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Supporting System In Inclusive Education: A Case Study From Indonesian Elementary School

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Abstract. The purpose of this study is to describe the support of the school system and the involvement of parents in supporting the realization of quality inclusive education. Research data were collected through observation, in-depth interviews, and documentation studies. Data validated using method triangulation and source triangulation. Data analysis techniques in this study use the inductive data analysis model simultaneously continuously, repeatedly until completion, or find the saturation point. Data analysis step used is Analysis Interactive Model which includes steps: data collection, grouping according to variables, data reduction, data presentation, separating outlier data and drawing conclusions or data verification. The results of this research study are: first, the support of the existing system in inclusive elementary schools was carried out in several ways, namely: the support provided by the city government went well, through: 1) Providing inclusive education training for non-PLB teachers. 2) Establishment of an inclusive education team at the school (with a designated manager / coordinator). 3) Establishment of inclusive Pokja. 4) Establishment of the Source Center. 5) Preparation of an inclusive education strategic plan. 6) Implementation of data collection and networking. 7) Monitoring and evaluation of inclusive education. 8) Procurement of special supervisor teacher administration. 9) Provision of incentives for special tutors who meet the criteria. 1) Procurement of UKG GPK to increase competence. Second, the School has a good collaboration with parents as a form of support in the implementation of inclusive education. As a form of cooperation, among others: 1) Class Journal and communication book. 2) Student Guardian Forum. 3) Home visit. 4) active school communication with students' parents in the form of social media networks and special friendships for parents with special needs.

Keywords: Supporting system, Children with Special Needs, Inclusive Education, involvement, elementary school, teacher, student guardians.

1. INTRODUCTION

The noble desire to realize education for all without discrimination is carried out by the Indonesian government through inclusive education policies that regulate learners who have disabilities and have special intelligence and / or talent potential. The emergence of this policy is also inseparable from global developments, namely the existence of international agreements that encourage the realization of an inclusive education system as mandated in the Convention on the Rights of People with Disabilities and Optional Protocol established in March 2007. In the convention in article 24 it is stated that each country obliged to carry out inclusive education at every level of education so that in the end the full participation of children with special needs in society is realized [1]. Inclusive education is an ideal concept that gives full opportunities and opportunities to children with special needs to get their rights. Inclusive education in Indonesia is regulated through Regulation of the Minister of National Education of the Republic of Indonesia Number 70 Year 2009 concerning Inclusive Education stated in Article 1 that inclusive education is defined as a system of providing education that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to attend education or learning in an educational environment together with students in general. Inclusive education aims to provide the widest possible opportunity for students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and/or special

talents to obtain quality education in accordance with their needs and abilities. This is in line with some opinions which state that inclusive education in Indonesia also aims at realizing an education organization that respects diversity and is not discriminatory for all students. This education should be carried out in accordance with children's rights, as a form of education that is aware of the fulfillment of children's rights by implementing child-friendly schools [3], [4], [5], [6]. Inclusive education is carried out as a form of equal opportunity for education in Indonesia and at the same time can improve the quality of education. This is in line with the results of Kozleski's research [7] which states that inclusive education has become a global movement that has emerged as a response to the problem of equitable education about student seen as different from the education system. Inclusive education is a form of education that unites Children with Special Needs (ABK) with normal children in public schools. Inclusion is understood by the general public as ABK education in regular schools with other students, follows the same curriculum at the same time, in the same class, with full acceptance from all parties, and makes students with special needs feel no different from other general students [8], [9]. The concept of inclusive education above, emphasizes that schools must accept all students, both those with special needs and those who do not. Inclusive education is held by uniting all children in learning, the curriculum is able to accommodate the needs and all matters related to education. The related aspects are effective system support from related components including: support from the city government (the city education office), the community, parents of students to universities (public and private) and non-government organizations.

System support is the most important aspect in implementing inclusive education. The support system can be in the form of support in the form of regulations or government policies or regional government in the form of regulations that contribute to the creation of good inclusive education. Other support systems can be in the form of facilities and infrastructure,

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funding, and support of resources that come from government agencies [1]. This is in line with Karsidi's research [10] which states that the existence of national law regulations by the Ministry of Education No. 70 of 2009 concerning inclusive education has transformed more than 1,000 ordinary schools into schools for all children, especially those with special needs. The existence of this regulation seems to answer the community's need for institutions that are able to accommodate children with special needs to learn with students in general. This positive response has been proven by Sunardi's research data [4] which states that inclusive learning is becoming a world trend in the field of special education because it is considered successful.

Loerman [11] states the success of the implementation of inclusive education depends on many variables, in addition to teacher knowledge and the use of the most effective curriculum and teaching methods, such as student abilities and technology. The presence of students, teachers, and support personnel assigned to the class, with the right time management and distribution of other resources can have a significant impact. Janney and Snell [12] assert that inclusive services include staffing arrangements (ie how to assign students to teachers and teachers to class) and methods of service delivery (for example, instruction, support, consultation) that enable students to receive special education services and support without expelling them from the School and classes attended by their normally developing peers. Students with special needs need to be placed in age-appropriate classes in natural proportions, not clustered to certain classes to facilitate staffing. The implementation of inclusive education in Surakarta elementary schools has a good support system, this support comes from the city government and the role of parents is very dominant so that it can make schools have the basic strength that is able to sustain the implementation of inclusive education to realize the goals of inclusive education namely: 1) provide an opportunity for all children (including children with special needs) to get proper education according to their needs; 2) help accelerate the compulsory basic education learning program; 3) help improve the quality of primary and secondary education by reducing the number of class and drop out; 4) create an educational model that values diversity, is non-discriminatory, and is friendly to learning. The purpose of this study is to describe the form of school system support and the form of parents' involvement in supporting the realization of quality inclusive education in primary schools.

2. METHODOLOGY

This type of research is a case study qualitative study. Case studies are an empirical inquiry that investigates phenomena in real-life contexts, when the boundaries between phenomena and contexts do not appear explicitly and where multiple sources of evidence are used [13]. In general case study research questions touch two important aspects namely; about how and why in approaching a phenomenon [14]. When researchers study one or more subject, setting or depositories of data they are usually doing what we call multi-case studies [15]. This case study was chosen because it is an emic research tool that presents the views of the subjects studied for its situational uniqueness, and presents a comprehensive description of what is experienced in everyday life, especially complexity and interactions with the

background conditions [16]. Data collection techniques regarding the activities of supporting system conducted by students in the form of information generated through interviews with expert sources as well as descriptions of field notes written by researchers during carrying out observations and extracting data carried out through supporting system activity documents. In this study, researchers as a key instrument because as a planner, executor and conclusion drawer. In this study the validity of the data obtained by the triangulation process. Triangulation is done by checking the validity for comparison of one data against another data. The type of triangulation that will be used in this study is the triangulation of sources and methods. Source triangulation is done by comparing and checking the degree of trust of information sources and sources related to the achievement of social care characters and responsibilities obtained by students through the activities of inclusive education at different times and tools in research. Whereas in the triangulation of methods researchers will compare the results of research obtained with different methods namely interviews, documentation and observation. The data analysis technique is done interactively, therefore it is often called analysis interactive data [17] so that it continues continuously until it is complete, and the data obtained is saturated. In this data analysis activity is carried out in several stages, namely: data reduction, data presentation and data verification.

3. RESULT AND DISCUSSION

3.1. Support related systems

The implementation of inclusive education in Indonesia has not shown the best quality of its delivery services due to various obstacles. The organizing school has not performed the best service because the various components of the support system needed are not yet complete. Even if there has been, the quality of support provided has not shown the best quality. In fact, education providers must provide all the needs of students, whatever the needs and conditions of students [18]. The implementation of inclusive education should have good institutional support, policies and learning facilities [19]. Institutional support for schools providing inclusive education in the city of Surakarta is institutional support from special schools, resource centers represented by disability service centers and inclusive education. Also not behind is the existence of educational institutions at the level of Higher Education (PT). Based on the above research results it can be concluded that the system support from the city government is in the form of a policy in the form of a Decree (SK) Head of the Disdikpora Solo No: 954/55 / kep / sd-AUD / 2013 emphasizing the guarantee of education services for children with special needs (ABK) both at the elementary, junior high and high school / vocational level. At the school level both policies and infrastructure provide very support for the implementation of inclusive education practices such as the availability of GPK, training, special learning media, resource space, places for implementing special programs such as occupational therapy, speech therapy, consultation rooms and so on. This is in line with Booth's statement [20] that there are three dimensions in the process of implementing inclusive education. These three dimensions can be illustrated in the picture as follows: 1) Dimensions of Culture (Creating inclusive cultures). Form a community of mutual assistance and respect through the

system built in the school, creating values that apply through habituation in the school. The creation of cultures with an insight into the philosophical perspective of inclusive education in the context of the values prevailing in their respective regions both homes, schools and communities. 2) Dimensions of Policy (Producing inclusive policies). Development of support systems, such as the provision of places / classes and spaces for students with special needs, the provision of human resources (which collaborate with each other) and from external aspects that support the implementation of inclusive education such as the roles and support of parents, central government to the regions related to policies that lead to the realization of inclusive education regulations, such as perwali or Perbub. 3) Dimensions of Practice (Evolving inclusive practices) Activities of learning and playing together in creating interaction and cooperation in diversity of students, mobilization of learning resources, collaborative learning.

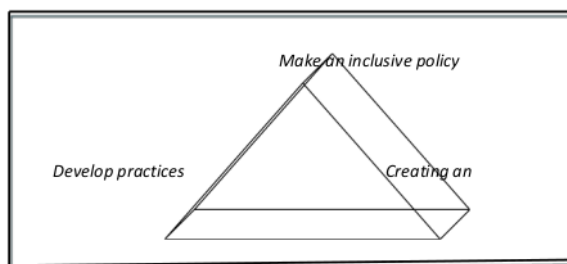


Figure 1. Three dimensions of Inclusive Education (Booth, 2002) Based on the explanation above, it can be concluded that the three dimensions of the image above go together to support one another's dimensions. Based on the explanation above, it can be concluded that the support provided by the city government through the Surakarta City Education Office related to the implementation of elementary school inclusive education in the city of Surakarta has been going well, this is motivated by the participation of the local government through the support system of the Education Office: 1) Procurement of training / workshops on inclusive education for non-PLB teachers. 2) Formation of an inclusive education team at the school (with a designated manager / coordinator). 3) Establishment of inclusive Pokja. 4) Establishment of the Source Center. 5) Preparation of an inclusive education strategic plan. 6) Implementation of HR data collection and networking. 7) Inclusive education monitoring and evaluation. 8) Procurement of special supervisor teacher administration. 9) Provision of incentives for special tutors who meet the criteria. 10) Procurement of UKG GPK to increase competence. This is in line with the results of the study of Peter (2014) who found that: the success of inclusive education in schools is inseparable from the strong support that exists both from within and from outside. The success of the implementation of inclusive education in Surakarta Lazuardi Kamila Elementary School is closely related to the role of cooperation in the Surakarta City Education Office, which is active collaboration, starting from activities organized by the Surakarta City Education Office for teachers to take part in training or workshops related to improving the quality of inclusive education. Provision of special assistant teacher (GPK) administration services, simultaneous monitoring and

provision of incentives for GPK that meet the criteria and vital functions of the Surakarta City Inclusion Working Group. Support from the education office provides direction related to the development of policies on the implementation of inclusive education in Indonesia.

2. Attitudes and roles of parents

In essence, education is a shared responsibility between schools, the community and the government. Therefore, the coaches and implementers of education must empower the community to participate and play a role in the implementation of inclusive education. Participation and roles include in: 1) Planning, 2) Provision of experts / professionals. 3) decision making. 4) learning and evaluation implementation. 5) funding. 6) supervision and 7) graduation distribution [21]. The participation of parents of students with special needs in terms of both morally and materially becomes a form of support that determines the success of students in learning can also help the implementation of inclusive education [22]. Lazuardi Kamila Elementary School As a school / institution that is given the mandate by the education service government as a center for inclusive education resources which is stated in the Decree (SK) in the framework of developing inclusive education that can be utilized by all children, especially children with special needs, parents, and parties others with an interest in obtaining information and training in various skills, knowledge related to children with special needs/inclusive education. The same thing was conveyed by Mr. Muhammad Nashir as the leader of the Lazuardi Kamila Foundation: "Lazuardi Kamila Elementary School was used as a center for the implementation of inclusive education that can be used by all parties who want to find information related to inclusive education". Based on the explanation above, it can be seen that the school has a good collaboration with parents as a form of support in the implementation of inclusive education. As a form of cooperation, they include: (1) Class Journal and communication book. (2) Student Guardian Forum (ForMil) (3) Home visit (4) active school communication with students' parents in the form of social media networks and special friendships for parents with special needs. The optimal involvement of parents in the education of children with special needs will greatly help schools. To ensure parental involvement, Hornby has a model that is considered effective and successful for parental involvement and guidelines for its implementation. The theoretical model for parental involvement illustrated in the following figure and explained below was adapted from Hornby [23]. This model consists of two components: first, focusing on the potential contribution of parents and second focusing on supporting the needs of parents. Each component of this model will be described in the form of knowledge and skills needed by teachers to facilitate effective parental involvement in the delivery of inclusive education in schools.

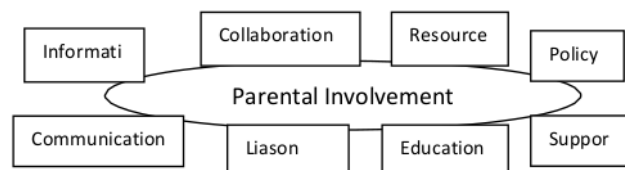


Figure 2. The Model adapted from Hornby 2014 [23]

The support model in the form of parental involvement that was elaborated together as a form of parent support for the implementation of inclusive education is contained in eight components of support, namely: four components of the potential contribution model consisting of: Information, sources, policies, and relationships. And four other components are a form of support for parents' needs, namely: communication, relationships, education and support. Some of the above are support systems for the implementation of education that are considered successful This is consistent with the opinion of Allan and Schwartz [24] which states that effective forms of communication between students' parents and schools in strengthening and expanding partnerships include: informal information exchange, parent observation of children in school, communication services, written records, two-way journals, sound or video recordings, and periodic news bulletins. So that this activity will help strengthen the partnership relationship between the school and the parents. Parents who entrust education in a school, but the responsibility of parents in children's learning activities can not be separated just like that (Patrikakou, 2008). Therefore, between parents and Lazuardi Kamila Elementary School establish regular relations to discuss the progress of children through several activities: (1) Class Journal and communication books. (2) Student Guardian Forum (ForMil) (3) Home visit (4) active school communication with students' parents in the form of social media networks and special friendships for parents with special needs. Parents and schools need to have a relationship by communicating to exchange information on problems with progress or developmental problems experienced by children and plan activities that are useful for children's development. This is in line with the opinion that parents must have a strong belief in schools in their effectiveness in organizing inclusive education [25] because support and cooperation from parents is the policy of schools in organizing inclusive education. In schools related to school collaboration with parents through several forms, namely: routine formal form every month, whatsapps groups, students' parents arrange the time for the implementation of class teacher home visits and home GPK. Working parents try to arrange time to be involved in school programs. Patrikakou [22] which states that busy parents who are difficult to arrange the right time to be involved in children's education. Because the school must remind and involve parents of students to always communicate. Student guardian forum activities (formal) are divided into two, namely formal regular and special formal children with needs. In the first (formal) student guardian forum the school will present the school's philosophy regarding the vision, mission and goals of the school, mutually agreed regulations, programs that may be carried out one semester in the future, and provide opportunities for parents to propose related programs or a kind. Though home visit activities have many benefits. Stark and Moodie [26] revealed that home visits provide opportunities for teachers and families to interact in an informal setting. Home visits also have the aim to prevent and resolve problems more concisely and efficiently, and can expand teacher knowledge about children's behavior at home and family background. Home visits have a tradition of bridging between school and home. Getting to know the family more deeply enables teachers to work more effectively

with their children in the school environment. Home visits activities carried out before the child enters the first time and then scheduled according to the existing schedule in order to see the suitability of student behavior from home to school.

When home visits are regularly scheduled, the teacher usually brings the learning material, then demonstrates to the child and parents how to do it. Then parents and children do it together, the teacher's job is to provide feedback. The teacher also gives suggestions about how parents can develop these activities during the home visit process is not carried out. In the end, these home visits have the final result, namely how parents can find ways to build a family that can contribute to the growth and development of children [26]. In line with this [27] explained that home visitors generally work with all family members, including parents, siblings, and other family members if possible. The schedule of the home visit itself is scheduled at the comfort of the family, usually when the child and parents are at home. The planning and intervention provided in this program have several advantages, namely the implementation takes place at home where this environment will be used directly by parents in providing interventions for their children. This is a good and right thing for parents and children. Parents are taught strategies in providing interventions through toys and items that are around the house. So that through this program children are expected to be able to learn about skills and competencies when in their own home environment. However, this program also has its own weaknesses that require a lot of time for people to handle it, because this program is committed to involving all family members in the context of providing interventions. In fact there are still many families who feel sensitive and cannot be invited to work together in implementing this program. The key is the availability and skills of home visitors in building relationships with families so that all difficulties can be overcome. Apart from these activities, teachers must always remember the role of parents in educating children at home. With the right support, parents can easily make their home a rich and comfortable learning environment. All skills possessed by children can be practiced directly at home, so that it occurs naturally according to the child's daily life. This is in line with the results of research conducted by Armstrong [28] that the success of inclusive education is when parents always provide active participation in supporting the practice of inclusive education and teachers always provide good access for students with special needs to learn.

Parents are busy causing many of those who are not present to meet the school invitation, therefore coordination must always be established in order to motivate parents to always coordinate in cooperation. So that when the meeting organizes school activities parents can attend and contribute thoughts and concrete actions. According to Elkins [25] that the attitude of parents in entrusting inclusive educational practices to their children's growth and development through the learning process in the classroom with other regular children is a form of parent's support and participation. This attitude if correlated with the reality in Al Firdaus Elementary School where parents are embraced and given confirmation and willingness in the coordination meeting held by the school as a form of cooperation. The special characteristic of a good inclusive school is that one of them has a clinical service center that provides special services for the development and needs of students with special needs as a whole that is

separate from the curriculum applicable in the school [29], [30]. The Inclusion School is very dependent on the attitude of the teacher and the supporting resources available to students with special needs. This resource consists of clinical services owned by inclusive schools [19]. The strength of this system support is seen in the involvement of related elements including experts, teachers and parents because this is certainly very supportive of some elements of inclusive education practices. This is in line with the statement that the collaboration and cooperation of the teacher team in realizing inclusive education is a shared responsibility to develop the abilities of students with special needs not only the task of Special Assistance Teachers or classroom teachers but joint assignments [31], [32], [33]. this is in line with the statement that inclusive education must be able to create a flexible system that can adapt and manage change for students with special needs with a wide support network. system adjustments to children, not children to the teacher system in making adjustments [34]. Because the quality of education can be produced if the teacher has professional competence. The teacher competency is a set of knowledge, skill, and behaviors [35].

4. CONCLUSION

From the above discussion it can be concluded several points as follows:

1. The support of the existing system in inclusive elementary schools has been carried out in a number of ways, namely: support provided by the city government through the Surakarta city education office regarding the implementation of elementary school inclusive education in the city of Surakarta has gone well, this is motivated by the participation of the local government through the support system of the education office: 1). Procurement of training / workshops on inclusive education for non-PLB teachers. 2). Establishment of an inclusive education team at the school (with a designated manager / coordinator). 3). Establishment of inclusive Pokja. 4). Establishment of the Source Center. 5). Preparation of an inclusive education strategic plan. 6). Implementation of data collection and networking. 7). Monitoring and evaluation of inclusive education. 8). Procurement of special supervisor teacher administration. 9). Provision of incentives for special tutors who meet the criteria. 10). Procurement of Teacher Performance Test for Special Education to increase competency.
2. The role of parents in the implementation of inclusive education is one of the determining components in the success of its implementation. Lazuardi Kamila Elementary School has a good collaboration with parents as a form of support in the implementation of inclusive education. As a form of cooperation, they include: (1) Class Journal and communication book. (2) Student Guardian Forum (3) Home visit (4) active school communication with students' parents in the form of social media networks and special friendships for parents with special needs.

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