

Inclusion Education Policy in Indonesia

Dr. H. Abdul Hafid

Lecturer of Islamic Religious Education Program
DDI Islamic High School Maros Regency, South Sulawesi

Abstract:- Qualitative research type through phenomenological approach, the results showed that Briefly inclusive education is a friendly education for all children, with an education service system that requires inclusive education that provides equal opportunities to all learners using the same curriculum. In each student can develop his talents, this special potential is a good opportunity for the development of creativity of learners, In principle every learning given must apply equality and quality learning and for each prison given must be adjusted to the conditions of learners. The principle of inclusive education must create and maintain a class that is welcoming and respects differences and should apply to all levels of education. In organizing inclusive education needs to involve all components of education, the implementation of inclusive education at the time of teaching in the classroom should seek non-discriminatory attitudes, recognition from all parties to all participants of learning, the provision of facilities and a safe environment for each individual child. Children can learn together in the same class without having to prepare in a special class in advance.

Keywords:- Concept, History, Purpose, Foundation of Inclusion Education.

I. INTRODUCTION

Education is the basic need of every human being to ensure the continuity of his life in order to be more dignified. Therefore, the state has an obligation to provide quality educational services to every citizen without exception including those who have differences in ability (disabilities) as stated in the 1945 Constitution article 31 paragraph 1. But unfortunately the education system in Indonesia has not accommodated diversity, resulting in the emergence of segmentation of educational institutions based on religious, ethnic, and even differences in abilities both physical and mental owned by students. Clearly the segmentation of this educational institution has hindered the students to be able to learn to respect the reality of diversity in society.

During this time children who have different abilities (disabilities) are provided special educational facilities tailored to the degree and type of disabilities called the Extraordinary School (SLB). Unwittingly the SLB education system has built a wall of exclusivism for children with special needs. The wall of exclusivity has so far been unwittingly hindering the process of getting to know each

other between children with disabilities and non-disabled children.

As a result of the education system in social interaction in the community of disabled groups into a community that is inalienated from the social dynamics in the community. People are becoming unfamiliar with the lives of groups with disabilities. While the disability group itself feels its existence is not an integral part of the lives of the surrounding community. To solve the problem, inclusive education is expected to solve one of the problems in handling education for children with special needs so far.

A. Problem Formulation

1. How is inclusion education implemented in Indonesia?
2. What are the advantages and disadvantages of inclusion education in Indonesia?
3. How do I improve inclusion education in Indonesia?

II. LITERATURE REVIEW

A. Definition of Inclusive Education

The term Inclusion comes from the English word "inclusion" which means acceptance of children who have barriers into the curriculum, environment, social interaction and self-concept or vision of the school's mission. Inclusiveness can also be interpreted as a way of thinking and acting that allows each individual to feel accepted and appreciated. Further inclusiveness means that all children are acceptable even though the concept of "all children" must be self-explanatory, and it is still difficult for many to understand it.

Education experts present the concept of inclusive education in a variety of, but basically the same purpose. There are some education experts defining inclusive education as follows:

1. According to Stainback that inclusive schools are schools that accommodate all students in the same class.
2. Staub and Peck suggest inclusive education is the placement of light, medium, and heavy children in full in the classroom. This indicates that regular classes are relevant learning places for different children, regardless of abnormalities.
3. Sirinam Khalsa inclusive education is a way to eliminate the model of segregation or separation of different children who learn in different ways.
4. Sapon-Shevin quoted by Geniofam defines inclusive education as an educational service system that requires that all different children be served in nearby schools in regular classes with friends his age.

5. The Ministry of Education affirms that inclusive education is defined as an education service system that involves children with special needs learning together with their peers in the regular school closest to where they live. [6] Thus, the implementation of inclusive education requires the school to make adjustments both in terms of curriculum, educational infrastructure, and learning system that is tailored to the needs and characteristics of students.
6. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009, mentioning inclusive education is an educational system that provides opportunities to all students who have abnormalities and have the potential of intelligence and /or special talents to follow education or learning in one educational environment together with students generally.

Inclusive education means schools must accommodate all children regardless of physical, intellectual, social, emotional, linguistic or other conditions. This should include children with disabilities and talents. Street children and workers, children come from remote or mobile populations. Children from ethnic minority, linguistic or cultural groups and children from disadvantaged or marginalized areas or groups.

At the heart of inclusive education is the human right to education. As informed in the Declaration of Human Rights in 1948, equally important is the right not to be discriminated against. A logical consequence of this right is that all children have the right to receive an education. Not discriminated against on the basis of disability, ethnicity, religion, language, gender, ability and others.

So it can be concluded that inclusive education is an education that puts exceptional children or children with special needs learning together with normal children in one class in a public school close to where they live.

2. Juridical Foundation

- a. Constitution 1945 (Amendment) Ps 31: (1) reads every citizen is entitled to an education. Paragraph (2) Every citizen shall follow basic education and the government shall finance it.
- b. Law no. 23 of 2002 on Child Protection, Ps 48 The Government is obliged to hold a minimum of 9 years of basic education for all children. Ps 49 State, Government, Family, and parents are obliged to provide the widest possible opportunity for children to obtain an education.
- c. Law no. 20 of 2003 on the National Education system. Ps 5 paragraph (1) every citizen has the same right to obtain a quality education. Paragraph (2) Citizens who have physical, emotional, mental, intellectual and/or social disabilities are entitled to a special education. Paragraph (3) Citizens in remote or underdeveloped areas and remote indigenous peoples are entitled to special service education. Paragraph (4) Citizens who have the potential of intelligence and special talents are entitled to a special

education. Article 11 paragraphs (1) and (2) The government and local governments are obliged to provide services and facilities, as well as ensure the implementation of quality education for every citizen without discrimination. The government and local governments are obliged to guarantee the availability of funds for the implementation of education for every citizen aged seven to fifteen years. Article 12 paragraph (1) every student in each educational unit is entitled to education services according to his talents, interests and abilities (1b) Every student has the right to move to an educational program on the path and other educational units equivalent (1e) Article 32 paragraph (1) Special education is an education for students who have a difficulty in following the learning process due to physical, emotional, mental, social, and /or potential intelligence and special talents. Paragraph (2) Special service education is an education for students in remote or underdeveloped areas, remote indigenous peoples, and /or experiencing natural disasters, social disasters, and economic incompetence. In the explanation of article 15 of the last paragraph explained that special education is the implementation of education for different learners or learners who have extraordinary intelligence organized inclusively or in the form of special education units at the level of primary and secondary education. Article 45 paragraph (1) Each unit of formal and non-formal education provides facilities and infrastructure that meets educational needs in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional, and psychiatric learners.

- d. Government regulation no. 19 of 2005 concerning national standards of education Article 2 paragraph (1) Environment National Standards of Education includes content standards, process standards, graduate competency standards, educator and educational standards, infrastructure standards, management standards, financing standards, and educational assessment standards. In PP No. 19/2005 it is also explained that the special education unit consists of SDLB, SMPLB, SMA LB.
- E. Circular letter of the Director General of The Ministry of Education No. 380/C.C6/MNB/2003 dated January 20, 2003 concerning inclusive education organizing and developing in each district / city at least 4 schools consisting of: elementary, junior high, high school, and vocational school.

3. Empirical Foundation

- a. Declaration of Human Rights, 1948
- b. Convention on the Rights of the Child, 1989
- c. World Conference on Education for all, 1990
- d. UN Resolution no. 48/49 of 1993 on equality of opportunity for people of different people.
- e. Salamanca Statement on inclusion education, 1994
- f. Dakar Commitment on Education for all, 2000
- g. Bandung Declaration (2004) with a commitment of "Indonesia towards inclusive education,"
- h. Bukittinggi Recommendation (2005), that inclusive and child-friendly education should be seen as :

1) an approach to improving the overall quality of schools that will ensure that the national strategy for all is truly for all

2) a way to ensure that all children receive a quality education and care within their residential community as part of programs for early childhood development, pre-primary and secondary school, especially those who are currently not given the opportunity to obtain an education in public schools or are still vulnerable to marginalization and exclusion

3) a contribution to the development of a society that respects and respects the individual differences of all citizens. In addition, it also agreed on the following recommendations to further improve the quality of education systems in Asia and other continents :

1) inclusion should be seen as a fundamental principle underpinning all national wisdom

2) the concept of quality should be focused on national, emotional and physical development, as well as other academic achievements

3) the national assessment and evaluation system needs to be revised to conform to the principles of non-discrimination and inclusion and the concept of quality as mentioned above

4) adults should respect and respect all children, regardless of individual characteristics or circumstances, and should also pay attention to their views

5) all ministries should coordinate to develop a joint strategy towards inclusion.

6) In order to ensure education for all through a child-friendly school framework, non-discrimination and inclusion issues must be addressed from all dimensions, with coordinated joint efforts between government and non-governmental institutions, donors, communities, various local groups, parents, children and the private sector

7) all governments and international organizations as well as non-governmental organizations, should collaborate and coordinate in every effort to achieve the sustainability of inclusive community development and a learning-friendly environment for all children.

8) The government should consider the social and economic implications of not educating all children, and therefore in the management of the school information system should include all school-age children 9) Pre-employment and education education programs in teacher positions should be revised to support the development of inclusion practices from pre-school age to above age by emphasizing holistic understanding of children's development and learning including early intervention 10) government (central , provinces, and local) and schools should build and maintain dialogue with the community, including parents, about the value of a non-discriminatory education system

III. RESEARCH METHODS

Types of qualitative research through phenomenological approaches.

IV. CHAPTER 4 . DISCUSSION

A. Implementation of Inclusive Education in Indonesia

In the realization of education equality to children with special needs of the government seeks various things in the implementation of educational programs, It is stated in the 1945 Constitution Article 31 paragraph 1 and Law No. 20 of 2003 on the National Education System can be concluded "that the State provides real assurance to children with special needs to obtain quality educational services". This suggests that children with special needs get the same opportunities as other normal children in education.

Inclusive Education is an educational program that is given simultaneously between special education and public education. This effort is done to bring together the different needs of all students. According to Permen No.70 Year 2009 Article 1 states that inclusive education is a system of organizing education that provides opportunities to all students who have abnormalities and have the potential of intelligence and or special talents to follow education or learning in an educational environment together with students in general.

In the implementation of inclusion education must use good and appropriate procedures in improving the quality of learning. Teachers in inclusive education need to determine methods that can be used to facilitate the delivery of teaching materials so that students can easily accept what the teacher is delivering. The role is very important in designing the learning system to be used.

The implementation of inclusive education at the time of teaching in the classroom should seek non-discriminatory attitudes, recognition from all parties to all participants of learning, the provision of facilities and a safe environment for each individual child. Children can learn together in the same class without having to prepare in a special class in advance.

The purpose of inclusive education is to provide equal opportunities to all students using the same curriculum. In each student can develop their talents, this special potential is a good opportunity for the development of creativity of learners.

In principle, every learning given must apply equality and quality learning and for each person given must be adjusted to the conditions of learners. The principle of inclusive education must create and maintain a class that is welcoming and respects differences and should apply to all levels of education. In organizing inclusive education it is necessary to involve all components of education.

B. Advantages and disadvantages of inclusion education in Indonesia

The importance of inclusive education because education today is not satisfactory and not all education can receive and educate children from different circles. Therefore, inclusive education is very important for the advancement of education in Indonesia. Inclusive education

also has stages and constraints that do not escape the advantages and disadvantages of education itself. Behind it of course there are advantages and disadvantages of an education including this inclusion education.

➤ *Advantages*

The emergence of inclusion schools because it has several advantages and privileges, among others: the existence of disabled children is recognized in line with normal children, the environment teaches togetherness and eliminates discrimination. This certainly gives the impression to parents and the community that even disabled children are capable like children in general, different children will learn to accept themselves as they are and also become familiar in their environment.

Inclusion Education in its implementation has several advantages compared to integrated education or special education (segregation) so it is appropriate if the government organizes and develops this program.

With inclusion education does not mean SLB (Extraordinary School), integrated school and SDLB (Extraordinary Elementary School) is closed, but it is a good partner with the implementation of Inclusion School, even if it needs to be used as a school laboratory and resource person for special teachers who teach in inclusion schools.

The organization essentially provides the same opportunity for every student in attending education with the Regular School System in accordance with their individual needs without distinguishing the background of religion, culture, social, economic or ethnic. But expect a quality human child even if it is defective. It is our hope that all of this Inclusion School Implementation Program can be carried out properly on the basis of government concern and our shared concern.

➤ *The downside*

The disadvantages of inclusive education are as follows: there are still few abks in Indonesia enrolled in schools. According to UNESCO data in 2009, Indonesia's ranking in the implementation of inclusion education for children with special needs or ABK continues to decline. In 2007, Indonesia ranked 58th out of 130 countries, while in 2008 it dropped to 63rd out of 130 countries. In 2009, Indonesia's ranking even declined to 71st out of 129 countries.

All of the above is because there are still few abk in Indonesia enrolled in schools. The curriculum is rigid and less responsive to the needs of different children. Government policy does not separate this special educational component, it should no longer be distinguished. Inclusion education is no longer an addition, but it falls into general settings. lack of budget availability The lack of budget provided by the government is the other side due to the absence of government policy support.

C. How to improve inclusion education in Indonesia

Inclusive education is guided by Law No. 20 of 2003 that the education system must be democratic, fair and non-discriminatory. Since the enactment of the law, regular schools have started to pioneer inclusion schools. But in fact to this day Children with Special Needs (ABK) are still constrained by various obstacles in the fulfillment of educational rights.

The fundamental initial obstacles encountered, namely the paradigm or perspective of teachers and education providers towards children with disabilities and inclusion education system. So the rejection of ABK is still happening. The reason for the school in general is because of the absence of Special Assistance Teachers (GPK) and infrastructure facilities that are not yet accessibility standards. Even inclusion schools complain of gpk shortages.

Related to education issues, positive and sustainable efforts are needed, both within the school (internal) and outside the school (external). Internal efforts can be made by conducting training on awareness of issues of difability, knowledge sharing and accessibility assessment. While external efforts can be done by socializing massively and systematically with the government and society.

Building a paradigm of inclusion means also understanding people's views on themselves and their environment. Where it includes three elements in it, namely thinking patterns (cognitive), being empathetic (affective) and in behaving (conative).

First, awareness of disability rights for all people, especially for non-disabled people in the form of acceptance. Director of The Disability Legal Aid Institute (LBH), Hari Kurniawan argues this needs to be done in schools, both regular and inclusive. As well as other educational institutions to instill understanding of difability to educators and education providers.

"The way can use simulation or role play how to have diability, so that they can feel the obstacles of diability to then trigger the birth of awareness and empathy to the issue of difability," said Hari Kurniawan, while in Jakarta (19/12).

Second, sharing knowledge and experience between teachers and teachers in other schools, that the basic concept of GPK is a temporary introduction to sharing knowledge. Understand how to provide services to difability based on the science owned.

"GPK does not have to exist in every school but it is better to exist as long as there is sharing knowledge," explained Wawa his familiar call "his existence can cooperate with SLB but should not be dependent," he added.

For Wawa, a special accompanying teacher or GPK plays a role in conducting initial assessments related to the needs of difability, not being decisive by rejecting or accepting children's disabilities in inclusion schools. "The

principle of the concept of inclusion schools is not dependent on GPK but rather the fulfillment of rights and services for disabilities that are equivalent to non-disability," said one of the Founders of the Malang Inclusion Forum.

According to Wawa, there are still some inclusion schools that still discriminate against disabilities without first trying to fulfill the rights and services that should be available. "Law Number 8 of 2016 guarantees the educational rights of children with disabilities. And inclusion school is an option, children have the right to choose to go to school anywhere," Wawa continued, reminding.

Third, assessment of accessibility or identification of existing environmental conditions through the view of difability. Chairman of the Board of Management of Yayasan Lingkar Sosial (Linksos) Indonesia, Widi Sugiarti said the importance of conducting school accessibility studies involving teachers, parents of students and students as well as local village or village devices.

"Accessibility audit aims to jointly map accessibility issues, establish building models related to access and ease of use and meet the laws and regulations related to accessibility standards," explained Widi.

Before conducting the assessment, participants were given knowledge about the purpose and benefits of accessibility studies. Related to that, it is also important to stick to the existing legal basis, such as Law no. 8 of 2016 on Persons with Disabilities, Regulation of the Minister of Public Works No. 30 of 2006 on Technical Guidelines for Facilities and Accessibility in Buildings and The Environment, until the provisions listed in the Convention on The Right of Disability (CRPD).

Technically participants are equipped with simulation training to know the environment by using tools such as wheelchairs, guide sticks, blindfolds and so on. In addition, participants will discuss each section and give an assessment on how to conceptualize a building that is accessible to all or universal design. Also do documentation by recording measurement results or taking pictures to capture flaws and errors and errors.

"The important thing to note is equity and obstacles," Widi said. Equity is an asset that is available, then adjusted to the existing barriers so that in an improvement effort does not require much cost. Hopefully, with the assessment of accessibility can solve the problem and become awareness and understanding together I in the scope of education.

Third, massive and systematic socialization with the Government and the community. Legislation is not sufficiently published in state sheets or online in government portals. Coordinator of Fomi Inclusion Education, Sayekti said government officials are important to play a direct role in the socialization process. "The impact will be different if the official (who speaks). For example, the Regent or Mayor in his speech at every public

event would like to take the time to remind the public about difability," said Sayekti.

Sayekti also explained another problem, namely that there are still Children with Special Needs (ABK) hidden by parents or their families. The involvement of all parties including the Government, schools or teachers and the wider community will more quickly erode stigma and free children with disabilities from distorted paradigms. From family to the wider community.

In response, the Chairman of the Malang District Disability Women's Association, Siswinarsih added the importance of building a paradigm of inclusion of teachers through the improvement of services based on inclusive culture. From the data presented by Siswinarsih, there are about 600 more educational institutions in East Java. Of these labeled inclusion is still dominated by kindergarten and elementary school, while junior high school, high school / vocational school still has not adopted much inclusion education. Of the abk number of approximately 53,344 children, only 13,000 children are served. Starting from TKLB to SMALB with a breakdown of 36.2 percent of ABK in SLB, 8.5 percent in inclusive schools and the remaining 55.3 not schools.

"The largest number at sdlb level, then in the next level there is a decrease. Indications are that many children with disabilities do not continue their education," said Siswinarsih, in a national seminar on Reflection and Evaluation of Inclusive Education in Indonesia by PSLD Universitas Brawijaya at Aria Gajayana Hotel, Malang (9/12).

Equalization of inclusion schools is not enough to be a solution but rather to build a paradigm of inclusion or the way teachers and education providers look at children with disabilities. The culprit is all parties both government and private institutions in their respective capacities. "Especially in the field of education the need to improve the quality of services based on inclusive culture, curriculum adaptation and learning and transition programs," suggested Siswinarsih.

V. CONCLUSION

In the implementation of inclusion education hours use good and appropriate procedures in improving the quality of learning. Teachers in inclusive education need to determine methods that can be used to facilitate the delivery of teaching materials so that students can easily accept what the teacher is delivering. The role is very important in designing the learning system to be used. The implementation of inclusive education at the time of teaching in the classroom should seek non-discriminatory attitudes, recognition from all parties to all participants of learning, the provision of facilities and a safe environment for each individual child. Children can learn together in the same class without having to prepare in a special class in advance.

REFERENCES

- [1]. Abdul Wahab, Solichin, *Introduction to Public Policy Analysis*, Malang: UMM Press, 2011.
- [2]. Qur'an and Its Translation.
- [3]. Ashman, A. & Elkins, J. (1994). *Educating Children With Special Needs*. New York : Prentice Hall.
- [4]. Baker, E.T. (1994). *Metaanalysis evidence for non-inclusive Educational practices*. Disertasi. Temple University.
- [5]. Colley, Helen. (2003). *Mentoring for Social Inclusion*, London : Routledge Falmer.
- [6]. Fish, J. (1985). *Educational opportunities for All*. London : Inner London Educational Authority.
- [7]. *General Man of Inclusive Education Implementation*, Jakarta: Ministry of Education, 2007.
- [8]. Geniofam, *Nurturing and Succeeding Children with Special Needs*, Yogyakarta: Gerai Ilmu, 2010.
- [9]. Ilahi, Mohammad Takdir, *Inclusive Education: Concepts and Applications*, Jogjakarta: Ar-Ruzz Media, 2013.
- [10]. Iswari, Mega, *Life Skills for Children with Special Needs*, Padang: UNP Press, 2008.
- [11]. Johnsen, Berit H and Miriam D. Skjorten. (2003) *Special Needs Education; An Introduction*, Bandung : Unipub.
- [12]. Khalsa, Sirinam, *Inclusive Classroom A Practical Guide for Education*, Laverett: Permission Publisher, 2004.
- [13]. Mudjito dkk, *Inclusive Education*, Jakarta: Baduose Media, 2012.
- [14]. O'Neil, J. (1994/1995). *Can inclusion work. A Conversation With James Kauffman and Mara Sapon-Shevin*. *Educational Leadership*. 52(4) 7-11.
- [15]. Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for Students who Have Disabilities and Have Potential Intelligence and/or Special Talents.
- [16]. R. Indianto, *Inclusion Education Implementation Material*, Surabaya: Universitas Sebelas Maret, 2013.
- [17]. Sapon-Shevin, Mara, *Widening the Circle the Power of Inclusive Classrooms*, Boston: Bacon Press, 2007.
- [18]. Smith, David *School of Inclusive Concepts and Application of Learning*, Bandung: Nuances, 2012. Skidmare, David. (2004). *Inclusion the Dynamic of School Development*. New York : Open University Press.
- [19]. Sunardi, *Issues and Problems on Implementation of Inclusive Education for Disable Children in Indonesia*, Tsubaka: Criced-University of Tsubaka, 2009.
- [20]. Sunaryo, *Inclusion Education Management*, Bandung: FIP UPI, 2009.
- [21]. Tarmansyah, *Inclusive Education Perspective*, Padang: UNP Press, 2009.
- [22]. Constitution
- [23]. Law No. 20 of 2003 on The National Education System
- [24]. UNESCO. (1994). *The Salamanca Statement and Framework For Action on Special Needs Education*. Paris : Auth