

Inclusion Education in Children with Special Needs

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Abstract

Children's education becomes a very important need for humans. Education without discrimination in children with special needs, as well normal children in general. The existence of children with special needs in Indonesia should get equal rights. The right to speak, to education, welfare and health. The number of children with special needs in Indonesia is quite large. In 2020, there were only 144.621 children with special needs studying in extraordinary schools. Meanwhile, the number of children with special needs in Indonesia according to the Ministry of Women's Empowerment and Child Protection amounts to 1.5 million people. The purpose of this study was to analyze inclusion education in children with special needs. This type of research is a type of field research using a quality descriptive approach. Data collection techniques are carried out with interviews, observations and documentation. Data analysis methods include data reduction, data presentation, and drawing conclusions or verification. Based on the discussion of the study, the problem that can be taken is how inclusive education is applied to children with special needs.

Keywords: education, inclusion, children with special needs

A. Introduction

Basically, education is a process of improvement, strengthening and refinement of human abilities and potentials. Education as a form of human effort to cultivate his personality in accordance with the values and culture that exist in society. A society whose civilization is very simple even though there has been an educational process. Therefore, it is often said that education has existed since the emergence of human civilization. (Roqib, 2016: 16-17) In the educational process there is such a thing as an educator. educators became the foundation for the formation of morals and religious views of life. The nature and character of the child is largely taken from what was first taught to him. (Hasbullah, 2012: 89)

In the Sisdikna Law No. 20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process. An atmosphere that makes the learner actively develop his potential to have spiritual power, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and country. (Nursalim, 2018: 17) In the sisdikna law, it indirectly states equality in the educational process.

Children's education becomes a very important need for humans. Education without views that discriminate against children with special needs, as well as normal children in general. (Tafsir, 2001: 46) The existence of children with special needs (ABK) in Indonesia should get equal rights. The right to speak, to education, welfare and health. As guaranteed by the regulation of the Minister of National Education (Permendiknas) no. 70 of 2017. Children with special needs get the opportunity to learn through formal education. In addition, obtaining full rights and obligations as a citizen, corresponding in the universal declaration of Human Rights. (Smith, 2018)

The latest term used to describe the unification of different children into school programs is inclusion (from English: inclusion). Inclusion can mean the acceptance of children who have barriers into the curriculum, environment, social interaction and vision and mission of the school. The goal of inclusive education for students who have barriers is the true involvement of each child in the overall school life. (Smith, 2006: 45) The study of inclusive education in the modern era is a shared demand and responsibility. This is because the knowledge, facilities, costs, and other supporting inclusion education have supported. (Smith, 2006: 45)

Inclusion education is one of the alternative education that can realize equal distribution of education in Indonesia. Inclusion is a pattern of educational services that provides space for abk to receive education in regular schools. Regular schools provide a platform for learners in the same class of various characteristics and differences in intelligence. Of course, normal and special needs students can receive education equally. (Notonagoro, 2021: 533) It can be said that inclusion education is an education for students who have difficulty in participating in learning due to physical, emotional, mental, social disorders, and/or have special intelligence and talents. (Nurul, 2022:56).

B. Research Method

This study using a qualitative approach. Qualitative approach is research that is intended to capture events regarding everything experienced by the subject of research such as perception, behavior etc., According to a holistic and descriptive method in the form of sentences and language (Moelong, 2013: 6). This method is used by researcher to research inclusive education for children with special needs.

Meanwhile, the type of research is field research, namely research on the realization of the social life of the community or individual objects directly. In field research, the study is open, unstructured, and flexible, because the researcher has the opportunity to determine the focus of the goal (Nugrahani, 2014: 48). In the field research process, researcher immediately went to the field to find the data needed and related to the problem formulation that had been written at the beginning with several techniques such as: interviews, observation, and documentation according to the themes discussed.

C. Result

Currently, Indonesia does not have accurate and specific data on how many children with disabilities there are. According to the Ministry of Women's Empowerment and Child Protection, the number of children with special needs that have been recorded is around 1.5 million. But in general, the UN estimates that at least 10 percent of school-age children have special needs. In Indonesia, the number of school-age children aged 5-14 years is 42.8 million. If you follow these estimates, it is estimated that there are approximately 4.2 million Indonesian children with special needs. (Notonagoro, 2021: 533)

The number of Children with Special Needs in Indonesia is quite large, where only 144,621 students were recorded studying in extraordinary schools (SLB) in the 2020/2021 school year. Of these, 82,326 children with special needs are at the elementary school (SD) level. A total of 36,884 children with special needs are currently studying in junior high school (SMP). 25,411 children with special needs who attended senior high school, (2020/2021). (Notonagoro, 2021: 534)

Table 1.1
Number of Children with Special Needs in Indonesia in 2020/2021

No	Level	Total
1	Elementary School	82.326 Children
2	Junior High School	36.884 Children
3	Senior High School	25.411 Children
Total children attending school		144.421
Total Children for special need form PBB		4,2 Juta ABK
Total Children for special need form Kemenpppa		1,5 Juta ABK

Data taken from table 1.1, it can be seen that there are still few children with special needs who get the opportunity to go to school with other children. The amount of data on children with special needs is so large, especially the more than 4 million children who have not studied extraordinary schools. Formal schooling is a solution for students with special needs to channel and develop their talents. In addition, formal schools have the authority to make a decent education for children with special needs. One of the proper education is to implement a learning curriculum that suits their needs. The curriculum is significant in the learning process because it directs all forms and activities of the educational process to the achievement of an education. (Nana Syaodih, 2022: 1)

Students with special needs in Inclusion education are also eligible to receive Islamic Religious Education subjects. Islam emphasizes character development and charity rather than physical viewing. The physical is not an obstacle in drawing closer to God. Various ways can be done to servitude to God, without exception people with disabilities. (Wathani, 2013: 99) Quran surah *Al- Hujurat* (49): 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Translation: "O man, verily We created you from male and female and made you a nation and a tribe that you might know one another. Indeed, the noble man among you on the side of God is the most devout among you. Indeed, God is All-Knowing to Know Again" (*Al- Hujurat*: 13).

D. Discussion

1. Inclusive Education

The term inclusion comes from the English word inclusion. Inclusion means the acceptance of children who have barriers into the curriculum, environment, social interaction and self-concept or vision and mission of the school. (Smith, 2012: 45) Inclusion can also be interpreted as a way of thinking and acting that allows each individual to feel accepted and valued. Furthermore inclusion means that all children are acceptable although the concept of "all children" must be self-explanatory. (Shevin, 2007: 10)

Inclusion, according to the big dictionary, Indonesian has the meaning of teaching students with special needs in regular classes. Inclusion recognition is used as an approach to building and developing an increasingly open environment. In addition, inviting in and including all people with various differences in background, characteristics, abilities, status, conditions, ethnicity, culture and others.

The nature of inclusion education is an education that must be provided to children who have certain conditions. Starting from individual conditions (physical and mental), domestic conditions (domestic violence and various problems that threaten the continuity of the right to education). (Wardi, 2012: 3-4) Inclusion education is said to be a humanist paradigm and educational philosophy that can accommodate all students according to their needs. Non-discriminatory education that provides services to all learners regardless of

physical, mental, intellectual, social, economic, gender, ethnic, cultural, residential, and language conditions. (Kustawan, 2013: 12-13)

a. Foundation for Implementing Inclusive Education

The juridical foundation of the implementation of inclusive education is the result of the National convention in 2004. The convention is in the form of the Bandung Declaration with a commitment to "Indonesia Towards Inclusive Education" to fight for the rights of children with learning barriers. In 2005 an international symposium was held in Bukittinggi. The resulting recommendation is to emphasize the need to develop inclusive education programs. That is as a way to ensure that all children truly receive a quality and proper education and maintenance. (TIM pembinaan PKLK, 2013: 16)

Law No. 23 articles 48, 49 and 51 of 2002 on "Child Protection". Stating that the government is obliged to provide a minimum of 9 years of primary education for all children. The state, government, family and parents are obliged to provide the widest possible opportunity for children to obtain education. Children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain an ordinary education and exceptional education. (Mudjito. 2013: 32)

Likewise in article 32 paragraph 1 of Law No. 20 of 2003 SISDIKNAS. States that special education is an education for students who have difficulty in following the learning process due to physical, emotional, mental, social disorders and / or have the potential for intelligence and special talents. (Mudjito. 2013: 34) Furthermore, it is more expressly stated in the Government Regulation of the Republic of Indonesia No. 17 of 2010 concerning the management and Implementation of Education.

b. The hallmark of inclusive education

The hallmark of inclusive education is that there are learners with all their differences. Including students with special needs who have different characteristics, behaviors, ways and abilities in learning. There are support services, the physical environment of the school is easy to reach, as well as a comfortable and friendly social environment of the school. (Made, 2017: 4)

The Directorate of PLB explained that the placement of different children in inclusive schools can be done with various models as follows:

- 1) Regular class (full inclusions),
Different children learn with other children (normal) throughout the day in regular classes using the same curriculum.
- 2) Regular class with cluster,
Different children learn with other (normal) children in regular classes in special groups.
- 3) Regular class with pull out,
Different children learn with other children (normal) in regular classes.
But, within certain times are pulled from regular classes to resource rooms to study with a special guidance teacher.
- 4) Regular class with cluster dan pull out,

Children are willing to study with other (normal) children in regular classes in special groups, and at certain times are pulled from regular classes to resource rooms to study with the guidance teacher.

5) Special classes with various integrations,
Different children learn in special classes at regular schools, but in certain areas can learn with other children (normal) in regular classes.

6) Full special class.

Different children learn in special classes at regular schools. (Zaitun, 2017)

Other inclusive education support services are in the form of equipment and facilities, good professional assistance. Especially the most basic is the creativity of the teacher in managing the classroom. The selection and use of learning methods and media, as well as the involvement of special guidance teachers are also things that must be considered.

The physical environment of the school is easily accessible, intended for the school building to meet the requirements of universal design. That is what provides ease, self-reliance, and safety. Such as equality, flexibility, simplicity, intuitiveness, informativeness, fault tolerance, minimal physical use and adequate size and space. While the social environment of the school is comfortable and friendly, it means that residents in the school environment are in a learning environment that is fun, interesting and makes it easier to learn. (Made Kerta, 2017: 4)

c. Principles of Implementing Inclusive Education

Principles that must be considered in the implementation of inclusive education in accordance with Permendiknas No. 70 of 2009, as follow: (Made Kerta, 2017: 4-5)

1) Principles of equity and quality improvement.

Inclusive education institutions can accommodate all children who have not been reached by other educational services. Inclusion education is also a quality improvement strategy, as the inclusion learning model uses varied learning methodologies that can touch on all children and appreciate differences. (Irdamurni, 2019: 15-16)

2) The principle of individual needs.

Each child has different abilities and needs, therefore education must be sought to adapt to the child's condition.

3) Principle of meaningfulness.

Inclusive education should create a community of classes that are welcoming, accepting diversity and respecting differences.

4) Sustainability principles.

The implementation of inclusive education must involve all relevant educational components. (Irdamurni, 2019: 16)

2. Children with Special Needs

Children with special needs are the mandate of Allah SWT that must be considered by education providers. Especially in the early childhood educators unit and the government. The role of educators in early childhood institutions is very necessary, for this reason, a very deep understanding is needed in the early learning process, especially for children with special needs. Especially in

the provision of learning services, methods, approaches, strategies and learning measures that are effective, productive and fun.

Children with special needs are children with special characteristics that differ from children in general without always showing mental, emotional or physical disabilities. Those included in abk include the visually impaired, visually impaired, mentally impaired, visually impaired, learning difficulties, behavioral disorders, gifted children, children with health problems. Other terms for children with special needs are extraordinary children and children with disabilities. (Zaitun, 2017: 37)

Identification and assessment of children with special needs are two types of activities carried out by teachers to understand children with special needs. As a teacher, you must understand your students in an effort to develop themselves according to their potential. In practice, the two activities are stages of activities that support each other, and cannot be separated. In other words, assessment can only be carried out after identification. Identification as a netting activity and assessment as a screening activity is a stage or series of activities of an educational service process for children with special needs. (Made kerta, 2017: 8)

The characteristics of children who have developmental disorders are as follows: (Ratih, 36) First, too passive and or active. Second, too crybaby and frequent vomiting. Next, Often cry and like to play with thumbs up, It is difficult to swallow food or unable to process the food in the mouth because it is directly swallowed by the baby so they always have to consume soft food. Finally, Not babbling also looks not cheerful.

Based of terms that intersect with children with special needs. It is important to pay attention to the differences so as to give birth to a proper understanding of the term child with special needs. Nevertheless, a point that can be drawn as a similarity of the terms. That is a condition that makes an individual different from other individuals in physical and mental abilities. Thus, the Child is specifically used to refer to the condition of an individual that is different from that of another individual. (Ika, 9-10).

E. Conclusion

In this study, the authors tried to examine extraordinary education, namely inclusion education for children with special needs. Inclusive education is education that involves children with special needs to learn and do activities together with other children in the same school environment. Inclusive Education Education is said to be the acceptance of children who have obstacles into the curriculum, environment, social interaction and vision and mission of the school. The goal of inclusive education for students who have barriers is the true involvement of each child in the overall school life. In addition, inclusive education is implemented to support the achievement of compulsory education programs for all Indonesians.

Inclusion education is one of the alternative solutions for the current educational environment. Especially for children with special needs who have not experienced the world of education. In addition, in inclusive learning, the role of

the teacher is very important because it is a milestone in the learning process. Learning activities in inclusive schools need to have the ability to apply a heterogeneous curriculum.

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