue studying in class, these students will be given extra physical activity. Numerous challenges remain in the way of this inclusive education program's implementation, such as the dearth of infrastructure and facilities to support inclusive learning, the shortage of special assistant teachers for ABK and the lack of teacher capacity resulting from inadequate training, as well as the local government's lack of interest in and assessment of the program.

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