

PROGRAM DEVELOPMENT OF RESOURCE CENTER (RC) OF SLBN A CITEREUP TO SUPPORTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION SYSTEM IN THE CITY OF CIMAHI

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Abstract: Children with Special Needs is Children with special educational needs, which in learning needs special education service, to optimizing their potency. Regular school in inclusive setting expected increase their social skills so that they are not get education service in segregation style and they are not exclusive, and expected they are can joint with community or event in society after they graduate from the school. School with inclusive education system needs qualified support like system support, regulation support, and professional support. For that presence Resource Center (RC) SLBN A Citereup (Citereup State Special School for Blind) is expected to help the implementation of inclusive education especially in the city of Cimahi. this research was conducted in the city of Cimahi, precisely at Source Center of Resource Center (RC) SLBN A Citereup Cimahi with 6 elementary and junior high schools which provide Inclusive Education system in the city of Cimahi as target of development of program based on Assessment needs developed by the Resource Center (RC) of SLBN A Citereup Cimahi. Research method used in this research is qualitative of Desckriptif Analytic. The result showed that most regular school with inclusive education system needed kind of developing program from Resource Center like center of professional support provider to training teacher who teaching in regular school with inclusive education system, such as how to Identification, Assesment, and give education service for student with special needs in school with inclusive education system at elemntary and Junior High School level in the City of Cimahi.

Keywords: *Children with Special Needs, Inclusive Education, Resource Center (RC)*

1. Introduction

Education is a long-term development program in empowering community resources proclaimed by the Indonesian government. So, at this time the development is still focused on the education sector which refers to improving the quality and equity of education at all levels of education. Education is a major factor in the formation of human persons, education plays a role in shaping the good or bad of human beings according to normative measures. Recognizing this, the government is very serious in dealing with the education sector, because with a good education system it is hoped that the next generation of nation will emerge with quality and able to adapt to living in a society, nation and state.

Obtaining education rights is still very much. Inclusive education also serves to guarantee that all students have the same opportunities and access to obtain valuable education, according to their needs, characteristics and abilities in various channels and levels of education, as well as creating a safe, comfortable and friendly environment for all students so that they can develop their potential. optimally (Florian,).

The Resource Center (RC) is a special institution that is formed in the context of developing special education and / or inclusive education that can be utilized by all children, especially for children with special needs, parents, families, regular schools and special schools, communities and governments and other interested parties. obtain information as widely as possible and train various skills, as well as obtain various knowledge related to special needs education and inclusive education. The resource center ideally has its own building, which is built by the government and / or the public or private parties that is used specifically as a Resource Center, but due to accelerating its existence and its utilization and in the context of effectiveness the current Resource Center in Indonesia uses a lot of Special Schools (SLB) that already exists.

2. Related Works/Literature

Ministry of Education regulation

The implementation of inclusive education also has a juridical basis, namely; Based on the Minister of National Education Regulation No. 70 of 2009 concerning Inclusive Education Article 1: For students who have special needs and have the potential of intelligence and / or special talents, it is stated that:

"Inclusive education is a system of education that provides opportunities for all students who have special needs and has the potential for intelligence and / or special talents to attend education or learning in an educational environment together in regular class"

3. Material & Methodology

a. Data

The data collecting from interview, observation, Study Documentation and FGD (Forum Group Discussion).

b. Method

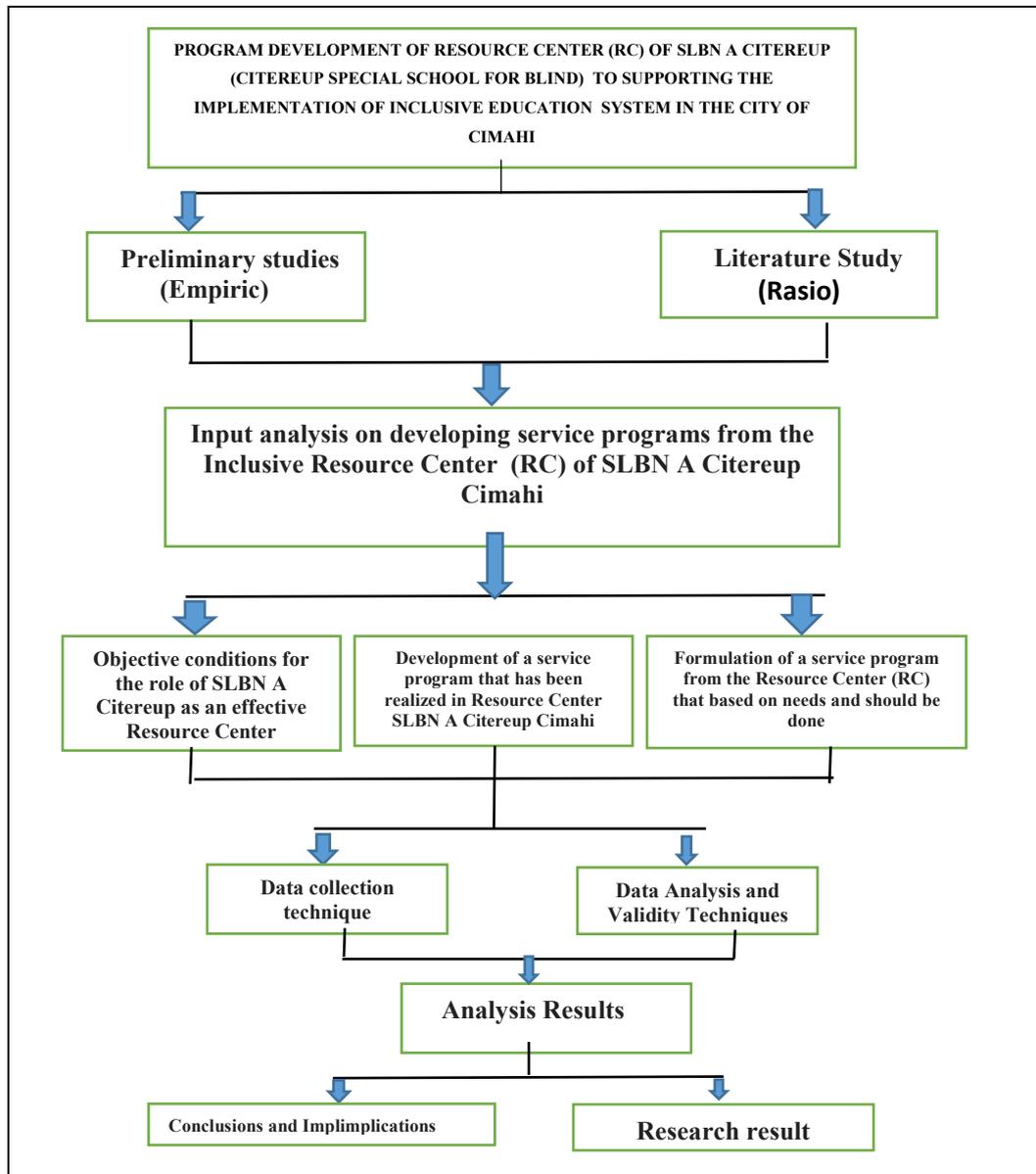
In this study, researchers used a qualitative approach, because with a qualitative approach the research tried to explain, analyze facts in the this study, researchers used a qualitative approach, because with a qualitative approach the research tried to explain, analyze facts in the research place naturally and try to find basic theories that are descriptive. Research techniques through the disclosure of many stories that are natural but important ideas, which are told by people in the research place , about real events in natural ways. Therefore, the involvement of researchers will be attempted, but without the intervention of the ongoing process variables as they are, then this research is called naturalistic research, because the research place situation is "natural" or natural, as it is without manipulation regulated by experiments or tests.

From the above opinion, it appears that qualitative research is a research that requires accuracy in its implementation, this is not because natural settings need to be maintained so that the data obtained

can really show the actual conditions. In addition, the analysis is carried out inductively from specific things based on facts to be understood and interpreted in the context of the whole holistic event, and the data collected is qualitative categorical data, besides that qualitative research also shows a study that shows human use as instrument in data collection..

c. Table And Figure

This is Research Design that using in this research.



4. Result And Discussion

a. Result

In the implementation of continuing education that develops, the development of education shows that the increasing public awareness of the importance of education. Likewise with education for children with special needs, gradually the community begins to change their perspective on children with special needs, especially in terms of educational services for children with special needs. In its implementation, the community cannot fully understand the educational needs of children with special needs

Inclusive Education views all children as equal even though their conditions are different. Differences held by children with special needs do not reduce their right to obtain educational

services that are appropriate and appropriate to their respective conditions. Inclusive education is education for all children. Inclusive education is basically a product of a combination of two educational movements that are strong and each has an influence mainly in the North and South Countries. Although in both regions of the country there was a movement in the education sector both had the same view so that the successes and failures that existed contributed to the development of inclusive education.

b. Discussion

The implementation of inclusive education requires support from various parties and supporting institutions. There are several types of support systems that can be included, one of which is the Resource Center. The existence of a Resource Center can be used as a way to support and encourage surrounding schools to be able to organize inclusive education. Educational Support Institutions or Resource Centers are institutions established by the government and the community, whose management is managed independently, and provides supporting power and professional support for the continuity and success of education for children with special needs, especially in the city of Cimahi. So that from many programs that can be developed in RC SLBN A Citereup, the program that can be developed by RC in Inclusive Education Schools based on data from research results is training in the identification, handling and assessment of children with special needs for teachers who teach in regular school with inclusive education system in level of Elementary and Junior high level, as support for the implementation of Inclusive Education system in the city of Cimahi.

5. Conclusion

Every child has the right to get good quality education services, not least for children with special needs, Schools with inclusive education system are one way to eliminate differences between normal children and children with special needs, where children with special needs join to learn with other normal children in class with an inclusive setting so that all children get the same education services. But the implementation of inclusive education requires professional support from Resource Center (RC) in this case RC SLBN A Citereup. Cimahi is an institution that provides support, such as professional support to give the teacher in regular school with inclusive education system training for identification and assesment also how to give special needs children goodd education system in regular school with inclusive education system to support implementation of Inclusive education system in the city of Cimahi.

Acknowledgement

The usefulness of the research carried out includes being able to find out the development of programs that can be carried out by RC SLBN A Citereup which are effective and need-based in its efforts to support the implementation of Inclusive education and the success of government programs namely education for all.

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