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Inclusive Education Politic Policy in Depok City

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Abstract

Based on Article 31 of the 1945 Constitution, the Indonesian government works to educate the people of Indonesia, with education that consists of several lines, levels and types, ranging from kindergarten through college. This research is motivated by the Depok City Regional Regulation No. 15 Year 2013 on the Implementation of City Proper Child as the basis for implementing the Early Childhood Education and Inclusive in Depok. Depok City Government as a City for Children is committed to the implementation of inclusive education. Policy administration demanding curriculum inclusive of Early Childhood will greatly affect the learning process, especially for inclusive education.

Issues to be answered in the study organizing Inclusive Education Policy is in essence is how the implementation of Regulation No. 15 Year 2013 in the context of the identification of children with special needs? How does the availability of educational personnel for the implementation of inclusive education? Then what about the role of local governments in addressing it?

In order to explain the research findings, this study uses the theory of public policy of Dunn as the main theory. In addition, it also uses the theory of Dye analysis policy as supporting the theory. In the context of its methodology, this study used a qualitative descriptive approach used in some schools in Depok.

Effective curriculum should be more emphasis on how child-friendly curriculum, and education to encourage students to be creative and innovative in doing everything, to survive in overcoming the difficulties. The role of the entrepreneur in a developing country cannot be ignored, especially in carrying out development and financing.

The main finding of this study that the Depok City Regulation No. 15 Year 2013 is slow in its implementation, so it needs the support of stakeholders in implementation of Education Special Services. This regulation also less socialized in inclusive education implementation, for the community, so it has not been able to make optimal use of the program. To that end, the local government is expected to provide support in order to realize the implementation of Early Childhood Education and Inclusive. A highly charged political commitment to the realization of the concrete support of the school. Government should give more attention and provide adequate funding so that the education process can run and run effectively.

Keywords: *child-friendly city regulations, inclusive education, public policy, stakeholders, political commitment.*

Introduction

National development as the Pancasila that covers all aspects of national life organized jointly by the public and the Government of Indonesia. As a citizen of Indonesia, the status, rights, obligations, and the role of people with disabilities/special needs (ABK) is the same as other citizens. Therefore, increasing the role of persons with disabilities in national development is very important to get attention and utilized properly. The State ensures that every citizen is entitled to earn a decent living and prosperity, including the crew. Local Government held a public service obligation to access the benefit of society without exception.

In Act No. 4 of 1997 on Persons with Disabilities, article 11 stipulates that every persons with disabilities have the same opportunity to get an education at the school, track, type, and level of education according to the type and degree of disability. The opportunity to gain equality, rights, and obligations on its behalf can only be realized if available accessibility, which is a convenience for the crew to achieve equality of opportunity in obtaining equality, rights and obligations. With the effort is expected crews will be able to integrate completely in realizing the objectives of national development in general and to improve the social welfare of the crew in particular.

ABK is the citizens who must be protected their rights to get welfare as it should be. ABK has the potential to be developed for independent living, so expect the relevant parties could support efforts to meet the needs of the crew.

In Law Number 20 Year 2003 on National Education System, Children with Special Needs arranged in the form of an inclusive school.

In the Depok City Regional Regulation Number 15 of 2013 Article 19, paragraph 3 states that the City Government shall provide facilities to fulfill the right to education, the use of leisure and cultural activities, such as:

- Conducting early childhood education and compulsory education to 12 years free of charge by providing devices that support the 12-year compulsory education policy, including providing educational facilities equitably, concerned about the welfare of teachers, and improving the quality of the curriculum.
- Organizing inclusive education for children with special needs
- Creating child-friendly schools at every level of education.

Main Problem

The interaction between learners with educators (educational interaction) is basically a mutual communication between learners

with educators who focus on the purpose of education. The direction in which the guidance is intended (educational purposes)

a. Tools and Methods

Tools and methods defined as everything that is done or held deliberately to achieve educational goals. In particular tool saw its kind while the method of seeing their efficiency and effectiveness.

b. Points Events Ongoing Guidance (environmental education)

Environmental education is usually called tri education center that families, schools and communities.

Type of Education in Indonesia

Education in Indonesia is divided into three forms of education that is formal, non-formal education and informal education

a. Formal education is often called education schools, in the form of a series of education levels that have been standard, for example, kindergarten (kindergarten), SD (Elementary School), junior high school (secondary school), high school (High School), and PT (Universities).

b. Non-formal education is more focused on the provision of vocational skills in order to plunge into the community.

c. Informal education is an educational phase that is in

addition to formal and informal education.

Education Management ABK

The new paradigm in the world of special education (special education) has been rapidly shifting to Children with Special Needs Education (special needs education), whose scope is wider.

Special needs include all children with learning difficulties, including children who have difficulty in speaking, reading, writing, and/or mathematics, children are considered naughty and ostracized as a result of the social, emotional, economic or political can be served through the education of children with special needs. Law on National Education System Number 20 Year 2003 Article 32, paragraph 1 implies that Special Education is an education for learners who have difficulties in following the learning process for physical, emotional, mental, social, and/or have the potential intelligence and special talents, the Act of 1945 which states that "Every citizen is entitled to teaching" is reinforced by the Education Act on Education and outstanding teaching, as well as the Declaration on the rights of children, which reads:

The child that is hungry must be food. The child that is sick must be nursed. The child that is physically and mentally handicapped must be helped. The mal-adjusted

child must be reeducated. The orphan and the Waif must be sheltered and secured.

Special education

Special Education (PLB) is education that is specially organized for learners who bears the physical, mental, behavioral or combined.

- a. develop the life of the students and the student as a person at least include efforts to strengthen the faith and devotion, familiarize good behavior, provide basic knowledge and skills, maintaining physical and mental health, providing the ability to learn and develop robust and independent personality,
- b. develop a life of pupils and students as members of society
- c. prepare students to be able to have the skills in preparation to enter the workforce.
- d. prepare pupils and students for further education, type of abnormality learners under Regulation No. 27 of 1991 on PLB mentioned which consists of a physical disorder that includes the blind, deaf, quadriplegic. Mental disorders which include mild mental retardation, moderate mental retardation, behavioral abnormalities that tunalaras (emotional behavior disorder) combined.

In the explanation of the above mentioned Regulation also

detailed the intention of various tuna. Blind People is damage or defect that resulted in someone's eyes cannot see or blind. Deaf are hearing damage or defects that result in a person cannot hear or hard of hearing or deaf. Quadriplegic is disability.

In the Decree of the Minister of National Education No. 0491 / U / 1992 on Special Education organized the implementation of PLB which can be organized through integrated education, special class teacher or form visits and educational services more. Integrated education is an education for children with disabilities, held jointly normal children in the education track, with the target:

- a. The inclusion school-age children with special needs in educational institutions is outstanding and the existing public education.
- b. Availability of infrastructures, resources and learning materials as well as educational staff exceptional quality and sufficient number of (adequate).
- c. The availability of scholarships for children with special needs and disadvantaged who excel in order to succeed compulsory.
- d. The realization of participation and cooperation between school and community, business, and industry.
- e. The creation of a learning climate that supports the realization of a learning society in the context of

equitable distribution of learning opportunities, especially for children with special needs.

In order to meet the demands of the labor market and cultivate entrepreneurship alive the concept of life skills education in schools is a new discourse in the development of educational programs and a long-time attention of the learned curriculum. Life Skills is one focus of the analysis in the development of school curriculum that emphasizes the skills or life skills or work.

Education and Skills for Graduates SLTPLB SMLB

Education skills for graduates SLTPLB (Junior High School Extraordinary) and SMLB (Extraordinary Secondary School) were given, according to physical abilities and interests of children, which refers to the curriculum .

Directorate of Special Education (Special Education) provides scholarships to students SLB/SDLB (Elementary School Extraordinary) with the aim of:

1. ease the burden of parents
2. motivate the students to study harder
3. motivate parents to pay more attention to their children's education
4. encourage more schools to provide educational services.

Based on the statistics of schooling PLB 1999/2000, only as

many as 37 460 children with disabilities who have received education services in public and private schools. In Indonesia, the education system of segregation has lasted for more than a century, since the beginning of the education of blind children in 1901 in Bandung. The concept of special education and the education system of segregation overseeing the child in terms of disability (labeling), as a basis for providing educational services. Pedagogically, segregated education system ignores the existence of the child as a unique individual and holistic, while the child's disability is highlighted. Psychologically, the system of segregation, lack of attention to the needs and individual differences. There is an impression uniform educational services based on the disability of children they bear. Philosophically segregated education systems creates exclusive society dichotomy normal and not normal. Though actually means philosophically, people with disabilities are part of the natural community (David Smith 1995).

The concept and understanding of the education of children with disabilities continues to grow, in line with the dynamics of community life. Thinking that developed at this time, see the issue of education of children with disabilities from the perspective of a more humanistic, holistic, individual differences and needs of children.

Therefore, education of disabled children should not be in school, but can be served in the nearby regular school where the child is. This way of thinking is based on the concept of special needs education, which among other ideas underlying the emergence of inclusive education (UNESCO, 1994).

In the concept of special needs education, so avoided the use of the label of disability, but rather includes children as individuals who have different needs. In line with a change of mind as described above, then the Exceptional Children (Exceptional Children) are no longer seen on the disability category but must be seen from experienced barriers to learning and the needs for education services. Therefore a child's incredible to be a part of Children with Special Needs. In other words, children with special needs is not a substitute for the term extraordinary children. The education service for all children with special needs, including exceptional child is in Special Needs Education.

Research Method

This arrangement using the method of data collection that consists of primary data and secondary data is as follows:

1. Primary Data via:
 - a. Interviews, namely how to get data directly from respondents.

- b. The questionnaire, which is the delivery of a list of questions to respondents.
 - c. Observation, namely the collection of data by using direct observation in the field or issues examined.
2. Secondary Data with examining various documents:
 - a. Who is the author and the position of its authors
 - b. Biases thinking and in what ways such biases
 - c. When, where, why, how and in what context he made

In the General Guidelines for the Implementation of Public Service states that service providers shall make the necessary infrastructure and provide preferential access in the form of convenient service for the disabled, elderly, pregnant women and infants.

ABK is children with special needs who may have mild learning disabilities or profound mental retardation, food allergies or terminal illness, developmental delay or remain rooted catching up fast, panic attacks or occasional or problem serious psychiatric. This designation is useful to obtain the necessary services, determining the exact destination, and get an understanding for the child and family support. Referring to the National Education Minister Regulation No. 70 of 2009 on Inclusive Schools Support System, article 11 stated:

1. Education Unit of inclusive education providers entitled to obtain professional assistance from district/city governments.
2. The central government, local government and/or community can provide professional assistance to the education unit inclusive education providers.
3. Professional assistance referred to in paragraph (2) can be performed through the working group on inclusive education, the working group of professional organizations, community resource agencies and institutions associated partners from both within the country and abroad.

Children with special needs are children with special characteristics that differ from the majority of children without always pointed to the inability of mental, emotional or physical. Included in the crew include: visual impairment, hearing impairment, mental retardation, physical disabilities, „tunalaras“ (emotional behavior disorder), learning difficulties, behavioral disorders, gifted children, children with health problems. Another term for children with special needs are extraordinary children and children with disabilities. Due to the characteristics and constraints of being owned, ABK require any form of special education services that are tailored to their abilities and potential, for

example, they require modification for the visually impaired reading text into Braille and hearing impairments to communicate using sign language.

Special needs children are usually from high school (SLB) according to the specificity of each.

A special school for the visually impaired section, special schools for the deaf part B, part C to -tunagrahital (mental handicap) SLB, SLB section D for quadriplegic, SLB section E for tunalaras (emotional and behavior disorder) and SLB part G for multiple disabilities.

Results and Discussion

Management is a specialized skill and ability to perform an activity well with others, or through others to achieve organizational goals. Hersey and Blanchard by Stoner in Sudjana (2000: 17) gives the meaning of management as follows: "Management as working with and through individuals and groups to Accomplish organizational goals" (management of the work being done with and through people and groups with a view to achieving organizational objectives). James E. Anderson gives the sense of policy as a series of actions that have a specific purpose followed and implemented by an actor or group of actors in order to solve a particular problem. First, this happens when the human relationships leading party and led it consists of the group.

Second, indicates that the work being done with and through other people that have the goal to be achieved. This dimension gives the meaning that these activities are directed to achieve the goals that have been set or agreed upon. While the third dimension is that the management of it is done in the organization, so that the objectives to be achieved it is the purpose of the organization. In other words, to achieve organizational goals through activities that do affect others in order to achieve organizational goals effectively and efficiently. Depok City sustains the education including early childhood education. This fact can be shown at Depok City Regional Regulation Number 08 Year 2010 about Early Childhood Education, Article 41 Paragraph 1 which contains:

1. Early childhood education serves to foster, grow, and develop the full potential of early childhood optimally forming behavior and capabilities in accordance with the basic stages of development in order to have the readiness to enter further education.
2. Early childhood education aims:
 - a. Establishing the foundation for the development of students' potentials to become a man of faith and piety to God Almighty, noble, noble, healthy, knowledgeable, skilled, critical, creative, innovative, independent, confident, and become

democratic and responsible citizens; and

- b. Developing spiritual potential intelligence, intellectual, emotional, kinesthetic, and social learners on a golden period of growth in the fun and educative playing environment.

Special education is an education for learners who have difficulties in following the learning process because of physical, emotional, mental, social, and/or have the potential intelligence and special talents. Special education services is an education for learners in areas experiencing natural disasters, social disaster, and not capable of in terms of economy.

Special education for learners with disabilities are already listed in Depok City Regulation No. 08 Year 2010 Article 85 as follows:

1. Special education for learners with disabilities function is to provide educational services for students who have difficulty in following the learning process because of physical, emotional, mental, intellectual, and/or social.
2. Special education for learners with disabilities with primary objective is to develop the potential of students optimally within its capabilities.
3. Students with disabilities made up of learners: visual impairment; Deaf (hearing impairment);

speech impaired; mentally disabled; quadriplegic; -tunalaras (emotional behavior disorder); learning disabilities; slow learner; autism; have motoric disturbances; the victim of abuse of narcotics, illegal drugs, and other addictive substances; and have other abnormalities.

4. Abnormalities referred to in paragraph 3 may also intangible combination of two or more abnormalities, called -tunagandal (multiple handicap).

Management of Children with Special Needs Education (ABK)

1. Occurrence of the implementation process of cooperation within the group of people to achieve certain goals.
2. The processes are regulated by the government to achieve the goal of the state is to serve the interests of the community in various aspects of their life such as education, health, economic, political, and security.

Management and administration require a partnership between two or more people. Cooperation is based on rational reasons, such as to meet the needs, interests, or a common interest.

In administration and management there is an element of leadership. Leadership is reflected in the interaction, mutual relations or cooperation between people, between

a person with another person or the person with the group. In the interaction occurs person or one party attempts to influence/or other parties.

Understanding Education

Restrictions on education made by diverse experts, namely:

- a. Education as a Cultural Transformation Process

As the process of cultural transformation, education is defined as activities of cultural inheritance from one generation to another. Cultural values are undergoing a process of transformation from the older generation to the younger generation. There are three forms of transformation are values that still fit forwarded for example the values of honesty, sense of responsibility, and others.

- b. Education as a Personal Formation Process

As the process of personal formation, education is defined as a systematic and systemic activity directed to the formation of the personality of the learner.

- c. Education as Citizenship Preparation Process

Education as preparation citizen is defined as a planned activity to equip students to become good citizens.

- d. Education as Labor Setup

Education as a labor defined as activities to guide

learners to have the provision of basic weeks to work.

Definitions Education According to the Guidelines

Guidelines 1988 (BP 7 Centre, 1990: 105) imposes limits on national education as follows: national education rooted in cultures of Indonesia and based on Pancasila and the 1945 Constitution directed to improving intelligence and can meet the needs of national development and is responsible for the development of the nation.

The purpose and process of education

a. The purpose of education

The purpose of education includes an overview of the values of good, noble, worthy, true, and beautiful for life.

b. The education process

The education process is a mobility activities of all components of education by educators directed towards achieving the goal of education, quality of education process implicated in two aspects, namely the quality of the components and the quality of its management, the management of the educational process include the scope of the macro, meso, micro.

Independence in learning

Independence in learning is defined as learning that the ongoing activity is driven more by the will itself, the choice of his own, and his own responsibility of learning.

Psychologists generally agree that students easily grasp the concepts are

complicated and abstract if it is accompanied by concrete examples and reasonable in the circumstances. In the process of developing the concept of education and learning, should not be separated from the development of attitudes and value investment into self-learners. Inclusive education has not been widely disseminated, especially about the form and the implementation of the education system, because it is a new thing.

Inclusive education is actually a model of the Implementation of Educational Programs for children with special needs where implementation is combined with normal children and its place in public schools using the curriculum in force at the relevant institution. The background of the emergence of inclusive education is due to the limited number of SLB or SDLB.

In dealing with children with special needs required special expertise because not all school activities can be followed by children with disabilities, such as children with disabilities blind could not

follow drawing lessons or sports, as well as deaf children is difficult to follow the lessons of sound art and other defects, need treatment Special because of its limitations. So it will need a special supervising teacher who is able to understand and deal with the presence of children with disabilities including understanding the character of each type of disability.

Besides the need for specialized teachers, also need to equip the knowledge of the character of children with disabilities to public teachers, students and surrounding communities with the normal expectations of the disabled child can be treated reasonable basis.

Implementation of Inclusive education is not as simple as organizing a public school because it requires means sufficient, such as school buildings, equipment adequate education, an example for the blind need stationery Braille, deaf need hearing aids, disabled person needs a wheelchair and many more facilities which should be provided in the hope of a disabled child can develop abilities optimally.

The emergence of inclusive schools as it has several features, among others:

1. The existence of children with disabilities are recognized in line with normal children;
2. The environment teaches togetherness and eliminating discrimination;

3. Suggesting to parents and the community that the child even they are having handicaps, they capable of such children in general;
4. Children with disabilities will learn to accept themselves as they are and do not be a stranger in the environment;
5. Activities that may be followed by children with disabilities a chance to participate so as to show his ability in the normal children; and
6. Requires a handle yourself by learning a competitive basis, the existence of disabled children will be tested in healthy competition with children in general.

In Government Regulation No. 10 Year 2010 on the Management and Operation of Education mentioned in Article 130, among others:

1. Special education for students with disabilities can be held on all lines and types of education at primary and secondary levels of education.
2. Implementation of special education can be done through special education units, units of general education, vocational education units, and/or religious education units Furthermore, in Article 31 of the regulation further stipulated that:

- a. The provincial government held at least 1 (one) special education units for each type of disorder and the level of education as a model in accordance with the needs of learners.
- b. Regency/City Government ensure the implementation of special education in the educational unit general and vocational education units in accordance with the needs of learners

While the National Education Minister Regulation No. 70 Year 2009 on Inclusive Education mentioned in Articles 4 and 6, namely:

1. The District/City Government appoint a minimum of one primary school and one secondary school in each district and 1 unit of secondary education for men in handling inclusive education.
2. The government and the provincial government to help the availability of resources for inclusive education.
3. Knowledge and information on inclusive has not spread widely and evenly distributed in communities, schools and government.
4. Activities education implementation by Dikpora Depok City cannot be optimal because there is no local regulations that can allocate the budget implementation of inclusive education.
5. Dealing school knowledge of inclusive education service delivery is still low.
6. Has not yet formed a relationship in the implementation of the operational network (Dikpora Provincial and Regency-City), schools, inclusive schools forums and organizations of persons with disabilities.

Handling ABK in Depok, as follows:

1. Although there have been Permendiknas 70/2009 on the authority to implement inclusive education, but there is no clear and formal agreement between the provinces and districts regarding the division of responsibilities in the implementation of inclusive education.
- The desired state, by looking at the performance of existing then in improving the performance of the treatment of children with special needs in Depok in 2013 are expected to be increased as follows:
1. Providing educational services the broadest its behalf through programs and activities in SKPD (Work Unit area) related.

2. Depok City Government to pay attention and give support inclusive schools, to build a system and closer coordination of cross SKPD.
3. Can provide a larger budget to support the advancement of inclusive schools in Depok.



Fig. 1. One of The Children With Special Needs

Conclusion

Politic Policy implementation of inclusive education in Depok City is a policy that is accommodating and flexible.

Not all categories of learners predetermined attend school and inclusive government. This is due to the limited resources that can meet the needs of all categories of educational services for learners with special needs.

Depok City Education Department needs to continue to make internal coordination particularly with the field staff, in order to meet the needs of educators who understand well the concept and implementation of inclusive

education.

Need to socialize the implementation of inclusive education for the community so as to make optimum use of the program.

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