

Design of Elementary School Inclusive Education in Garut Regency

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Abstract. Inclusive education is an innovative approach to accommodate the learning needs of children with special needs. In the broader context, inclusive education can be interpreted as a step in education services in completing compulsory education for all Indonesians. This inclusive education provides insight and knowledge to the community to be able to facilitate the learning needs of children with special conditions. Inclusive education can be one of the efforts in creating educational programs for all walks of life, without being hindered by the conditions that the person has. This study aims to analyze the extent of the design of inclusive education that can be implemented in elementary schools in Garut Regency. The method used in this study is Literature Method. The results showed that there were quite a lot of children with special needs of elementary school age in the Garut Regency. Meanwhile, the distance to the Extraordinary School is quite far. This is because, the Garut area is divided into North Garut, Garut Kota, and South Garut. Not all sub-districts have Extraordinary Schools, even if there are only for certain types of Extraordinary Schools, so this Inclusive Education needs to be organized for the elementary school level in Garut Regency. Thus, the implementation of an Inclusive Education at the elementary school level in Garut Regency requires cooperation and careful design, starting from the preparation stage to the evaluation of education implementation. In addition, appropriate action is needed from various parties, starting from the school ecosystem, such as teachers, principals, supervisors, parents, and policymakers, including the Education Office in the Garut and West Java agencies.

Keywords: Inclusive education, elementary school, Garut.

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INTRODUCTION

Education is very important for human life (Angga et.al, 2022). Humans can fulfil their rights to develop all their potential regardless of their various backgrounds. Differences in human background do not result in differences in treatment. The thing that becomes a concentration in education is an effort to develop all the potential in humans in accordance with the values that exist in the community environment (Djamaluddin, 2014). Education must be a bridge for humans to develop all their potential so as to improve the quality of life and life in the future.

One of the missions of education is humanity (Christiana, 2013). In this case, education is part of human life. Education must be implemented with the aim of making humans human, meaning that humans must be treated properly (Suryana & Muhtar, 2022). Education must help humans to perfect themselves so that they can become fully human. Although the goal of education is humanity, it cannot be ruled out that a better future is part of the educational process. Only in the implementation of education should not castigate based on human background. This is because humans will develop according to their own specialities (Selvies Lea Babutta, 2020).

Various national and international regulations guarantee every human being to obtain proper education regardless of their background. In 1990, Unesco issued a declaration of education for all or more commonly known as EFA. EFA was initiated by Unesco to facilitate every human being to gain access to proper education in their lives (Benavot et.al., 2015). Referring to this, proper education certainly accommodates all groups with different backgrounds, both normal children and children with special needs. Furthermore, to represent EFA, an international conference was held in Salamanca Spain known as "The Salamanca Statement on Inclusive Education" with the aim that children with special educational needs should be educated in the regular system or also called inclusive education (Florian, 2019).

In line with the above, education for all, in Indonesia there is the 1945 Constitution Article 31 paragraph (1) Every citizen has the right to education, paragraph (2) Every citizen must attend basic education and the government must finance it. Furthermore, in the National Education

System Law No 20 of 2003 Article 5 paragraph (2) states that citizens who have physical, emotional, mental, intellectual and social abnormalities are entitled to special education. The derivative regulation on inclusive education is contained in Permendiknas No 70 of 2009, which states that inclusive education is an education system that allows children with special needs or special children to learn together with other normal children in regular classes.

Inclusive education is an innovative approach to accommodate the learning needs of children with special needs (Jauhari, 2017). Referring to this, inclusive education is an education service system that allows children with special needs to receive the same education services according to their needs in regular schools. In a broader context, inclusive education can be interpreted as an educational service step in completing compulsory education for all Indonesian citizens. This means that the mandate of the 1945 Constitution can be carried out properly if inclusive education is implemented in schools so that students can complete their compulsory education without being discriminated against normal children in inclusive schools. In addition, inclusive schools are a solution to education services for children with special needs who live in areas and are far from access to special schools (Extraordinary School) so that they can obtain the same education services as normal children in general.

Inclusive education provides insight and knowledge to the community to facilitate the learning needs of children with special conditions. This is done in order to gain positive support for children with special needs to attend inclusive schools together with normal children without being differentiated by their condition. Moreover, the community will understand that the state guarantees every child the same right to quality education (Nugroho & Mareza, 2016). Inclusive education can be one of the efforts in creating an education programme for all levels of society, without being hindered by the conditions that the person has. In line with this (Amor et.al., 2019), argue that all children with special needs must have access to all the supports and services needed to fully participate in the activities and curriculum.

There are several studies that have been conducted on the design of inclusive education in elementary schools. Research conducted by Fitria (2012) with the research title "The Learning Process in Inclusive Settings in Elementary Schools". The results of her research focus more on the implementation of inclusive learning in the classroom. Starting from the preparation of lesson plans, the implementation of the Individual Education Programme, learning methods, seating arrangements, the use of learning media, adjustments to subject matter by Special Mentor Teachers, and assessment. Furthermore, research conducted by Dwimarta (2015) with the research title "IEP (Individualised Educational Program) Design for Children with Special Needs in Inclusive Education". The results of his research through the IEP program can meet the learning needs of students according to their talents, interests, styles, and learning strengths, so as to optimise the potential of students in the learning process. The research focuses on the design of individual programmes for children with special needs in inclusive education. The two studies above are research designs of inclusive education at the classroom and school levels. The difference between the current research and the two studies above is that this research seeks to analyse the design of inclusive education in elementary schools within the scope of a district or city. Meanwhile, the purpose of this study is to analyse the extent to which inclusive education design can be implemented at the elementary school level in Garut Regency.

METHOD

The method used in this research is literature study. Literature study is a study that collects various data and information through various sources of reading material, such as books, articles, journals, and so on (Supriyanto, 2021). Literature study is an effort made by researchers to obtain information that is in accordance with the topic of the problem to be studied and then process it, to find a conclusion. The literature research process itself has nine stages, namely (1) choosing a general topic, (2) engaging the imagination, (3) paying attention to research questions as a result of brainstorming about the topic, (4) developing a research plan or strategy, (5) consulting reference tools and searching databases, (6) identifying and obtaining sources, (7) evaluating sources based on research questions, (8) exploring insights based on reflection, and (9) compiling thesis statements based on these insights.

The data collection technique in this research is collecting research data through articles, journals, books, and so on (Santosa, 2015). The data analysis technique in this research is the content analysis method. This analysis is used to obtain valid conclusions and can be re-examined based on its content (Kripendoff, Mirzaqon & Purwoko 2018). Furthermore, to maintain the integrity of the review process and prevent and overcome misinformation due to misunderstanding from researchers that can occur due to lack of literature sources, inter-literature checking was carried out (Sutanto, Wandra & Purwoko 2019).

In addition to this, data was added from observations and field studies on the implementation of inclusive education in Garut district, especially at the elementary school level. The population was determined from elementary schools that organise inclusive education. Meanwhile, the sample was taken from elementary schools that organise inclusive education in Leles and Garut Kota sub-districts.

RESULTS

Basically, inclusive education is education for all children regardless of condition, family background, religion, ethnicity and culture. All children learn together, both in formal and informal classes or schools (Aprilia, 2017). Referring to this, inclusive education must be able to be a way for the implementation of education for all without being hindered by all the differences that exist. Therefore, inclusive education is an educational service that accepts differences as a reference so that all children can obtain their rights in education without discrimination (Pasha, Walton 2015).

Inclusive education is education that accommodates every child with special needs so that they get fair treatment. A fair education for children with special needs is their dream. The basis of the implementation of inclusive education is humanity, where every human being has the same right to obtain a fair and equal education (Imaniah & Fitriah, 2018). Nationally, inclusive schools are currently needed to provide equitable education services for students.

Inclusive schools are a solution to accommodate the fulfilment of educational services for students with special needs. This is because access to special education services (Extraordinary School) can be said to be unfulfilled in various regions in Indonesia, causing children with special needs not to get educational services that should be their right to learn.

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Table 1. Number of schools providing inclusive education

Description	Total
Number of SPPPI at elementary level	17.134
Number of students with special needs in SPPPI at the elementary level	57.155
Number of districts/cities with SPPPI at the elementary level	511
Number of SPPPI at the elementary level in Indonesian schools abroad	3

Source: Dapodik Cut Of September 2021

Table 2. Percentage of special needs in SPPI at elementary school level

Special Needs Type	Percentage
Mixed	5,10%
Autism	5,45%
Down Syndrome	1,54%
Learning Difficulties	33,80%
Special Talent	2,48%

Special Needs Type	Percentage
Special Intelligence	5,14%
Hyperactivity	7,65%
Speech impaired	4,23%
Profoundly disabled	1,15%
Moderately physically disabled	2,13%
Mildly disabled	2,24%
Moderate intellectual disability	3,85%
Mildly impaired	6,09%
Hearing impaired	3,01%
Visually impaired	16,13%

Source: Dapodik Cut Of September 2021

Based on the September 2021 Dapodik Cut Off regarding the number of schools providing inclusive education at the elementary school level, nationally there are 511 districts/cities, 3 overseas schools, 17,134 elementary schools, with 57,155 students. Broadly speaking, the number of inclusive schools in Indonesia is still uneven. There are still many districts or cities that have not organised inclusive education. This has an impact on the unfulfilled access to education services for children with special needs in various regions. One of the successes of inclusive education is that children with special needs have access to education services (Schuelka, 2012).

Table 3. Determination of Schools for Providing Inclusive Education in 2013

No.	Name Of Regency and City	Number of Inclusive Schools			Amount
		Elementary School	Junior High School	Senior High School	
1	Bogor City	5	2	1	8
2	Depok City	20	9	6	35
3	Bogor Regency	20	7	6	33
4	Sukabumi City	8	7	3	18
5	Sukabumi Regency	11	4	1	16
6	Cianjur Regency	6	5	2	13
7	Bandung Regency	22	6	3	31
8	West Bandung Regency	5	2	-	7
9	Cimahi City	37	6	5	48
10	Bandung City	26	6	9	41
11	Sumedang Regency	7	-	-	7
12	Garut Regency	29	2	2	33
13	Tasikmalaya Regency	3	-	1	4
14	Tasikmalaya City	3	-	-	3
15	Ciamis Regency	6	2	1	9
16	Banjar City	3	-	-	3
17	Kuningan Regency	64	25	10	99
18	Majalengka Regency	3	-	1	4
19	Cirebon City	7	2	-	9
20	Cirebon Regency	3	-	-	3
21	Indramayu Regency	5	-	1	6
22	Subang Regency	3	1	-	4
23	Karawang Regency	5	-	-	5
24	Bekasi Regency	7	1	1	9
25	Bekasi City	7	1	2	10
26	Purwakarta Regency	10	1	-	11

Sources: <https://docplayer.info/30752002-Tentang-penetapan-sekolah-penyelenggara-pondidikan-inklusif-dinas-pondidikan-provinsi-jawa-barat-tahun-2013-sd-mi.html>

Referring to Governor Regulation No. 72 of 2013 on the implementation of inclusive education, the West Java Provincial Education Office issued a decree on the determination of inclusive education provider schools in 2013 for each city district in West Java. In the table above, it can be explained that the number of inclusive schools in each city district is uneven for each level of education, some are many and some are few. Included in Garut district are 33 schools consisting of: (1) 29 schools at the elementary level, (2) 2 schools at the junior high level, and (3) 2 schools at the high school level. Seeing this, it is certainly very worrying with the number of sub-districts in Garut Regency reaching 42 sub-districts. Therefore, it is clear that education services for children with special needs at the elementary school age will not be fulfilled with a large number in each region, both in the Garut Utara, Garut Kota, and Garut Selatan areas while the number of inclusive schools at the elementary school level is only a few and uneven in each sub-district and more concentrated in urban areas only.

In line with the above, there are also only 34 units of special schools in Garut Regency. Not all sub-districts have special schools. Even if there are, the distribution is only in the city while in remote areas there are no special schools, especially in North Garut and South Garut. Travelling distance to special schools takes a long time because it is very far from where the children live, so Inclusive Education needs to be organised for the elementary school level in Garut Regency. Thus, the implementation of Inclusive Education at the elementary school level in Garut Regency requires cooperation and careful design, starting from the preparation stage to the evaluation of education implementation. In addition, it needs appropriate actions from various parties, starting from the school ecosystem, such as teachers, principals, supervisors, parents, and policy makers, including the Education Office in Garut Regency and West Java.

DISCUSSION

Based on the research results, it can be described that inclusive education is a process of strengthening the education service system to reach all children with special needs and implementing key strategies to achieve education for all (EFA) (Suleymanov, 2015). To implement this, an inclusive education design is needed in Garut Regency that is able to represent the implementation of inclusive education that can fulfil the rights of children with special needs to obtain education services.

The reasons for the need for inclusive education in Garut Regency include: (1) Not all Children with Special Needs are suitable or must learn in special schools (Extraordinary School), for Children with Special Needs with less severe disorders or have (fairly) good/average academic potential (IQ) and above, the situation and demands of learning in special schools cannot answer the needs of these Children with Special Needs; (2) Children with Special Needs need regular classes to learn to generalise the skills they have learned and mastered in a more real setting; (3) Children with special needs need to learn in regular classes directly to be able to learn a particular skill; (4) There are fewer special schools in Garut Regency than regular schools; (5) Regular class/study subject teachers are more proficient in the knowledge and competencies to be conveyed than Special Education teachers or Special Assistance Teachers who are more familiar with the procedures for applying discipline or treatment that children with disabilities must undergo; and (6) There is a need for an Inclusive School Model in each sub-district that can be used as a source of reference in organising Inclusive Education.

The basic reason for the need for inclusive education in Garut district relates to the concept of fairness. Equal is not necessarily fair and fair does not mean equal. Children with special needs need learning in regular classes in inclusive schools, one of the principles of equitable education is inclusive education (Sanchez et.al, 2019). Fair learning for children with special needs is learning that does not discriminate but is tailored to their needs. Children with special needs feel comfortable learning in regular classes in inclusive schools without discrimination. According to Messiou (2017), "Inclusive schools are schools to combat discriminatory attitudes". Therefore, discriminatory attitudes will continue to grow if the

implementation of inclusive schools is not able to be a solution for children with special needs in accessing education services. Of course, it will not be easy to change the paradigm regarding the importance of inclusive schools in Garut Regency because the various components in the implementation of inclusive education are interrelated. Thus, creating learning in inclusive schools starts with policy changes, budgeting, required staff, communication with parents, and especially changing the education service system (Katz, Loreman 2017).

If analysed further, Inclusive Education is the right solution in fulfilling the right of children with special needs to get education services. This education is intended as an education service system that includes children with special needs as widely as possible so that they get quality education opportunities with other normal children in regular classes around their neighbourhood. Thus, there is no more discriminatory treatment of children with special needs (Handayani & Rahadian, 2014). The Inclusive Education programme is a lesson not only for children with disabilities, but also for other normal children to foster a sense of empathy and see that everyone has their own uniqueness.

Basically, every child is born unique with all the advantages and disadvantages (Rasmitadila et.al, 2022), the emphasis of inclusive elementary schools is learning for all, with all the advantages and disadvantages they have in order to carry out learning in a conducive situation in inclusive schools. In line with this, (Morina, 2017) in the inclusive philosophy, diversity consists of different abilities, gender differences and differences in social and cultural origins. These differences are seen as advantages rather than problems. The belief is that all students, without exception, should benefit from high-quality learning and enjoy full participation in the education system. In addition, each child also has different readiness in his or her learning needs so teachers must be able to accommodate this.

In its implementation, inclusive education in elementary schools requires several principles, including: (1) equity and quality improvement. One of the strategies for equalising education is to accommodate all children who have not been reached by other education services (Kemdikbud, 2011); (2) Friendly education. Inclusive education must create safe and comfortable conditions that accommodate children's diversity (Messiou, 2017); (3) Education that suits children's needs and abilities. Basically, each child has different learning readiness, so learning adapts to each child's learning readiness (Schuelka, 2012); (4) Cooperation. The implementation of inclusive education must involve all relevant education components. This is to improve the quality and accessibility of general education for children with special needs (Schuelka, 2012; Stepanova et.al., 2018); and (5) System change. Schools must be flexible in implementing inclusive education (Schuelka, 2012). The curriculum needs to be flexible, the classroom setting needs to be adjusted, the learning process needs to be modified and the assessment system adjusted to the conditions of children with special needs; and (6) Sustainability for all children with disabilities for the next level (Kemdikbud, 2011).

Socialisation strategies for inclusive education that can be carried out in Garut district include: (1) Identification and Mapping of Inclusive Education Facilities (Assets) in each school; (2) Audience to the Education Office of Garut Regency and West Java Province; (3) Coordination with institutions related to Inclusive Education and Special Schools in Garut Regency; (4) Socialisation to the community. Garut District; (4) Socialisation to the community around the school about the implementation of Inclusive Education and the Follow-up Plan (Village, Sub-district, and District); (5) Identification and Initial Data Mapping of Children with Special Needs) in the community; (6) Conduct Pre-Assessments related to Children with Special Needs (in collaboration with professionals/experts), and (7) Use the ABCD (Asset Based Community Development) Approach.

The ABCD (Asset Based Community Development) approach is an approach to implementing the Inclusive Education Programme by recording and developing 7 (seven) main capital/assets owned by the institution/community (school), including: (1) Human Capital/Human Resources: Teachers, Principals, Students, School Committees, Parents/guardians, and others who play a role in the implementation of the Inclusive Education Programme; (2) Environmental Capital: The school environment that supports the Inclusive Education Programme; (3) Social Capital: Related institutions that can support the

implementation of the Inclusive Education Programme, such as special schools and other related institutions; (4) Physical Capital: School infrastructure that can be optimised; (5) Political capital: authorised institutions/individuals that support the implementation of the Inclusive Education Programme; (6) Financial capital: Sources of funding for the Inclusive Education Programme, such as School Operational Assistance funds, grants and donations from donors; and (7) Religious and Cultural Capital: Religious and cultural institutions and activities in the community that can support the inclusive education programme.

There are several types of inclusive education services that can be implemented, namely: (1) children with special needs learn in regular classes (fully inclusive) without the assistance of a special mentor teacher; (2) children with special needs learn in regular classes with the assistance of a special mentor teacher; (3) children with special needs learn in regular classes with the assistance of a special mentor teacher and outside the classroom; (4) children with special needs learn in the resource room with the opportunity to join the regular class (partially inclusive); and (5) children with special needs learn in the resource room in full.

Curriculum adjustments that can be provided for learners with special needs are as follows: (1) Duplication curriculum, which is a model of the education unit level curriculum in accordance with national standards. It applies to children with disabilities who do not have cognitive barriers; and Modified curriculum. There are four types of modified curriculum, namely: adding material (additions), replacing some material (duplications), simplifying material (simplifications) and removing some difficult parts or all of the content in the curriculum (omissions).

Assessment of students with special needs is done through observation which is carried out continuously and flexibly. All learning experiences and learning outcomes of students with special needs are observed so that the teacher gets a comprehensive picture of the condition and learning outcomes of students from beginning to end.

The learning outcome report provided is tailored to the type of programme/curriculum service followed by the child with special needs. The variations are as follows: (1) Using a full regular curriculum (full inclusion): regular report card (number report card); (2) Using a modified regular curriculum: regular report cards (numbers) supplemented with descriptions (narratives); and (3) using individualised learning programmes (ILE): report cards (numbers) supplemented with descriptions (narratives) where quantitative values are based on the abilities of each child with special needs.

As for the Grade Advancement System, it is as follows: (1) Students with special needs who use the full regular curriculum with national education standards: Regular Grade Advancement System; and (2) Students with Special Needs using a modified curriculum: Chronological Age-based Graduation System (age from birth).

Then the graduation system from this inclusive education, among others: (1) children with special needs follow the teaching and learning process with a specified time using the regular curriculum with national standard competencies: take the School Examination-pass-get a diploma; and (2) children with special needs follow the teaching and learning process with a specified time using a modified curriculum developed using competencies below the national standard of education: take the Special School Examination (the question material is adjusted to the abilities of each student)-get a Certificate of completion of study/diploma.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the inclusive education programme can be a bridge in realising education for all. It ensures that no one is left behind in the education system. Differences in students' abilities and conditions are not seen as an obstacle, but a challenge that provides benefits, both for teachers, learners with special needs and other normal learners.

The paradigm of teaching in organised schools needs to be based on a new paradigm of understanding and responding to learners' needs. In the implementation process, it is important to keep in mind the basic principles of inclusive education implementation which are friendly, flexible, open, accommodating needs, and willingness to make changes to the education system.

In the end, the implementation of Inclusive Education at the Elementary School level in Garut Regency requires cooperation and careful preparation, as well as appropriate actions from various parties, starting from teachers, school principals, parents, and stakeholders, such as the Garut Regency Education Office or the West Java Provincial Education Office.

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