

Connie Chairunnisa - Challenge for School Management Inclusive in Indonesia Through Education Strategy

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Challenge for School Management Inclusive in Indonesia Through Education Strategy

Dr. Connie Chairunnisa

Abstract –The fostering of inclusive schools in Indonesia has yet to be considered optimal in helping children with special needs in reaching a better future. Various reasons have been stated by schools that are designated as inclusive schools. In Jakarta, there are 164 inclusive schools spread over five regions. Complaints thrown by schools that were studied in this research include inadequate facilities and infrastructure, human resources that are unable to fulfill requirements, lack of a dedicated supervising teacher, low public participation number from children with special needs, and understanding and attitude from parents and the public which were not conducive towards children with special needs. These are phenomenal challenges.

From various perspectives of inclusive schools, there are problems that indicate the challenges which can hamper the execution of inclusive education in Indonesia. The focuses of this research are the management of inclusive schools, the learning process, education strategy, the profile of inclusive students, and background of parents of children with special needs.

Keywords – Perspective of Inclusive Schools, Challenges in Managing Inclusive Education.

I. INTRODUCTION

Inclusive education is an education approach that is innovative and strategic to extend educational access to all children with special needs, including children with disability. It is an educational concept that is more democratic as it acknowledges individual differences and supports the realization of education for all. The development of inclusive schools in the Special Capital District of Jakarta came through the Head of Education Department Decree Number 623/2011 regarding the Appointment of Inclusive Kindergarten, Elementary Schools, Middle Schools, High Schools, and Vocational Schools in Jakarta, comprising of 164 schools. This research takes 17 inclusive schools from the South Jakarta and Central Jakarta regions as the focus.

Table 1.2. Data from research results, Juni 2016

No	School	Central Jakarta	South Jakarta
1.	Kindergarten	-	1
2.	Elementary School	6	5
3.	Middle School	1	1
4.	High School	1	1
5.	Vocational School	-	1
	Total	8	9

The problem with inclusive schools in Indonesia is that there is an impression that it is only fulfilling obligations without fulfilling the eligibility requirements of an inclusive school. A class often contains as many as forty students

even though an ideal inclusive school class should have no more than thirty two students per class including at most two students with special needs. In terms of layout, there are some schools with activities that are held on the second floor without having the facilities needed for wheel chairs to get to the second floor. As a result, students with disability must be carried by their parents to the second floor. This is caused by schools which are designed as regular schools, not inclusive schools.

After being appointed as an implementer of inclusive education, most schools were not rehabilitated in accordance with the needs and requirements of an inclusive school. Another difficulty is the problem of acquiring educators and teachers that are qualified for inclusive schools who understand the needs of students with special needs. This can result in the teachers having difficulty in teaching special need students with a variety of constraints. Another problem that is no less important is the management of inclusive schools which is still lacking and unprofessional.

The term inclusive can be interpreted as equality, justice, and individual rights in the distribution of political, educational, social, and economical resources. In the domain of education, the term inclusive is related to an education model that does not discriminate an individual based on their abilities and/or that may be owned by an individual. The term inclusive education is used to describe support for children with special needs (handicapped) within school programs. The concept of inclusion provides an understanding about the importance of accepting children with disability into the curriculum, the community, and the social interaction in schools. According to Abd. Kadir (2015), their inclusion in inclusive schools is addressed to reduce their gap in the hope that they get accustomed to living in diversity in order for them to meet, be acquainted, and to understand each other.

Children with special needs is another term for exceptional children or children with disabilities. According to Delphie (2006), it is indicated with the existence of a special need. Students who have this developmental disorder requires a specific method of learning, one that is related to the physical, emotional, socialization, and perceptibility development. Children with special needs, according to Effendi (2008), are children that are generally different due to disorders in their ability to think, see, hear, socialize, and move.

Kadir (2015) stated that the concept of children with special needs has a broader meaning and spectrum compared to the concept of exceptional children. In the field of education, children with special needs require specific assistance due to learning and developing barriers such as blindness, deafness, muteness, retardness, or being handicapped in order. Indah and Binahayati (2015) stated

further that support from parents and the public towards children with special needs is only moral support, whereas other types of support that are needed include material support and also involvement in conducting inclusive education. Support from the government, both central and local, is not yet even in all areas and is still very limited, both in technical assistance (monitoring, guidance, and evaluation of inclusive education) and also non-technical assistance (funding and equipment).

Facts in the field show that although many schools have been appointed as inclusive schools, its implementation is often not in accordance with the basic concept. There are often flaws in its practice especially regarding the understanding, internal school policies, curriculum, and teaching of inclusive schools. This shows that the road to inclusive education in Indonesia still faces various complex issues and problems that must be handled and that should receive attention from related parties, especially the government, in order to not to slow down the teaching of inclusive education itself.

According to Sukardi (2006), the government had taken steps to develop inclusive education through the dissemination of inclusive education ideology, changing the role of special need schools to become the center of resource, and by holding training for special need and regular school teachers. However, from 1200 regular schools which proffered to become an inclusive school, only 504 were accepted. This is as a result of the consequences for the government which had to provide subsidy and facilities for the new inclusive school. Training received by the teachers have not brought much impact in class and have not given solutions to the problems encountered in education. The motivation and cooperation needed to tackle this problem have not been apparent because the planning, implementation, and evaluation of teaching children with special needs must first be submitted to a special supervising teacher. The inclusive essence has only been interpreted as enrolling students with special needs in a regular class who are then taught special material by a private teacher. They have not been placed as a inseparable part of the community and activities within the class.

Several problems arise became a challenge in implementing inclusive schools in Indonesia. Sunardi (2009) said that education is still confronted by many dilemmas which if not anticipated, it will prevent equal treatment and access for students with special needs in acquiring education in their nearest regular school, thus failing inclusive education in Indonesia.

II. LITERATURE REVIEW

Children of Special Need and Inclusive School

Children with special needs is another term for exceptional children or children with disabilities. According to Delphie (2006), it is indicated with the existence of a special need. Students who have this developmental disorder requires a specific method of learning, one that is related to the physical, emotional, socialization, and perceptibility development. Children

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Kadir (2015) stated that the concept of children with special needs has a broader meaning and spectrum compared to the concept of exceptional children. In the field of education, children with special needs require specific assistance due to learning and developing barriers such as blindness, deafness, muteness, retardness, or being handicapped in order for them to reach the level of regular students in their studies, including with their emotional and social control.

Generally, every child have the potential of having difficulties in studying. What differentiates them is level of difficulties faced. Some are light and do not need special attention from others as it can be faced by themself. Mudjito (2014:80-81) argued that there are some alternative inclusive educational service programs that can be chosen in accordance with the students' needs. Among them are (a) full educational services; (b) modified educational services; (c) individual educational services.

Disability in children, according to the Directorate General of Social Rehabilitation, (2005) is an undesirable condition that is unwanted by parents. On one side, disability is not a limiting factor for a child in fulfilling their rights. Children with disability have rights to life, development, participation, and acquire protection from in conducive acts towards their existence, development, and future as defined in the Convention on the Rights of the Child.

An inclusive school according to Directorate General Didakmen (2004:5) is an education service system in which children with special needs participates with other students of the same age in a school that is close to their homes.

Anderson (Wall. W.D. 1993:18) found that most parents prefer to enroll their children in regular schools. Within the same school, children with disabilities are able to act freely to the limit of their disability even though they are physically limited to students who does not have disabilities. Their enrollment in a regular school can boost their independence.

Social competence is developed in children with special needs by interacting with other children. Students experience real life situations in class (Wilson, Ellerbee, and Christian, 2011). Social interaction teaches students to implement strategies, raise their problem solving skills, acquire proficiency, and to reduce impulsive behavior (Irvin and Lupart, 2006)

In his journal entitled *The Response of Parents towards Inclusive Schools in Giwangan Elementary School* by Kahar Maulid Mawardi (2014) that covered 383 parents with normal children and 18 parents of children with special needs, the result of that research showed that 1) 57, 5% of parents with normal children tend to agree with the program of inclusive schools, 40% are unsure, and 2,5% of parents strongly agree; 2) 62,5% of parents of children with special needs tend to agree with the program of inclusive schools, while the other 37,5% does not agree.

Several models of inclusive schools in Indonesia according to Ashman (1994):

- a. Regular class (fully inclusive). Children with special needs learn with other normal children for a full day in regular class using the same curriculum.
- b. Regular class with clusters. Children with special needs learn with other normal children in a regular class inside special groups.
- c. Regular class with pull outs. Children with special needs learn with other normal children (normal) in a regular class. However, in certain times they are pulled out of the regular class to study with a special teacher.
- d. A special class that integrates children special needs in a regular school where they may study with normal children during specific subjects.
- e. A full special class for children with special needs inside a regular school.

The implementation of inclusive schools in Indonesia was based on the right of all children to acquire education. Every being has their own needs. As a creation of God that has the highest status among other creations, humans have many complex needs. Human needs, in nature, covers physical needs such as health, emotional needs, and also the need for education (Wardani, 2011: 1.34). Similar to normal people, people with special needs require the same attention.

An inclusive school is an educational service for children with special needs that disregard their physical condition, intelligence, emotional condition, and others in order for them to study with other children in a regular school (Tarmasyah, 2007; Marthan, 2007; Loiacono and Valenti, 2010). The presence of inclusive schools is an effort to break the assumption in society that children with special needs also needs to go to a special school. With the presence of inclusive schools, children with special needs can attend a regular school with other normal children.

III. METHODOLOGIES

This research used a descriptive qualitative method with an approach towards a study case that describes a real phenomenology condition to an ideal condition.

The technique used to collect and analyze data is the qualitative method with the Miles and Huberman model, which is an analysis that is made up of three activities that occur simultaneously. They are data reduction, data presentation, and verification and drawing of conclusions.

The focus of the research was: (a) School management; (b) Learning proses; (c) Education strategy; (d) Inclusive student profile; (e) The background of parents of students with special needs.

IV. DISCUSSION

(a) School Management

❖ The Management of Inclusive Schools

The management of inclusive schools consist of Student Management, Curriculum Management, Educational Staff Management, Management of Supporting Facilities and Infrastructure, Financial Management, School Cooperation Management, and The Evaluation of the Success of Inclusive Education.

❖ Student Management

Student management, which consists of the enrollment of new students, the placement of student, and class arrangement, have not run in accordance to standard. The problems found in the field are various and basic and are not in accordance to regulation. For example, in SDN 4 South Cipete's morning class, there are 40 students with special needs. One class has 6 students with special needs whereas there should only be a maximum of two per class. In SDN 10 Johar Baru's morning class, there are 4 students with special needs. Each class have two special need students with a total number 40 students in the class, whereas ideally there only at most 32 students per class. In SMK 30 South Jakarta, at the time of off-line student enrollment there was one student with mental retardation. The parents of the student insisted their child can be accepted in the cookery major. However, during the study the child encountered difficulties due to only having an IQ of 44. Regarding the placement of students, due to spatial limitations, the cluster and pull out models cannot be implemented causing the students with special needs to be placed into what classes are available.

❖ Curriculum Management

According to some headmasters, a regular curriculum is still implemented as they have not modified a curriculum for students with special needs.

❖ Teacher Management

Several schools have yet to acquired dedicated teachers for special need students. Most are handled by class teachers who are already busy with their regular activities. This results in most students with special needs to not be assisted fully.

❖ Facilities and Infrastructure Management

Nearly all inclusive schools in this research does not fulfil the requirements for a school that provides inclusive education. A lot of these schools were not designed as inclusive schools. Examples are schools with a second floor without the accessibility.

❖ Financial Management

Most schools that implement inclusive education do not allocate a special budget for the process of inclusive education. A lot of headmasters also lack the knowledge on writing a funding proposal to the government which minimizes the assistance and attention given by the government.

❖ School Cooperation Management

Schools that implement inclusive education need to cooperate with the central resource for inclusive education, psychology institutions, and community health centers. A communication forum of parents of special need students also need to be created. However, only few schools have cooperated with psychology institutions, community centers, and Mitra Netra Foundation.

❖ Evaluation of the Success of Inclusive Education

From the result of several researches, until present times the execution of inclusive schools has not ran according to an ideal standard. A higher attention and assistance from the government is needed.

(b) The Process of Learning

Several restricting factors that are experienced by teachers during the process of learning are equipments that are not adequate for students with special needs and also the lack of dedicated supervising teachers for them. In inclusive schools which do not have dedicated supervising teachers for special need students, the studying process uses a regular curriculum in which the evaluation for them uses a lower competence standard and indicator. In schools that have dedicated supervising teachers for students with special needs, the studying process uses a modified curriculum.

(c) Education Strategy

An inclusive education strategy is interpreted as a mode or activity which must be done with the hope that the idea and concept of inclusive education can be implemented in the practice of inclusive schools all around Indonesia and is accommodated with the needs of all areas. Several education strategies are for example: (1) The strengthening of regulations; (2) The formation and empowerment of inclusive education working groups; (3) Drafting a grand design for inclusive education; (4) Socialization and publication; (5) Enhancing human resource capacity; (6) Inclusive school program mentoring; (7) Inclusive school model development; (8) Achievement awarding; (9) Social assistance awarding; (10) The enhancing of information data base; (11) Building commitment through networking; (12) Monitoring and evaluation.

(d) Inclusive Student Profile

The location of the research included students who are slow learners, who have low vision, ADHD, difficulty in learning, and hyperactivity.

(e) Background of Parents of Inclusive Students

Through the result of observation at inclusive schools, the majority of background of parents of inclusive students are middle-lower class (civil servants, employees, vegetable vendors, and motorcycle taxi drivers). The attitude of parents towards their children highly influence the learning process of inclusive students. If the attention of parents towards their children is high, it can influence the development of learning and cognition of special need students. Due to this, good cooperation between parents of inclusive students and the teachers and school can fully accelerate the learning process of inclusive students.

Challenge for the Organizers of Inclusive Schools:

Besides the current internal challenges that have not yet been accommodated by the government and the public, such as management, infrastructure and facilities, dedicated supervising teachers, curriculum, and others, the main challenge towards the future perspective of students with special needs in acquiring higher education is not within their disabilities, but with the social acceptance of the public. As long as there are equipments to assist them, students with special needs can overcome their disabilities. However, the social challenges are more difficult to overcome. Because of that, the government should give guarantees in the form of assistance regulations for students with special needs in order for them to develop their potential individually.

V. CONCLUSION AND RECOMMENDATION

Based on this study regarding the challenges in managing inclusive schools in Indonesia through inclusive education strategy with special referral towards Asia which economically poorer than Europe, the main conclusions can be summed up as such: (1) Inclusive education is not a strategy that is separated from the National Education system to be used in educating children with special needs; (2) Inclusive education has the purpose of changing school systems, not to give labels towards certain individuals. It has the purpose of maintaining diversity by identifying study obstacles faced by certain individuals or groups of children; (3) Inclusive education has a larger scope than just the school. Within poorer society, the lack of infrastructure and education becomes an opportunity to create a more centralized education towards children that is more correct, relevant, and inclusive; (4) Inclusive education is part of a larger focus to create a more inclusive society, as it attaches norms and the conviction to respect differences, to not discriminate, and to collaborate with other people to create a more equal society; (5) As a recommendation from this study, a strategy is needed to reduce the challenges in managing inclusive schools in Indonesia through the development of educational models for teachers by providing them materials or training regarding children with special needs. Teachers are central figures in implementing change. Due to this, commitment, knowledge, and support from teachers of regular classes are needed to raise awareness in developing inclusive schools.

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AUTHOR'S PROFILE



Dr. Connie Chairunissa, M.M., was born in Jakarta on 15 September 1955, the third daughter from 5 children of H. M. Zainny Abdullah and Siti Masnun. She completed her education at SD Sinar Budi Jakarta in the year 1968, SMP Negeri XXI in Jakarta in 1971, and SMA Negeri II in Jakarta in 1974.

After high school, she continued her Bachelor degree study at Pancasila University's Corporate Economy Faculty and graduated in 1981. She continued her Master degree at Sekolah Tinggi Ilmu Ekonom IPWI Jakarta and graduated with a Master in Management in the year 1997. She acquired a Doctoral in Education Management from State University of Jakarta in 2009. She married with her life partner H. Dachwan Darwis in 1980 and has been blessed by Allah SWT two children, one boy and one girl, whom has professions as a electrical engineer and a doctor. As a women of Betawi decent, she felt called to develop Betawi women and would actively become part of a Betawi organization as the head of education and secretary from 2004-2012, and since 2012 as the the Organization Deliberation Council. Other than that, she has been registered as a member of Muhammadiyah branch Kebayoran Baru since 2012. Since 1984 to 2010, she pursued a carrer as a structural social worker in the DKI Jakarta Provincial Government. She last held a position as the Head Division of Development of Social Welfare and then became a lecturer at Uhamka from 2010 until present day. She has also been registered as a member of the Indonesia Lecturer Association since 2012.

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