

IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN MONGISIDI 1 PRIMARY SCHOOL

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Abstract

This study aims to reveal: (1) the background and foundation of the implementation of inclusive education for children with special needs at SDN Unggulan Mongisidi 1; (2) the collaborative role of key actors in implementing inclusive education for children with special needs at SDN Unggulan Mongisidi 1; and (3) the inclusive education model at SDN Unggulan Mongisidi 1. This research is qualitative in nature applying the case study design. This research was conducted at SDN Unggulan Mongisidi 1, which is a reference public primary school for children with disabilities in Makassar city. The informants of this study were the principal, class teachers, special mentor teachers and parents/guardians of students at SDN Unggulan Mongisidi 1. The data analysis technique used the Miles and Huberman interactive model analysis. Data collection techniques were carried out by in-depth interviews, observation, and documentation studies. The results of this study are as follows: (1) the implementation of inclusive education for children with special needs at SDN Unggulan Mongisidi 1 has a physical and social background, and is based on juridical, philosophical and psychological foundations; (2) the form of collaboration between key actors is carried out by optimizing their respective functions and duties; and (3) the inclusive education implementation model used is the regular class model with pull out.

Keywords: *inclusive education, children with special needs, elementary school*

INTRODUCTION

Education is very important to prepare individuals who can support their role in the future. Education serves as a tool to civilize and improve the quality of human resources that will play an important role in advancing the nation's economic, social, political and cultural development. (Cikka, 2020; Hlean et al., 2021). In the social aspect, the role of education is important in creating people who have beliefs about how to think, have critical analysis skills, have integrity, are responsible, moral, and become leaders of change. (Arfa, 2023; Indy et al., 2019).. In the cultural aspect, education functions as a transfer of cultural values, instilling positive norms and values that are virtuous and have character to the nation's generation. (Novianti, 2022; Widyastuti, 2021).. In the economic aspect, education contributes to producing generations who are able to drive economic development that continues to uphold cultural values both nationally and internationally (Hasan et al., 2023). (Hasan et al., 2023; Nuraeni, 2022).. In the political aspect, education can develop generations who have responsibility, awareness of rights and obligations as Indonesian citizens (Efendi, 2020; Nuraeni, 2022). (Efendi, 2020; Nanggala, 2020).. Thus, education is a process pursued by humans to improve their dignity that lasts throughout life.

The acquisition of knowledge, abilities and principles necessary to live alone and participate in society is one of the goals of education. (Alimuddin et al., 2023; Moku et al., 2022; Redhana, 2019).

Learning to live together, one of the four pillars of UNESCO education which means learning to understand, accept differences, appreciate and respect others, is in line with these educational goals. Given the important role of education, the provision of education should be open without discriminating against race, religion, ethnicity or other physical characteristics.

In Indonesia, education as a right of every human being has been mandated in the 1945 Constitution of the Republic of Indonesia Article 31, stating that every citizen has the right to education, the government is obliged to provide educational facilities and infrastructure for the education process to take place. Tribe, race, religion, ethnicity, physical characteristics, or other differences are not an obstacle for everyone in Indonesia to get the right to education from the government. This is also stated in Law No. 20/2003 on the National Education System Article 5, which states that every citizen has the right to quality education and the opportunity to improve their education throughout life. Special education is entitled to be provided to citizens who experience physical, emotional, mental, intellectual, social, or potential intelligence and talent disorders. These services are provided through an inclusive education program.

Inclusive education is a strategic approach to facilitating learning for all children, in order to obtain the right to education through participation, increased access and successful learning in quality basic education. (UNESCO, 1998). Inclusive education ensures that all children, regardless of ability, socio-economic status, ethnicity, language, religion or cultural background, have equal rights to quality education services that enable them to reach their potential and contribute to society. (Astawa, 2021; Muhibbin & Hendriani, 2021; Mustika et al., 2023).. The implementation of inclusive education includes several principles, namely: (1) equity and quality improvement; (2) diversity based on individual needs; (3) meaningfulness; (4) sustainability; and (5) involvement. (Astawa, 2021; Yasjulia, 2024).. Thus, inclusive education is an educational service for all children who have limitations, special intelligence and talents, which is based on an attitude of respect for diversity with the support of all school members as a learning community, and is carried out in an appropriate environment, full of encouragement, and meaningful activities.

Indonesia began implementing inclusive education services in 2009, with the issuance of the Minister of National Education Regulation (Permendiknas) No. 70/2009 on Inclusive Education for Learners with Disabilities and Potential for Special Intelligence and/or Talent. (Hanaa & Evani, 2022; Rahmawati et al., 2021; Widaningsih & Herawati, 2023).. Furthermore, Law Number 8 of 2016 in article 5 paragraph 3f concerning persons with disabilities have the right to receive the same treatment as other children to achieve social integration and individual development. (Novialassafitri et al., 2021; Rahmawati et al., 2021).. In order to fulfill the implementation of inclusive education in Indonesia, in 2021 the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, then published the Inclusive Education Implementation Guidebook, which serves as a guideline for the implementation of inclusive education services in educational units. It is hoped that this guidebook will

make it easier for education units to implement inclusive education programs according to the characteristics of each education unit.

Despite the government's efforts, the practice of implementing inclusive education still leaves many problems. These obstacles relate to students, educators, education personnel, parents, schools, communities and governments. (Kurniawan & Nurhasanah, 2020; Rusmono, 2020).. Difficulty adjusting the curriculum, low operational costs, lack of competent teaching staff, poor treatment of students with special needs, inadequate learning for students with special needs, differences in policies between the government and schools, unsupportive school facilities and infrastructure, lack of learning aids, and parents' lack of understanding about inclusive education are significant obstacles. (Candra, 2022; Lafiana et al., 2022; Musneckiene, 2020)..

One of the public primary schools in Makassar city that implements an inclusive education program is SDN Unggulan Mongisidi 1 and has been referred by the local education office to provide inclusive education services at the primary school level. This school began implementing the inclusive education program in 2016. There are 15 children with special needs (ABK) and 6 GPK who are still active and have honorary status. Community interest in sending their children to this school is quite high. Four children with special needs have graduated from this school since 2016 until 2022. Therefore, this study aims to describe: (1) the background and foundation of the implementation of inclusive education for children with special needs at SDN Unggulan Mongisidi 1; (2) the collaborative role of key actors in implementing inclusive education for children with special needs at SDN Unggulan Mongisidi 1; and (3) the inclusive education model at SDN Unggulan Mongisidi 1.

METHODS

Case study research is an empirical approach to studying modern phenomena thoroughly and in a real-world context. The scope and features of case studies include thorough methods of inquiry, which include design logic, data collection methods, and specialized data analysis methods. (Sitorus, 2021; Yin, 2018).

The research was conducted at SDN Unggulan Mongisidi 1. The research subjects were 4 people, consisting of the principal, class teacher, GPK and parents/guardians of children with disabilities. The research aims to find out: (1) the background and basis for implementing inclusive education at Mongisidi 1; (2) the collaborative role of key actors in implementing inclusive education at Mongisidi 1; and (3) the inclusive education model at Mongisidi 1.

This study used qualitative data, which was collected through in-depth interviews, observations of learning and outside of learning, and documentation. Data analysis was conducted in four steps using the interactive model (Miles & Huberman, 1994). There are a number of steps to be taken in this model, such as data collection, data reduction, data presentation, and conclusion drawing or verification.

RESULTS AND DISCUSSION

Based on the results of data analysis of interviews, observations, and documentation from various sources, the following data were obtained:

1. Background and foundation of the implementation of inclusive education for children with disabilities at SDN Unggulan Mongisidi 1.

The first setting of SDN Unggulan Mongisidi 1 is the physical setting. The physical setting includes all school facilities, both facilities and infrastructure, used in the implementation of inclusive education. Based on the results of observations, a variety of adequate facilities were found, in the form of school buildings, learning spaces, resource rooms, libraries, sports fields, toilets, canteens, prayer rooms, hand washing stations, and walking paths for children with disabilities, which are designed in such a way as to make students comfortable in activities, both interactions in learning and social interactions. Interviews with the principal, GPK and class teachers found that regular classrooms and special rooms (resource rooms) are where children with disabilities learn. They also participate in sports activities with their classmates on the sports field with the assistance of the GPK. Children with disabilities can also use the pedestrian area that connects the classrooms and resource room. However, based on the observations made, it was found that the walking area for children with disabilities is still underutilized. This is because the resource room is located in the corner of the school, separate from the classroom building. In addition, there are four primary schools in the same location. The four schools in the same complex have one entrance right at the gate of SDN Unggulan Mongisidi 1. This can create uncomfortable conditions for children with disabilities because many students access the area, especially during school entry and dismissal times. In fact, the school environment has a strategic position in determining the success of education (Foubister et al., 2021; Ibrahim et al., 2022).. The school environment is a place where all school education and learning activities are carried out. A non-conducive environment will certainly hinder the learning process at school.

Schools as part of the social environment need to be well developed so that children can achieve their best potential. The school environment is developed to create a learning environment that is friendly and liberates children in learning. (Rachman, 2020; Yasjulia, 2024).. Based on observations made, it appears that the social setting at UPT SPF SD Negeri Unggulan Mongisidi 1 is quite comfortable and conducive. This can be seen from the relationships that exist between school members in an atmosphere of intimacy and kinship. All school activities run according to plan, both activities carried out independently by school members, as well as activities carried out collaboratively with parents/guardians of students or other external parties, such as the city education office, several sponsors, other elementary school institutions, and so on. The creation of harmonious and familial relationships among school community members will create an ideal educational environment in shaping a school environment that is not only effective for the development of education and learning,

but also able to form a child-friendly environment. A conducive social environment is very supportive of education and learning activities (Ahmad, 2019; Ridho, 2019).

The foundation for implementing inclusive education at SD Negeri Unggulan Mongisidi 1 is juridical, philosophical and psychological. The results of the interview with the principal found that this school began implementing inclusive education since 2016, at the appeal of the Makassar City Education Office to provide inclusive education services in Makassar city. Juridically, the 1945 Constitution of the Republic of Indonesia clearly and unequivocally guarantees that every Indonesian citizen has the right to education, then it is also regulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, and the Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education for Learners with Disabilities and Potential for Special Intelligence and/or Talent.

The second foundation is the philosophical foundation. Based on observations, the implementation of inclusive education is based on the values of humanism and constructivism. The concept of humanism in the implementation of inclusive education is realized through respecting the diversity of students by giving students the freedom to develop their potential, talents and interests. (Masyithah, 2019; Rahmatia, 2022).. Furthermore, constructivism is realized in activities and learning activities that prioritize real experience as an impetus in understanding learning. This can be seen in the learning process which does not differentiate between children with disabilities and regular students. Students with disabilities also participate actively in learning (Masgumelar & Mustafa, 2021; Sugrah, 2019).. Children with disabilities follow the activities from the beginning to the end of the lesson.

The third foundation is the psychological foundation. Observations and interviews found that the developmental aspects of children with disabilities are taken into consideration in developing the implementation of inclusive education at SDN Unggulan Mongisidi 1. Psychological considerations are used to determine the form of intervention that will be given to children with disabilities so that the intervention will be able to optimize the learning outcomes of children with disabilities. In this case, the learning outcomes for children with disabilities are in the form of basic skills and life skills according to the level of development of children with disabilities. (Rahmawati & Basith, 2023; Saefullah et al., 2023)..

2. Forms of collaboration between key actors in implementing inclusive education for children with disabilities at SDN Unggulan Mongisidi 1.

The principal, class teachers, GPK, school committee, parents, students, education office and other education institutions in Makassar city play an important role in inclusive education services at SDN Unggulan Mongisidi 1. All work together in order to realize common goals. Good collaboration between school community members is a major factor in the success of education and learning in

educational units. (Hornýák, 2020; Maruddani & Sugito, 2022).. Inclusive education covers many things, including the admission process, learning process, evaluation process, infrastructure, school management, and educators needed by the school.

The principal, class teachers, GPK and parents/guardians are the four key actors in the implementation of inclusive education at SDN Unggulan Mongisidi 1. Their main roles are realized through planning, handling and evaluating the implementation of inclusive education services. They are proven to be able to build active and effective collaboration. Their roles as key actors are described in table 1.

Table 1. Tupoksi (roles) of the school principal, class teacher, special mentor teacher, and Parents/Guardians of Students, in the Implementation of Inclusive Education at SDN Unggulan Mongisidi 1

No.	Key Actors	Duties and Responsibilities		
		Planning Stage	Handling Stage	Evaluation Stage
1	Principal	<ol style="list-style-type: none"> 1. Formulate the concept of inclusive education to be implemented. 2. Determine the direction and policy of developing the school's physical and non-physical environment in meeting the needs of implementing inclusive education. 3. Determine the external working partners to be involved and the collaboration model to be followed in implementing inclusive education, including the involvement of student guardians, the education office, other education institutions and relevant health institutions. 4. Formulate the technical implementation of inclusive education that will be implemented. 	<ol style="list-style-type: none"> 1. Coordinate the implementation of New Student Admission for children with disabilities. 2. Coordinate the identification and assessment of children with disabilities. 3. Coordinate the implementation of inclusive learner profiling. 4. Coordinate lesson planning for children with disabilities. 5. Coordinate the implementation of learning for children with disabilities. 6. Coordinate the implementation of learning assessment and evaluation for children with disabilities. 7. Together with teachers, implement curriculum modifications for children with disabilities. 8. Coordinate classroom management for children with disabilities. 9. Include teachers in trainings on inclusive education to improve teacher competence. 	<ol style="list-style-type: none"> 1. Responsible for developing the school curriculum that supports the implementation of inclusive education. 2. Together with teachers, formulate plans, targets, techniques and implementation of inclusive education. 3. Ensure that all teachers have a good understanding of the concept of inclusive education. 4. Organize regular coordination to evaluate the implementation of inclusive education.

2	Class Teacher	<ol style="list-style-type: none"> 1. Develop learning strategies and plans for children with disabilities, including identification and assessment, learner profiling, classroom management, curriculum modifications, learning strategies, evaluation and reports on learning outcomes. 	<ol style="list-style-type: none"> 2. Conduct identification and assessment of children with disabilities. 3. Develop a profile of inclusion learners. 4. Modify the curriculum for children with disabilities. 5. Making learning tools for children with disabilities. 6. Implementing learning for children with disabilities. 7. Assess and evaluate learning for children with disabilities. 8. Compile a report on learning outcomes for children with disabilities. 	<ol style="list-style-type: none"> 1. Reporting children's learning outcomes to the school and parents/guardians. 2. Conduct regular coordination to evaluate the implementation of inclusive education.
3	Specialized Mentor Teacher	<ol style="list-style-type: none"> 1. Develop strategies and plans for learning assistance for children with disabilities, including identification and assessment activities, learner profiling, classroom management, curriculum modifications, learning strategies, evaluation and reports on learning outcomes. 	<ol style="list-style-type: none"> 2. Conduct identification and assessment of children with disabilities. 3. Develop a profile of inclusion learners. 4. Modify the curriculum for children with disabilities. 5. Making learning assistance tools for children with disabilities. 6. Provide learning assistance for children with disabilities. 7. Assess and evaluate learning for children with disabilities. 8. Compile a report on learning outcomes for children with disabilities. 	<ol style="list-style-type: none"> 1. Report the results of assisting children with disabilities to the class teacher and principal. 2. Conduct regular coordination to evaluate the implementation of inclusive education.
4	Parents/Guardians	<ol style="list-style-type: none"> 1. Provide advice, ideas and information in developing strategies and plans for learning assistance for children with disabilities, including plans for the provision of facilities and equipment needed in children's learning. 	<ol style="list-style-type: none"> 2. Participate in identification and assessment of children with disabilities. 3. Contribute to the provision of special mentor teachers for children with disabilities. 4. Contribute to the provision of special facilities and infrastructure for children with disabilities. 	<ol style="list-style-type: none"> 1. Evaluate the implementation of inclusive education for children with disabilities in schools. 2. Conduct regular coordination to evaluate the implementation of inclusive education.

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5. Monitor the implementation of learning for children with disabilities in schools.
 6. Provide learning assistance for children with disabilities at home.
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Table 1 shows that each key actor has an important role. The principal is able to transform his ideas and concepts about the implementation of inclusive education to the school community. This success is shown by the actualization of performance in carrying out roles and duties, and the collaboration between school members in implementing inclusive education.

Classroom teachers are able to implement learning that accommodates the differences of students in their class. Classroom teachers are able to equalize perceptions with GPK and parents/guardians in determining the direction of implementation of inclusive education that will be developed in each stage of learning. In addition, class teachers are able to communicate their ideas in learning activities to students effectively so that students are able to accept various forms of diversity in the characteristics and needs of students in their class. The proficiency of classroom teachers in carrying out these tasks can be evidence that classroom teachers have successfully implemented inclusive education in their respective classrooms.

On the other hand, GPKs are able to synergize with class teachers and parents/guardians of students with disabilities. GPK is able to equalize perceptions in determining the direction of inclusive education implementation that will be developed in each learning stage. GPK prepares special learning tools that have been modified according to the character and needs of the children with disabilities they assist. GPKs assist children with disabilities to learn in class and in the resource room. GPKs are skillfully able to condition the situation and time for children with disabilities to study with their friends in regular classes and study privately in the prepared resource room. The special mentor teachers' ability to carry out their duties and responsibilities proves that the special mentor teachers have succeeded in implementing inclusive education to the fullest.

Furthermore, parents/guardians of students have the ability to synergize their interests with the school. This is evident in the participation of parents/guardians in providing facilities and infrastructure that support children with disabilities' learning at school, such as working together to build a learning resource room for children with disabilities and voluntarily paying the GPK honorarium every month. Parents/guardians are also involved in decision-making. Parents/guardians provide important information related to student and family profiles. This information is taken into consideration in making decisions about the form of services that the school will apply to the children with disabilities.

Based on the description above, it is known that key actors have their own roles and functions. Some overlap and some do not overlap with other roles. Based on observations in the field, the actualization of the roles of each actor is connected to one another to form a collaborative working relationship that strengthens each other. Collaborative cooperation is built on a shared awareness of the importance of togetherness in carrying out the tasks assigned. Collaboration between school community members is fundamental for student learning outcomes to be achieved. (Hornyák, 2020; Maruddani & Sugito, 2022)..

3. The Inclusive Education Model at Mongisidi 1 Primary School.

The learning system implemented at SD Negeri Unggulan Mongisidi 1 runs like a public school in general. The school environment is designed to make students feel comfortable. Students with disabilities are stimulated to be able to adjust to the school environment well. Learning for children with disabilities is done in class with other regular students. However, at certain times, children with disabilities can also learn in a special class (resource room) accompanied by a GPK.

Based on observations, there was no special treatment given to children with disabilities by the class teacher when they were in the regular class. The children with disabilities participated in learning from the beginning to the end of the lesson and had to complete all the tasks given by the class teacher. When communicating their work, children with disabilities also had to do so, albeit with the assistance of a special mentor teacher. Similarly, children with disabilities must also participate in habituation activities regularly, for example in Friday Blessing activities, praying Dhuha together, class picket, and cleaning the school environment.

Interviews with principals and teachers revealed that learning at SDN Unggulan Mongisidi 1 is guided by the national curriculum, which is modified according to the needs of children with disabilities. Curriculum development includes modifying the learning process, modifying learning outcomes, modifying learning materials, modifying assessment and evaluation, modifying time allocations and modifying graduate competencies according to the needs of children with disabilities.

CONCLUSIONS AND RECOMMENDATIONS

1. The implementation of inclusive education for children with disabilities at SDN Unggulan Mongisidi 1 has a physical and social background. In addition, it is also based on juridical, philosophical and psychological foundations. These three foundations become the basis and driving force in the implementation of inclusive education for children with disabilities at Mongisidi 1 Primary School.
2. Collaboration between key actors in the implementation of inclusive education for children with disabilities at SDN Unggulan Mongisidi 1 is carried out through optimizing their respective functions and duties built on a high sense of togetherness and kinship so as to create a collective transformative collaboration pattern.

3. The inclusive education implementation model for children with disabilities at SDN Unggulan Mongisidi 1 can be categorized into the regular class model with *pull out*. Children with disabilities can learn in regular classes, and at any time are pulled out of regular classes to special classes (resource rooms) to study with GPK.

The results show that although the government requires all schools to implement inclusive education programs, inclusive education requires different handling from regular schools. Education units should consider implementing an inclusive education program if it is not supported by the necessary facilities and infrastructure, experienced teachers and support from parents who understand and appreciate the diversity of their students. Some suggestions are: (1) education units that will accept children with disabilities should provide services that are appropriate to the type of special needs of the child, cooperate with relevant professionals, and facilitate adequate facilities and infrastructure for children with disabilities; (2) parents of children with disabilities should communicate effectively both with the inclusive school and with institutions and professionals so that children with disabilities can obtain appropriate learning services; (3) the government should increase community socialization and improve inclusive education services as policy makers.

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