

The Role of Inclusive Education as a Container for Equal Education: Analysis of Effectiveness and Problems

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ABSTRACT

Inclusive education is a form of school where children with disabilities have the opportunity to learn together with other normal children. Inclusive education has become a new facility for children with disabilities or children who have extraordinary intelligence to increase their potential without having to be separated from normal society in general. Basically, they are also Indonesian citizens who also have the same opportunity to obtain education. The presence of inclusive education brings a new color to the world of education. One way that can be taken to accommodate inclusive students in understanding the material is through inclusive education. Research with a qualitative approach aims to understand the main focus of the title on the role of inclusive education as a forum for educational equality. The main focus of this research is qualitative so that the author and readers provide a lot of learning and are also able to think carefully regarding the main points in the title and discussion presented. The government has taken various strategies to develop inclusive education. However, it cannot be denied that there are still many problems regarding the role of inclusive education as a means of equalizing education in this country. The lack of role and activity from certain parties creates problematic differences between regular or normal schools compared to schools with special needs. There are many questions and statements that need to be discussed and deliberated on in the context of education in this country. Inclusive education should also be a pillar in developing the quality of a country's education as a forum that continues to be able to develop and guide children in terms of education. Potential children's characters also have a wide variety of creativity and skills, talents that they use as a momentum for their arguments in competition.

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INTRODUCTION

Education is something very important in human life. With education, humans are able to survive and develop. Getting an education is a right for all humans, including children with special needs as stated in the National Education System Law Number 20 of 2003 concerning the National Education System article 5 paragraph 1 and paragraph 2 reads: "every citizen have the same right to obtain quality education and citizens who have physical,

emotional, mental, intellectual and/physical social disabilities have the right to obtain special education . "

Children with Special Needs have the right to receive a good education that can improve their abilities and potential as well as educational services that are appropriate and appropriate to their needs. The educational services used for children with special needs are inclusive education services.

Government Regulation number 72 of 1991 concerning the Education of Special Children (Nuraini 2022) explains that special education is specifically for students with mental and physical disorders, which aims to help these students develop their skills, knowledge and attitudes as individuals or as part of society. . The law above shows that every child with a disability has the same right to obtain education, but in reality there are still many children with disabilities who have not received education for reasons of limited schools, remote locations or other reasons so that education for children with disabilities is still not equal. fulfilled, thus it needs to be pursued through inclusive education.

The government has taken various strategies to develop inclusive education, either through disseminating the ideology of inclusive education, changing the role of existing Special Schools (SLB) to become resource centers, upgrading or training for special school teachers and regular school teachers, reorienting teacher education LPTK, decentralization in the implementation of inclusive education, the formation of an inclusive education working group, and the opening of a master's program in the field of inclusive and special needs education (Nugraheni 2020).

Inclusive education itself, namely justice for everyone to access and obtain education for individuals who have certain differences to study in regular schools. In this inclusive education, children with special needs can learn together with normal children, so it is hoped that they can be more effective in helping them achieve their developmental tasks. When children with special needs (ABK) interact with normal children, they are expected to get more stimulus and improve more positive social and emotional functioning so that they have the opportunity to be more accepted by their peers, have a better self-perception, and have less problematic behavior than if attended Outer School.

Teachers are the main input factor in education and are a major concern in inclusive education because of the differences in needs between regular and inclusive schools. In the guidelines for implementing inclusive education, teacher needs include class teachers, subject teachers and special supervisor teachers. It is not only a matter of teacher needs, but also the role of teachers which is increasing than usual. It is stated in much literature that students with

special needs have significant differences in characteristics from regular students. Therefore, they need special guidance and services.

Inclusive education involves services and environments that accept students with special needs. They need services and facilities that suit their different characteristics. Inclusive schools must provide facilities that are friendly and meet the needs of children with special needs, not only in terms of curriculum and learning, but also physical facilities and infrastructure such as building accessibility, arrangement of classroom desks, easily accessible spaces, and adequate lighting. Each characteristic of a child with special needs has different needs for facilities and infrastructure. (Viera Valencia and Garcia Giraldo 2019) Therefore, schools need to provide facilities and infrastructure that are modified based on each characteristic of children with special needs.

This problem becomes even more complicated when parents no longer trust educational institutions because they are afraid that their children will become the object of ridicule at school. Reporting from difabel.tempo.co, Children with Special Needs (ABK) are vulnerable to bullying and have a risk that is two to three times greater than ordinary children. (Sanjaya, Habsary, and Kurniawan 2019) The presence of inclusive education brings a new color to the world of education. One way that can be taken to accommodate inclusive students in understanding the material is through inclusive education.

RESEARCH METHOD

Before the research began, the researcher asked for participant consent through a letter of recommendation from the researcher to the participant regarding their willingness to be involved in this research. The researcher explains the research objectives, research methods and possible risks that may be experienced. The participants involved expressed their willingness to take part in a series of interviews to share their experiences and leadership roles in implementing education related to the focus of this research, so that this information can be used as data obtained from the participants.

The research method used is descriptive research, this research is used to obtain descriptive information regarding the role of inclusive education as a forum for educational equality: analysis of effectiveness and problems . Descriptive research is research that aims to accurately describe certain characteristics of an individual, situation, symptom or group, or to determine the frequency of relationships between a symptom and other symptoms in society. The approach used in this study is a qualitative approach. The qualitative approach is an approach that translates basic interpretive views, namely that social reality is subjective and can be interpreted; humans create a

series of meanings in living their lives, which are inductive, geographical, and not value-free. Research aims to understand social life.

Research with a qualitative approach aims to understand phenomena related to the experiences of research subjects, such as behavior, perceptions, motivations, actions, etc., comprehensively through descriptions in the form of words and language in a special natural and natural context . by utilizing various scientific methods.

RESULT AND DISCUSSION

Inclusive education is an approach to providing education that prioritizes learning opportunities for all individuals, regardless of differences in abilities, diversity, or physical or mental conditions. This concept of inclusion emerged as a response to the challenge of educational exclusion which has long been a problem in society. Inclusive education ensures that every individual, regardless of differences in ability or background, has the same opportunity to develop potential, gain knowledge and self-development through higher education. Inclusive education ensures that every individual, regardless of differences in ability or background, has the same opportunity to develop potential, gain knowledge and self-development through higher education.

Inclusive education has a vision and mission. The vision of inclusive education is the realization of optimal educational services to achieve independence for children with disabilities and other special needs as well as children who have special intelligence and talent potential. The mission of inclusive education itself is to expand educational opportunities and equality for children with disabilities and other special needs children, improve the quality and relevance of special education and special service education, increase awareness and expand networks regarding special education and special service education, and realize inclusive education. properly and correctly in the community (Dhoka et al. 2023).

A role is something or a set of behaviors that have the character and attitude of carrying out, carrying out, implementing which is a responsibility or mandate for each target. The role of inclusive education as a forum for educational equality is now one of the roles that must be developed and implemented so that it has a positive effect on progress in education in Indonesia. Inclusive education is a means and forum for every Indonesian citizen which is categorized as education that is specialized in terms of environment, facilities and infrastructure, facilities, and a separate curriculum.

However, it cannot be denied that there are still many problems regarding the role of inclusive education as a means of equalizing education in this

country. The lack of role and activity from certain parties creates problematic differences between regular or normal schools compared to schools with special needs. One of the principals of an extraordinary school in a village in Indonesia gave less attention to the role of inclusive education in his educational institution, which gave rise to feelings of jealousy and lack of attention to education in the interior. The effectiveness of the performance and also the role of inclusive education continues to be questioned by the head of an extraordinary school in one of the villages in Indonesia. Concurrently with Law no. 20 of 2003 is a source of foundation for demanding that every citizen have the right to education and that every child with special needs is also facilitated in getting their right to education. (Teachers, Elementary, and Taman siswa 1945).

The problem of effectiveness that occurs in the realm of inclusive education is that there are still doubts about its existence, so that many special education institutions are neglected and there are even many polemics that occur in special education institutions. This was conveyed directly by one of the parents of an SLB student that "Equitable education has been well designed but why should there be a difference between students with normal conditions who are fully facilitated while students with conditions with special needs are only facilitated?" "With limitations ranging from resources, learning, curriculum and attention that does not really pay attention to children or special education institutions, this is one of the potentials for improving the quality of education in Indonesia."

For example, if people with disabilities can live independently and participate in social life, the state must eliminate barriers to accessibility as much as possible by facilitating facilities and infrastructure, one of which is at schools. If viewed globally, schools that implement inclusive education should also have inclusive building architecture. Examples of building inclusivity that can be observed are the availability of stairs for wheelchair users, disabled toilets, and other architectural conditions that support access for people with disabilities.

There are many questions and statements that need to be discussed and deliberated on in the context of education in this country. Inclusive education should also be a pillar in developing the quality of a country's education as a forum that continues to be able to develop and guide children in terms of education. Potential children's characters also have a wide variety of creativity and skills, talents that they use as a momentum for their arguments in competition. One of the extraordinary schools in North Sumatra is one of the evidence and facts that can be provided in this research. Handicrafts in the form

of sewing clothes, woven bamboo, knitted rattan, broomsticks and make-up artists (MUA) are their strengths. The principal of this special school also provided further explanation regarding their existence in educational institutions, with the result that the creativity, skills and talents of students in special educational institutions provide a positive influence on special educational institutions. The results of their creativity and skills will be sold for sale and many entrepreneurs even use their skills as a monthly subscription for their businesses.

From several facts and findings above, it can be concluded that inclusive education should be able to compete with limited conditions in terms of facilities and physical condition of students. The role of inclusive education should be one of the roles that must be considered and even privileged in this country's education, so that it is also able to provide an argument that there is no difference between normal and special needs as long as they are still served and developed by completing and fulfilling the facilities, the effectiveness of inclusive education will be more effective and efficient. So that educational equality becomes more focused and is viewed not only with one eye by the outside world.

It is not only the limitations and lack of attention given to special education institutions that has become a polemic on inclusive education. The lack of attention and empowerment of teaching human resources in special education institutions has also become a major and major polemic. The assumption of differences which is the basis of less than beautiful arguments has a negative role in the effectiveness of implementing inclusive education. The lack of TRAINING for educators in special education institutions is also a negative influence on the empowerment of educational equality. The basic concept in the equality statement is not to differentiate and strive to fulfill the whole equally. This context is also taken from the Indonesian nation's motto "Bhinneka Tunggal Ika" even though they are different but still one.

The loss of this motto is my basic argument in my opinion so that inclusive education or special educational institutions become educational institutions that are paid little attention by superiors, and always consider educational institutions with the presence of students in educational institutions as normal which is an opportunity to improve the quality of education that is in this country. The statement of argument presented by one of the teachers and principal of a special school in the province of North Sumatra provides a more detailed explanation regarding the effective role of the higher ranks of educational institutions that oversee education in this country. The main polemic in our education is their lack of role. What seems to

make educational institutions different in terms of what is considered normal or not is a difference in perspective and implementation power. So, in this context, the government and also the highest levels of education management in Indonesia must be able to provide services and guidance for facilities and fulfill the resources of an educational institution, especially special education.

From data reported in a journal (Psychology et al. nd) the problems that arise related to the government as stated by teachers are: the government's attention and concern for the implementation of inclusive schools is lacking (24.64%), policies related to the implementation of inclusive schools are not yet clear (21.74%), there is no modification of the curriculum specifically for inclusive schools (20.29%), there is a lack of training on inclusive education for teachers (18.84%), the government's attention to professional staff who support inclusive schools is not good in terms of numbers and welfare (10.87%), the program carried out by the government is not sustainable (2.90%), there is no special institution that handles crew mentoring training (0.72%).

This is material related to the effectiveness of the role of inclusive education as a means or forum for educational equality which must be developed and implemented far and wide and continue to increase. From the various data reported, there are also many problems and polemics that continue to grow in terms of special education institutions.

Inclusive education should be a form of school where children with disabilities have the opportunity to learn together with other normal children. Inclusive education has become a new facility for children with disabilities or children who have extraordinary intelligence to increase their potential without having to be separated from normal society in general. They are basically Indonesian citizens who also have the same opportunity to obtain education.

CONCLUSION

Problems regarding the effectiveness that occur in the realm of inclusive education also cause doubts about its existence, so many special education institutions are neglected and there are even many polemics that occur in special education institutions. The lack of role that seems to make educational institutions different in terms of differences that are considered normal or not is a difference in perspective and implementation power. So in this context, the government and also the highest ranks in education management in Indonesia must be able to provide services and guidance for facilities and fulfill the resources of an educational institution, especially special education.

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