



## Implementation of Inclusion Education Program in the Junior High School 4 at Praya

Nida Smith; A.Hari Witono; Fahrudin

Master of Education Administration Study Program, University of Mataram, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v6i3.937>

### **Abstract**

This study aims to determine the management model and identify obstacles in the implementation of inclusive education programs at Junior High School 4 in Praya. This study uses a descriptive qualitative approach with a case study method (case study). Data collection techniques are carried out using in-depth interviews, participatory observation, and document studies. Sources of research data are principals, deputy principals, special escort teachers and counseling teachers. Furthermore, data analysis is carried out through the steps of data reduction, data presentation, and conclusion drawing. The results of the research found in Junior High School 4 at Praya relating to the management of inclusive education there were 18 special needs students who had various abnormalities and obstacles, namely; 13 students were slow to learn, 1 low vision person, 1 mentally retarded person, 1 hearing impaired and 1 person had communication disorders. These problems often experience obstacles in the management of curriculum modification, between the curriculum of regular students with special needs students (PDBK), there is only 1 special assistant teacher who serves special needs students, lack of facilities and infrastructure that support the implementation of inclusive education programs in Junior High School 4 at Praya. The model of inclusive education applied in Junior High School 4 at Praya is a regular class model with full out, namely students with special needs learning with other children (normal) in the regular class and developing their talents and interests by special tutors so that students can develop optimally according to skills possessed.

**Keywords:** Implementation; Inclusive Education Program

### **Introduction**

Inclusion education is government policy in seeking education that can be enjoyed by every citizen in order to obtain equal distribution of education without regard to children with special or normal needs in order to obtain proper and quality education for the future of life. Inclusion schools seek to overcome the problem of equitable education opportunities for children with special needs in order to study in regular schools. An inclusive education school is a school that accommodates all students in the same class. This school provides a decent and adequate education program, but is adapted to the potential or ability of each student and the assistance and support that can be provided by special accompanying teachers, so that children succeed in developing their talents and interests (Stainback, 1980).

On September 24, 2012 the Central Lombok district government through the Department of Youth and Sports Education has designed a school for the implementation of inclusive education followed by the issuance of Central Lombok Regent Regulation Number 93 of 2013 concerning Special education and Special services education. Data in 2018, there are 92 schools that provide inclusive education in Central Lombok Regency with details: 80 elementary schools (SD), 10 junior high schools (SMP), 1 high school (SMA) and 1 vocational high school (SMK) ) as many as 1 school.

The Junior High School 4 at Praya is the first junior high school level in Central Lombok Regency which is trusted by the Central Lombok District Education and Government Office as the school that organizes inclusive education programs since 2009. Junior High School 4 at Praya is still consistently implementing inclusive education to date by producing graduates students with special needs who excel and are able to continue to higher education and successfully live together in society. The inclusive education program held in Junior High School 4 at Praya was motivated because it wanted to succeed the government program in completing primary and secondary education and also provided an opportunity for all children (including children with special needs) to obtain proper education. Thus, the program for the implementation of inclusive education in Junior High School 4 at Praya is interesting to study.

The results of preliminary observations in several schools that were used as pilots for inclusive education, information was obtained that the implementation of inclusive education programs was not easy for various problems to occur. Among other things, there are still many weaknesses and shortcomings, especially in management management such as institutional management, learning curriculum, teaching staff and education, student affairs, infrastructure, and financing. Inclusive education is a solution for students with special needs, but in its implementation there are still many obstacles or obstacles that must be faced which cause the implementation of inclusive education programs to be not optimal. For this reason, this issue is important to be studied in depth in terms of the management of inclusive education in Junior High School 4 at Praya by referring to the 8 National Education Standards tailored to the needs of special needs students (PDBK).

Some studies show different results about inclusive education. Khochen & Radford (2012) shows that overall teachers in inclusive schools have a positive attitude. As many as 76% of the total respondents view that individuals with special needs are the same as other individuals in general, then regarding special schools, as many as 56% of teachers perceive that the provision of special schools does not have to be separated. Meanwhile, research conducted by Alquraini (2012) shows different results, namely teachers have a negative view of inclusive education, namely in students with severe intellectual disabilities. Based on the results of previous studies conducted by Vaz, et al., (2015) that there are several factors that can predict teacher attitudes towards inclusive education, one of which is self-efficacy in teaching. The study shows that teachers who have low self-confidence or efficacy in teaching also have a more negative attitude towards inclusive education. Other studies also reveal similar things, that self-efficacy is related to the attitude that the teacher has. Savolainen, et al., (2012) said, the more teachers are confident in their ability to implement inclusive education, the more positive the attitude shown by teachers towards inclusive education.

Inclusion schools are an educational service for children with special needs regardless of their physical, intelligence, social, emotional, and other conditions to study together with normal children in regular schools (Tarmansyah, 2007; Marthan, 2007; Loiacono & Valenti, 2010). The presence of inclusive schools is an effort to eradicate the boundaries that have emerged in the community, namely children with special needs must also go to special schools. With the existence of inclusive schools, children with special needs can attend regular schools like normal children.

Kustawan (2012) explains that the management of inclusive education for disabled students includes planning, implementation, supervision, reporting, and accountability which includes the

components of the curriculum, learning processes and outcomes, administration and management of educational units, institutional organizations of education units, facilities and infrastructure, staffing, financing (in the form of School Activity and Budget Plans), students, community participation, environment or school culture, as well as social, educational and medical rehabilitation.

In the implementation of inclusive education there must be inhibiting factors and supporting factors. Supporting factors are factors that can support the achievement of learning objectives, namely optimal results in accordance with predetermined goals. While the inhibiting factors are the factors that hinder the achievement of the intended purpose. According to Skjorten dalam (Tarmansyah, 2007) there are several factors that need to be considered in the implementation of inclusive education, namely: 1) provocation and socialization, 2) organizational structure includes the function and role of the implementer, 3) teacher staff in managing class 4) improving education quality, 5) facilities and infrastructure, 6) effective efficient teaching and learning activities, 7) curriculum flexibility, 8) identification and assessment, and 10) partnership cooperation.

From some of the descriptions above, it can be concluded that in the process of implementing inclusive education in Junior High School 4 at Praya, there are many problems that can hinder the process of implementing education, so that in the implementation of inclusive education, schools must prepare themselves to minimize these problems so that the objectives of inclusive education can run well.

## **Method**

This study uses a qualitative approach with a case study method. Qualitative research is research on data collected and expressed in the form of words and images, words arranged in sentences, for example sentences from interviews between researchers and informants. Moleong (2006) states that qualitative research is a research that is intended to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, etc. in a holistic manner, and by means of descriptions in words and languages, on a special natural context and utilize various natural methods.

The research location is in Junior High School 4 at Praya which is located on Jl. Basuki Rahmat, Praya District, Central Lombok Regency. To obtain data quickly and accurately the research involved various elements in Junior High School 4 at Praya, including the principal, vice principal, special assistant teacher and Counseling guidance teacher. The researcher conducted interviews, observations and documentation of various elements related to management and constraints faced in implementing the inclusive education program.

The research data consists of primary data and secondary data. Primary data is information obtained from a researcher directly from the *gejala*, while secondary data is information obtained by a researcher through other sources, both oral and written. Moleong (2013) suggests that the data in qualitative research are narrative, descriptive, in their words studied, personal documents, field notes, artifacts, official documents, videos, and transcripts.

Data collection techniques in this study were: 1) unstructured interview , 2) role participatory observation, 3) documentation and, 4) combination or Triangulation (Sugiyono, 2017). In qualitative research, data analysis is carried out at the time of data collection, and after completion of data collection in a certain period. At the time of the interview, the researcher had analyzed the answers of the interviewees. If the answers interviewed after being analyzed are not satisfactory, the researcher will continue the question again, to a certain extent, data that is considered credible is obtained (Sugiyono, 2017).

In this study, researchers used an interactive data analysis model proposed by Miles, Huberman and Spradley that complement each other (Sugiyono, 2017). Data analysis in qualitative research is more focused during the process in the field together with data collection. Activities in qualitative data analysis are carried out interactively and take place continuously until complete and the researcher feels bored.

### ***Result and Discussion***

Management of the Implementation of the Inclusive Education Program in Junior High School 4 at Praya covering the first curriculum is a set of plans and arrangements regarding the objectives, content, and learning material and the methods used to guide the implementation of learning activities to achieve certain educational goals. Based on this understanding, there are two dimensions of the curriculum, the first is the plan and arrangement of objectives, content, and learning material, while the second is the method used for learning activities. Modification of the curriculum is a regular student curriculum, namely the 2013 curriculum tailored to the needs and abilities or potential of special needs students.

In accordance with what was revealed by the Special Advisory Teacher in Junior High School 4 at Praya revealed that: "The curriculum used in inclusive education is a regular or national curriculum that is modified by considering the potential, obstacles and needs of special needs students based on the results of have been done. Modification of the curriculum is carried out on the content or material and the learning process related to time, media and tools and modification of the results of student learning assessment".

Second, the availability of human resources (HR) who have academic and professional competence in inclusive education is one of the keys to the success of inclusive education programs. Teachers in inclusive education schools have adequate understanding and competence in managing the learning process so that the development of potential, obstacles and needs of ABK is well served. Such as interviewing researchers with the school principal: In Junior High School 4 at Praya there is one Special Education Teacher who has a bachelor (S1) degree in extraordinary education (orthopedagog) in Unesa and has received training in the education of children with special needs. GPK has duties and functions as a companion and works with subject teachers to carry out assessments as a basis for drawing up plans for learning in inclusive classes. Guidance and Counseling Teachers are teachers who are responsible for finding solutions for all students in schools providing inclusion education who experience difficulties in learning, socialization, social behavior, emotions and social ethics.

Furthermore, identifying and assessing children with special needs are two very important activities carried out by teachers or educators to understand children with special needs as students. Efforts made in Junior High School 4 at Praya to find children with special needs in accordance with the type of abnormality or in accordance with the obstacles or disturbances is to identify students both from the psychological, physical and intelligence aspects. The special advisory teacher also revealed that if there are students whose abilities are below the standard based on assessment, the teacher plans an individual learning program that is separate from the regular student lesson plans. It is an effort to develop the ability of special needs students to obtain optimal education or learning services.

Third, based on the results of interviews and observations with the SARPRAS section in Junior High School 4 at Praya, information was obtained: Availability of special facilities and infrastructure (accessibility) in Junior High School 4 at Praya was quite adequate as a school providing inclusion education tailored to the needs of each student. The infrastructure needed Junior High School 4 at Praya as a school that organizes inclusive education is no different from infrastructure in regular schools, namely: the principal's room, teacher's room and administration, classrooms, library space, lab room (laboratory), room for guidance and counseling, school health business room, worship room, canteen

room, sports field and toilet. But still need to maintain facilities and infrastructure and improve the cleanliness of the school environment so that all school residents feel comfortable and at home at school.

Management of inclusive education programs in Junior High School 4 at Praya discusses curriculum management, empowering educators and education staff, managing student affairs, evaluating learning processes and outcomes, and improving facilities and infrastructure. In planning learning in inclusive classes, the teacher must prepare syllabus and prepare a learning implementation plan that is tailored to the potential or ability and the obstacles experienced by students. Then the syllabus, learning implementation plan or individual learning design are prepared independently by each teacher to achieve the mastery of the predetermined basic competencies.

In the Management of Inclusive Education, Junior High School 4 at Praya experiences several problems that must be addressed by the school. In this case the school has been brave in making decisions related to efforts to overcome problems that exist in school. The efforts of Junior High School 4 at Praya in overcoming the problems that arise in the management of inclusive education are: First, efforts to improve school management such as planning: the Principal of the Junior High School 4 at Praya determines the needs and divides each task to each teacher so that the teacher is able to be responsible and the principal can assess teacher performance easily. Second, efforts to increase the number and quality of education personnel educators which include organizing, and directing. This effort is considered the most effective because if a school recruits a special tutor, the school is unable to pay because there is already one country in the school that is expert in special needs education and 4 honorary Guidance and Counseling Teachers.

The third effort is managing the curriculum for inclusive students. In this case the head of the youth education and sports office gave a briefing to the principal of Junior High School 4 at Praya to provide guidance to teachers who deal with children with special needs regarding the curriculum modification for children with special needs, but the teacher still had difficulty in making a modified curriculum because only 1 teacher had a background behind special education, even though training has been learned in how to make a modified curriculum, besides that there is no teacher who helps in making the curriculum. Efforts carried out by schools only by using the curriculum used by the school, while for children with special needs in Junior High School 4 at Praya by reducing the level of difficulty in accordance with the abilities and characteristics of special needs students.

The next effort is the fourth is the development and improvement of facilities and infrastructure. In developing infrastructure facilities are needed: a) Planning: The school principal determines the needs of facilities and infrastructure for inclusive schools after that the principal of Junior High School 4 at Praya submits to the Central Lombok District Education, Youth and Sports Office to be followed up in the procurement and then waiting for confirmation from the Service. This is used to deal with the lack of facilities and infrastructure in schools in the management of inclusive education to be more optimal. b) Briefing: the principal gives direction so that the school utilizes the school's advice and infrastructure. for example when the process of learning mathematics for children with special needs, they have difficulty accepting the lesson so the teacher gives an explanation by taking the stones in the school for learning media. This effort has been considered the most effective because the funds for infrastructure facilities are insufficient if for the renewal of facilities and infrastructure.

As for the management of the implementation of inclusive education in P Junior High School 4 at Praya according to the principal, the teacher, the results of observations and documentation data that: a) Having Autonomy Each school carries out independently (school autonomy). However, it is still under supervision because there are signs from the relevant agencies. b) Community Participation, especially guardian students, is very supportive of all school programs, both with donations of funds and advice for school progress. c) Principal leadership is very democratic, even though the principal has power in his

leadership. d) Decision making is carried out democratically, this can be seen in the implementation of the results that have been put together together, and the realization of the cooperation of all school members in supporting the effective and efficient program. e) Roles and Responsibilities using the principle of having to understand and understand. f) Conducting Guidance and providing training and sometimes going to school to monitor where the weaknesses and weaknesses of the school are located and immediately given guidance. g) Transparency and Accountability by supervising the use of funds by related parties is very strict with reports on the implementation and use of funds. h) Implementation of Quality-Based Management begins with understanding the concept of Quality-Based Management through coaching and training, then evaluating and improving.

## **Conclusion**

Based on the results of the research and discussion above, it can be concluded that: the management of inclusive education in Junior High School 4 at Praya includes planning, directing and overseeing aspects of the curriculum between regular students and students with special needs, identifying and assessing students, increasing teaching resources and education staff who have special education qualifications. Furthermore, the development of facilities and infrastructure for students is sufficient to achieve the goal of inclusive education.

## **References**

- Alquraini, T. A. (2012). Factors Related to Teachers' Attitudes Towards the Inclusive Education of Students with Severe Intellectual Disabilities in Riyadh, Saudi. *Journal of Research in Special Educational Needs*, 12(3), 170-182.
- Khochen, M., & Radford, J. (2012). Attitudes of Teachers and Headteachers Towards Inclusion in Lebanon. *International Journal of Inclusive Education*, 16(2), 139–153.
- Kustawan, Dedy. (2012). *Pendidikan Inklusif dan Implementasinya*. Jakarta.
- Loiacono, V., & Valenti, V. (2010). General Education Teachers Need to Be Prepared to Co Teach the Increasing Number of Children with Autism in Inclusive Settings. *International Journal of Special Education*, 25(3), hlm.24-32.
- Marthan, L. K. (2007). *Manajemen Pendidikan Inklusif*. Jakarta: DIRJEN DIKTI.
- Moleong, L.J. (2006). *Metodelogi Penelitian Kualitatif*. Edisi Revisi. Bandung: Remaja Rosdakarya.
- Mudjito, dkk.(2012). *Pendidikan Inklusif*. Editor: Wardi. Jakarta: Baduose Media.
- Savolainen, H., Engelbrechtb, P., Nelc, M., & Malinena, O. (2012). Understanding Teachers' Attitudes and Self-Efficacy in Inclusive Education: Implications for Pre-Service and In-Service Teacher. *European Journal of Special Needs Education*, 27(1), 51-68.
- Sugiyono.(2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.
- Tarmansyah. (2007). *Inklusi Pendidikan Untuk Semua*. Jakarta: Depdiknas.

Vaz, S., Wilson, N., Falkmer, M., Sim, A., Scott, M., Cordler, R., & Falkmer, T. (2015). Factors Associated with Primary School Teachers' Attitudes Toward the Inclusion of Students with Disabilities. *Inclusion of Students with Disabilities in School*, 1-12.

### **Copyrights**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).