

Analysis of Implementation of Inclusive Education Policy in Public Primary Schools in Tanjungsari District

Iyam Siti Maryam
Educational Administration
Universitas Pendidikan Indonesia
Bandung, Indonesia
iyammmaryam25@upi.edu

Abstract---Inclusive education aims to provide the widest opportunity for students with special needs to learn like other students in the regular school environment. The implementation of inclusive education at the elementary school level is crucial because this period is the main foundation for children's development in academic, social and emotional aspects, but in reality the majority of elementary schools have limitations in providing inclusive education. This article aims to analyze the implementation of inclusive education policies in some public elementary schools in the Tanjungsari sub-district. Data collection was obtained through interviews, field observations, and literature studies. The data obtained shows that schools that provide inclusive education have limitations in terms of the readiness of the education unit to provide inclusive education, including the competence of teachers to accompany inclusive students. It can be concluded that implementing inclusive education requires massive socialization, assistance to human resources, and there must be a commitment to implementing inclusive education.

Keywords---*Inclusive education; elementary school level*

I. INTRODUCTION

The policy of implementing inclusive education has had a long history. It started in 1991 when there was Decree of the Minister of Education and Culture No 0437/0/1991 concerning special education and the integration of education into general education. In 2003, the government issued government regulation No. 19 of 2003 concerning National Education Standards (SNP) which stipulates that inclusive education must be integrated into the national education curriculum. The existence of these policies indicates that the state considers it important to implement inclusive education so that all citizens receive instruction.

The government has issued a policy regarding inclusive education for students with special needs as regulated in Law Number 20 of 2003 concerning the National Education System, Chapter IV Article 5 paragraphs 2, 3, and 4 and Article 32 which states that special education is education for

students with disabilities (physical, emotional, mental, intellectual, and/or social) or students who have extraordinary intelligence which is organized inclusively, both at primary and secondary levels. Previously existing policies were reaffirmed with the issuance of Minister of National Education Decree No. 70 of 2009 concerning guidelines for the implementation of inclusive education, which provides direction for schools in Indonesia to develop inclusive education programs that enable children with special needs to learn in the same class as other students.

The aim of implementing inclusive education is to provide the widest possible opportunities to all students who have physical, emotional, mental and social disabilities, or have the potential for intelligence and/or special talents to obtain quality education in accordance with their needs and abilities; and Realizing the implementation education that respects diversity and is not discriminatory for all students. Implementation of inclusive education at the elementary school level has greater challenges compared to the middle and high levels, this is because in elementary schools there are limited competent resources in implementing inclusive education. The aim of writing this article is to analyze the implementation policy of inclusive education in Tanjungsari District. The data processed was obtained through literature studies, interviews and field observations. The data collected was analyzed using a qualitative approach. It is hoped that this study on the implementation of inclusive education can contribute to knowledge and knowledge so that the implementation of inclusive education can be better.

II. METHODOLOGY

This research uses qualitative methods, which means the research is carried out in natural conditions (Sugiyono, 2011: 8). The reason for choosing this method is because researchers want to gain a deeper

understanding of the implementation of inclusive education policies.

This research approach is descriptive. Based on Sukardi's opinion (2004: 157), descriptive research is a method that aims to describe and interpret research objects as they really are.

Data collection technique:

1. In-depth Interview: Conducted with school principals and teachers.
2. Observation: The observations carried out were participatory observations, because the author was an actor in the research activities.
3. Documentation: Collect data related to inclusive education policies

III. RESULTS AND DISCUSSION

Tanjungsari District is a sub-district in Sumedang Regency, West Java Province. Tanjungsari was used as a research location because the author worked at one of the state schools in Tanjungsari sub-district. Of the 24 state schools, there are six schools that have students with special needs, automatically these six schools must provide inclusive education. Implementing a policy requires analysis of the policy model. The policy model that the author uses is the Edwards III policy model. The Edward III policy model, or often referred to as the Edward III policy implementation model, states that the successful implementation of a policy is influenced by four main variables. Namely communication, resources, disposition and bureaucratic structure

Communication:

Effective communication is the key to conveying policies from policy makers to implementers in the field. In implementing policies, all parties involved need to get accurate, consistent and clear information regarding policy objectives and steps. Without good communication, policy implementers may not understand the intent of the policy correctly, which can lead to misinterpretation or inappropriate implementation.

This effective communication can be done by conducting outreach. Socialization of inclusive education is widely spread through the official website of the Department of Education, and guidebooks for implementing inclusive education are even available. In the area of the district education office for elementary school level, no independent policy has been made, it is still based on policies handed down from the center.

The Education Department collaborates with existing special schools to serve as references. However, schools that implement inclusive education hope that there will be offline training to improve teacher competence as implementers of

inclusive education. The success of inclusive education is highly dependent on a good understanding of this policy by all stakeholders.

Resource:

Resources are everything needed to implement a policy successfully, including budget, workforce, time, facilities, and information. Policies often cannot run optimally if the required resources are insufficient. The availability of these resources is very important so that policy implementers can work effectively in realizing policy goals. Availability of resources includes the provision of facilities that are friendly for students with special needs, such as physical accessibility, special teaching aids, and trained support personnel. Even SDN Lebak Gede and SDN Cikandang have students with special needs who are physically disabled. However, these two schools have not been optimally facilitated for people with physical impairments. Of course, this lack of resources can hinder policy implementation

Disposition (Executing Attitude):

The disposition or attitude of policy implementers is an individual's attitude or response to the policies they must implement. If policy implementers have a positive attitude towards the policy, they tend to be more willing to carry it out seriously and find solutions if there are obstacles.

Conversely, a negative or skeptical attitude from implementers can hinder implementation. If an educational unit has a good disposition, then it will carry out policies well as desired by policy makers. Regarding the implementer's attitude, overall the education unit in Tanjungsari is ready to implement inclusive education with all its limitations. From interviews with school principals in Tanjungsari sub-district, all school principals agreed to implement inclusive learning in their respective educational units. This is in line with the direction of the Sumedang district education office through elementary school supervisors to be able to implement inclusive education.

Bureaucratic Structure:

The bureaucratic structure includes work patterns, procedures and rules that must be adhered to in implementing policies. The main characteristic of bureaucracy is the existence of standard operating procedures (SOP). With the SOP, instructions will be in the same direction from the center to the implementing unit, namely the education unit which includes school principals and teachers. However, for the bureaucratic structure at the implementation stage, namely teachers in elementary schools, there are no Guidance and Counseling teachers or accompanying teachers who handle students with special needs.

Information from the center in the same direction and in line to the education unit, the development supervisor as a representative of the district office provides clear directions so that all schools in the Tanjungsari area are willing to implement inclusive education. Monitoring the implementation of inclusive education policies is also highly expected by schools that provide inclusive education.

IV. CONCLUSION

Inclusive education provides equal opportunities for all students with special needs to study together, in the same environment as regular students so that they are not discriminated against. Inclusive education in elementary schools is considered important because the elementary school age is the time for cognitive, social and emotional learning. Based on the findings in the field, all State Elementary Schools in Tanjungsari District are willing to provide inclusive learning in accordance with government policy. Of the six schools that implement inclusive education, there are several things that they want to improve in the implementation of inclusive education, including:

- a. Realization of effective communication through the socialization of inclusive education.
- b. Increasing teacher competency as implementers of inclusive education through education and training.
- c. Improved facilities that accommodate the need for implementing inclusive education.
- d. Monitoring the implementation of inclusive education

REFERENCES

- [1] Hamidaturrohman, et al. 2023. *Inclusive Education in Elementary Schools*: Semarang.Cahaya Ghani Recovery Publisher
- [2] Sukmadinata. 2007. *Educational Research Methods*, Bandung: Teenager Rosda Karya. Sukardi. 2004. *Educational Research Methodology*. Yogyakarta: Sinar Graphics Offset. Sugiyono. 2011. *Educational Research Methods, Quantitative, Qualitative and R&D Approaches*. Bandung: Alfabeta
- [3] Sururi, et al. 2023. Driving school policy analysis; Theoretical review and implementation of the Edwards III policy model
- [4] Education standards, curriculum and assessment agency Ministry of education, research culture and technology of the Republic of Indonesia. Guide to implementing inclusive education. 2022
- [5] Minister of National Education Regulation no. 70 of 2009 concerning Inclusive Education for Students who Have Disabilities and Have Potential Intelligence and/or Special Talents.
- [6] Angreni, S., & Sari, R. T. (2020). Identifikasi Dan Implementasi Pendidikan Inklusi Bagi Anak Berkebutuhan Khusus Di Sekolah Dasar Sumatera Barat. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 7(2), 145. <https://doi.org/10.24252/10.24252/auladuna.v7i2a4.2020>
- [7] Lukitasari, S. W., Sulasmono, B. S., & Iriani, A. (2017). Evaluasi Implementasi Kebijakan Pendidikan Inklusi. *Kelola: Jurnal Manajemen Pendidikan*, 4(2), 121. <https://doi.org/10.24246/j.jk.2017.v4.i2.p121-134>
- [8] Purbasari, Y. A., Hendriani, W. H., & Yoenanto, N. H. (2022). Perkembangan Implementasi Pendidikan Inklusi. *Jurnal Pendidikan (Teori Dan Praktik)*, 7(1), 50–58. <https://doi.org/10.26740/jp.v7n1.p50-58>
- [9] Sembung, M. P., Joufree Rotty, V. N., & Lumapow, H. R. (2023). Implementasi Kebijakan Pendidikan Inklusi di Sekolah Dasar. *Cakrawala Repositori IMWI*, 6(4), 613–621. <https://doi.org/10.52851/cakrawala.v6i4.384>
- [10] Wijaya, S., Supena, A., & Yufiarti. (2023). Implementasi Program Pendidikan Inklusi Pada Sekolah Dasar di Kota Serang. *Jurnal Educatio FKIP UNMA*, 9(1), 347–357. <https://doi.org/10.31949/educatio.v9i1.4592>