

The Inclusive Learning in Inclusive Education Provider Schools

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Abstract: This writing was motivated by the existence of children with special needs who should have equal rights in obtaining education together with students in general at school. Inclusive education held in schools providing inclusive education must properly prepare learning management that is adapted to the conditions of students with special needs. Children with special needs will study together with students in general in regular classes at schools providing inclusive education. Learning that is prepared by taking into account the conditions of students in class and adjustments to other students in regular classes. The author conducted a literature study based on the results of previous research with the topic of inclusive education. The writer said that to organize an inclusive education system, the principle thing that cannot be avoided is to carry out the process of developing components of the education management system in Inclusive Education Provider Schools. They are managerial and curriculum. The managerial includes: planning, implementing and supervising the school system. Inclusive Education Provider Schools must embody the principle of inclusiveness starting from the planning, implementation process, monitoring or supervision, to evaluation and preparation of follow-up plans for the implementation of school programs. And the school curriculum must have expertise in developing and adapting curricula as learning guidelines that are adapted to the needs and individual conditions of their students, including the implementation of special programs.

Keywords: Inclusive Education, Inclusive Learning, Provider School

A. Introduction

Education is an important part of human beings to make humans better. Education is a process of transforming knowledge and perfecting human potential. Education lasts a lifetime (long life education), humans must continue to learn from birth to death, learning can be anywhere, anytime and there are no limits. Education is a basic human right to obtain, both formal, informal, and non-formal education. Education is a human right for every citizen, so certain groups such as persons with disabilities or children with special needs cannot be ruled out. Education should be available to all levels of society in all situations.

The state must take care of the needs of children so that they get a normal education. Article 31 paragraph (1) of the UUD 1945 that "every citizen has the right to the opportunity to obtain education". Because education is the basic right of every person. In principle, arrangements regarding the obligations and rights of children who need assistance are rights and obligations reserved for citizens. This can be seen from the contents of the Universal Declaration of Human Rights issued in 1948. Then the contents of the 1989 Declaration in the Convention on the Rights of the Child became increasingly clear. Then there is the Salamanca Declaration and the UNESCO Framework for Action in 1994. Then there is the World Declaration on Education for All which was published in 1990, then the UN Code on Gender Equality in 1993. Opportunities for the Disabled, in 1997 there was the Disability Act, and three years later, in 2000, the operational framework was also passed. In 2003, this rule was also confirmed in Law No. 20 RI which became the background for the declaration of the International Children's Convention a year later.

In an effort to fulfill the right to education without discrimination, education is also aimed at Children with Special Needs. Education organized for Children with Special Needs is called Inclusive Education. Inclusive education is an education where all students with special needs can attend regular schools along with students in general (Paseka & Schwab, 2020). So far, children with special needs can only attend special schools where all students have special needs. In the general guidelines for implementing inclusive education (according to Minister of National Education Regulation No. 70 of 2009) PPK-LK Director General of Basic Education Ministry of Education and Culture (2011: 1) it is stated in Article 31(1) of the UUD 1945 and UU No. 20 Tahun 2003 concerning the National Education System shows that the state guarantees that all children, including children with special needs, have access to quality educational opportunities and services. As regulated in Chapter IV Article 5 Paragraph 1 of UU No. 20 Tahun 2003, every citizen has the same right to quality education. In addition, Paragraph 2 states that citizens with physical, mental, intellectual, and social disabilities have the right to receive education.

Minister of National Education Regulation No. 70 of 2009 is defined as an education delivery system that provides opportunities for all students with disabilities and who have potential intelligence and/or special talents to attend education or learning in an educational environment together with students in general. The implementation of inclusive education aims to provide the widest opportunity for students with special needs and realize the implementation of education that respects diversity and is not discriminatory for all students who have physical, emotional, mental, and social disorders, or have potential intelligence and/or talent to obtain quality education according to their needs and abilities (Ministry of Education and Culture Jakarta, 2011).

Inclusive education is a combination of providing special education with regular education in one unified education system. Inclusive education also has the same goals as general education, but the method of implementation is somewhat different from general education. Inclusive education is open education, where all children who wish to go to school can continue to inclusive education. In the implementation of inclusive education, all students receive the same support in the learning process in class. It's just that students with special needs will get assistance from a special accompanying teacher.

To optimize the delivery of education in inclusive schools, school administration must consider the following:

- a. The school implements a school-specific management system for planning, organizing, directing, coordinating, monitoring, and evaluating related to students, curriculum, staff, facilities infrastructure, and environmental management.
- b. The school offers a warm and welcoming classroom that accepts and respects diversity.
- c. Schools prepare a class management system that can take into account the heterogeneity of students with special needs.
- d. Teachers have learning competencies for all students, including learning competencies for students with special needs.
- e. Teachers are able to optimize the role of parents, professional staff, professional bodies, non-governmental organizations, and school boards in planning, implementing, and evaluating school learning activities. (Pedoman Umum Penyelenggaraan Pendidikan Inklusif, Kemendikbud, 2011).

B. Methods

The method in this article uses library research, which is a method of collecting data by understanding and studying theories from various literature related to this research. The data collection uses ways to find sources and construct from various sources, for example, books, journals, and research that has been done. The library materials obtained from various references are critically and in-depth analyzed to produce a research result that can be accounted for.

C. Results and Discussion

Inclusive Education

Education that respects the differences of students and provides services to each student according to their needs. Inclusive education is education that is not discriminatory. Education that provides services to all students regardless of

physical, mental, intellectual, social, emotional, economic, gender, ethnicity, culture, place of residence, language and so on. All students learn together, both in formal and non-formal classes/schools in their homes which are adapted to the conditions and needs of each student.

Inclusion is a disability rights term used by persons with disabilities and activists who emphasize the idea that every person with disabilities must be free, open, and unceasing in providing comfort or protection, without denial or hindrance to obtain equal rights in various matters. Inclusive education is a human right, that is, good education increases social tolerance. In doing so, we consider several things; (1). All children have the right to study together, (2) The presence of children should not be discriminated against, separated, or ostracized because of disabilities or difficulties in learning, (3) There are no rules for sequestering children in obtaining the right to education. Inclusive education refers to all people who want to achieve something without exception. Give all children the opportunity to fully participate in these activities in the regular classroom regardless of disability, race, or other property disability.

The definition of inclusive education is education that provides opportunities for students with special needs due to physical, emotional, mental, intellectual, and social disorders and have the potential for intelligence and/or special talents to study together with other students in general education units and vocational education units, by providing facilities and infrastructure, educators, educational staff and a curriculum that is tailored to the individual needs of students (Minister of National Education Regulation no. 32 of 2008 concerning Academic Qualification Standards and Competency for Special Education Teachers).

Inclusive education aims to build a coherent concept and contextual policy framework with environmental conditions so that there is access and equality in basic education for all children, and what is contained in education, so that diverse educational needs can be responded to and fulfilled in the main line of education (ordinary education), both in formal and non-formal education.

The function of inclusive education is to ensure that all students with special needs have the same opportunities and access to obtain educational services that suit their needs and are of good quality in various pathways, types, and levels of education, and to create an educational environment that is conducive for students with special needs to develop its potential optimally.

Inclusive Education Organizing Schools

An inclusive school is a school that organizes inclusive education and provides educational programs that are appropriate, and challenging, but according to the abilities and needs of each student. Inclusive schools are also places where every student is accepted, becomes part of the class, and helps each other with teachers and peers, as well as other community members to meet their individual needs. Schools that provide inclusive education can be easily reached by the community so that the community can send their children who have special needs to school.

Stainback & Stainback (1990) argued that an inclusive school is a school that accommodates all students in the same class. This school provides educational programs that are appropriate, and challenging, but in accordance with the abilities and needs of each child, as well as assistance and support that can be provided by teachers so that children are successful. More than that, an inclusive school is also a place where every child can be accepted, become part of the class, and help each other with teachers and peers, as well as other community members so that their individual needs can be met. Furthermore, Sunardi (2005) argued that inclusive education places children with special needs at the light, medium, and severe levels fully in the regular class. This shows that the regular class is a place of learning that is relevant for children with special needs, of all types and gradations of abnormalities. Inclusive education as an education service system requires: (1) there are children with special needs in public schools; (2) there is support from the school community; (3) flexible curriculum; (4) varied learning; (5) there are class teachers and special teachers; (6) there was a modification of the evaluation technique, and (7) there were no children left.

An inclusive school is an ordinary/regular school that organizes inclusive education by accommodating all students, both normal children and children with special needs, namely children who have physical, intellectual, social, emotional, mental, intelligent, special gifted, isolated tribes, victims of natural disasters, social disasters/poor, having differences in skin color, gender, ethnicity, race, language, culture, religion, place of residence, political groups, twins, orphans, orphans, abandoned children, homeless children, abandoned children, involved children juvenile court system, children exposed to armed conflict areas, children of beggars, children affected by HIV/AIDS drugs (ODHA), nomadic children and others according to their abilities and needs (Alimin & Permanarian, 2005).

Inclusive schools must recognize and respond to the diverse needs of their students, adapt to different learning styles and speeds, and ensure quality education for all students through selecting the right curriculum, good teaching organization and strategies, and using resources to live life in the best possible way. and building

partnerships with local communities. The implementation of inclusive education requires special management, namely the management of inclusive education which includes; the learning process that begins with planning, organizing, directing, and controlling curriculum components, educators and education staff, students and inclusive education infrastructure, and school relations with the community. The management of inclusive education is adapted to the circumstances and educational needs of children who need special services or students with special needs.

Management of inclusive education for students with special needs includes planning, implementation, monitoring, reporting and accountability which includes components: (1) Curriculum, (2) Learning processes and outcomes, (3) Administration and management of educational units, (4) Institutional organization of educational units, (5) Facilities and infrastructure, (6) Man power, (7) Funding (in the form of activity plans and school budgets), (8) Students, (9) Community participation, (10) School environment/culture, (11) Social, educational and medical rehabilitation.

Schools providing inclusive education are regular schools in which there are students with special needs who attend school together with students in general in the same class. Regular schools that organize inclusive education will have managerial implications for the school, with adjustments for students with special needs, such as; (1) Regular schools provide class conditions that are warm, friendly, accept diversity, and respect differences, (2) Regular schools must be prepared to manage heterogeneous classes by implementing an individualized curriculum and learning, (3) Teachers in regular classes must implement interactive learning, (4) Teachers in inclusive schools are required to collaborate with other professions or resources in planning, implementing and evaluating, (5) Teachers in inclusive schools are required to involve parents meaningfully in the educational process (Sutarti et al. 2018).

Schools providing inclusive education must meet the minimum standards for implementing an inclusive education system. The unavoidable principle is to carry out the process of developing components of the education management system in Inclusive Education Providing Schools, namely:

1) Managerial

Includes: planning, implementing, and supervising the school system. Inclusive education provider schools must embody the principle of inclusiveness starting from the planning, implementation process, monitoring, or supervision, to the evaluation and preparation of follow-up plans for the implementation of school programs.

2) Curriculum

Inclusive education provider schools' managers have the authority and therefore must have expertise in developing and adapting curricula as learning guidelines that are adapted to the needs and individual conditions of their students, including the implementation of special programs.

In implementing inclusive education, it is necessary to make adjustments according to the needs and characteristics of students with special needs, schools should make various adjustments, starting from the regular class curriculum and the individual learning program curriculum, educators, the availability of Special Assistance Teachers, the system modified learning, class arrangements, evaluation systems and infrastructure adapted to the needs of students with special needs.

Inclusive Education Learning

Learning is a systematic process through the stages of design, implementation, and evaluation. In this case, learning does not occur instantly but has gone through the stages of learning design. The process of learning activities is in the form of teaching and learning interactions in an atmosphere of educative interaction, namely interaction that is aware of goals, meaning interactions that have been planned for a specific purpose, at least is the achievement of instructional goals or learning objectives that have been formulated in the unit of study. Learning activities programmed by the teacher are integral activities between education and students. Learning activities are methodologically rooted in the educator's side, namely; teachers, and pedagogically learning activities are rooted in the learner's side (Lefudin, 2017).

The implementation of learning activities is carried out by the teacher in the classroom, namely; Managing schools/classes, managing learning materials, managing activities and time, managing students, managing learning resources, and managing class behavior. Learning is an interactive process between teachers and students in the classroom. This interaction includes the delivery of learning material provided by the teacher using methods, media, materials, and learning resources that support and adapt to the needs of students in learning. Activities according to the lesson plan are planned by the teacher before the implementation of learning. Learning responds to the different possibilities and abilities of students through the arrangement of facilities, services, and teacher motivation through curriculum implementation to achieve learning objectives.

Learning cannot be separated from the components produced in the form; of professional skills of teachers and/or instructors, curriculum components (curriculum, methods, media), management components (tools, time, resources),

process components (methods of implementing learning) and outcome components, namely learning outcomes from learning objectives (Rukayat, 2018).

Sunardi (2005) suggests that there are many things that need to be considered in children with special needs education services that must be adapted to their individual needs, namely: (1) children with special needs learn differently from normal children, the more severe the level of disability, the more complex the way of learning. Children with special needs require modification and a different time span compared to normal students; (2) Schools are responsible for providing functional skills so students can be independent. Thus, it is hoped that schools can teach functional skills that students need in carrying out their lives both at school, at home, and in the community; (3) Teachers must be in contact with parents of students in running the program and evaluating the program; (4) Teachers play a very important role in achieving learning objectives. The teacher must also be able to convince the public that the material objectives in individual learning programs are acceptable: practical, effective, and humane; (5) children with special needs require educational services with the principles of behavior modification.

The concept of inclusive education learning in its implementation in schools providing inclusive education must pay attention to the following matters; First, the school creates and maintains a classroom community, that is warm, accepts diversity, and values differences. The teacher has the responsibility to create a classroom atmosphere that accommodates all children in full by emphasizing a class social atmosphere that respects differences regarding abilities, physical condition, socioeconomic, religion, and so on. Management of learning in a class that is heterogeneous and full of individual differences requires fundamental adjustments to the curriculum. Teachers in inclusive classrooms use learning methods that are interactive, cooperative, and thematic, and think critically problem solving, problem-solving, and authentic assessment.

Second, the school implements a modified curriculum according to the needs of students with special needs. An inclusive class means that learning is no longer curriculum-centered but child-centered, with consequences meaning that there is curriculum flexibility and the application of individual program services or individual learning programs, a group process approach in implementing the multilevel and multimodality curriculum.

Third, schools prepare special accompanying teachers who accompany class teachers in the process of learning activities to provide assistance to students with special needs who are still experiencing emotional, concentration, and developmental barriers. Students with special needs do not only go through the learning process in

regular classes but also in special classes accompanied by special supervisors (Learning Support Department).

Fourth, apart from undergoing the learning process in regular classical classes, students with special needs also study individually and in small group classes together with students with special needs in the school. The themes of learning in small classes are usually related to self-development skills, socialization, motor development, vocational education, or other themes according to the needs of students accompanied by special accompanying teachers and special supervisors.

Fifth, the school must have a track record of every student with special needs who attends a school providing special education from the parents of students or teachers at the previous school, so that teachers can easily cope with and adapt to the conditions and background circumstances of students with special needs.

Inclusive education is acceptance and service for students with special needs in regular schools. Students with special needs have the same rights as regular students in fulfilling their educational needs. In implementing it in regular schools, teachers are needed who are able to create a friendly classroom climate, with child-friendly, interactive, and cooperative learning methods with a modified curriculum adapted to the needs of students with special needs. So, that students with needs will feel recognized and valued and side by side and equal to students in general in regular classes. Does not create social inequality between general students and students with special needs. The school community, such as teachers and students work together to minimize the obstacles faced by students with special needs in learning and support the participation of all students in learning activities at school so that it becomes a friendly school (Welcoming School).

Schools implementing inclusive education make the concept of a friendly school by providing warm and friendly classroom conditions while embracing diversity and respecting student differences paying attention to the following matters; (1) The learning methods practiced in inclusive schools are generally interactive, varied and cooperative; (2). Curriculum: The implementation of an inclusive curriculum includes planning, developing, implementing, and modifying individual learning program; (3). Educators: must understand how to handle children with special, including technical skills and cooperation; (4). There are special accompanying teachers and the Learning Supervising Department; (5). Facilities and infrastructure are available for regular students and students with special needs; (6) Involve parents and the community in the education and learning process for students with special needs.

D. Conclusion

To organize an inclusive education system, the principle thing that cannot be avoided is to carry out the process of developing components of the education management system in Inclusive Education Provider Schools.

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