

IMPLEMENTATION OF INCLUSIVE EDUCATION AT SMAN 7 IN PADANG CITY IN THE 2022/2023 SCHOOL YEAR

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Abstrak

The aim of this research is to describe the implementation of inclusive education in Padang City, one of which is SMAN 7 Padang City. The research method uses qualitative research methods *descriptive*. The data collection technique was carried out by observation and interviews with resource persons, namely selected educators/counseling teachers *teknik sampling purposive*. The research results obtained are that the implementation created in inclusive education at SMAN 7 Padang City is running as it should, the school has succeeded in implementing inclusive education for children with special needs. Acceptance of children with special needs at SMAN 7 Padang City, namely ABK with disabilities and specific learning difficulties. ABK is accompanied by a special educator from the BK teacher. However, the GPK at SMAN 7 Padang City is not an expert educator from special education. The GPK at SMAN 7 Padang City is a teacher who has participated in an inclusive education training program and an internship at one of the State Special Schools in Padang City. The inclusive learning model is a regular class, where ABK learn with other general students.

Keywords: Inclusive Education, Students with Special Needs, Special Assistant Teachers

INTRODUCTION

Based on Law no. 20 of 2003 Article 5 paragraphs 1 and 2 have explained that: in paragraph 1 every citizen has the same right to obtain quality education, paragraph 2 states that, citizens who have physical, emotional, mental, intellectual and/or disabilities social groups have the right to receive

special education. This shows that all school age children must receive adequate and quality education, as well as education for all (*education for all*). The equal distribution of learning opportunities promoted by the Ministry of Education and Culture does not only apply to healthy children, but also to Children with Special Needs (ABK). (Ariastuti & Herawati, 2016) ABK are children who have special characteristics compared to other normal children. (Nurfadhillah, 2021) explained that ABK are children who have abnormalities/deviations in their physical, mental and social characteristics. ABK can be interpreted as children who are classified as disabled or disabled or also children who have special intelligence or talents. These children with special needs are now trending to be called inclusion children.

In its development, ABK education has undergone many changes, namely that initially ABK education was of a basic nature *segregation* or separated from society in general. As it develops, education *segregation* changed to integrative education, or what is known as an integrated approach that integrates special children into regular schools, also known as inclusive education. The inclusive education system allows ABK to be able to receive regular education, ABK can access further education and can facilitate access to education so that ABK who live far from special schools do not have to drop out of school. (Lukitasari et al., 2017). In inclusive schools, ABK students are accompanied by a special accompanying teacher (GPK), while the class teacher organizes learning planning and collaborates in the implementation of inclusive schools. (Purbasari et al., 2022)

The number of inclusive schools with ABK in Padang City per year 2024 is as large as Of the 170 inclusive schools, there are 67 schools at elementary school level, 29 schools at junior high school level, 16 schools at high school level and 58 swansra schools. In inclusive schools there are special assistant teachers (GPK) whose job is to accompany children with special needs in the teaching and learning process in regular classes. However, the number of GPK in Padang City is still fluctuating because they use honorary staff and homeroom teachers to fill the gap in GPK positions. Apart from the limited number of GPK in inclusive schools, there are other obstacles The implementation of the school program providing inclusive education includes a lack of teaching staff, active community participation in implementing inclusive education, the effectiveness of implementing inclusive schools, the unavailability of infrastructure that supports the learning process, management planning in implementing inclusive education, inadequate evaluation and monitoring carried out by the department. related, as well as the low level of student learning achievement, as well as learning methods that are not in accordance with the implementation of inclusive education. According to (Barlian et al., 2023) The quality of inclusive education is generally influenced by several factors, including: curriculum, quality of teaching staff, facilities, funding, management, environment and

learning process. The teaching staff factor (teachers) plays a very important role in achieving the quality of education in general

Based on problems regarding the implementation of inclusive education in the city of Padang, there are still many differences between the implementation of ideal inclusive schools and the facts found in the field. The research aims to describe the implementation of inclusive education from the aspects of teaching staff, type of crew, curriculum, looking at the school program providing inclusive education at SMAN 7 Padang City

METHOD

The research method in this activity uses qualitative research methods *descriptive* which contains a description of the implementation of inclusive education in Padang City in a systematic, factual, accurate manner regarding the facts observed. This research uses data collection techniques through observation and interviews.

The observations carried out in this research were observing all inclusive learning activities at one of the schools in Padang City, specifically SMA Negeri 7 Padang City. After making the following observations, the next activity was an interview, aimed at obtaining accurate data or information and reliable data sources. appropriate. In this research, the subjects interviewed were guidance and counseling teachers and teaching staff at SMA Negeri 7 Padang City. In this research, informants or sources are determined using techniques *sampling purposive*. Technique *sampling purposive* used to determine informants according to the criteria and information needs in this research.

RESULTS AND DISCUSSION

Implementation of Inculcation Schools

State Middle School 7 Padang City is one of the schools providing inclusive education at the upper secondary level in Padang City. This school was designated as a school providing inclusive education long before it was designated as a driving school in the 2021/2022 academic year. Providing inclusive education means creating an environment so that students with special needs can learn, play and interact with all children. Inclusive education programs are not just specifically for children with special needs, every child has characteristics, uniqueness and diversity from the time they are born (Bahri, 2022). In implementing this high school, inclusive education provides the widest possible opportunity or access for all children to obtain quality education and in accordance with the individual needs of students without discrimination.

Types of Children with Special Needs

The number of crew members at SMAN 7 Padang City in 2022/2023 is registered as 2 students. The types of students with special needs are quadriplegic and have specific learning difficulties. A crew member with this type of quadriplegic has a physical disorder, namely hydrocephalus, which means he has to always use an IV tube in his head and also a wheelchair. According to (Zakiyah et al., 2022) physical impairment is a physical disorder that can be defined as an abnormality or imperfection in the musculoskeletal system, muscles, joints and bones which results in disruption of development, growth, communication and body movement. Meanwhile, for children who have specific learning difficulties, this can be found in several subjects. This categorization is not carried out by teachers or guidance counselors at school, but before entering high school, ABK should already have a letter of assessment results from the Padang City Disability Services and Inclusive Education UPTD (Autism Service Center). This letter will later become a reference for schools in classifying types of children with special needs. According to the source, the classification of ABK type teachers should not be arbitrary, and it should not just be stamped for later data collection, officially there must be a certificate from the disability and inclusion education service (LDPI). Apart from that, the resource person also added that in every class there are definitely children with low learning motivation, lazy, and so on, this indirectly indicates that teachers and BK must play an extra extra role as accompanying teachers.

Availability of Special Accompanying Teachers (GPK)

As a school that provides inclusive education, it does not have a GPK, there is no special recruitment or appointment for BK as inclusive teaching staff at this school, but there are teachers who have participated in inclusive education training programs and internships at one of the Padang City State Special Schools. Based on the 2007 guidebook for implementing inclusive education, GPK is a teacher with a special or extraordinary educational background who receives education or training for inclusive schools (Hanaa & Evani, 2022). There are limited GPK at SMAN 7 Padang City, instead the ABK companions are guidance counselors, homeroom teachers and subject teachers. As a teacher accompanying ABK, the teacher provides counseling services and guidance that are tailored to the abilities, talents and interests, as well as the type of needs or specialties that ABK have. Homeroom teachers, teachers, principals and guidance counselors continue to monitor ABK during the learning process so they can review the child's academic and social development. Teachers at SMAN 7 Padang City prepare and carry out assessments for all children, including children with special needs (ABK) to determine their abilities and needs in learning. Subject teachers, guidance counselors and homeroom teachers work together to maximize the role of accompanying teachers and work together by reporting to each other the progress of the ABK in terms of assessment scores, as well as socially in class. The three of them work together so that ABK remains comfortable in the normal environment

of their friends, and no less has high motivation to learn. The guidance and counseling teachers at this school also pay attention to the difficulties of ABK so that they can follow the learning process calmly like other friends and get good learning results.

Inclusion Class Model at SMAN 7 Padang City

The inclusion class model at SMAN 7 Padang City school is a regular class where both ABK and non-children will study in the same class and receive the same education. Placement of students with special needs should pay attention to their abilities, type and level of disability or need (Jannah et al., 2021). ABK study with other (normal) children all day long in regular classes using the same curriculum, materials, processes and learning evaluations. The implementation of inclusive education in regular classes has had a positive impact on ABK in terms of psychology as well as social and thinking abilities (Angreni & Sari, 2020). They can develop social skills and self-confidence. The curriculum used at this school uses the Merdeka Curriculum and is generalized to all students, whether ABK or not. Therefore, it can be interpreted that this high school uses a duplication model in curriculum development, where this method is developing a curriculum for students with special needs using the national standard curriculum that applies to regular students in general. According to (Utama, 2021) developing a design model for providing inclusive education involves revising the design model plan to meet the unique needs of children based on existing data, theory and practical experience, then discussing it on a limited basis with several lecturers who provide inclusive education.

CONCLUSION

The implementation of inclusive schools at SMAN 7 Padang City has been going quite well. Every student with special needs receives the same educational services as students in general. However, the availability of professional teaching staff in the field of inclusion at SMAN 7 Padang City is not yet in line with the ideal teaching staff for inclusive schools. SMAN 7 Padang City still places guidance and counseling teachers as GPK for ABK. This is certainly a deficiency in the provision of education at SMAN 7 Padang City. The class model used is a regular class, namely combining students with ABK. The positive impact of implementing this class model is that it does not create discrimination against ABK at school. However, teachers need to supervise each crew member to avoid bullying that will occur to the crew member.

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