



## Inclusive Education: Planning Process in Primary School 20 Mataram

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### **Abstract**

The aim of the study was to describe the planning of inclusive education programs in primary school 20 of Mataram. The study used a qualitative approach and was conducted at Elementary School 20 Mataram. Data sources used are primary data and secondary data. The data validity test in this study includes the credibility, reliability, and validity tests. The results showed that the planning carried out by Elementary School 20 Mataram was carried out by establishing an annual work program with student activities for a year, including students with special needs, these activities include identification and evaluation of students at the time of registration of new students, meetings of routine parents of children with special needs and schools, class promotion meetings, extracurricular exercises, training of managers of children with special needs, the composition of individual learning programs.

**Keywords:** *Planning; Inclusive Education; Primary School*

### **Introduction**

Education is a conscious and planned effort to create a learning environment (Budiarti, et al., 2017). Education is a learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, nobility, and the skills that they, society, nation, and state need (Mirnawati, 2017). The educational principles must be consistent with the objectives of national education, namely; develop capacities and shape the character and civilization of a worthy nation in the context of teaching the life of the nation, aimed at developing the potential of students to become people who believe in and fear Almighty God, noble, healthy, are competent, competent, creative, independent and become democratic and responsible citizens (Omeri, 2015).

Inclusive education is an education in which all pupils with special needs are accepted in mainstream schools in their residential areas and receive support services and education based on their needs (Fitria, 2012). Circular of Director General of Primary and Secondary Education No. 380 of 2003 stating that inclusive education is education that includes children who have special needs to learn with other normal children (Salim, 2010).

The implementation of special education and special education is also described in the Minister of National Education Ordinance No. 70 of 2009 on providing special opportunities or opportunities for

children with special needs to attend education in mainstream schools (primary, secondary, high schools/vocational education) (Wardah, 2019). This school is often referred to as an inclusive education provider school. Given the importance of these schools, inclusive education is appropriate and able to provide services to children with special needs so that they can receive quality and sustainable education as normal children.

Children with special needs are those who have physical or mental barriers, so they need special services to optimize the potential that exists within themselves (Sulton, 2013). Children with special needs can also be interpreted as having special characteristics that differ from children in general without always referring to mental, emotional, or physical disabilities (Mambela & Badiah, 2018).

The implementation of an inclusive education system aims to provide special needs children with opportunities to access public schools (Lubis, 2016). Inclusive education is an alternative to providing education to children with special needs in response to the demands of education for all (Fitria, 2012). One is a policy that regulates children with special needs who must receive the same service to receive a good and quality education. In its development, the education of children with special needs has changed a lot, namely the education of children with special needs has initially been separated or separated from society in general, such as special schools where specialties are for children with special needs according to their obstacles (special schools - A for schools for children with visual impairments, special schools -B for schools for deaf children, special schools-C for schools for children with intellectual disabilities, special schools -D for schools for children with disabilities, extraordinary schools -E for schools for children with disabilities).

In early 2014, the government adopted a policy for each school to implement the 2013 curriculum in the learning process. The policy is not only aimed at mainstream schools, it is also expected that inclusive schools can implement the 2013 curriculum in the learning process for both mainstream and special needs students. The curriculum has been developed in accordance with the stage of child development, national development needs, and the development of science and technology, according to the type and level of each unit of education (Kamliah, 2018). However, due to the variety of obstacles experienced by students with special needs, these vary widely, ranging from mild, moderate to severe, and in their implementation, the regular curriculum should be adapted to meet the needs of students. Curriculum changes are made by the curriculum development team at the school. The school curriculum development team includes the principal, class teacher, subject teacher, special education teacher, counselor, psychologist, and other relevant experts (Sutardi, 2011).

The city of Mataram is one of the regions that has implemented an inclusive education program of primary and secondary schools. At the level of primary schools in the city of Mataram, there are fourteen public primary schools that provide inclusive education. Various barriers and obstacles that inclusive education providers face in organizing inclusive programs. Based on observations and interviews with a number of inclusive schools, these obstacles are an infrastructure that does not yet support inclusive school curricula, minimal knowledge about inclusion, the rejection of special needs students, and the refusal of regular students to join children with special needs to learn. In addition, the need for special mentor teachers is not yet in line with the specific types of students, the lack of special assistant teachers and there are still many schools that do not yet have special assistant teachers.

Based on data from the Mataram City Education Office in 2018, the number of students attending schools applying inclusive education in the city of Mataram at basic education level was 259 people. Details and distribution based on the type of learning disabilities and learning difficulties are as follows: 1 person with a visual impairment, 7 people with a hearing impairment, 66 people with an intellectual disability, 36 people with a physical disability, 1 person with a physical disability, 28 people with autism, 30 people with a visual impairment and 30 levels of difficulty. no less than 90 people study.

Aside from some of the hurdles that inclusive education schools face, there are inclusive education executive schools that have implemented inclusive values in their implementation. Mataram 20 Public Elementary School is one of the providers of inclusive schools and is an after school for inclusive schools. The school develops the abilities and skills available in the teaching staff so that they can identify and assess themselves for new students. Mataram Elementary School 20 is one of the public elementary schools in the city of Mataram designated as an inclusive education school, as enshrined in a decree by the head of the Mataram City Office. Mataram State Elementary School 20, which started out as a pioneering school for children with special needs or with the term Inclusive School with a legal overarching decision from the head of the Mataram City Education and Culture Office number: 425/188.4/133/Dikpora/2011 July 5, 2011. Education system Inclusive provides learning opportunities for children with special needs along with education with other normal children in public schools in the area, not necessarily in special schools, so that children can adapt and optimize the potential they have in their daily lives.

Elementary School 20 Mataram does not yet have full facilities and infrastructure for children with special needs, Mataram 20 Public Elementary School has also partnered with psychologists and special schools to treat children with special needs in school so that the Elementary School 20 Mataram referral schools for children with special needs enrolling at various inclusive education schools in Mataram city. Not only does the Elementary School 20 Mataram as an inclusive model elementary school in the city of Mataram, but the Primary School 20 Mataram also provides inclusive education training to various inclusive and junior high school organizers in the hope that when students with special needs of the Primary School 20 Mataram can pass courses to designated junior high schools and have completed training in inclusive education.

Acceptance of students with special needs in any unit of education that organizes inclusive education must take into account the resources of the school (Wartomo, 2011). The unit of study must allocate student seats (quota) of at least one student with disabilities in a study group that is accepted and in accordance with the school's capacity. Based on preliminary observations and interviews with the director and various teachers, the researcher obtained information on the planning, implementation, and evaluation of inclusive education in the implementation of inclusive education in Primary School 20 Mataram. When accepting new students, the school does not operate a qualification and selection system for prospective new students. Furthermore, the school identifies new students to identify students with special needs children and then assesses special needs students as a form of follow-up in the preparation of programs based on the needs of children with special needs. When accepting new students, the school usually observes when students enroll in the school. Schools accept children with special needs by adapting to the types of needs or disorders that are mild categories and where children with special needs live near the school environment. Primary school 20 Mataram as a school for inclusive education, the curriculum was developed using the principle of diversification by adopting the national curriculum for public school students, while for students with special needs, the national curriculum was adapted using the individual curriculum- preparation approach.

Evaluation of the implementation of inclusive education programs in Elementary School 20 Mataram includes learning, services for children with special needs, funding, and monitoring. Schools make adjustments (adjustments) by making the material lighter and providing or providing additional services to children with special needs. When using the curriculum and offer practice questions, the questions remain the same, but adjustments are made individually in terms of evaluation and other services. For children with special needs, the standard values are usually distinguished and adjusted, which is derived from the standard minimum completeness criteria for normal students in general. If students are declared in the results evaluation program that they are unable to meet graduation standards, students will be included in the remediation program. The remedial program in Elementary School 20 Mataram takes the form of corrective exams and is the responsibility of the special assistant teacher in its

implementation. Students with special needs continue to take the National Standard School final exam with the same questions as regular students, as graduation standards are adjusted to suit student suitability. Schools not only look at numbers but progress students' progress in developing their ability to recognize letters or skilled in holding student stationery and age. Children with special needs receive more services when deemed necessary for remedies, both during breaks and outside school hours. Evaluation is conducted to determine the level of ability or achievement achieved by students with special needs after undergoing the learning process. Assessments are conducted by special assistant teachers of students with special needs. Special assistant teachers have adapted the evaluation system of students with special needs by working with class teachers.

### **Method**

The approach chosen in this study is a qualitative approach. Qualitative research is research that aims to understand phenomena about what is experienced by subjects holistically and by descriptions in the form of words and languages, in a special natural context, and by using different scientific methods (Moleong, 2015). The type of research used is descriptive qualitative research that is not intended to test certain hypotheses but only describes what it is about a variable of symptoms and conditions (Arikunto, 2016).

This research was conducted at the 20th Elementary School in Mataram, one of the primary schools that offer inclusive education in the city of Mataram. The selection of informants in this study was performed using targeted sampling. Data retrieval through in-depth interviews highlighting people who know most about the implementation of inclusive education in Elementary School 20 Mataram:

1. Principal: Concerning the policy of implementing inclusive education (school culture, support, and obstacles)
2. Inclusion Coordinator: Regarding learning patterns and learning evaluation systems for children with special needs in Elementary School 20 Mataram.
3. Special assistant teacher at Elementary School 20 Mataram as a special facilitator in the implementation of learning for children with special needs in sub-classes.
4. Class teacher at Elementary School 20 Mataram as an implementer in teaching and classroom learning activities.
5. Parents of special needs students attending primary schools 20 Mataram

Data sources used in this study are primary data and secondary data. According to Sugiyono (2018), primary sources are data sources that provide data directly to data collectors. While, according to Hasan (2002), primary data is data obtained or collected directly in the field by the person doing the study or those who need it. The primary data collection in this study is through the distribution of questionnaires and direct interviews with parties related to the research conducted, in this case, the 20 Mataram Primary School. Secondary data is data obtained or collected by people who research from existing sources (Hasan, 2002). Meanwhile, according to Sugiyono (2018), secondary data is a source of data obtained by reading, studying, and understanding other media from literature, books, and business documents. This data is used to support primary information obtained, namely from library material, literature, previous research, books, etc.

Data collection techniques in this study included questionnaires, observation, interview, and documentation. Data analysis was performed in two stages, namely data analysis in the field and data analysis after the data was collected. Because data analysis speaks about the systematic search for and ordering of data, transcripts obtained from interviews and documentation, in this study the interview data and documentation of research objects were analyzed, and the data collected was analyzed (Sugiyono, 2018).

After the data has been collected so that this study is reliable and accountable, data validity is tested before writing the results of the study report. In fact, the validity of the data with regard to the extent to which the truth and neutrality of the results of this study were obtained through a number of studies into the validity of the data was not only used to investigate the alleged qualitative research that is unscientific to refute, but also an inseparable part of the amount of knowledge. qualitative research (Moleong, 2007). The validity of the data is carried out to prove whether the research conducted is actually a scientific study and to test the data obtained. Data validity test in qualitative research includes credibility, reliability, and validation tests (Sugiyono, 2017).

### **Result and Discussion**

Inclusive education planning is an activity of goal setting and formulating and regulating the use of human, financial, methods, equipment, and all available resources to effectively achieve the goals of inclusive education. Organizing inclusive education involves distributing tasks for each member to achieve the planned goals. In the planning phase, various components were examined, including preparation, planning, and structural organization. As explained in Table 1.

**Table 1. Planning Components**

No	Planning Components	Hasil			
		Questionnaire	Observation	Interview	Documentation
1	Preparation	The school already has a Decree on appointment as an inclusive school	The school has become an inclusive school	The school was appointed by the Mataram City Education Office as an inclusive school	Decree of the Mataram City Department of Education and Sports Service
2	Plan Preparation	Student identification and assessment to create a service program for children with special needs	Schools make-work programs that contain activities that will be carried out by students for one year	Work programs are made holistically for all students, not work programs that are made only for children with special needs	Student identification and assessment sheets Schoolwork program
3	Structural Organizing		There is a school organizational structure and management of special assistant teachers	The inclusion coordinator and special assistant teacher enter the organizational structure, have an additional assignment decree as the coordinator and special assistant teacher	Appendix to the organizational structure and additional assignment decrees

The implementation of inclusive education in Mataram elementary school 20 is based on a decree of the head of the Ministry of Education and Culture of the city of Mataram in 2011 concerning schools offering inclusive education in the city of Mataram. Decision to appoint as an inclusive school is renewed every five years. Like an interview with the director.

*“Initially, SDN 20 Mataram was designated as an inclusive education school in 2005 along with a number of other elementary schools by the Department of Education and Sports of the NTB Province, but it did not go smoothly. After that, in 2011, SK received a return from the Ministry of Education and Sports in the city of Mataram as an inclusive organizer.”*

Kepala sekolah juga menuturkan dalam penyelenggaraan pendidikan inklusi, kepala sekolah menunjuk seorang guru sebagai koordinator inklusi yang bertanggung jawab dalam program inklusi, kegiatan untuk anak berkebutuhan khusus.

While one of the teachers as inclusion coordinator explained that the annual work program prepared by the school was intended not only for pupils with special needs, but for all pupils within the scope of the school.

*"If there are no programs for the program that we have created especially for inclusive students, the program is made more for the annual school program with inclusive children, therefore schools are called inclusions because they do not differentiate from students who have no needs"*

SDN 20 Mataram as an inclusive education provider school has a coordinator who manages inclusive education and the coordinator is a sports teacher who teaches at the school and receives an additional assignment decree as inclusion coordinator. As expressed by one of the teachers of SD 20 Mataram:

*"The inclusion coordinator is the teacher who teaches here Miss, sports teacher who receives an extra assignment decree as coordinator and is mentioned in the organizational structure in the resource room"*

A teacher who was one of the inclusion coordinators said that:

*"Yes, miss, the inclusion coordinator is listed in the existing organizational structure in the source space and we have an additional SK assignment as coordinator and also as special assistant teacher. The plan was a special work program for assistant teachers, with activities such as identifying students, assessment of children with special needs, therapy for children with special needs in the source space for these planned activities, but we did not have an annual work program specifically for children with special needs'.*

SDN 20 Mataram as an organizer of inclusive education always ensures socialization to school residents about the implementation of inclusive education to school residents. A teacher as coordinator of inclusive education said:

*"The school has socialized the school residents about the implementation of inclusive education, in addition, teachers have also received training on inclusive education, both from the department and from the school. As a coordinator, I also participated several times in training courses outside your area.*

As an inclusive education provider school, SDN 20 Mataram has so far collaborated with several SLBs in Mataram, Roemahembangan and RSJ. As indicated by the client.

*"Yes, miss, we are working with two SLBs, namely SLBN 1 Mataram and SLBN 2 Mataram to help students' learning and learning difficulties, we are also working with Roemah Development for therapy and evaluation of student development with special needs children needs, and with RSJ Mutiara Sukma Selagalas for IQ tests students. "*

When admitting new students, the school does not provide tests for the selection of students who will enter the school because the school accepts students according to the specified quota, but for the admission of students with special needs, the school continues to make selections. As said by the inclusion coordinator.

*"Yes, ma'am, we do not provide tests for students enrolling in this school because the quota for new students has been set, but for students with special needs we will be selected because for children with special needs we have not been able to overcome the heavy categories of schools and provide services "*

Before creating a program for students with special needs, the school first identifies and assesses new students to find out what students' special needs are and what kind of services will be provided to these students. The coordinator said: "we do the initial identification and assessment to know the special needs of new students enrolling in school"

The inclusion coordinator also said that when students' guardians registered their children in SDN 20, the school first asked for a medical history and IQ test results.

*"Yes ma'am, we ask for a medical history and an IQ test when parents enroll their children in this school, then the school identifies and assesses students to identify students' needs"*

The first step in finding and identifying children with special needs in primary school is identification. Generally, identification is an attempt to identify children with disabilities or special needs. This activity is very important to be carried out by teachers, to be able to find and provide services according to their educational needs.

While assessment is a very important activity in the school learning process, its implementation should be carried out objectively and fully on the conditions and needs of children. In essence, the assessment focuses on efforts to systematically collect information to plan and implement student learning in schools.

As an inclusive school organizer, SDN 20 Mataram always identifies and evaluates students when developing an activity program to provide optimal service to students with special needs.

Inclusive education planning in primary schools in 20 Mataram schools appointed an inclusion coordinator whose job was to be responsible for carrying out activities related to children with special needs. The inclusion coordinator and the special assistant teacher are the teachers at the school who have an additional assignment decree that aids the learning and learning process of children with special needs in the resource space according to the schedule established by the school. Handayani and Rahadian (2013), said that the implementation of inclusive education requires preparation that poses complex problems, including funding resources, human resources ready to fulfill responsibilities in the inclusive education process by providing teachers who provide the understand the nature of education. In addition, the physical environment and supportive social environment are necessary for learning activities to run smoothly.

The next step in planning is the acceptance of new students. Students accepted first show medical history and IQ test results from Mutiara Sukma Selagalas Mental Hospital of Psychologist. Medical history describes the objective situation of the child from a medical point of view, a comprehensive psychologist who is then used by the Mataram 20 Primary School as a guide to determine the services to be provided. In addition, the school also accepts transfer students from inclusive schools and referral students from Mataram City Special School who have collaborated with Mataram State Elementary School 20, which is of course accompanied by documents on diagnosing the situation of children while they are still in these schools. The first step of the 20 Mataram Elementary School is to identify and assess students to determine services appropriate to the needs of students.

From the above description, it is known in the planning of the 20 Mataram Elementary School that it is appropriate, as stated by Suryosubroto (2004), that "planning should be undertaken to determine the objectives and targets to be achieved, tactics and formulate strategies so that objectives and goals can be achieved, determine what resources or equipment are needed, and determine indicators or standards for success in achieving goals and objectives "When planning at the 20th primary school in Mataram, the teacher creates curricula for children with special needs, such as creating RPP or PPI, planning methods, as well as infrastructure facilities to support the smooth learning and learning process of children with special needs.

### **Conclusion**

Based on the results of research and discussion as a whole, it can be concluded that the planning carried out by Mataram State Elementary School 20 is carried out by drawing up an annual work program that includes student activities for one year, including students with special needs, these activities include regular meetings of parents, children special needs and schools, class promotion meetings, extracurricular exercises, the formation of special administrators for children.

Planning an inclusive education program for schools not only creates an annual activity plan, forming an inclusive committee, designing methods and adapting learning for students with special needs, but how schools prepare sufficient resources, schools should partner with all stakeholders in terms of funding and monitoring the evaluation of inclusion programs, building a paradigm of community inclusion so as to establish good cooperation with the community and parents of students, the availability of an appropriate infrastructure equipped with accessibility for the smooth mobilization of children with special needs in optimizing the learning process, and creating a child-friendly environment to realize an ideal inclusive school.

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