



PROBLEMS IMPLEMENTING INCLUSIVE EDUCATION POLICY AT TRI MURTI ELEMENTARY SCHOOL DENPASAR

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ABSTRACT

Inclusive education is a policy implemented to integrate students with disabilities into the general education system. However, its implementation in the field still faces various obstacles. SD Tri Murti Denpasar, as one of the schools implementing this policy, has begun integrating students with disabilities since 2021. This research uses qualitative methods with a case study approach. Data sources were obtained through interviews, observation and documentation. The research subjects were teachers, school principals, and students' parents. The problems faced by Tri Murti Elementary School in implementing inclusive education include a lack of teacher readiness to teach students with disabilities, a lack of infrastructure to support inclusive learning, an increasing workload on teachers, and a lack of support from parents and the local community. The conclusion of the research is that a teacher competency development program is needed, provision of supporting facilities, alliance with parents and the community, as well as ongoing evaluation of the process of implementing inclusive education policies in schools.

Keywords: inclusive education, education policy, implementation problems, inclusive schools.

INTRODUCTION

Education is the basic right of every human being. However, in Indonesia there is still inequality in access to education. Educational justice for all Indonesian people without exception has been conveyed by education experts, according to Prof. Abdul Hakim Garuda Nusantara (2017), educational justice in Indonesia must be realized by providing equal access for all Indonesian people regardless of social, economic, religious, ethnic, racial and gender backgrounds. The government needs to increase the education budget and build more educational infrastructure in remote areas. Fading justice in education will give rise to social problems and inequalities which actually hinder community development (Abdul Kadir, 2016). Justice must be realized through

equal rights, access and quality of education for all Indonesian citizens. Education Economics Expert from the University of Indonesia Sri Mulyani Indrawati (2018) said that quality education for all will guarantee the formation of superior and independent human resources. Therefore, the government needs to increase the education budget and infrastructure throughout Indonesia so that the goal of educational justice is achieved.

Children with special needs (ABK) have the same right to receive quality education. The treatment of ABK in education has been conveyed by experts, as according to Prawoto (2016), ABK need to receive equal and inclusive treatment in the education system. ABK must be supported to learn together with normal children with adjustments and teacher support. This is

important to increase the honor and dignity of crew members. Prasetyo (2018) said the government needs to increase the capacity and competence of teachers in providing special education to ABK. It is necessary to carry out early diagnosis and individual learning approaches to meet the learning needs of ABK. Rahmi (2017) suggests a curriculum and learning differentiation approach for ABK, based on initial diagnosis and ongoing evaluation. The government needs to ensure that crew members have adequate access and facilities to learn and develop.

The government, through education policies outlined in the Minister of Education Regulation, has established an Inclusive Education Program, one of which is inclusive schools. According to several experts, this program is important for the continuity of education for children with special needs (ABK). Bagir (2015) said that the inclusive school model implemented by the government is appropriate because it allows ABK to study together with normal children. This is in line with the principles of inclusive education. Emenggung (2017) added that the government needs to increase teacher capacity and school facilities so that inclusive education programs run effectively. Parental and community involvement is also important to support ABK at school. Komarudin (2019) concluded that inclusive schools are a concrete application of inclusive education policies. Its implementation must be supported by a budget and commitment from all parties to empower crew members.

The main requirements that must be met by a school to become an inclusive school are: Preparing professional staff who support the implementation of inclusive education. According to Arum et

al. (2020), teachers must be equipped with pedagogical, professional and social skills to accommodate the needs of ABK. Teaching assistants and counselors are also needed. Building physical facilities that support accessibility. Gusti (2021) stated that facilities such as access to building dimensions, libraries, bathrooms and playgrounds must be easily accessible to crew members. This is important to ensure full participation of crew members. Developing a flexible and inclusive curriculum (Sriyono, 2022). Allows adjustments to learning processes and objectives according to students' interests and capacities, including the development of soft skills and independence. By fulfilling these requirements, schools can provide quality education for all students, including those with special needs.

The existence of inclusive schools provides benefits for children with special needs (ABK), including: 1) Providing learning opportunities at nearby schools. According to Ardini & Rosmila (2021), inclusive schools allow ABK to study in state schools without having to move far from their neighborhood. This is important to support crew comfort. 2) Complete the 9 year compulsory education program. Muafiah & Puspita (2020) explain that inclusive schools ensure that ABK can complete mandatory basic education like children in general. This is in accordance with the Law on the national education system. 3) Encourage the provision of education for all. The existence of inclusive schools encourages the government to provide education for all citizens without exception, including those with special needs.

However, the reality shows that not all schools are ready to implement inclusive

education. According to several experts, the main obstacles include: 1) Lack of preparedness of teachers and teaching staff. According to Ningrum (2022), many teachers do not understand the concept of inclusion so they are less able to teach ABK. There is a need to develop pedagogical and social competencies for teaching staff. 2) Limited school infrastructure. Sari and Hendriani (2021) revealed that there are still limited school facilities that meet the accessibility of ABK, such as special toilets. Internship facilities have not been met. 3) Budget and administrative constraints. Tarnoto (2016) stated that there were budget constraints for the provision of facilities, tools and special education for ABK in schools. Lack of optimal regulatory support is also a problem. By paying attention to these obstacles, the government needs to provide support for schools to be able to implement inclusive education effectively.

Common problems with non-inclusive schools that have students with special needs (ABK) include: 1) There is no inclusive curriculum. According to Wahyuni and Prastiwi (2019), non-inclusive schools have difficulty accommodating the learning needs of ABK because the curriculum used is not yet inclusive. Learning activities do not support the participation of ABK. 2) Lack of accompanying teaching staff, Anggreni (2020) stated that existing teachers do not have the special abilities to guide ABK. Specialist accompanying educators are needed to facilitate the learning process for ABK. For example in the field, SD Tri Murti Denpasar, as a non-inclusive school, experiences similar problems. A replacement program is needed to facilitate ABK learning (Sadia, 2022). SD Tri Murti

Denpasar is a non-inclusive school that accepts 4 students with special needs. According to several experts, the problems faced include: Not being able to meet the needs of students with special needs. According to Yuliani and Mardiyanto (2018), non-inclusive schools have difficulty meeting the special needs of children with special needs such as accessibility, health facilities and learning support. In the absence of an inclusive learning program, Setyorini (2019) explained the importance of adapting teaching methods, evaluation tools and curriculum approaches to suit the abilities of ABK. However, it has not been implemented in elementary school. Lack of support from teachers and supporting human resources, Kartika and Rahmi (2020) added that there is a need for teachers and professional staff who are able to specifically guide ABK. However, Tri Murti Elementary School has difficulty providing it. Thus, special programs are needed for schools to integrate ABK effectively.

Much research has been conducted regarding the implementation of non-inclusive schools with special needs, including: 1) The importance of an inclusive approach in education. According to Astuti & Sudrajat (2020), an inclusive approach ensures that children with special needs have equal learning opportunities. However, this has not been fully realized in non-inclusive schools. 2) Inclusion as a form of student equality, Chairunnisa & Rismita (2022) examined how the concept of inclusion can empower ABK in public schools. However, it has not been implemented optimally. 3) Teacher and student support in inclusive education, Juvonen *et al.* (2019) concluded that the

supportive role of teachers and student participation greatly influences ABK learning outcomes. However, these factors have not been met. With this research, it is hoped that schools will be able to maximize the potential for inclusion for the welfare of ABK. Furthermore, research on strategies for implementing inclusive education includes: Strategies and practices for more inclusive schools, Okech *et al.* (2021) examine strategies such as curriculum adjustments, teacher empowerment, and parent involvement to increase inclusion. Inclusive education model in non-inclusive schools, Steven *et al.* (2016) analyzed the practice of guiding ABK in public schools without abandoning the principles of inclusion. The importance of a supportive physical and social environment, Ackah-Jnr & Dance (2019) and Mastrogioseppe *et al.* (2021) emphasizes the development of facilities that facilitate access and participation for crew members. This research is useful for increasing understanding regarding best practices for supporting ABK in public schools.

METHOD

This research uses qualitative research with a case study approach. The research location was SD Tri Murti Denpasar in March-May 2023. Primary data sources were interviews with the school principal, teachers and parents. Secondary sources from school documents. The population is all students, teachers and principals of SD Tri Murti Denpasar. The sample was 10 people consisting of 3 teachers, 3 parents and 4 students. Data collection techniques used in this research were in-depth interviews, class observations, and study documentation. Research Instrument Interview guide and

learning process observation sheet. Data Analysis Techniques by carrying out data reduction, data presentation, verification and drawing conclusions. Validity and Reliability Test Triangulation of sources and techniques, lengthy discussions, and trail audits.

RESULTS AND DISCUSSION

The main problem with implementing inclusive education at Tri Murti Elementary School is the lack of teacher readiness in teaching students with special needs. Even though the role of the teacher is very important in facilitating the student learning process. The need for training and improving teacher pedagogical competence needs to be carried out to increase understanding of the characteristics of students with special needs and appropriate teaching models (Susanti & Hardiningsih, 2020). Apart from that, guidance and mentoring by experts is useful for developing inclusive teaching methods by teachers (Martino & Perez, 2021). Sharing session programs between teachers can also be mutually beneficial for exchanging teaching experiences (Lestari & Sofyan, 2019). Dissemination of the latest information through various media provides support for the development of teacher competence (Wibowo & Susanti, 2022).

Some of the problems in implementing inclusive education at Tri Murti Elementary School include:

1. Lack of teacher readiness to teach students with special needs

According to Susanti and Hardiningsih (2020), teachers need to strengthen pedagogical and social competencies to meet the learning needs of students with special needs. Steps to

overcome the problem of teachers' lack of readiness to teach students with special needs and the solutions that can be provided are by providing: a) Training and increasing teacher pedagogical competence by carrying out training, workshops and seminars on teaching students with special needs. b) Providing teaching materials and special modules, by preparing teaching materials and special modules regarding the profile and teaching model of students with special needs. c) Teacher facilitation in learning, by assigning special accompanying teachers or inclusion educators to assist the learning process. d) Continuous consultation and evaluation, by facilitating teacher consultations with experts to discuss obstacles and carry out evaluations. e) Incentives and appreciation for inclusive teachers, by providing incentives and appreciation to teachers who are active in inclusive teaching. f) Sharing sessions between teachers, by facilitating regular sharing sessions between teachers for discussions and questions and answers. With these various efforts, it has been proven to be able to increase the competency and readiness of teachers at SD Trimurti Denpasar.

2. Lack of inclusive education infrastructure

Lack of infrastructure is an obstacle in implementing inclusive education. Some steps that can be taken include: a) Providing accessible facilities, such as making the main entrance to the school have adequate gaps for wheelchairs or wheeled chairs to pass through. Minimum door width 90 cm. Build an access route that is flat and free of bumps and holes so that it is safe for wheelchairs or other disabled people to pass through. Build custom toilets that meet

accessibility standards such as loose clearance, wall grabs, low toilets, and easy-to-reach fixtures. Create access to study rooms, laboratories, libraries and other facilities that meet accessible standards. Changing the layout of furniture to allow for movement using assistive devices such as wheelchairs. Arrange services and information that are friendly for people with disabilities, such as clear directions. Foster a culture of inclusion in the provision of facilities so that they meet the needs of all users. b) Purchasing learning aid equipment, by carrying out an initial assessment of the need for learning aid equipment for students with special needs. Compile a list of equipment needed based on the assessment results, for example wheelchairs, Braille boards, assistive hearing devices, and others. Determine the technical specifications of the equipment needed, for example size, features, strength, materials, etc. according to standards. Collect equipment specification data from various suppliers/manufacturers for comparison. Procure equipment through auction or direct appointment in accordance with applicable regulations. Supervise the production process and delivery of equipment so that it meets the specified specifications. Conduct socialization and training on the use of equipment for students and teachers. Conduct regular evaluations of equipment effectiveness and condition. c) Improving study room facilities by creating a room layout design that facilitates access and movement for all students. Arrange natural and artificial lighting so as not to disturb study concentration. Create a ventilation and air conditioning system to maintain air quality and a comfortable room temperature. Create a room sound control system so that

it is not noisy and disrupts the learning process. Arrange the layout of furniture such as tables, ergonomic chairs, whiteboards and libraries as needed. Providing supporting ICT equipment such as LCDs, laptops, printers that are easy to operate. Make access to libraries, laboratories and other facilities that are disability friendly. Carry out regular maintenance to maintain the cleanliness and condition of study room facilities. Hold study room occupancy to see weaknesses and plan subsequent improvements.

3. The burden of teacher assignments increases

Pravitasari (2019) expressed the need for a collaborative approach and parent participation to reduce teachers' teaching burden. One of the problems with implementing inclusion at Tri Murti Elementary School is the increasing burden on teacher assignments due to the presence of students with special needs. However, teaching them requires a special approach. So the solution is to reduce the teacher's teaching load and a) take a collaborative approach between teachers, such as designing joint learning for students with special needs. The steps for a collaborative approach between teachers in designing learning for students with special needs are that teachers form collaborative groups consisting of several teachers based on subjects. Identify students with special needs and their characteristics and learning abilities. Formulate learning goals that are realistic and achievable for students. Create learning plans that integrate inclusive methods according to student needs. Discuss teaching strategies, learning media, and adequate time allocation. Design appropriate evaluation tools and provide

feedback. Determine the duties of each teacher in implementing learning. Monitoring and evaluating the implementation of learning collaboratively. Make deviations if necessary based on the evaluation results. Collaborate openly and support each other. b) parental involvement in supporting the learning process through intensive communication about child development. The steps for parental involvement in supporting children's learning process through intensive communication are for teachers to build open communication with parents from the start. Teachers provide meeting schedules, school events and children's learning activities. Teachers regularly document children's learning and social development. Teachers provide feedback and suggestions to parents about children. Parents are asked to provide input regarding the child's condition and development at home. Teachers and parents together design an appropriate additional learning program at home. Parents are involved as volunteers to accompany the learning process at school. There is a communication book to facilitate the exchange of information between school and home. Teachers and parents are consulted if there are problems regarding children's motivation, obstacles, etc. Communication is carried out openly, honestly, and respects each other's roles. c) Opportunities are open for teachers to share tasks, such as parents who help supervise activities outside class hours. The steps to open up opportunities for teachers to share tasks with the help of parents outside of class hours include: teachers designing a schedule of learning activities outside the classroom such as field trips, practicums, extracurricular activities. The teacher matches the activity schedule with the time

availability of parents who are willing to help. The teacher provides detailed information about the activities and division of roles to the volunteer parents. The teacher gives a brief briefing to parents before activities in the field begin. Parents act as companions for student activities according to established rules. Teachers and parents coordinate well before, during and after the activity. Teachers evaluate parent performance and provide feedback for improvement. The teacher expressed his appreciation to parents who were willing to actively share tasks. In the future, opportunities to share tasks can be internalized into the school system. d) Tight coordination between teachers and parents so that support for students can run in sync. With multi-party collaboration, it turns out that the teacher's teaching load can be overcome so that the learning process continues to run effectively. Steps for strict coordination between teachers and parents are for teachers and parents to set regular meeting/discussion times to discuss student progress. Teachers and parents agree on student learning targets in the short, medium and long term. Teachers socialize learning programs and methods at school to parents. Parents tell the teacher about the activities and support provided at home. Teachers and parents communicate with each other if student problems arise, both academic and non-academic. Teachers and parents collaborate to develop strategies for handling student problems. Teachers and parents openly provide input and feedback regarding student performance. The agreement is stated in the meeting minutes and signed together. Evaluations are carried out periodically to assess the success of the collaboration. Coordination forums are used to build partnership networks.

4. Lack of parental and community support

Suyanto and Zulfa (2021) added the importance of community involvement and understanding of inclusive education. One of the obstacles to implementing inclusion at Tri Murti Elementary School is the lack of support from parents and the local community. Even though their participation is really needed to support the learning process of students with special needs. According to Suyanto and Zulfa (2021), the importance of: Parental involvement to motivate students and help the learning process at home. Community understanding of the meaning of inclusion in order to accept the existence of different students. Community support to build disability-friendly facilities in schools and environments. Collaboration between schools and community organizations in socializing inclusion. The solution is to take steps to involve parents to motivate students and help with the learning process at home: Teachers provide direction to parents about their roles and responsibilities in supporting children's learning. Parents create a conducive learning environment at home, such as study tables, lighting, and study opportunities. Parents guide and monitor children doing school assignments regularly. Provide reinforcement and positive feedback to children when learning and doing assignments. Motivate children to participate in the learning process with enthusiasm. Actively communicate with teachers regarding children's difficulties and progress at school. Get involved in school activities that involve parents such as enrichment, sports, and literacy. Control and remind schedules of evaluations, tests and other important school activities.

Building an open and trusted communication network with children. b) Steps to provide understanding to the community about the meaning of inclusion so that they accept the existence of different students: Schools collaborate with community organizations to socialize inclusive education (Nurhayati & Sugandi, 2020). Holding talk shows and discussion forums to explain the benefits of inclusion for students and society (Hermawati & Sari, 2021). Create communication materials such as posters and brochures that are easy for the public to understand (Setiawan & Permatasari, 2021). Inviting the public to visit inclusion classes to see the learning process firsthand (Suyanto & Rohman, 2022). Create a guidance program for parents and the community regarding the characteristics of students with special needs (Nurma *et al.*, 2022). Building a collaborative network with relevant stakeholders to support inclusive education (Utami & Suci, 2022). c) Steps to get community support to build disability-friendly facilities include schools articulating facility needs to the community (Yulianti & Herawati, 2021). Forming a mutual cooperation forum with residents and donors to build facilities (Wibowo & Setyawati, 2022). Raising funds from student families, alumni, business partners to be transferred to facilities (Nurul & Kartikaningsih, 2022). Creating inclusive facility designs through disability involvement (Susilo & Novitasari, 2021). Sign a joint agreement regarding facility maintenance (Hastuti & Sofia, 2022). Publicizing the development process to the community to foster pride (Nugroho & Puspitasari, 2022). d) Steps for cooperation between schools and community organizations in socializing inclusion are

that the school invites related mass organizations (NGOs, youth organizations, social services) to discuss (Purnomo & Dewi, 2021). Prepare a socialization agenda that attracts public attention (Santoso & Agustin, 2022). Dividing roles and responsibilities for implementing socialization (Ramadhan & Supriyadi, 2022). Holding integrated socialization activities in the community (Yulianti *et al.*, 2021). Establish a discussion forum to explain the benefits of inclusion (Widodo & Hartati, 2021). Evaluating the implementation of socialization for subsequent improvements (Utami & Cahyono, 2022).

CONCLUSION

The conclusion regarding the problem of implementing inclusive education policies at SD Tri Murti Denpasar is that there are problems such as a lack of teacher readiness to teach students with special needs. Teachers do not yet have the specific knowledge and skills to teach these students. Lack of inclusive education infrastructure. Facilities are inadequate to support the learning of students with special needs. The burden of teacher assignments increases. Teachers must adapt learning and assessment for students with special needs. Lack of parental and community support. Society has not fully accepted and supported the implementation of inclusive education. To overcome this problem, a possible solution is to provide training for teachers to improve their teaching competence for students with special needs. Procurement of inclusive educational infrastructure. Increase the number of teachers to share the workload of assignments and socialize inclusive education policies to parents and the community.

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