



Implementasi Pendidikan Inklusif di Masyarakat

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ABSTRACT Inclusive education as an approach to meeting the educational and learning needs of all children, youth and adults that focuses specifically on those who are disabled, marginalized and neglected. But with various problems, especially in implementation in society. Inclusive education that is currently running has not been realized optimally. The community also does not understand the paradigm of inclusive education so they cannot participate in it. The law states that the community is obliged to provide resource support in the implementation of education. Community participation and independence determine the implementation of this inclusive school policy. In Friendly Schools all school communities understand that the goal of education is the same for all, that is all students have the right to feel safe and comfortable, to develop themselves, to make choices, to communicate, to be part of the community, to be able to live in world situations constantly changing, to deal with life's many transitions, and to make a valuable contribution. Several steps that can be taken to implement inclusive education in society include: 1). Building community awareness and education, 2) Formulating inclusive education policies, 3). Conduct training for teachers and educators, 4). Doing an inclusive teaching approach, 5). Provide facilities and accessibility, 6). Building collaboration with Parents and Community. Keywords: <i>Community, Education, Inclusiveness</i>			

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INTRODUCTION

The integrated education program that was launched in Indonesia around 1980 was later developed under the name of inclusive education (Nadya, Ameer, & Zaamil, 2022). The term inclusive education is in accordance with the term given by UNESCO which comes from jargon education for all which means friendly education for all, reaching everyone without exception (Rahmah, Rouns, & Luck, 2022). Law of the Republic of Indonesia number 20 of 2003 concerning the national education system article 11 states that the central and regional governments are obliged to provide services and facilities, and guarantee the implementation of quality education for every citizen without discrimination.

The next paragraph emphasizes and even mentions that there is special education for citizens who have physical, emotional, mental, intellectual and social disabilities

(Rohmalimna, Yeau, & Sie, 2022). This shows that the state must guarantee education for all its citizens, without exception (Dianovi, Siregar, Mawaddah, & Suryaningsih, 2022). The verse above is in accordance with UNESCO's directive that education does not look at the background of citizens (Najeed, Hakonarson, & Mentch, 2022). Therefore inclusive education as an educational service must include children with special needs to study with their peers in regular schools (Bahri, 2021).

Inclusive education is a form of educational equity and eliminates discrimination against children with special needs in order to obtain the same education. Inclusive education is a special education service so that all children with special needs can be equal to children in general (Nopiana, Egie, & Mers, 2022). Various facilities should be prepared for this special education, so that they can receive the same education. However, on the other hand, the establishment of educational institutions such as Special Schools (SLB) has built walls of discrimination and exclusivity for children with special needs.

The implementation of inclusive schools for children with special needs should create an environment that is fun, friendly and can foster the confidence of students with special needs to receive proper education in accordance with their rights (Hartini, Alie, & March, 2022). The reality of the implementation of incubation schools in Indonesia is still not in accordance with the concepts put forward and implementation guidelines, both in terms of students, teacher qualifications, facilities and infrastructure, parental and community support. The implementation of inclusive schools in Indonesia is still a phenomenon (Darma & Rusyidi, 2015).

The establishment of special schools is actually a wall that separates children with special needs from other children in general, this can become an obstacle to the process of socializing and interacting between them (Ilham, Adelir, & Delr, 2022). This results in children with special needs being a group that is marginalized or even excluded from social interaction in society (Safitri, Alii, & Mahmud, 2022). Therefore, people are not familiar with children with special needs, and vice versa, the child with special needed feel not part of the social life of the community.

Inclusive education has been agreed by many countries to be implemented in order to combat discriminatory treatment in the field of education (Firman, Alef, & Eric, 2022). The implementation of inclusive education is based on international documents, namely the Universal Declaration of Human Rights in 1948, the United Nations Convention on the Rights of the Child in 1989, the World Declaration on Education for All, Jomtien in 1990, Standard Regulations on Equal Opportunities for Persons with Disabilities in 1993, Salamanca Statement and Framework for Action on Special Needs Education 1994 (Darma & Rusyidi, 2015).

Various literature states that Indonesia does not yet have accurate and detailed data on the number of children with special needs, this is due to the unclear standardization of the categories of children with special needs (Anoum, Arifa, & May, 2022). However, according to the Ministry of Women's Empowerment and Child Protection, the number of crew members whose data was successfully collected was around 1.5 million (Munawwaroh, 2019).

The number of children with special needs as above, when compared with the total number of school-age children (5-14 years) there are around 42.8 million people, it turns out that the number of children with special needs in Indonesia is very large (Demina, Remy, & Danyl, 2022). This is calculated from UN data which states that it is estimated that at least 10% of school-age children are children with special needs.

The essence of inclusive education is one of the efforts to improve the quality of education services for children with special needs which does not discriminate between children with special needs and normal children in general. Since 2009 the Government of Indonesia has instructed educational institutions at all levels to implement inclusive-based education (Hikmah, Petoukhoff, & Papaioannou, 2022). Thus, the logical consequence that must be accepted is that all implementers in educational institutions must accept all students without exception, including students who experience physical, psychological, behavioral and social psychosocial barriers in regular schools which are usually attended by non-special needs or regular children (Sudarto, 2017).

Government policies in regulating inclusive education as mentioned above should also go hand in hand with the conditions for the implementation of the various policies mentioned below, such as facilities, teacher resources who have the ability to teach children who mix between ABK and non-ABK, learning models, to appropriate learning evaluations (Dewi S, Rasyid Umar, Ali Khan, & Aziz, 2022). to measure the success of learning. Therefore an analysis of the implementation of inclusive education needs to be monitored, examined, and produced the right solutions to solve these various problems.

One of the main problems in the delivery of education is the lack of participation between educational institutions, communities and policy makers. Inequality in the role of participation results in the learning process not being optimal (Keshav, Julien, & Miezal, 2022). So it becomes a necessity for all of us to revitalize the understanding and application of participation theory, so that educational goals can be implemented perfectly. In previous research it has been found that the role of community participation is vital in carrying out its function as a supporter of education (Suryana, Mumuh, & Hilman, 2022).

RESEARCH METHODOLOGY

The method used in this research is a qualitative method by applying library research or library research, research sources based on literary sources such as books, scientific articles, and others (Kartel, Charles, Xiao, & Sundi, 2022). After these sources were collected, especially those that discussed the implementation of education included in the community, these sources were categorized based on the research questions (Gabriela, Cicerchi, Colin, & Ana, 2022). Then, the data obtained from categorized sources are abstracted by the author to present facts about inclusive implementation in society. by comparison with other facts. These facts are then described by the author to produce information or knowledge.

RESULT AND DISCUSSION

Inclusive education is an education service system that requires children with special needs to study in nearby schools in regular classes with their peers (Qureshi, Mahdiyyah, Mohamed, & Ardchir, 2022). Schools that provide inclusive education are schools that accommodate all students in the same school. This school provides educational programs that are appropriate and 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.

Inclusive education is carried out both formally and informally, both of which have functions. Informal education held within the family sphere plays a major role in initiating a lifelong learning process that takes place over the span of a person's life. In addition to learning, habituation and modeling are also obtained, as partners in formal education, meaning that Outdoor Education can function as a substitute, complement, and supplement and can bridge into the world of work (Af, Nurfadilah, & Hilman, 2022).

The implementation of inclusive education is a form of government effort that is expected to be able to produce the next generation who can understand and accept all forms of differences and not create discrimination in people's lives in the future (Budd et al., 2020). In several cities in Indonesia, inclusive schools have emerged, the implementation of which is in collaboration with schools and city governments (Al-Baik & Miller, 2019). However, in reality it is still difficult to realize inclusive schools that can meet the needs of children with special needs.

One form of these difficulties is that there are still people who do not accept students with special needs in regular schools, besides that there is disharmony between various parties in the implementation of inclusive schools, such as the need for qualified teachers and good schools to fully support the implementation of inclusive schools (Darma & Rusyidi, 2015).

Each party wants to work together in realizing inclusive education in Indonesia in a joint effort to realize the idea of education without discrimination (O'Cathain et al., 2019). Inclusive education still needs to get special attention in its implementation so that in the future children with special needs really get educational services according to their conditions and can respect the reality of diversity in life in society to the fullest.

A good inclusive learning environment requires the cooperation of various parties. The teacher is an important factor in the process of inclusive education, although other tools are also needed to support the success of learning in inclusive education rather optimally (Ben-Daya, Hassini, & Bahroun, 2019). One of the teacher's roles is to protect students with special needs in the classroom (Pratt, 1999). Therefore the teacher needs more skills in raising awareness, and the ability to manage classes with a plurality of student conditions.

The teacher's view of inclusive education is the basic capital in making teachers aware of the differences in abilities between students taught in their classes. Understanding the differences with the same learning objectives, teachers need to rack their brains in applying certain learning models (Xiang et al., 2020). Therefore teachers need to be given training in

forming abilities in learning in diverse students (Herviani, Istiana, Sasongko, & Ramadhan, 2019).

The implementation of inclusive education requires various attentions and assessments, including policies, objectives, curriculum, implementation, learning models, human resources and evaluation. Although one of the studies conducted in East Java concluded that the implementation of inclusive education programs had gone well according to the targets to be achieved (Graham et al., 2019). The research also states that the biggest shortcoming of implementing inclusive education is human resources, namely guidance and counseling teachers, learning teachers, therapists, and so on (Sudarto, 2017).

Inclusive education as an approach to meeting the educational and learning needs of all children, youth and adults that focuses specifically on those who are disabled, marginalized and neglected (Zwanenburg et al., 2020). But with various problems, especially in implementation in society. Inclusive education that is currently running has not been realized optimally (Lebreton & Andrady, 2019). The community also does not understand the paradigm of inclusive education so they cannot participate in it.

Community participation is a very important component for the success of inclusive education (Shrestha & Mahmood, 2019). Because in this inclusive school, collaboration between the community and teachers in the classroom is needed to create and maintain a warm class community, accept diversity, and respect differences. Community participation in the form of cooperative partnerships between schools and the government, parents, and community groups and other social organizations is protected by laws or government regulations that underlie partnership cooperation. Community participation is very important to be realized in the implementation of special needs education, because the community owns the various resources needed by the school and at the same time the community is also the owner of the school other than the government.

Community participation can be carried out optimally in supporting inclusive education so that the goals of education for welfare will be achieved. Community Worker help provide resources, opportunities, knowledge, and skills to increase the capacity (Stockwell et al., 2021) of community members to participate in and influence community life.

In practice, this education is still not implemented properly because it has not accommodated the needs of students outside the normal student group. Inclusive education that is currently running has not been realized optimally. The community also does not understand the inclusive education paradigm so they cannot participate in it. Community participation is a very important component for the success of inclusive education.

Community participation in the form of cooperative partnerships between schools and the government, parents, and community groups and other social organizations is protected by laws or government regulations that underlie partnership cooperation. Community participation is very important to be realized in the implementation of special needs education, because the community has various resources needed by schools and at the same time the community is also the owner of the school other than the government (Nuraeni, Rachim, & Gutama, 2016).

The government has made regulations regarding education in Indonesia. In the law there are several rules regarding the legal basis governing education. "Society is obliged to provide support resources in the implementation of education". (Law No. 20 of 2003 Article 9). The community plays a role in improving the quality of education services which includes planning, monitoring, and evaluating education programs through the education board and school committee.

Indicators of community participation in supporting the implementation of inclusive education for children with special needs are as follows (Taufan & Mazhud, 2016):

1. Participate and submit proposals or opinions regarding efforts in the provision of inclusive education that are carried out directly or through existing institutions;
2. Participate in deliberations in making decisions regarding the determination of school programs that are considered appropriate and good for children with special needs;
3. Participate in carrying out what has been decided in the deliberations, including in this case making contributions, whether in the form of labor, financial contributions and other materials;
4. Participate in supervising the implementation of joint decisions including submitting suggestions, criticisms and rectifying problems that are not in accordance with what has been decided;
5. In other terms, taking responsibility for the successful implementation of the program that has been determined together;
6. Participate in enjoying and maintaining the results of these activities.

Community participation and independence determine the implementation of this inclusive school policy. Because in this inclusive school, collaboration between the community and teachers in the classroom is needed to create and maintain a warm class community, accept diversity, and respect differences. In addition, in inclusive schools, teachers are required to teach interactively. This can later create communication between teachers and students, so closeness can arise. With this closeness, it will eliminate the existence of professional isolation. In inclusive schools, the meaning of parents also plays a role in determining planning both in terms of curriculum planning at school and learning assistance at home.

Inclusive education is an ideology and ideals of education in Indonesia in order to realize education for all. Inclusive education is not only acceptance but service. In its implementation in regular schools, teachers who are superior, tough and able to create a friendly classroom climate are needed. That way, all students will feel acknowledged and valued. Finally, normal children (in general) and children with special needs are accustomed to living side by side, so that when they grow up they do not generate negative thoughts that can lead to social inequality.

Inclusive education requires community assistance because one of the goals of community-based education is to assist the government in mobilizing local resources and increasing the role of the community to take a greater part in the planning and implementation of education at all levels, types and pathways of education. In addition, it

also supports government initiatives in increasing community support for schools (Setiawan, Aziz, & Hilman, 2022).

When the school community, such as teachers and children work together to minimize the barriers children face in learning and promote the participation of all children in school, then this is one of the characteristics of a friendly school (Welcoming School). This has been reinforced in the Salamanca Statement adopted at the 1994 World conference on Special Needs Education recognizing Education for All as an institution. This can be interpreted that every child can learn, each child is different and that difference is strength, thus the quality of the learning process needs to be improved through collaboration with students, teachers, parents, and the community or society.

As is the case with conditions real in school, in almost every class there are always students in the class who need more attention, including those with special needs, such as: visual intelligence, hearing, physical, mental-emotional intelligence, social-behavior, autism and others, so they need physical access and modification curriculum and adjustment of teaching methods so that all students can adapt effectively to all school activities.

In a Friendly School all school communities understand that the purpose of education is the same for all, that is all students have the right to feel safe and comfortable to develop themselves, to make a choice, to communicate, to become part of the community, to be able to live in a changing world situation, to face many transitions in life, and to make a valuable contribution.

Curriculum issues in Friendly Schools are the biggest challenge for teachers and schools in maintaining inclusion and maximizing the participation of all children. Curriculum adjustment is not about lowering the standard of requirements or making practice easier for students with disabilities or special needs. But adapting this curriculum to meet this diversity requires careful planning and preparation by teachers and in collaboration with students, parents, fellow teachers, and staff.

Implementation of inclusive education in society is an effort to ensure that all individuals, including those with special needs, can access proper and quality education. From the discussion above, it can be concluded that the steps that can be taken to implement inclusive education in society:

Community Awareness and Education: The first step is to raise public awareness about the importance of inclusive education and its benefits for all individuals. Social campaigns, seminars, workshops and public discussions can be used to inform the public about the rights of individuals with special needs and the importance of inclusion in education.

Inclusive Education Policy: Governments and educational institutions need to develop policies that promote and support inclusive education. This policy should include rules and regulations that ensure physical accessibility and equal education for all individuals. Policies should also encourage teacher training in providing inclusive education.

Teacher and Educator Training: Teachers and educators need to receive specific training in providing inclusive education. They must understand the special needs students may have and learn appropriate teaching strategies to support their success. This training

should include an understanding of diversity, inclusive teaching techniques, and adequate classroom management skills.

Inclusive Teaching Approach: In an inclusive classroom, teachers should adopt a teaching approach that takes into account the diversity of students. The use of a variety of teaching methods, the use of teaching materials that are easily accessible and understood by all students, as well as assessments that are flexible and according to individual needs are some of the strategies that can be implemented. The teacher must also ensure the active participation and interaction of all students in the learning process.

Facilities and Accessibility: Schools and educational institutions must provide physical facilities that are inclusion-friendly, such as accessibility for students with limited mobility, toilets that can be accessed by all students, and other supporting facilities. Supporting facilities such as assistive devices, assistive technology, or customized teaching materials must be available for students with special needs.

Collaboration with Parents and Community: Involving parents and community in the educational process is an important step in inclusive education. Open and collaborative communication between teachers, parents and students should be promoted to ensure individual needs are properly met. Increasing awareness and support from the community can also help in creating an environment that supports the realization of inclusive education

CONCLUSION

Inclusive education as an approach to meeting the educational and learning needs of all children, youth and adults with a special focus on those who are disabled, marginalized and neglected. But with various problems, especially in its application in society. Inclusive education that is currently running has not been realized optimally. The community also does not understand the inclusive education paradigm so they cannot participate in it.

The government has made regulations regarding education in Indonesia. There are several rules regarding the legal basis governing such education. Law number 20 of 2003 concerning SISDIKNAS article 9 states that the community is obliged to provide resource support in the implementation of education. Community participation and independence determine the implementation of this inclusive school policy. Because in this inclusive school, collaboration between the community and teachers in the classroom is needed to create and maintain a warm class community, accept diversity, and respect differences.

In a Friendly School (Welcoming Schools) all school communities understand that the purpose of education is the same for all, that is all students have the right to feel safe and comfortable, to develop themselves, to make a choice, to communicate, to become part of the community, to be able to live in a changing world situation, to face many transitions in life, and to make a valuable contribution. Several steps that can be taken to implement inclusive education in society include: 1). Building community awareness and education, 2) Formulating inclusive education policies, 3). Conduct training for teachers and educators, 4). Doing an inclusive teaching approach, 5). Provide facilities and accessibility, 6). Building collaboration with Parents and Community.

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