

IMPLEMENTATION OF INCLUSIVE EDUCATION AS A FORM OF LEARNING IN DIVERSITY AT BALI BATOK ELEMENTARY SCHOOL

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Abstract

Inclusive education is a form of education without discrimination that provides opportunities for children with special needs to obtain the same education and makes schools a comfortable place for children to receive education. This study aims to know and describe the process of implementing inclusion education and the implications of inclusion education in realizing learning in diversity in schools. The approach used is a qualitative approach with a case study method. This research was conducted at SDN Batok Bali which organizes inclusion education. Data collection techniques are carried out through observation, interviews, questionnaires, and documentation study. The results showed that the inclusion education process at SDN Batok Bali was carried out as well as the learning process in general, using the national education curriculum. It's just that students with special needs are given additional learning activities after school and there are assessment sheets given to parents to assist teachers in designing learning programs that suit student needs. The results of the questionnaire distributed to 6 respondents showed that 93% of teachers answered correctly and 7% of teachers answered incorrectly. This shows the implications of inclusive education in realizing learning in diversity at SDN Batok Bali.

Keywords: Diversity, Learning, Inclusive Education

INTRODUCTION

In supporting life, humans need education which is an important aspect to achieve their life goals. Getting a proper education is the right of everyone without exception. The state has the responsibility to provide proper education regardless of one's background or physical condition, including children with special needs. This is emphasized in Law No. 35/2014, that every child with physical and/or mental disabilities has the right to equal opportunities and accessibility in obtaining an education.

The characteristics of children with special needs certainly have differences both in terms of physical and intelligence with other normal children (Zahroh, 2019). Children with special needs are often treated negatively by many parties, individuals, groups, and school institutions because they have different characteristics from other students. This statement is supported by Pratiwi & Wahyudi's research (2019) which states that children with special needs often receive discriminatory treatment, such as being ridiculed, not accepted by their friends, and even rejected

children with special needs without any clear reason when enrolling in a school. This is certainly not in accordance with the objectives stated in Law No. 35/2014 which regulates Child Protection.

School is a place for everyone to get an education. But in fact, not everyone can get the education they expect. This happens because there are different treatments for some people, in this case, children who have obstacles in their physical and intellectual conditions. Every child has diverse conditions. Therefore, to provide equal opportunities, inclusive education is present in realizing the right to education for children with special needs. Inclusive education can accommodate the needs of children who are vulnerable to discrimination. Inclusive education is a form of realization without discrimination in the world of education, where every child can get an education that suits their needs without any treatment of differences in background and physical conditions that exist in children. Sukadari (2020) added that through inclusive education, all students, including children with special needs, have the opportunity to carry out learning activities together with other children their age in regular schools. It can be concluded that inclusive education is implemented as a form of learning in diversity. In curriculum learning activities, the teaching methods and learning media used are the same as regular students in general. According to Rahman, et al (2023), there are several principles in inclusive education related to guaranteeing access and opportunities for every child regardless of life background to get an education, 1) inclusive education provides opportunities for all students without exception to be able to learn, 2) a friendly and warm environment must be created in order to provide a comfortable environment for learners who have different conditions, 3) present a class management system that can handle diversity of students' special needs.

Children with special needs need to be guided in obtaining education in accordance with their potential and needs to achieve their life goals. Inclusive education is very important to be integrated into learning activities, because through inclusive education can create opportunities for mutual learning without a wall of separation for every child including children with special needs, so that learning in diversity in the classroom can be created. This research focuses on primary schools that organize inclusive education. The purpose of this research is to find out the process of implementing inclusive education and the implications of inclusive education as a form of learning in diversity at SDN Batok Bali, so that this research can be used as a follow-up in improving the implementation of inclusive education in the future by looking at the advantages and disadvantages of implementing inclusive education at SDN Batok Bali.

METHODS

The research approach used in this research is qualitative research with a case study method, where this research concentrates on a particular object and studies it as a case. This research was conducted at SDN Batok Bali with teachers and students in grades 1-6 as the subjects. Researchers used observation techniques, interviews, questionnaires, and documentation studies in data collection. Then the data that has been collected is analyzed using three stages according to Miles and Huberman which include data reduction, data exposure, and conclusion drawing (Sugiyono, 2020).

RESULTS AND DISCUSSION

Implementation process of inclusive education at SDN Batok Bali

1. Implementation of Inclusive Education

SDN Batok Bali is one of the schools designated as an inclusive education provider in Serang City. The implementation of inclusive education at SDN Batok Bali is a form of learning in diversity without discrimination, this is evidenced when researchers made observations of each class, the observation results did not show any differences in the treatment given by teachers to students in the classroom in the learning process, all students get equal treatment and accessibility without any differences in each student both in terms of physical and background. Therefore, although SDN Batok Bali is an inclusive education school where many students with diverse characteristics are found, the learning process and social interactions have the same learning environment as schools in general. In the same classroom, regular students and students with special needs can learn together, so that the opportunity to develop potential is a right for every student. This is in accordance with Latifah's (2020) statement in her research that the learning activities of Inclusion education can be followed by regular students and also students with special needs. Therefore, diversity which includes: religion, culture, economy, language, gender, and children with special needs is reflected in inclusive education (Lestari, Setiawan & Agustin, 2022).



Sumber Gambar: Dokumentasi Peneliti, 2023
Image 1. Students Learning Activity Process

In the new admissions system, SDN Batok Bali accepts students with special needs who have mild to moderate disabilities. For students who have a high level of disability, the school recommends that they enroll in a special school so that their needs and potential can receive good educational services. The total number of students with special needs at SDN Batok Bali is 30 students with 3 types of obstacles, namely, students with dyslexia, slow learners, and autistic students. The implementation of learning for students with special needs is carried out in the same room, students with special needs and regular students carry out learning activities as in general, there is no separation between the two. It's just that teachers make inclusion class settings so that students with special needs and regular students can learn comfortably. One example of an inclusive classroom setting that has been implemented by teachers at SDN Batok Bali is that students with visual impairments are given the opportunity to determine their seats so that students feel comfortable and in accordance with their visual abilities.

When the learning process in class is complete, teachers usually provide additional learning activities for students with special needs outside of class hours. Learning stabilization is carried out because students with special needs have a slow absorption of lessons compared to regular students due to physical and intellectual barriers. Therefore, teachers provide material consolidation for students with special needs so that the material provided can be conveyed optimally. On the sidelines of the material consolidation activities, sometimes students are invited to tell stories in two directions with the teacher to train the communication skills of students with special needs.

2. Education Personnel

Teachers are a major factor in the success of schools in organizing inclusive education. Given the presence of children with special needs, the composition of the class becomes varied. So that the teacher's competence in dealing with the diversity that exists in the classroom must be prepared in such a way as to create learning activities that are in accordance with the needs and potential of students, and the learning objectives that have been determined can be achieved.

SDN Batok Bali as an inclusive education provider does not have a special assistant teacher (GPK), but the school provides one teacher who is appointed to be the coordinator of inclusive education implementation. The inclusive education coordinator at SDN Batok Bali is a learning resource for other teachers. The teacher attended training outside the school to improve the professionalism of teachers in teaching in inclusive schools. As stated by Prawesti & Yoenanto (2021), "Training for teachers without a special education background is very important in order to optimize the way they teach students with special needs in inclusive schools." Musyafira & Hendriani (2021) added that training for inclusive education teachers is needed so that teachers do not have minimal experience and knowledge. By participating in training programs, teachers can

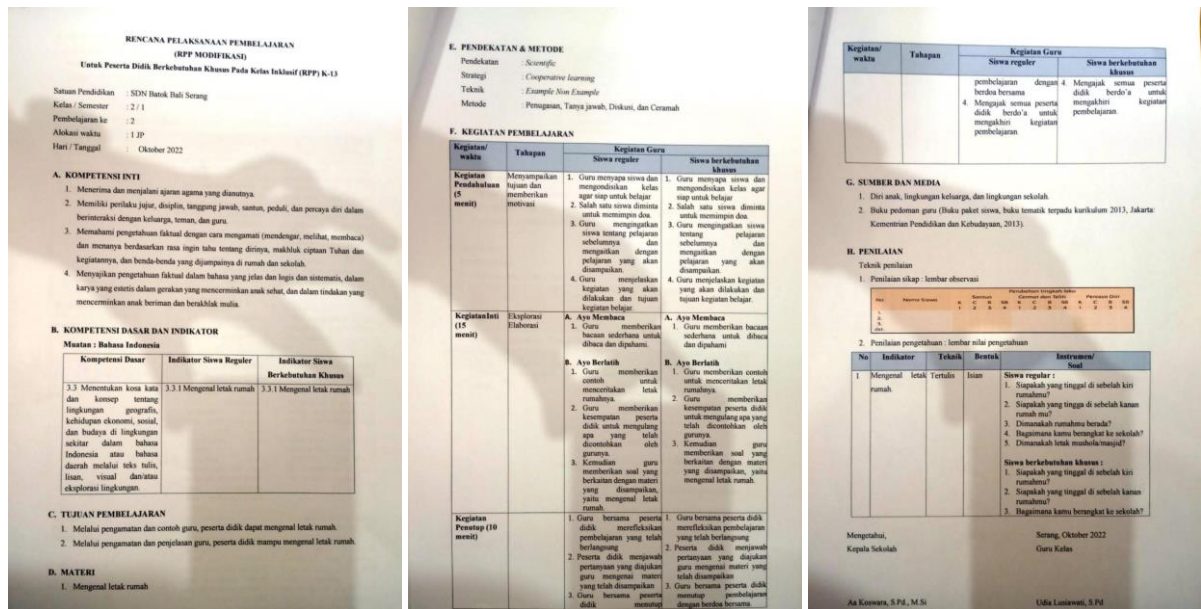
gain knowledge, skills, and experience related to inclusive education, so training programs are an important factor in improving teacher competence. The inclusive education coordinator at SDN Negeri Batok Bali has a role to share experiences and knowledge with other teacher colleagues by organizing discussion activities between class teachers to share teaching experiences and knowledge so that each SDN Batok Bali teacher can provide teaching services that are in accordance with the inclusive classroom setting.

All teachers have a role and are key to the successful implementation of inclusive education. SDN Batok Bali has one teacher who is appointed as the inclusive education coordinator but this does not mean that only this teacher implements inclusive education in all classes. All teachers play an important role in the implementation of inclusive education. All class teachers at SDN Batok Bali double as inclusion teachers. Therefore, every teacher must be prepared to deal with the diversity of their students in the classroom, especially with children with special needs. Teachers must be able to create classes in an inclusive classroom setting so that the learning activities of students with special needs and regular students can be facilitated properly.

For this reason, in order not to harm students, a teacher must be good at determining the right learning models, methods, and techniques (Hind, Larkin, & Dunn, 2018). For the potential of students to develop, teachers must use the right methods, as well as teachers must have skills and abilities in carrying out the learning process, including the ability to manage classes, the ability to use learning methods, the ability to master teaching materials, skills in modifying learning media, and the ability to conduct objective assessments by paying attention to the student learning process. Therefore, all educators are an important component in the successful implementation of inclusive education at SDN Batok Bali.

3. Curriculum

The curriculum used by SDN Batok Bali as an inclusive education provider uses the national education curriculum which has made several adjustments or modifications according to the ability stage and needs of regular students and students with special needs. As mentioned in Permendiknas No. 70/2009 Article 7 on Inclusive Education for Learners Who Have Disabilities and Have the Potential for Intelligence and/or Special Talents, "The education unit that organizes inclusive education uses an education unit level curriculum that accommodates the needs and abilities of students according to their talents, interests, and interests."



Sumber Gambar: Dokumentasi Peneliti, 2023
 Image 2. Learning Implementation Plan

Because it uses a modified national education curriculum, therefore in preparing lesson plans (RPP), teachers make several adjustments. In the aspect of learning activities, there is no difference because the learning process is carried out in the same room, with the same learning process, material, and learning tools or media used. It's just that the provision of evaluation is adjusted to the existing abilities of students.

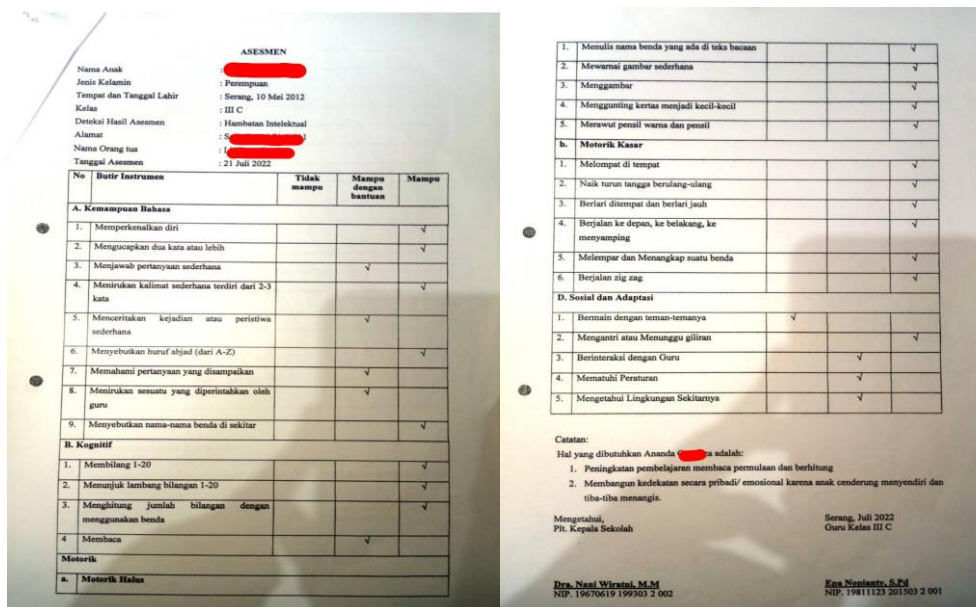
The adjustment of the lesson plan can be seen through the indicators and learning objectives. There are 2 indicators listed in the lesson plan, the first indicator is shown for regular students and the second indicator is shown for students with special needs. In its implementation, the learning expectations or targets for regular students are different from those for students with special needs. For example, the reading learning target for regular students is to be able to read fluently and understand the content of the text they read, while for students with special needs is to be able to color and remember letters. So for students with special needs, the activity is to relax the hands while remembering letters and training students' motor skills. Then in the evaluation section, it is also adjusted to the abilities of each student. Usually, the form of evaluation applied at SDN Batok Bali for regular students is given questions or questions that are read out by themselves, but for students with special needs, evaluation activities are carried out orally with a different time allocation for working on questions. Because students with special needs have a longer processing time than regular students.

4. Assessment

Assessment is one of the steps taken by SDN Batok Bali teachers to find out the development of students with special needs in each aspect, the aim is to develop learning programs and follow-up

that will be given for student progress. Sari, Putri & Andriani (2024), said the objectives of students with special needs were given an assessment including: 1) to determine the needs, obstacles, and problems faced by children with special needs, 2) to classify program determination and placement, 3) determine learning strategies and evaluation.

Before giving the assessment sheet, the teacher identifies all students by looking at their cognitive abilities and physical characteristics by making observations, besides that, the teacher also observes students' social activities outside the classroom to find out how these students interact with their friends. From the identification results, the teacher records students who are students with special needs and those who are not. Students who are identified as having special needs are continued by providing assessment sheets to parents, so that teachers get data on the strengths and difficulties faced by students with special needs in participating in learning, and can assist teachers in designing learning programs that are suitable for the needs of students with special needs. Teachers also conduct monitoring by communicating with parents through videocall to find out the stages of development that students have reached.



Sumber Gambar: Dokumentasi Peneliti, 2023

Image 3. Assessment Sheet

Implications of Inclusive Education as a Form of Learning in Diversity at SDN Batok Bali

Researchers created and distributed questionnaires to 6 teachers (grade 1-6 teachers) to find out the extent of the implications of inclusive education in realizing learning in diversity at SDN Batok Bali. The questionnaire refers to the indicators of the principle of education regardless of background Ilahi (2013). Researchers used a closed questionnaire consisting of 10 statements, with positive and negative statements on each indicator. This type of questionnaire uses a Likert scale with 4 answer options, namely strongly agree (SA), agree (A), disagree (D), and strongly disagree

(SD). The distribution of questionnaires that have been carried out by researchers shows the following results.

Table. 1 Results of Questionnaire Recapitulation

| No | Statement | Teacher's Answer (%) | | | | Student Response (%) | |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------|----|----|-----|----------------------|---------------|
| | | SA | A | D | SD | Correct | Inappropriate |
| 1. | I consider students' shortcomings as a problem. | 0 | 0 | 17 | 83 | 100 | 0 |
| 2. | I use different curricula in the learning process | 0 | 0 | 0 | 100 | 100 | 0 |
| 3. | I offer help for students in need | 67 | 33 | 0 | 0 | 100 | 0 |
| 4. | I give flexible time in responding to students' learning processes and results | 100 | 0 | 0 | 0 | 100 | 0 |
| 5 | I provide learning materials separately | 0 | 17 | 0 | 83 | 83 | 17 |
| 6. | I provide extra in-class services to students with special needs. | 17 | 33 | 0 | 50 | 50 | 50 |
| 7. | The learning process of students with special needs and regular students is carried out together | 100 | 0 | 0 | 0 | 100 | 0 |
| 8. | I develop a learning program by looking at the diverse needs of students | 100 | 0 | 0 | 0 | 100 | 0 |
| 9. | When teaching, I use a variety of learning strategies | 67 | 33 | 0 | 0 | 100 | 0 |
| 10. | I provide opportunities for all students to develop their potential. | 83 | 17 | 0 | 0 | 100 | 0 |
| Number of teachers correct responses | | | | | | 933 | |
| Number of teacher inappropriate responses | | | | | | | 67 |
| Average | | | | | | 93 | 7 |

Based on the results of the questionnaire distributed to 6 respondents, the inclusive education implemented has implications for realizing learning in diversity at SDN Batok Bali. This statement is evidenced by the percentage of correct responses of 93% and inappropriate responses of 7%. With the percentage of respondents' response results, it shows that 93% of inclusive education as a form of learning in diversity at SDN Batok Bali has been realized or achieved. Then it is reinforced by the results of observations that show the absence of a wall of separation in the learning process for regular students and students with special needs. Thus, learning in diversity can be realized through inclusive education.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research "Implementation of Inclusive Education as a Form of Learning in Diversity at SDN Batok Bali" can be concluded as follows:

1. The process of implementing inclusive education at SDN Batok Bali is carried out by combining regular students with students with special needs, the learning process is carried out by class teachers in general and using a modified national education curriculum. Students with special needs are given material reinforcement by the teacher after school, and given an assessment sheet filled in by parents to find out the development and record the strengths and weaknesses of students in the learning process.
2. Inclusive education can realize learning in diversity at SDN Batok Bali. This can be proven through the results of questionnaire answers by 6 respondents, consisting of grade 1-6 teachers. With the recapitulation, results show 93% of teachers answered correctly and 7% of teachers answered incorrectly.

In this study, researchers only dug up information through the class teacher and the results of observations made by researchers. Therefore, the researcher recommends that future research is expected to dig deeper into the data and check the truth of the data or information through various points of view from teachers, students, and parents of students.

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