

Policy of Acceptance of Students with Disabilities in Inclusion Schools

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ABSTRACT

This study aims to describe the provisions in the process of accepting students with disabilities in inclusive schools. This research was conducted with a descriptive qualitative research approach. Data collection was carried out by interview, observation, and documentation techniques. Interviews were conducted with special supervising teachers, counseling teachers, and parents of students with disabilities. Data analysis using the Miles and Huberman technique includes data reduction, data display, and drawing conclusions. The validity of the data was tested by triangulation of sources and techniques. The results of the research show that there are different terms or conditions in the process of accepting students with disabilities in inclusive schools. Therefore, inclusive schools should take in account differences in terms or requirements in the acceptance of students with disabilities.

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1. INTRODUCTION

Education is a need and right for all citizens. Education must be accessible to all citizens without exception, including people with disabilities [1]. Based on Law Number 8 of 2016 the right to education for persons with disabilities is the right to receive quality education in all types, pathways and levels of education in an inclusive manner. Thus, inclusive education is a manifestation of the enactment of Law no. 8 of 2016 [2]. Therefore, the government is obliged to organize inclusive education to increase independence, basic skills and participation of people with disabilities which can be used as provisions in carrying out social life [3]. However, the implementation of inclusive education in Indonesia still has not received intense attention [4].

Inclusive education has indeed been developed by various educational institutions. This is comparable to the population with disabilities in Indonesia which is quite large. The Inter-Census Population Survey (SUPAS) in 2015 stated that the disabled population in Indonesia reached twenty million out of a total population of 257,564,000 people [5]. Of the disabled people, 50 percent do not get educational rights and services [6]. The population with disabilities can be predicted to increase every year, so this should be balanced with an increase in the quality of schools so that the fulfillment of the right to education for people with disabilities can be fulfilled. Until now, the implementation of inclusive education has faced many problems [7].

The existence of discrimination against students with disabilities in the process of accepting new students is one of the problems in the implementation of inclusive education. For example, at the time of admission of new students at tertiary institutions, according to the rules of selection requirements, students are

required to have a healthy body without "impairment" [2]. Apart from tertiary education, discrimination in the acceptance of new students also occurs at the secondary education level. In this acceptance, the national exam scores are used as a condition for entering school. Only students who pass meet the criteria determined by each school [8].

Not only that, students with disabilities also often experience rejection when enrolling in public schools [9]. Based on interviews with parents of students with disabilities, they stated that parents were very confused when looking for junior high schools that could accept students with disabilities. The reason is because parents have experienced rejection from school to school when registering their children on the grounds that schools do not yet have adequate infrastructure and human resources to serve students with disabilities. This causes students with disabilities to have very low participation compared to non-disabled students, giving rise to discriminatory treatment and attitudes of social exclusion from the regular education system [10].

Many studies talk about inclusive education policies in Indonesia. These studies have a variety of topics, starting from the implementation, problems, management, effectiveness, and so forth. Research with the big theme of inclusive education which also concerns students with disabilities is abundant, for example regarding the management of students with disabilities, the perceptions of students with disabilities, student interactions and so on. Meanwhile, research that examines how the provisions and descriptions of students with disabilities enter school is rare. The student admissions section is explained briefly in research that examines the management of students with disabilities. This makes the discussion less focused or in-depth about the provisions or specific descriptions regarding the acceptance of new students with disabilities in inclusive schools.

Some of the descriptions of the problems above, the authors are moved to find out how the acceptance system for students with disabilities in schools, especially in inclusive schools themselves, should accept students with disabilities. The resulting research is expected to be able to describe and provide information to the general public regarding the acceptance of students with disabilities in schools and to improve policies regarding the acceptance of students with disabilities in schools

2. METHOD

This study uses a qualitative research approach descriptive method. This research will provide an overview of the object regarding the acceptance of students with disabilities in inclusive schools so that the appropriate research approach is qualitative research. Qualitative research does not aim to prove a hypothesis, it only presents a description of the data according to what is being studied [11].

An inclusive private junior high school in the city of Yogyakarta was the place of data collection for this research. Respondents who were involved in this study were five people consisting of Special Guidance Teachers (GPK), Counseling Guidance teachers (BK), and parents of students with disabilities. Data collection methods according to qualitative research and in accordance with the research theme are interview, observation, and documentation techniques. Interviews were conducted to obtain data regarding the acceptance of students with disabilities at the school.

Interviews were conducted using interview guidelines, but the details and order of questions adjusted to conditions in the field. Researchers conducted interviews with GPK and counseling teachers and observations at school at different times. Then, interviews with three parents of students with disabilities were conducted at their respective homes. Table 1 below will display data regarding the respondents interviewed in this study:

Table 1 Respondent Data

No	Initials	Roles
1	Dwi	Special companion teacher
2	Eko	Counseling guidance teacher
3	Pancawati	Parents of students with disabilities
4	Nona	Parents of students with disabilities
5	Okta	Parents of students with disabilities

The data obtained was then analyzed using Miles Huberman's analysis, namely data reduction, data display, and drawing conclusions. The validity of the data used is source and technique triangulation [12].

3. RESULTS AND DISCUSSION

3.1 Inclusive Education Concept

Inclusive education is an effective effort to promote education for all. Inclusive education seeks to provide access and quality. The aim of this inclusive education is to include the participation of students with disabilities in public schools together with their peers and supported according to their needs [13]. There are three things that cannot be separated when talking about inclusive education. First, education must reach all levels of society. Second, inclusive education is able to accept students for all their different backgrounds. Third, inclusive education provides proper accommodation and accessible services [14]

Several international policy documents relating to disability and education [15] are described in Table 2 below.

Document	Year	Content
Universal Declaration of Human Rights	1948	Education is the basic right of everyone
United Nations Convention on the Rights of the Child	1989	Education is a human right for all children without discrimination
Jomtien World Declaration on Education for All	1990	Promoting equality for various marginalized groups that are vulnerable to discrimination and exclusion
UN Standard Rules on Opportunities for Persons with Disabilities	1993	Regulates all aspects of the rights of persons with disabilities, focusing on the field of education, including education for children with special needs which is an integral part of general education
Salamanca statement	1994	Mention about the principles and practices of inclusive education
World Education Conference in Dakar	2000	An attempt to reflect on the implementation of the ten years of education for all declared in Jomtien.

Inclusive education was introduced in Indonesia starting in the early 2000s. Inclusive education in Indonesia is a development of integrated education that has been implemented for a long time. The emergence of inclusive education in Indonesia was marked by the existence of a national workshop on inclusive education which was held in Bandung on 8-14 August 2004 which resulted in the Bandung Declaration. The contents of the declaration stated that every disabled child will be guaranteed equal access in all areas of life including education. Various policies exist to become a legal basis for inclusive education (Saputra, 2016).

Inclusive education in Indonesia is a combination of special education and general education. Implementation of inclusive education, all students are given support in the learning process. The support given to students with disabilities is in the form of assistance from special accompanying teachers [16]. One of the regions or provinces in Indonesia that have implemented inclusive education is D.I. Yogyakarta, especially the City of Yogyakarta. Inclusive education is carried out as a form of fulfilling the right to education for persons with disabilities. The policies that form the legal basis for inclusive education in the City of Yogyakarta [17] are shown in Table 3.

Year	Policy
2008	Yogyakarta Mayor Regulation Number 47 concerning Implementation of Inclusive Education in the City of Yogyakarta
2012	Yogyakarta City Regional Regulation Number 7 concerning Yogyakarta City Medium Term Development Plan 2012 – 2016
2012	Local regulation D.I. Yogyakarta Number 4 concerning Protection and Fulfillment of the Rights of Persons with Disabilities

Inclusive education is a view that asks to accept the diversity or differences in backgrounds of each child so that it is hoped that there will be no discriminatory education services and that each child's educational needs can be met according to their conditions [18]. Despite the presence of regulations regarding inclusive

education, the reality on the ground is still far from ideal. Students with disabilities are still underestimated so that very few people with disabilities can access education even though every child has the right and obligation to receive education [19]. According to a 2016 survey conducted by the Central Statistics Agency (BPS), in Indonesia there are one million children with disabilities who do not have access to education [20].

This is because educational institutions have not fully implemented inclusive education, only certain schools have been selected to implement inclusive education. Schools that have not implemented inclusive education tend not to accept students with disabilities because the infrastructure and human resources in these schools are inadequate. On this basis, the Yogyakarta City Education Office appointed schools to become Schools Providing Inclusive Education (SPIE) to accommodate the educational needs of children with disabilities through the Decree of the Yogyakarta City Office Head Number 188/661 of 2014. One of the schools designated as education provider inclusion is SMP Inclusion City of Yogyakarta. Yogyakarta City Inclusion Middle School is one of the schools that organizes inclusive education. Before being appointed as a school providing inclusive education by the Yogyakarta City Education Office, in 2012 this school had accepted students with disabilities. Two years later, namely in 2014, Yogyakarta City Inclusion Middle School officially became an inclusive school which accepts students with disabilities every year.

3.2 Acceptance of Students with Disabilities in Inclusive Schools

Based on interviews with special supervising teachers, guidance counseling teachers, and parents of students with disabilities, information was obtained about the process of accepting students with disabilities at Inclusion Middle School, Yogyakarta City, as follows.

Basically there is not much difference in the flow or process of accepting new students for both non-disabled and disabled students. Everything is almost the same, but there are very few differences in the process of accepting students with disabilities. The difference is that the parents of these students must include assessment documents as proof that the child has disabilities and include the results of the IQ test. There is a separate quota for students with disabilities, namely each year only five students with disabilities are accepted. The five students will later be distributed in each class, so that in one study group there is one student with disabilities, because this school has five classes at each level. In addition to the specified number of students with disabilities, IQ test scores are also required. Students with disabilities are required to have a minimum IQ score of 75. These two things become provisions in the acceptance of students with disabilities.

Another thing that affects the acceptance of students with disabilities at the Yogyakarta City Inclusion Middle School is the type of disability. So far the school has not accepted the type of blind disability. This is because this school is only able to accept children with mild types of disabilities, for example students with learning difficulties, slow learners (SL), dyslexia, ADHD, mild mental retardation, mild autism, emotional disorders, behavioral disorders, and so on. Students with disabilities who are accepted with this mild type of disability are based on the school's ability to serve and facilitate these children.

In essence, the school does not refuse students with disabilities with a severe type of disability, but because of the condition of the school that is unable to facilitate the needs of these children. If there is rejection of students with disabilities, this will cause bad consequences for these students. Schools try not to discriminate in accepting students with disabilities. The principle held by the school is that students with disabilities who are accepted will be able to be handled, served, and facilitated by the school. Another difference in the acceptance of students with disabilities besides the assessment is that there are interviews conducted by the school to the parents of students with disabilities. This interview was conducted to identify the characteristics of students so that students with disabilities can be served well at school. The differences in admission requirements for students with disabilities are summarized in Table 4 below.

Table 4 Requirements for Acceptance of Disabilities

No	Special Requirements for Students with Disabilities
1	Include assessment documents as proof that the child has disabilities
2	Include an IQ score of at least 75
3	Mild type of disability
4	Limiting the number of students with disabilities, i.e. 5 children

Certain requirements that have been determined must be met by prospective new students. Although every student has the same rights in obtaining education, they are not automatically accepted at the school. Schools need to ensure in advance whether schools can fulfill their obligations to students or not [21], for example the number of students is determined according to the conditions and abilities of the school. Factors

that influence the number of students accepted are class capacity, acceptable student criteria, budget, facilities and infrastructure, available educational staff and so on [22].

Regarding the differences that exist in the process of accepting students with disabilities in inclusive schools, implicitly there is still discrimination where only certain types of disabilities can be accommodated by the school. This has implications for the participation of children with disabilities who can access educators, of course, to be small even though the number of children with disabilities, especially in the city of Yogyakarta, is relatively large [23]. Not to mention that children with disabilities whose types of disabilities are more severe, such as deafness, blind disabilities, autism, severe mental retardation and so on cannot be fulfilled in any school.

Another thing that also has an impact is that with the existence of schools providing inclusive education, it is increasingly narrow for children with disabilities to make choices about schools. Children with disabilities will only have the option to study in schools designated as schools providing inclusive education. Schools designated as providers of inclusive education also limit the number of persons with disabilities in their acceptance; this will reduce the opportunities for persons with disabilities to access education. Even though the true nature of inclusive education is that children with disabilities can access education in any institution or school [24]. The essence of inclusive education itself is to improve the quality and opportunities for access to education for students of various abilities [4].

4. CONCLUSION

Based on the description of the research results, it can be concluded that there are differences in terms or requirements in the acceptance of students with disabilities. The difference in the provisions is that the number of disabled students accepted is only five students. In addition, the minimum IQ score of students with disabilities is worth 75. Students with disabilities who register are required to bring an assessment document stating that the student has disabilities and include the results of the IQ test of the student with disabilities. Interviews with parents were also conducted to identify student characteristics so that schools could provide services according to their needs.



Acceptance of students should not discriminate against all children, especially children with disabilities. Inclusive education is education that does not discriminate against children from various backgrounds. The government needs to provide support in fulfilling human resources, facilities and infrastructure for every school, not just SPIE, so that schools can provide equal educational services to students with disabilities. In addition to supporting and fulfilling access to education for all students, including students with disabilities, stakeholders need to increase awareness of inclusive culture in all educational institutions [2]. Future research should focus more on the impact of inclusive education policies and students' academic performance.

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