



INCLUSIVE EDUCATION IN ELEMENTARY SCHOOLS: AN ANALYSIS OF IMPLEMENTATION AND POLICIES IN SD NEGERI 1 KARANGWIDORO

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Abstract

This study aims to determine the implementation and implementation of inclusive education in SD Negeri 1 Karangwidoro, Malang Regency. Inclusion education seeks to provide equal opportunities for students with special needs to get an education. The method used in this study is a qualitative approach through interviews and direct observation. The subjects of this study are teachers, students with special needs, and observation of social interaction in inclusion classes. The results of this study show that SD Negeri 1 Karangwidoro has a commitment to provide inclusive education despite facing obstacles and obstacles. The biggest obstacles are the absence of accompanying teachers, the availability of infrastructure and facilities, and support from the government as well as the lack of public understanding of inclusive education. Social interaction between regular students and students with special needs shows a positive relationship. This study recommends an increase in teacher training, the provision of infrastructure, and support from the community and the relevant government. In addition, further research is expected to be able to examine more deeply the impact of inclusive education on the academic and social development of students with special needs.

Keywords: Inclusion, Students with Special Needs, Elementary School, Implementation and Policy.

A. Introduction

Inclusion education is an education designed to provide equal learning opportunities for all students, including students with special needs or GDP. In Indonesia, inclusive education has been recognized through Law Number 20 of 2003. This law regulates the National Education System which emphasizes the importance of equitable education. The purpose of inclusive education is that students with special

needs can learn with regular students in a supportive environment. Inclusive Education is an effort to remove negative stigma and discrimination against students with special needs.

In practice, the implementation of inclusive education in Indonesia still faces various obstacles and obstacles. Research conducted in 2018 by Rahmawati and Santosa showed that the main obstacles to inclusive education are the lack of special accompanying teachers, the lack of regular teacher training, and the lack of facilities and infrastructure. In addition, research conducted by Sunardi and Sunaryo in 2010 showed that public understanding of children with special needs or ABK is still low. This causes students with special needs to often lack support from the surrounding environment.

SD Negeri 1 Karangwidoro, which is one of the schools organizing inclusion schools in Malang Regency, provides a real example of how obstacles and challenges have an impact on the implementation of learning activities. Initial observations show that the school has accepted several students with special needs from several categories. However, this school still has limitations in providing adequate learning facilities and providing special accompanying teachers for students with special needs.

This study aims to analyze the implementation and policy of inclusive education in SD Negeri 1 Karangwidoro. Using a qualitative approach, this study is expected to describe how inclusive education is applied at the elementary school stage and recommendations for future improvement.

B. Method

This research uses a qualitative approach. Data were collected by interviews and direct observations. This was used to analyze the implementation and policy of inclusion in SD Negeri 1 Karangwidoro. The research will be carried out in October 2024. The subjects of the study are classroom teachers, principals, and students with special needs.

The data was analyzed with 3 main steps, namely data reduction, data presentation and conclusion drawn. Data reduction is carried out by selecting information that is relevant to the research objectives. Then, the selected data is presented in the form of a descriptive narrative to make it easier to identify the main patterns and themes. Conclusions are drawn based on the pattern of findings that emerge. Then a reference to previous research or theory is included.

To ensure the validity of the data in this study, the triangulation technique of sources and methods was used. The data that has been obtained from interviews and observations are compared to ensure the consistency and accuracy of the findings.

C. Discussion and Conclusion

Finding section is provided prior to the discussion section. Each section stands alone as a subtitle. The finding and discussion should be written in not less than 60% of the entire body of the manuscript.

1. Findings

In this study, it was found that SD Negeri 1 Karangwidoro has shown its commitment to carrying out inclusive education. However, inclusion education at SD Negeri 1 Karangwidoro still shows several obstacles and challenges. School policies that support the admission of students with special needs (PDBK) by providing an inclusive learning environment where regular students and PDBK can learn together.

In learning services, teachers use an individualized approach for students with special needs by adjusting learning methods and materials. This observation shows that GDP faces certain difficulties according to its specificity. However, regular students and students with special needs can interact positively and support each other. Teachers create a learning environment that involves regular students to help students with special needs. This shows the efforts made to increase social interaction in the inclusion class.

From interviews that have been conducted with teachers, it is known that the main obstacles and challenges in the implementation of inclusive education are the lack of special education or training for teachers to handle students with special needs, the absence of infrastructure, and the lack of public understanding in inclusive education. In addition, the obstacle of the PDBK itself is the difficulty in participating in learning activities due to their physical or cognitive.

Nevertheless, the school environment shows a good acceptance from regular students to the PDBK. This is shown by regular students who help PDBK in simple tasks in class or other activities. Regular learners reflect the values of tolerance and inclusion that thrive in this school.

2. Discussion

In its implementation, inclusive education at SD Negeri 1 Karangwidoro shows that despite efforts to integrate students with special needs (PDBK) with regular students, obstacles and obstacles still exist. School policies that support the admission of PDBK into regular classes show a commitment to providing equal access to education for all students. However, as Rahmawati and Santosa found in their research in 2018, the shortage of special assistants is the main obstacle that affects the quality of education received by students with special needs. The absence of special assistant teachers at SD Negeri 1 Karangwidoro causes difficulties in paying more attention to students with special needs who need a more structured and intensive approach.

In terms of classroom learning services, the individualized approach applied by teachers by adjusting the needs of students with special needs has shown positive efforts for inclusivity in the classroom. However, the findings of the study show that students with ADHD and the Disabled have difficulty participating in learning activities which indicates that their needs have not been maximally met. This is in accordance with the findings of Suguyono (2018), which states that students with attention disorders such as ADHD need more structured learning methods and more intensive support. The existence of special assistant teachers is very much needed to be able to provide more intensive support to help students with ADHD to focus more on learning activities.

In addition to the absence of accompanying teachers, another obstacle faced by this school is the lack of infrastructure to support inclusive education, such as resource classes and appropriate learning aids. The lack of infrastructure worsens the existing condition, considering that students with special needs need adequate facilities and infrastructure for their learning activities. As found in the research of Sunardi and Sunaryo (2010), adequate infrastructure and infrastructure are very important in creating an inclusive and effective learning environment.

The positive aspect found in this study is the existence of good social interaction between regular students and students with special needs. Despite the obstacles in learning, regular students show sympathy, empathy, and attention to students with special needs. Inclusive education does not only focus on the academic aspect, but also the development of positive behavior and character between regular students and students with special needs. Success in creating a supportive social environment for students with special needs helps them to feel valued and accepted in school.

Overall, although SD Negeri 1 Karangwidoro has made efforts to implement inclusive education, there are still many aspects that need to be improved and improved. Especially in the support of human resources and infrastructure. To ensure the success of inklusi education, more support is needed from the government and the surrounding environment. This support can be in the form of increased training for teachers, the procurement of adequate infrastructure and facilities, as well as public awareness of the importance of inclusive education.

D. Conclusion

This study shows that SD Negeri 1 Karangwidoro has been committed to implementing inclusive education even though there are still many obstacles and obstacles. The school policy that accepts students with special needs in regular classes is a reflection of efforts to provide equal learning opportunities for every student.

The learning method has been adapted to the individual learners with special needs. The main obstacles identified are the absence of accompanying teachers, the lack of infrastructure to support students with special needs and the lack of public understanding of inclusive education. Social interaction between regular students and students with special needs has been established in a positive and good way.

The recommendation for the next research is to explore the effectiveness of the inclusive learning approach in schools with limited resources and further research the impact or influence of inclusive education on the academic and social development of students with special needs.

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