



IMPLEMENTATION OF INCLUSIVE EDUCATION IN SCHOOL ENVIRONMENT FOR CHILDREN WITH SPECIAL NEEDS

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ABSTRAK

Pendidikan di sekolah tidak hanya diperuntukkan bagi anak normal saja, tetapi juga bagi anak berkebutuhan khusus atau anak berkebutuhan khusus. Kompetensi yang dimilikinya belum seimbang sehingga diperlukan suatu proses pendidikan yang dapat disesuaikan dengan kompetensi peserta didik. Penelitian ini bertujuan untuk mengetahui seberapa penting penerapan pendidikan inklusif di lingkungan sekolah bagi anak berkebutuhan khusus. Metode penelitian yang digunakan dalam penelitian ini adalah metode kualitatif. Metode kualitatif digunakan untuk memudahkan peneliti dalam memahami subjek penelitian. Penelitian ini menekankan pada pemahaman terhadap fenomena yang dapat diamati secara langsung (observasi langsung). Dalam penelitian kualitatif, yang menjadi instrumen utama adalah peneliti sendiri (Asmadi Alsa, 2014). Metode yang digunakan penulis dalam mengumpulkan data adalah metode dokumentasi (Sugiyono, 2012). Metode dokumentasi dilakukan dengan cara mencari buku-buku referensi yang dapat mendukung penelitian penulis (Sugiyono, 2012). Buku-buku dan dokumen-dokumen terkait digunakan peneliti sebagai referensi untuk memperkaya dan memperdalam kajian peneliti. Hasil penelitian ini menunjukkan bahwa setiap lembaga pendidikan memiliki peran penting dalam menerapkan praktik pendidikan inklusif di lingkungan sekolah bagi anak berkebutuhan khusus.

ABSTRACT

Education in schools is not only intended for normal children, but also for children with disabilities or children with special needs. The competencies they have are not balanced so that an educational process is needed that can be adjusted to the competencies of students. This study aims to determine how important the implementation of inclusive education in the school environment is for children with special needs. The research method used in this study is a qualitative method. Qualitative methods are used to make it easier for researchers to understand the research subjects. This study emphasizes understanding the phenomena that can be observed directly (direct observation). In qualitative research, the main instrument is the researcher himself (Asmadi Alsa, 2014). The method used by the author in collecting data is the documentation method (Sugiyono, 2012). The documentation method is carried out by looking for reference books that can support the author's research (Sugiyono, 2012). Related books and documents are used by researchers as references to enrich and deepen the researcher's study. The results of this study indicate that every educational institution has an important role in implementing inclusive education practices in the school environment for children with special needs.

INTRODUCTION

Inclusive education has become an important issue in today's education world. Inclusive education aims to ensure that children, including children with special needs, receive the same education as their peers. This is important because education provides opportunities for children with special needs to learn and develop in a school environment. There are many reasons why inclusive education is very important for children with special needs in a school environment. First of all, inclusive education can help children with special needs feel accepted and valued as part of a group of other normal children. This can increase their self-esteem and help them feel more confident in interacting with their peers. In addition, inclusive education can also help children with special needs develop social and emotional skills that are very important for their success in everyday life. They can learn how to relate to others, work together in teams, and manage their emotions more effectively. Inclusive education can also help children with special needs develop their academic abilities. They can acquire the same skills as other children in a supportive and safe environment. For example, they can acquire reading, writing and arithmetic skills that are essential for their success in education and everyday life.

However, inclusive education is also important for children without special needs. They can learn about diversity and inclusivity, and develop the ability to interact with people who are different from themselves. This can help them become more tolerant and appreciate differences. In order to achieve effective inclusive education for children with special needs, there needs to be support from all parties, including families, teachers, and school staff. The school environment must be designed to support the success of all children, regardless of their abilities. From various supports and adequate school environments, the goals of inclusive education that have been designed can be achieved.

Definition of Inclusive Education

Education is something important in human life. Through education, humans can achieve their dreams and can build social relations with each other. However, in education, obstacles often arise, one of which is discrimination against people with disabilities, so inclusive education can provide opportunities for

children with special needs to get an education like normal children in general (R. Dulisanti, 2015). In the book "Inclusive Education, Solutions in Educating Children with Special Needs", by Irdamurni (2019) it is emphasized that "the spirit of implementing inclusive education is to provide the widest possible opportunity or access to all children to get quality education and according to the individual needs of students without discrimination."

Inclusive education based on its origin comes from a word or term popularized by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The word comes from the word Education for All which means education that is friendly to all, with an educational approach that seeks to reach everyone without exception, both children with special needs and normal children (UNESCO, 1994). Irdamurni (2019) wrote about the definition of inclusive education according to "Minister of National Education Regulation no. 70 of 2009, article 1, states that inclusive education is defined as an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general. "With this education system, students can get the opportunity to hone their skills or abilities.

A teacher must have an approach and learning model that is appropriate to the child's ability level, especially for children with special needs. Inclusive education is a model of educational service that is open to students and supports all of their needs for guidance and services without discrimination by learning together (Sumiyati in the book "Inclusive Education", by Hasmiyati, et al., (2022)). This means that education is open to all students without discriminating in its services, both to students with normal conditions and to students with special needs by providing guidance and services through learning together evenly without favoritism.

Goals of Inclusive Education

Inclusive Education is education provided to facilitate students with special needs. Through inclusive education, children with special needs are given space or opportunities to learn together with normal children, without discriminating against their conditions (Depok

City Education Office, 2014). With inclusive education, children with special needs receive services without discrimination, so that children with special needs can access educational facilities in regular schools.

According to Budiyanto, as quoted by Andika Putra (2022) in his article, he wrote about the objectives of inclusive education. The objectives of inclusive education are divided into two, namely general objectives and specific objectives. The general objective is to provide opportunities for all children, especially children with special needs, to obtain the widest possible education. The specific objectives are to increase the effectiveness and efficiency of education, increase learning outcomes for all students, fulfill local cultural values in the entire process of organizing education and increase the role of the three components (parents, society, and government) in organizing education.

Inclusive Education Model for Children with Special Needs

Children with special needs and normal children in inclusive education have different backgrounds, abilities and capacities (David Wijaya, 2019). Educational services for children with special needs and those without special needs are different. Therefore, children with special needs require special pedagogical services that include learning strategies or methods that are appropriate to their needs. The common way to educate children with special needs is first primary communication, where good communication can create a good learning process, and vice versa if the communication is not good then bad learning will also be created. Second, direct instruction by approaching students to see their situation and conditions about what they need. Third, cooperative learning where teachers are able to understand the conditions of students and the classroom situation, see what they need in the learning process so that teachers can apply the methods that will be used in the learning process such as preparing facilities and infrastructure, modifying the learning environment (Fadil, 2021).

This study aims to determine how important the implementation of inclusive education in the school environment is for children with special needs. The research method used in this study is a qualitative method. Qualitative methods are used to make it easier for researchers to understand the

research subjects. This study emphasizes understanding the phenomena that can be observed directly (direct observation). In qualitative research, the main instrument is the researcher himself (Asmadi Alsa, 2014). The method used by the author in collecting data is the documentation method (Sugiyono, 2012). The documentation method is carried out by looking for reference books that can support the author's research (Sugiyono, 2012). Related books and documents are used by researchers as references to enrich and deepen the researcher's study. The results of this study indicate that every educational institution has an important role in implementing inclusive education practices in the school environment for children with special needs.

METHODS

The Researcher's Method used in this study is a qualitative method. Qualitative methods are used to make it easier for researchers to understand the research subjects. This study emphasizes understanding phenomena that can be observed directly (direct observation). In qualitative research, the main instrument is the researcher himself (Asmadi Alsa, 2014). The method used by the author in collecting data is the documentation method. (Sugiyono, 2012). The documentation method is carried out by looking for reference books that can support the author's research (Sugiyono, 2012). Books and related documents are used by researchers as references to enrich and deepen the researcher's study.

Qualitative research methods are a stage of research that utilizes descriptive data in the form of words, both spoken and written, from individuals and observed behavior. In short, this qualitative research method is used to define and analyze an event, social dynamics, attitudes, beliefs, and views of individuals or groups towards something that is an object (Sugiyono, 2016). In addition, qualitative research is an approach that is oriented towards natural symptoms or phenomena. In this case, qualitative research is fundamental and natural in nature so that it cannot be carried out in the laboratory but rather directly in the field (Zuchri Abdussamad, 2021). Qualitative methods will be used by the author to obtain accurate data from informants by conducting interviews with inclusive education implementing institutions in this case teachers at Cenderawasih Catholic High School. After

obtaining accurate data, the researcher will sort out important data to then be analyzed and processed to become good and correct research data.

FINDING AND DISCUSSION

Implementation of Inclusive Education in Cenderawasih Catholic High School

Education is one of the ways to achieve the noble ideals of the Indonesian nation, namely to educate the nation's life. Therefore, to achieve this goal, every Indonesian citizen has the right to obtain a decent education starting from elementary, secondary to tertiary education. No exception for those who are born with physical or mental disabilities. Inclusive Education is an extraordinary education system that requires all children with special needs to receive services at school like students in general (Rahmat Tanjung et al., 2022). Therefore, as one of the educational institutions under the auspices of the Paulus Foundation of the Archdiocese of Makassar, Cenderawasih Catholic High School facilitates those with special needs in this case mental and physical disabilities and hyperactivity. Based on data obtained in the field through interviews with guidance and counseling teachers, he explained that as an educational institution, Catholic High School has long accepted several students with special needs in this case physical and mental disabilities. He also explained that those with special needs who attend Cenderawasih Catholic High School Makassar are generally congenital, but some are caused by trauma from past events. He said that one of the special needs students was often afraid when other students held a broom or his teacher held a broom because he was afraid he would be hit. After being investigated, it turned out that the cause was that this child was traumatized because when he was little he was often hit with a broom by his parents.

In addition, the second informant, namely the character education teacher we met in the field, gave an explanation that was not much different, where he explained that children with special needs tend to have difficulty adjusting to their surroundings. He also explained that there had been an incident where a child with special needs went on a rampage in class and did not want to follow lessons like students in general. This made it difficult for other students to learn. There were even naughty students who

deliberately disturbed the child so that he got angry and the learning process was finally disrupted. In addition, there were also students with special needs who actually really wanted to learn but only liked certain subjects such as physics and mathematics, but when other subjects came in, he had great difficulty understanding them so he usually slept in class while the learning process was taking place.

The third informant who is the vice principal for Curriculum explained that those with special needs receive special attention from all the teachers in this school, so there is no teacher who focuses on accompanying them but all teachers give full attention and even more attention than normal students in general. This can be seen from how teachers give grades or exam questions during the semester. If his friend is given five questions, then the child is only given two question numbers and then on the side to answer the question. The assessment process is certainly different from students in general because basically we only want to embrace this child so that he does not despair with the situation he is experiencing but we hope that this child can be motivated and rise from the limitations he has. They are not required to be able to compete with students in general, even other students can help them in doing their assignments. This shows that basically children in the class are not primarily to compete but to work together and learn from their peers (UNESCO, 2002).

Furthermore, the third informant explained that children with special needs actually have potential within themselves that can be developed because some of them have mastered certain subjects such as Mathematics and other calculation subjects. However, if directed to study subjects such as history or Indonesian, they have difficulty and even do not want to follow the learning process. From the above phenomenon, we can conclude that one way to help children with special needs is to direct them to areas that they are interested in, such as sports and also direct them to study subjects that they like because if these children are accompanied in these areas, it is possible that these children will become experts in these fields.

The three informants met in the field provided the same information regarding how to accompany children with special needs. They explained that children in accompanying children who experience mental problems

sometimes have difficulties. This is because communication between teachers and children with special needs is ineffective because the child sometimes talks to himself or is not even clear about what he is saying, so it is very difficult to understand what they want. Apart from that, the students who were being accompanied were very active so that the teacher had to chase them here and there if he wanted to approach the child.

Facing such a situation, the third informant as the vice principal for curriculum explained that extra patience is needed from a teacher to be able to foster and accompany children with special needs. Because they are very different from normal students. Furthermore, he also explained that in approaching the child, the teacher continues to give more attention until the child feels comfortable and finally the child and the accompanying teacher can establish good relations and communication. After the child has been able to make peace with the situation and conditions he is facing, the next step is for the child to be directed to slowly learn together with students in general. Therefore, patience and resilience are needed by every teacher to be able to accompany children with special needs to be able to learn like students in general. Even if they find it difficult to learn and achieve, at least they do not give up in facing such a life situation. The role of a teacher in accompanying students with special needs is very important, this is also emphasized by Abdul Rahim (2016) who explained that, basically the most important teacher is to work hard to educate and teach. As a teacher, he is the main medium or active intermediary between students and knowledge itself and keeps the child away from bad things.

The first informant as a guidance and counseling teacher also explained that, in addition to mentally disabled children, there are also very active children who are even very naughty. They are also included in children with special needs because they are restless if they do not move or even disturb other students. Therefore, to accompany children who experience problems like this, a teacher must take a more comprehensive approach, but sometimes the approach is different from those who are mentally disabled. These hyperactive children will be quiet if given consequences for the mistakes they make. These consequences can be given through educational methods such as giving subject assignments or writing

reflections. In this way, students who were previously very naughty will slowly become aware and afraid to make mistakes again.

The Role of Teachers in Schools in Implementing Inclusive Education

Education is a major factor in the formation of a person or human character. Through education, the process of coaching, mentoring and managing various kinds of knowledge and life experiences can be carried out properly. Realizing the importance of this, the government is very serious in handling and improving the quality of the education system. Because with a quality and good education system, it will also produce a quality next generation of the nation and be able to change their standard of living, society and even be able to advance the life of the nation and state. The quality of the next generation of the nation in the field of education cannot be separated from the role of a teacher. Teachers are the spearhead of the implementation of education in schools. Teachers are individuals who are directly and actively involved in understanding the conditions of their students (Noriva Ira Sumule, 2021). In addition, teachers are one of the important components in schools in the teaching and learning process. Teachers have a role and responsibility for the education of their students, both in school and outside school. Therefore, teachers are required to play a role in all learning process activities so that the expected learning can be carried out properly and can achieve satisfactory results (Abdul Hamid, 2017).

Proper educational facilities are not only provided to every normal student, but also to students with special needs (disabilities). This aims to provide opportunities for children with special needs to access education. On the other hand, the implementation of inclusive education in every school aims to create appreciation, cooperation and collaboration between normal children and children with disabilities, teachers and parents. Every teacher is expected to play an active role in implementing inclusive education in schools or institutions wherever they work. The role of teachers in inclusive education cannot be separated from the competence or ability possessed by a teacher in managing the learning of students with special needs. The management of this learning consists of aspects of knowledge, understanding, abilities, values,

attitudes, and interests possessed by children with special needs. As educators, teachers have full responsibility as a requirement to be able to be considered by the community in carrying out their duties properly. Teachers are not only considered as teachers but also as trainers, coaches and mentors in carrying out the learning process. In inclusive education, teachers need to accompany and pay attention to what the needs of students are. In addition, teachers also need to provide support to students, especially students who have special needs (Nurul Ani Khayati, et al., 2020).

In addition to teachers, the school environment also plays a role as a medium to influence the intellectual, social and moral life of students. Inclusive education in schools plays a very important role in the development of students. Inclusive education has a positive impact on students to develop children's creativity in recognizing and doing new things, children with special needs can socialize and express themselves towards their surroundings (Siti Asiatun, et al., 2022). With inclusive education, children with special needs have the opportunity to go to school, they get education without any discriminatory attitudes towards them. The implementation of inclusive education in schools is very important. Inclusive education can provide opportunities for children with special needs to learn, and provide them with the opportunity to experience enjoyable education that can help develop their academic and social abilities. Inclusive education can also increase self-esteem or self-esteem of students in the classroom, where students, both special needs and non-special needs, have the motivation to develop their potential (Wahyudin, 2008).

In inclusive education, the educational strategy used by a teacher before the learning process begins is to first prepare the lesson plan, learning materials and media that will be used in the classroom. When learning begins, educators arrange the seating position in the classroom because the seating position has a big impact on the learning process, especially for children with special needs. The seating position that is often used in inclusive classes is to place children with special needs on the bench or the front seat. And in the learning system, educators use lecture methods, questions and answers, discussions, games, and assignments. During learning, educators pay more attention to students with special needs,

so that the knowledge provided by educators can be evenly distributed even though there are different children in the class.

CONCLUSION

The Inclusive education is one of the suggestions to facilitate every young generation of the future of the Indonesian nation to obtain education like students in general even though they have limitations, both in terms of mental, physical disabilities and others. With inclusive education, those with special needs can obtain education together with normal students in general. Cenderawasih Catholic High School as one of the educational institutions under the auspices of the Paulus Makassar Foundation, the Archdiocese of Makassar, continues to strive to provide services and assistance for their students with special needs. This is done as one of the responsibilities in an effort to contribute to the progress of the Indonesian nation. Inclusive education has been implemented well since this school was opened until now. In fact, dozens of students with special needs at the school have graduated. The process of assistance for children with special needs is carried out by approaching and paying more attention to those with special needs and motivating them not to give up on their limitations but rather they must rise to organize a better life. The role of teachers in this inclusive education is very important because they are the ones who work hard to accompany children with special needs to be able to learn like students in general. An effective way to accompany children with special needs is to direct and accompany them in the areas they are interested in, such as subjects they are interested in or sports. Thus, it is possible that the child can become an expert in the field.

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