

People's Perspective in Bandung City About the Concept of Inclusive Education

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Abstract

This study aims to describe the public's understanding of the implementation of inclusive education in the city of Bandung. This type of research is descriptive and qualitative and the research subjects are people who work as teachers, and the general public whose professions are outside the realm of education. Data collection techniques were carried out by observation, interviews, and documentation. Data analysis uses data reduction, data presentation, and concludes. The results of the study indicate that the community does not fully understand the concept of inclusive education and has not been able to implement inclusive education. Community understanding is influenced by several factors: lack of knowledge about inclusiveness, rejection of the existence of students with special needs, and lack of knowledge about how to treat children with special needs.

Keywords: Inclusion, Inclusive Education, People's perspective

Introduction

Every Indonesian citizen has human rights, one of which is the right to education. Where this is stated in the 1945 Constitution article 31 b paragraph 1 which states that every citizen has the right to education. This article mandates that all citizens, including children who have limitations or who are in disadvantaged conditions, have the right to education. Education is a plan in which there are many efforts to provide learning that can explore the potential of students. According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort in realizing learning situations and learning processes so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society.

Every student deserves and has the right to get and be given a quality education without exception, including students who have obstacles or deficiencies (with special needs). Law No. 08 of 2016 concerning persons with disabilities, it is stated that everyone who has physical, intellectual, mental, and/or sensory limitations and barriers for a long time has the right to participate fully and effectively based on equal rights in channeling their

potential in all activities. aspects of the administration of the state and society. So with the same rights children of school age can receive education, including children with special needs.

Children with special needs are children who have abnormalities or barriers, both in terms of physical, intellectual, social, and emotional. Children with special needs have limited learning abilities, so they need educational services that are by following per under their respective barriers and needs (Wardani, 2013). There are various forms of education for children with special needs, one of which is segregation education. Segregation is one of the education systems for children who experience barriers that are separated or separated from children in general; while integrated education is the education system of children who experience obstacles that are combined with other children who do not experience obstacles, they are united in terms of learning, the same teacher as well as the curriculum; Then inclusive education is an education system for children who experience barriers and children generally study in the same place or school but differ in their services and learning (Soendari, T., & Mulyani, 2011). However, this research will focus on inclusive education.

Inclusive education was previously adopted from the word Education for All which means education for all, in other words, this education can be obtained by everyone without exception (UNESCO, 1994). So we can conclude that inclusive education is an education that can accommodate students from different backgrounds so that all students with special barriers and students, in general, can learn in the same environment.

Every educational unit in Kindergarten, Elementary School, Junior High School, Senior High School, and Vocational High School should accept students without discriminating or discriminating against their background of these students (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 51 of 2018). In some cases, the existence of regulations like this opens up more positive opportunities for children with special needs to be accepted in public schools without discrimination. This means that schools can accept the diversity of students in inclusive education units.

Based on preliminary studies and research, it was found that in Indonesia there are around 266,519 schools and of them, there are 29,317 schools that provide inclusive education services ranging from elementary, junior high, high school, and vocational school levels (Dapodik, 2019). Thus, it is estimated that around 11% of schools in Indonesia have implemented inclusive education services. Based on the data above, it can be concluded that some schools in Indonesia have not provided inclusive education services. Meanwhile, the number of inclusive junior high schools in Indonesia is 3,817, of which 2,465 are public schools and 1,352 private schools (Kemendikbud, 2016). According to research results in junior high school that not all teachers know inclusive education and there is still much to be prepared for implementing inclusive education (Kemendikbud, 2016).

The implementation of inclusive education services is still uneven because there are still schools that have not prepared inclusive services, starting with education staff and education staff. One of the obstacles to implementing inclusive education is the lack of knowledge about inclusiveness, the rejection of the existence of students with special needs, and the lack of knowledge about how to treat children with special needs (Ni'matuzahroh in the Ministry of Education and Culture, 2016). When implementing learning for students with

special needs through inclusive education, several stages are needed, including the process of implementation, organization, and application (Sudarto, 2016). From the results of other studies, it is stated that inclusive education cannot succeed in a school if no one is involved in the beliefs held by teachers and the community, and policymakers, and there is no new way of thinking about how schools can become and be more inclusive (Ainscow, Booth & Dyson, 2006).

The concept of inclusive education is presented in the Salamanca Statement which contains the principle of equal access for all learners in primary classrooms, and the demand for accommodation and support necessary to meet the diverse needs of all children (UNESCO 1994). Inclusive education has also been promoted by organizations around the world, such as UNESCO (2009), OECD (2003), WHO (2011), and the World Bank (Peters, 2004), in both developed and developing countries. Although the concept is closely linked to the broader social campaigns of justice and human rights agendas around the world, it has accommodated multiple meanings in different contexts and the concrete results of the inclusion movement vary across countries. But unfortunately at this time teachers and the community often reject schools that lead to inclusiveness because they feel unprepared for situations in an inclusive environment.

Many teachers and the community complained that they did not have the knowledge and skills to teach students with disabilities who were arranged with children in general. In addition, many people did not accept that their children who did not experience obstacles were put together with children who had disabilities. Since the research carried out in 1958 and 1995 until now shows that there has been no change in the perceptions of teachers and the community about the readiness of teachers and the community to accept inclusion. In addition, unfortunately, several studies show that a small number of teachers feel that even though teachers do additional training, it is not useful for improving skills in implementing inclusive education. However, according to other studies, this is because the teacher component is influenced by the program. Therefore, the teacher needs to increase and expand knowledge about inclusiveness (Smyth, F et al, 2014)

Many teachers and communities feel confident enough to teach in inclusive classes and accept the existence of inclusive schools. They argue that special education specialist teachers are certainly more skilled and competent, besides that they feel there is a big or high difference in teaching methods between special education and regular education (Cardona 2009). This is by a preliminary study in the city of Bandung. Comparative findings as well as international research have shown that both teachers' and society's beliefs about inclusion appear to be unacceptable (Forlin, C., & Lian, M. G. J, 2008).

In realizing the implementation of inclusive education, it is necessary to have cooperation between community components. Where this is regulated in Government Regulation no. 17 of 2010 Article 186 states that the community should be able to participate in the implementation of education through various community components, community-based education, education councils, and school/madrasah committees. So far, teachers and the public have negative perceptions about inclusion due to the lack of adequate training, lack of support in the classroom, and the difficulty of planned classroom modifications.

The existence of inclusive education is a new challenge for teachers and the surrounding community in carrying out their roles where teachers need to make significant changes to the education program, the role of teachers is also required in terms of preparing for the needs of students, both those with special needs or not. Changes in the expected role in inclusive education are what cause changes in attitudes and views of teachers and the community in accepting the system of implementing inclusive education. Where, understanding the attitudes of teachers and society towards inclusion is very important for future program planning (Mahat, 2008).

The purpose of this research is to describe the understanding of the people of the city of Bandung on the implementation of inclusive education. Where the understanding and public view of inclusive education is an important issue in implementing inclusion.

Methods

A. Research Design

This research on the public's view of the concept of inclusive education uses a qualitative research approach because the researcher ideally acts as an instrument. A qualitative approach is an approach that relies on data in the form of text and images, which has unique steps when analyzing data and is sourced from different research strategies. The qualitative methods approach is very diverse in academic research than quantitative methods. Qualitative methods must mention the specific design, and reflect the role of the researcher in his research, using a large list of types of data sources, and When recording data, special protocols must also be carried out to analyze information, approaches in documenting the accuracy and validity of the data used. collected, it is necessary to mention the qualitative method. (Creswell, 2019) Thus, this research is a series and activity that requires data in the form of information regarding the public understanding of the implementation of inclusive education in the city of Bandung.

The type of research used in this study is descriptive qualitative. According to Mukthar (2013), the descriptive qualitative research method is a method used by researchers in finding theoretical knowledge of research at a certain time. Through this method, the author tries to express the public's view of the concept of inclusive education.

B. Data Sources

This research was conducted on the people of Bandung City, namely 3 teachers at SDN 007 Cipaganti and 3 teachers at SDIT Ibnu Sina Bandung, as well as 4 people outside the education profession in the city of Bandung.

C. Data Collection

Data collection techniques in research are a stage carried out in obtaining data or various information needed during the research (Sugiyono, 2016). The following is a data collection technique carried out by the author in this study:

1. Interview

The interview is a data collection technique to help find a problem to be studied, interviews will be conducted with 3 teachers at SDN 007 Cipaganti and 3 teachers at SDIT Ibnu Sina Bandung, as well as 4 people outside the education profession related to public understanding of the concept of inclusive education including the notion of inclusive education, the foundation of inclusive education and the goals of inclusive education.

2. *Observation*

Observations are made to be able to see a behavior that occurs in the field which is used as supporting evidence. Observation is an observation activity that is carried out directly by the conditions that occur in the field (Creswell, 2019). Observations in this study are to look at the implementation of inclusive education including the qualifications of children with special needs, curriculum, facilities, and infrastructure as well as teaching staff and the ABK deployment model.

3. *Documentation*

Documentation is needed to see research results and data on research journals in the city of Bandung (about the role of the government in efforts to create inclusive education).

D. *Data Analysis*

Qualitative data analysis was carried out interactively and carried out routinely until it was completed (Miles and Huberman, 1984). The data processing techniques in this study are:

1. *Data Reduction*

Summarize and filter and focus on the things that are considered important. This study focuses on data regarding the public's view of the concept of inclusive education.

2. *Data Presentation*

Presentation of data will make it easier for someone to be able to understand something that is happening, thus a plan of activities to be carried out in the future can be arranged according to what has been understood. In this study, the presentation of data in the form of narrative text was used.

3. *Conclusions and Verification*

If the conclusion does not have strong supporting evidence, then the conclusion can be said to be temporary. Meanwhile, when the conclusions are made there is valid evidence, the conclusions can be used and the situation is reliable.

Based on this information, the preparation of this research cannot be separated from supporting theories and supporting evidence in the form of data and information by the conditions in the field to maintain the truth of a problem that occurs.

E. *Instrument*

The following is a grid of research data collection instruments:

Table.1: *Grid of the Instrument of people's perspective on the Concept of Inclusive Education*

Variable	Dimension	Indicator	Data source	Technician
Society's View of the Concept of Inclusive Education	Sensation	Knowledge/understanding	Public in Bandung	Interview
	Attention	Awareness	Public in Bandung	Observation and interview
	Interpretation	Respond	Public in Bandung	Interview, observation, and documentation

Table.2: *Instrument of people's perspective on the Concept of Inclusive Education*

Variable	Dimension	indicator	Sub Indikator	Data source	Technician
Society's View of the Concept of Inclusive Education	Sensation	Knowledge/understanding	1.1.1 Concept of inclusive education 1.1.1.1 understanding of inclusive education 1.1.1.2 Foundation for inclusive education 1.1.1.3 Goals of Inclusive Education	Public in Bandung	Interview
	Attention	Awareness	2.1.1.Implementation of inclusive education 2.1.1.1 child qualification special needs 1.1.1.2 curriculum 1.1.1.3 facilities and infrastructure 1.1.1.4 educators 1.1.1.5 ABK tethering model	Public in Bandung	Observation and interview
	Interpretation	Respond	3.1.1 The role of the environment in the delivery of inclusive education 3.1.1.1 parents 3.1.1.2 community 3.1.1.3 government	Public in Bandung city, and research journals in Bandung city (about the role of government in efforts to create inclusive education)	Interview, observation, and documentation

Results and Discussion

A. Results

The results of this study discuss the community's understanding of the concept of inclusive education. Aspects of understanding the concept of inclusive education include the concept of inclusive education which includes the notion of inclusive education, the foundation of inclusive education, and the goals of inclusive education. Meanwhile, the implementation of inclusive education includes children's qualifications, curriculum, facilities, and infrastructure as well as educators and models for the placement of children with special needs. The role of the environment in implementing inclusive education includes parents, the community, and the government. The results of this study contain a description of the research data analysis that has been well organized, the research data is presented in an informative, communicative, and relevant manner to the problem and research objectives. In this chapter, the research results in the form of a description of the analysis presented in the description are qualitative, namely the data described in words or sentences. The results of the study are descriptions of data exposure from the results of interviews and observations conducted within 3 weeks. The following is a description of the results of observations and interviews with the people of the city of Bandung:

Table.3: Interview Results Table

Component	Sub Component	Result	
		Positive	Negatif
Implementation of inclusive education	qualifications of children with special needs		V
	curriculum		V
	facilities and infrastructure		V
	teacher		V
	crew docking model		V
The role of the environment in implementing inclusive education	parents		V
	public		V
	government	V	

Tabel. 4: Observation Result Table

Information :

Positive: The people understand the implementation of inclusive education well.

Component	Sub Component	Result	
		+	-
Inclusive Education Concept	1.1. the meaning of inclusive education		V
	1.2 Foundation for inclusive education		V
	1.3 the purpose of Inclusive Education		V
Implementation of inclusive education	2.1. qualifications of children with special needs		V
	2.2 curriculum		V
	2.3 Facilities and infrastructure		V
	2.4 teacher		V
	2.5 crew docking model		V
The role of the environment in implementing inclusive education	3.1 parents		V
	3.2 public		V
	3.3 government		V

Negative: People do not understand the implementation of inclusive education.

B. Discussion

The research data described earlier, obtained an analysis of observations and interviews regarding the public's understanding of the implementation of inclusive education in the city of Bandung. There are 3 teachers at SDN 007 Cipaganti and 3 teachers at SDIT Ibnu Sina Bandung, as well as 4 people outside the education profession. which is the source of research data. From the results of the analysis of interviews and observations, it shows that people who work as teachers understand the meaning of inclusive education, but not all teachers know the basis of inclusive education, while in the community in general only 2 out of 4 people know about the meaning of inclusive education and do not any of them know the basis of inclusive education, 4 out of 6 teachers know the goals of inclusive education while none of the community understands the goals of inclusive education.

According to the results of observations and interviews, the implementation of inclusive education has not been going well, which includes children's qualifications, curriculum, facilities, and infrastructure as well as educators and the model for bridging children with special needs. It is the same with the role of the environment in providing

inclusive education, including parents and the community who have not been able to wholeheartedly accept inclusive education even though it is known that the Bandung city government is very supportive and makes efforts in implementing inclusive education.

Conclusion

The understanding, implementation, and acceptance of inclusive education in Indonesia is still not evenly distributed and widely accepted, besides that inclusive education in Indonesia, including in the city of Bandung, still has problems that must be faced. From the results of research that has been carried out on understanding the concept of inclusive education at this time, inclusive education has been recognized through government regulations, but currently, inclusive education is still in the development stage and its implementation is not evenly distributed. This is supported by data on the number of inclusive schools in Indonesia.

One of the obstacles to the implementation of inclusive education is the lack of knowledge about inclusiveness, the denial of the existence of students with special needs, and the lack of knowledge about how to treat children with special needs.

The implementation of inclusive education in Indonesia is still faced with various very complex issues and problems. One of them is the problem of the diversity of characteristics of students in inclusive schools, the solution is that teachers need to use various teaching strategies to match individual learning with various variations in each lesson. When planning diversity, teachers need to be aware of each child's interests and talents. Teachers need to see inclusive education as an approach to improve quality by bringing about strategic reforms in school education. Educators or teachers can start the process of building collaborations/partnerships with the community in the school environment (children, parents, families, teachers, and volunteers from the community) (Banerjee, 2012).

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