

## IMPLEMENTATION OF INCLUSIVE EDUCATION FOR INDIVIDUALS WITH SPECIAL NEEDS

Suhardi<sup>1</sup>, Wahidah Fitriani<sup>2</sup>, Annisaul Khairat<sup>3</sup>

<sup>1,2,3</sup>Jurusan Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Bosowa, Jl. Urip Sumiharjo Km.4, Makassar 90231, Indonesia

### ABSTRACT

The problem in this research is that education for children with special needs and inclusive education in Indonesia has so far received little attention and cannot be handled optimally. So this study aims to find out about the quality of education in Indonesia, the development of children with special needs who have differences from normal children in general, both in terms of physical, mental, intellectual and social, and in inclusive education. The method used in this research is library research, using books and other sources. The results of the study explain that as citizens, children with special needs (ABK) and inclusive education have the same rights and obligations as citizens and have the same treatment, including in obtaining education.

Keywords: Special and Inclusive Education

### INTRODUCTION

Indonesian society is a pluralistic society. Since Indonesia developed through a long historical process, there have been differences in the customs, ethnicity, religion and culture of Indonesian society. The diversity of the Indonesian nation has the ability to influence the strength of the nation both now and in the future. On the other hand, if this diversity is not consistently encouraged, then the country will not progress, but will instead fall apart. Regional and occupational competition, socioeconomic disparities, or variations in ideas and beliefs in worship are some examples of factors that can cause upheaval in the social order. Other things that might cause upheaval include attacks on other groups and the demolition of places of worship (Nurchayono, 2018).

Education is one of the efforts made to improve the quality of Indonesia's human resources. Education can be obtained through educational institutions both formal, informal and non-formal. School is an example of a formal educational institution. Nowadays, the role of schools is very important. School is not only a vehicle for seeking knowledge, but also a place that can provide life skills which are expected to be useful in society. At school, children are also guided to socialize with other people. The existence of a school is not only important for normal children, but is also useful for children with special needs who have

limitations and deficiencies when it comes to interacting with other people (Sudarsana, 2016).

These various kinds of conflicts were born as a result of the erosion of the values of tolerance to continue to respect each other's differences. In the educational aspect, children's differences in physical appearance, communication, abilities, attitudes and behavior make them very vulnerable to discrimination. They (children with special needs) are treated unfairly by the education system. For example, education for children with special needs (ABK) must attend special schools (Special Schools/SLB). Building awareness of pluralism will be effective through education. Education is an instrument that is believed to have the most important role in the process of internalizing and conveying pluralist values. Through education, it is hoped that awareness of pluralism can flourish in wider society. Therefore, currently Indonesia is building an education system that is multicultural, namely an inclusive education system which was officially born on August 11 2004 in the City of Bandung, West Java Province.

Inclusive education is a system of providing education for children who have certain limitations and other children who are brought together without considering their individual limitations. According to the Directorate of Special Education Development (2007), inclusive education is an educational service system that provides opportunities for all children to learn together in public schools by paying attention to diversity and individual needs, so that children's potential can develop optimally. The spirit of inclusive education is to provide the widest possible access to all children, including children with special needs, to obtain quality education and provide educational services that suit their needs (Garnida & Sumayyah, 2015). This research aims to find out about the quality of education in Indonesia, regarding the development of children with special needs who are different from normal children in general, both physically, mentally, intellectually and socially, and in inclusive education.

## METHODS

This research uses qualitative methods to conduct case studies when carrying out research activities. The type of qualitative research used by researchers in this research is case study or library research. A case study is a study that explores a case in depth, collecting complete information using various data collection procedures based on a predetermined time. This case can take the form of an event, activity, process and program (Creswell, 2016; Assyakurrohim et al., 2023).

In this case the author examines individuals with special needs and inclusive education in the world of education, and examines the meaning and factors that influence it, so that the research objectives are achieved.

## RESULTS AND DISCUSSION

Some experts refer to the term individuals with special needs as children with special needs because this disorder can be identified from an early age and is experienced by many children, so the experts' discussions are more focused on individuals in the children's age category. An individual with special needs (IBK) is a person or child who has limitations in cognitive, physical or emotional functions that hinder the individual's ability to develop whether classified as learning difficulties, ADHD, mental retardation, physical disorders, sensory, speech and language disorders, autism or emotional and behavioral disorders (Desiningrum, 2017). IBK are those who need special education and related services (Rani & Jauhari, 2018). A child is considered to have a disability if he or she requires educational requirements that are different from those of the average normal child and to be able to learn effectively requires special programs, services and materials.

Individuals with special needs are children who deviate from the average normal child (Hakim, 2017). Students with special needs are divided into general and special categories. General categories are: (1) Students who experience special cognitive or academic obstacles, namely learning difficulties, ADHD, speech and communication disorders. (2) Students who experience social or behavioral problems, namely: emotional and behavioral disorders, autism spectrum disorders. (3) Students who experience general delays in cognitive and social functions: mental retardation, physical and health disorders, visual and hearing impairments and severe and multiple disabilities or obstacles. (4) Students whose cognitive development is above average are gifted students or have extraordinary talents (Diahwati et al., 2016).

This disorder affects children's development, as the results of research conducted by Fletcher, J.M, et.al (1994) show that reading difficulties cause children to have phonological awareness disorders. The research results of Friedma, Harvey, Young-Wirth and Goldstein (2007) prove that there is a significant relationship between the symptoms of inattention, hyperactivity and aggression in 3 year old children and their initial cognitive, motor and academic abilities. From parent data it is known that children with ADHD symptoms accompanied by aggression or not, most experience academic problems and cognitive problems, while data from teachers shows that symptoms of inattention, hyperactivity and aggression in children aged 3 years are not only related to pre-academic skills problems but also It is also associated with problems with cognitive and motor abilities.

Longitudinal research conducted by Ronka; 1999, Jessor;1998; Rutter & rutter; 1992 (in Visser, Daniels & Cole, 2001) there are 2 risk factors that cause children to have bad experiences and then require special education, namely internal factors, namely low emotional control within themselves, negative experiences at school and low self-esteem. Meanwhile, external factors are

parents' low socioeconomic status, low education, violence in the family and family alcoholism.

In his research he found that children who had bad experiences in their childhood will also experience bad experiences when they grow up. The results of research by Biederman, Faraone, and Monuteaux (2002) showed that low social class, mothers who experienced psychopathology, and family conflict were significantly associated with psychopathology and functional damage or weakening in the brain (increasing the risk of ADHD), in addition to parents and mothers who smoking pregnancy (Yuliani, 2021).

Freind (2005) lists permissive parents and pregnant women who smoke, drink alcohol, or use drugs as environmental influences. According to a 2007 study by Friedman, Youngwirth, and Goldstein, cognitive and pre-academic problems in toddlers begin to appear as early as age 3. This study also highlights the importance of examining the correlation between various behavioral problems and children's skills.

Internal factors are obstacles that children have that come from within themselves or because of disorders within the child in the form of children who are slow to learn, have learning difficulties, vision problems, hearing problems, emotional and behavioral disorders, physical and motor disorders, intellectual disorders, autistic disorders, multiple disabilities and giftedness, while external factors are obstacles that children have due to factors outside of themselves, these factors can be natural disasters, poverty, narcotics and illegal drugs, isolation, etc.

Most students identified as ABK in America come from ethnic minority groups and low-income families so they lack adequate health insurance, live in polluted environments, have high life pressure and lack access to preschool education services, resulting in lower intellectual abilities and serious behavior problems (Mcloyd; U.S. Dept. of Education, in Ormrod, 2009).

According to article 130 (1) PP no. 17 of 2010 Special education for students with disabilities can be provided in all pathways and types of education at the primary and secondary education levels. (2) The implementation of special education can be carried out through special education units, general education units, vocational education units, and/or religious education units. Article 133 paragraph (4) stipulates that the implementation of special education units can be carried out in an integrated manner between levels of education and/or between types of disorders. Minister of National Education Regulation no. 70 of 2009 Article 3 paragraph (1) Every student who has physical, emotional, mental and social disabilities or has the potential for intelligence and/or special talents has the right to participate in inclusive education in certain educational units according to their needs and abilities. (2) Students who have disabilities as intended in paragraph 10 consist of: Blind, as defined by Somantri, (1996) blind children are children who experience visual impairment, either partially or completely, which causes the process of receiving information to be less than optimal.

Characteristics of blind children according to Somantri (2012), namely: they are said to be blind if their visual acuity is less than 6/21. This means that, based on the test, children are only able to read letters at a distance of 6 meters which sighted/normal people can read at a distance of 21 meters as measured by a Tessenellen card. Deaf, "Deaf means a deficiency or loss of the ability to hear caused by damage to the entire hearing apparatus which results in obstacles in language development so that it requires special guidance and services" (Salim, 1984).

Another classification was put forward by Streng, quoted by Somad & Hernawati (1997) as follows: Mild Loses, namely a loss of hearing ability of 20-30 dB which has the characteristics: Difficulty hearing weak conversations, Demands a little special attention from the school system regarding the difficulty, Needs practice read speech and need to pay attention to the development of vocabulary mastery. Marginal Loses, namely loss of hearing ability of 30-40 dB which has the following characteristics: Understand normal conversations at a distance of one meter, They have difficulty capturing conversations with hearing at a normal distance and sometimes they have difficulty and capture group conversations, They will be a little suffer from speech disorders and a limited vocabulary. Needs in educational programs include learning to read, using hearing aids, speech training, articulation training and attention to vocabulary development. Moderate loss, namely loss of hearing ability of 40-60 dB which has the following characteristics: They understand loud conversations at a distance of one meter, Limited vocabulary, namely loss of ability to hear 60-70 dB. They have characteristics: namely that they are still used to hearing loud sounds from a short distance, for example car horns and dogs howling. They are taught in a special class for deaf children. Speech reading practice and lessons that can develop language and speech are needed from special class teachers. Profound loss, namely loss of hearing ability of 75 dB and above. It has characteristics, namely: hearing loud sounds at a distance of 1 inch (2.24 cm) or not hearing it at all even though using a hearing aid. Mentally retarded, most people think that mentally retarded children are stupid, slow, slow, idiots and so on. Classification of mentally retarded children according to AAMD (American Association on Mental Deficiency) and PP No. 72 of 1991 in Amin (1995:22-24) the classification of mentally retarded children is divided into three groups as mild intellectual disability, moderate mental retardation, severe mental retardation and very severe. Down Syndrome is the most common genetic disorder that causes differences in learning abilities and certain physical characteristics due to abnormalities in chromosomal development. Down Syndrome is also called a genetic disease due to chromosomal disorders with universal facial characteristics (Mongoloid face). Physical impairment is a condition that is disturbed or damaged as a result of deformity or obstacles to the muscles, joints and bones in their normal function. Basically, disorders in children with physical impairments can be grouped into

two large parts, namely disorders of the cerebral system (cerebral system), disorders of the muscular and skeletal system (muscular skeletal system), disorders of physical impairment due to congenital (congenital deformities), physical impairments are individuals who experience obstacles. in controlling emotions and social control. Autism is a complex neurodevelopmental disorder whose symptoms appear before the child is three years old. According to Yatim (2002) in YAI, autistic children can be grouped into three, namely Perceptual Autism, Reaction Autism, Later Autism: occurs after the child is quite old, due to brain tissue abnormalities that occur after the child is born. This will make it difficult to provide training and educational services to change inherent behavior.

Inclusive The term inclusive education or inclusive education is a word or term coined by UNESCO which comes from the words Education for All, which means education that is friendly to all, with an educational approach that tries to reach everyone without exception. Thus, what is meant by inclusive education is an educational service system that requires children with special needs to study in nearby schools in regular classes with their peers Sapon Shevin in O'Neil (1994). Schools providing inclusive education are schools that accommodate all students in the same class. This school provides an educational program that is appropriate, challenging, but adapted to the abilities and needs of each student as well as the help and support that can be provided by teachers, so that children are successful (Stainback, 1980).

Implementing inclusive education requires schools to make adjustments both in terms of curriculum, educational infrastructure and learning systems that are tailored to the individual needs of students. For this reason, an accurate identification and assessment process needs to be carried out by trained personnel and/or professionals in their field to be able to develop appropriate and objective educational programs.

Inclusive schools are ordinary/regular schools that provide inclusive education by accommodating all students, both normal children and children with special needs ((Tarmasyah, 2007; Marthan, 2007; Loiacono and Valenti, 2010), namely children who have physical, intellectual, social, or mental disabilities. emotional, mental, intelligent, talented, special, isolated ethnic groups, victims of natural disasters, social disasters/poor, have different skin colors, gender, ethnicity, race, language, culture, religion, place of residence, political groups, twins, orphans , orphans, abandoned children, homeless children, abandoned children, children involved in the juvenile justice system, children affected by areas of armed conflict, beggar children, children affected by drugs, HIV/AIDS (PLWHA), nomadic children and others according to their abilities and needs (Alimin & Permanarian, 2005).

Inclusive education is only one model of providing education for children with special needs. Other models include segregated schools and integrated education. The differences between the three models can be summarized as

follows: (1) Segregated schools are schools that separate children with special needs from the regular school system. In Indonesia, this form of segregation school takes the form of a special education unit or special school according to the type of student's disorder. Such as SLB/A for blind children, SLB/B for deaf children, SLB/E for deaf children and so on. (2) An integrated school is a school that provides students with special needs the opportunity to attend education in a regular school without any special treatment tailored to the child's individual needs. (3) Inclusive schools are a new development of integrated education. In an inclusive school, each child is suited to his or her special needs, all efforts are made to be served optimally by making various modifications and/or adjustments, starting from the curriculum, infrastructure, teaching and education staff, the learning system to the assessment system. The learning profile in inclusive schools is (1) Creating and maintaining a classroom community that is warm, accepting of diversity and respecting differences. (2) Demanding the implementation of a multilevel and multimodality curriculum. (3) Prepare and encourage teachers to teach interactively. (UNESCO, 2002). Becoming an Excellent and Resilient Teacher in an inclusive school. Basically, the teacher's most important task is to teach and educate. As a teacher he is an active medium or intermediary between students and science, while as an educator he is an active medium between students and the direction/philosophy of the state and social life in all its aspects, and in developing students' personalities and bringing them closer to influences from outside. good and keep them away from bad influences (Hidayat, 2009). There are three abilities that an excellent and strong teacher in an inclusive school must have, namely: general abilities, basic abilities, and specific abilities.

Inclusive education in Indonesia is implemented with the aim of: (1) Providing the widest possible opportunities for all children, including children with special needs, to receive appropriate education according to their needs. (2) Help accelerate the basic education compulsory education program. (3) Help improve the quality of primary and secondary education by reducing the rate of missing classes and dropping out of school. (4) Creating the mandate of the 1945 Constitution, especially article 31 paragraph 1 which reads 'every citizen has the right to education, and paragraph 2 which states that every citizen is obliged to attend basic education and the government is obliged to pay for it. Law no 20/2003 concerning the National Education System, especially Article 5 paragraph 1 which states that every citizen has the same right to obtain quality education. 'Law No. 23/2002 concerning Child Protection, especially article 51 which states that children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary and special education.

Managerial implications of inclusive education. Public/regular schools that implement inclusive education programs will have managerial implications for the school. Among them are: (1) Regular schools provide classroom conditions that

are warm, friendly, accept diversity and respect differences. (2) Regular schools must be ready to manage heterogeneous classes by implementing individualized curriculum and learning. (3) Teachers in general/regular classes must implement interactive learning. Teachers at schools providing inclusive education are required to involve parents meaningfully in the educational process.

## CONCLUSION

In general, Children with Special Needs, or what is often abbreviated as ABK, is a condition where children have special characteristics that are different from children in general, namely experiencing limitations/exceptionalities both physically, mentally-intellectually, socially and emotionally. Inclusive education is the ideology and ideals of education in Indonesia in order to realize education for all. Inclusive education is not just acceptance but service. In its implementation in regular schools, teachers are needed who are superior, tough and able to create a friendly classroom climate. That way, all students will feel recognized and appreciated. Finally, normal children (in general) and children with special needs (ABK) are accustomed to living side by side, so that when they grow up they do not give rise to negative thoughts that can give rise to social inequality.

## BIBLIOGRAPHY

- Alimin, Z., & Permanarian. (2005). Reorienting the Understanding of Special Education Concepts to the Concept of Educational Needs and Implications for Educational Services. Bandung: Jassi Astaty.
- Assyakurrohim, D., Ikham, D., Sirodj, R. A., & Afgani, M. W. (2023). Case Study Method in Qualitative Research. *Journal of Science and Computer Education*, 3(01), 1–9.
- Desiningrum, D. R. (2017). Psychology of children with special needs.
- Diahwati, R., Hariyono, H., & Hanurawan, F. (2016). Social skills of students with special needs in inclusive elementary schools. *Journal of Education: Theory, Research, and Development*, 1(8), 1612–1620.
- Garnida, D., & Sumayyah, D. (2015). Introduction to inclusive education.
- Judge, A. R. (2017). Glorifying Children with Special Needs Through Education Adaptive Physical. *Physical Education Scientific Journal (Research, Education and Teaching)*, 3(1).
- Hidayat. (2009). Recognition and identification of children with special needs and learning strategies. Balikpapan: Workshop Activities.
- Nurchayono, O. H. (2018). Multicultural education in Indonesia: Synchronic and diachronic analysis. *Habitus: Journal of Education, Sociology, & Anthropology*, 2(1), 105–115.
- O’Neil, J. (1994). Can inclusion work. A Conversation With James Kauffman and Mara Sapon- Shevin. *Educational Leadership*.

# TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 11 Number 3 December 2023

---

- Rani, K., & Jauhari, M. N. (2018). Parental involvement in handling children with special needs. *Abadimas Adi Buana Journal*, 2(1).
- Somantri, S. (2012). *Psychology of Exceptional Children*. Bandung: PT Refika Aditama.
- Sudarsana, I. K. (2016). The thoughts of educational figures in the book lifelong learning: policies, practices, and programs (Perspective on Improving the Quality of Education in Indonesia). *Journal of Quality Assurance*, 2(2), 44–53.
- UNESCO. (2002). *Understanding and Responding to Children's Needs in Inclusive Classrooms*. UNESCO.
- Yuliani, S. R. (2021). *Psychology and Educational Interventions for Children with Special Needs*. UMM Press, 1.