

## **Analysis of the Effectiveness of Implementation of Inclusion Education Program at Lebak Bulus 2 Primary School, South Jakarta**

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### **ABSTRACT**

Inclusive Education was born as a response to increasingly exclusive educational needs. Inclusive education is an educational program that aims to provide opportunities for all students, both normal and those with physical, mental, emotional, intellectual, and social and economic disabilities (ABK) to learn together in one class and school without discrimination or treatment. bullying. The aim of this research is to provide recommendations and information to stakeholders of the inclusive education program regarding the process of successful implementation of the program in the field, as well as developing social competency modules and social competency instruments to be used as teaching materials in inclusive schools. This research uses qualitative research with a case study approach. The case study research focuses on case studies regarding inclusive education at SDN Lebak Bulus 02 Pagi. Data collection used in this research was interviews, observation and documentation. The results of this research obtained information that; The implementation of the inclusion program at SDN Lebak Bulus 02 is still experiencing obstacles, especially special educators or special assistant teachers (GPK) who are not yet available, in addition to that, supporting facilities for children with special needs are not yet available optimally, thus hampering the learning process for students with special needs.

**Keywords:** Inclusive Education, ABK Students, and Social Competence.

### **INTRODUCTION**

Physical, mental, social and economic individual differences, including ethnicity and culture, have resulted in discriminatory treatment in educational practices. These differences should be assets that need to be considered as capital in developing the nation's cultural treasures. The separation in providing education for children with special needs (ABK) from normal children has isolated children from their social world to interact and learn together with their peers. Because of the mandate of the 1945 Constitution, education is everyone's right to obtain it, without being hindered by individual, social, economic differences or physical and mental limitations. The world of education is a place to gather together to acquire knowledge and skills, including social and cultural values, so that humans are treated equally and equally.

Inclusive education is a type of education that provides services that are open to all children, both normal and physically or mentally impaired (ABK), to be given a decent and equal education and grouped into heterogeneous classes. The inclusive education program is a program to turn regular schools into inclusive schools which aims to provide opportunities for all students, both normal and special students, to study together in one school. In national education regulation no. 70 yrs. 2009 explained that inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in one educational environment together with students in general. Inclusive education services accommodate children who experience physical, emotional, mental and

social disorders (ABK) to be able to learn together, interact in a heterogeneous environment so that it is hoped that there will be changes in ABK children both physically, emotionally and mentally and also in normal children have a "social sense" (social sensitivity) towards ABK children. Inclusive education can be seen as a movement that upholds values, beliefs and main principles relating to children, education, diversity and discrimination, participation processes and available resources. Inclusive education is an innovative and strategic educational approach to expand access to education for all children with special needs, including children with disabilities (Sunaryo, 2009:1). Apart from that, the principle of implementing education as regulated in the National Education System Law, article 4 paragraph 1, is that education is carried out democratically and fairly and non-discriminatorily by upholding human rights, religious values, cultural values and national diversity.

In 2002 the government officially began conducting pilot projects in various 9 provinces that have resource centers and since then more than 1500 students with disabilities have attended regular schools, and in 2005 this increased to 6,000 students or 5.11% of the total number. the child with special needed. Meanwhile, in 2007 it increased to 7.5% or 15,181 students spread across 796 inclusive schools consisting of 17 kindergartens, 648 elementary schools, 75 junior high schools and 56 high schools (Sunaryo, 2009: 8). Meanwhile, based on data from the DKI Jakarta Education Department, the number of schools that provide inclusive schools at the elementary school level is 138, middle school is 39 schools, and high school is 21 schools. For the South Jakarta administrative area, there are 22 public elementary schools spread across several sub-district areas. And based on ministry data from the coordinating minister for Human Development and Culture of the Republic of Indonesia in 2023, the total number of schools providing inclusive schools is 44,477 schools spread across every province, and the number of ABK students studying is around 146,205 children (Antaranews, 2023).

Sapon and Shevin (Mudjito et al, 2014) define inclusive education as an educational service system that requires children with special needs to study in nearby schools in regular classes with friends their age. Meanwhile, according to Sue Stubb (2002:9), inclusive education can be seen as a movement that upholds values, beliefs and main principles relating to children, education, diversity and discrimination, participation processes and available resources. In inclusive schools, disabled children do not study in separate classes; rather teaching methods, textbooks, materials, and school environments are designed so that girls and boys with varying abilities and disabilities including physical, sensory, intellectual and mobility impairments can be included in the same classroom (Diana Shaw, 2014. Inclusive education is a school that must accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions such as disabled/disabled children and gifted children, street children and working children, children from remote populations and nomads, children from linguistic, ethnic and cultural minorities and children from disadvantaged areas or other marginalized groups (Rudiyanti, 2011)

Based on this, inclusive education is open education for all students, and is also an educational model that provides social and academic interaction with normal children in a school together and also with the same curriculum, so that it is hoped that a culture of tolerance and tolerance will be formed. and harmonization including the elimination of negative stigma towards children who have disorders, physical, mental, emotional, economic and social limitations. Therefore, inclusive education programs

provide space and opportunities for all students (normal and ABK) to interact together, learn together in one learning environment (school) so that there is no discrimination or negative stigma towards those who have physical, mental, emotional disorders. and social.

Concept of Social competence Spencer and Spencer (1993) stated that competence is a characteristic that stands out for a person and becomes a way of behaving and thinking in all situations and lasts for a long period of time (Hamzah B. Uno, 2007). In the "Oxford Advance Learner's Dictionary of Current English" (1995: 232), competence is described as the capacity, skill, or ability to do something correctly and efficiently, or a range of abilities of a person or group. According to the HR expert conference in Johansburg (1995) competency is a set of interrelated knowledge, skills and attitudes that influence most positions (roles or responsibilities), correlates with performance in that position, and can be measured by acceptable standards, as well as can be improved through training and development efforts (Prihadi, 2004). Therefore, competency consists of several components, namely motivation, traits, self-concept, knowledge and skills. Meanwhile, Antonacopoulou and Gerald (1996) stated that competence consists of the unique characteristics of each individual which are expressed in the process of interaction with other parties in a social context, so it is not only limited to specific knowledge and skills or expected performance standards and demonstrated behavior. So competence includes attitudes, perceptions and emotions and emphasizes personal and social interaction factors.

Based on the definition of competency above, the common thread can be drawn, namely motivation, self-concept, knowledge, skills, attitudes, perceptions and emotions which emphasize personal and social interaction factors. According to Dogde (1985) it is seen as a multi-faceted construct involving social statements, frequency of interactions, positive self-concept, social cognitive skills, popularity with peers and the list goes on and on. Sumardi (2006) social competence is a person's ability to communicate, socialize, work together and give to others (Ki Supriyoko, 2007). Social competence is also demonstrated by the absence of behavioral problems, such as being very argumentative, easily distracted, disobedient, or melancholic (Stephen J. Blumberg, 2008). In the NICHD report that social skills and effective relationships are increasingly important predictors of success in school (Blumberg, 2008). Based on the above, social competence is the ability, skills, attitudes, knowledge, motivation in interacting and socializing with the social world, whether with peers, parents, teachers or other communities based on the norms and culture that exist in the surrounding environment.

## **METHOD**

This research uses a qualitative type with a case study approach. In case study research, it was conducted at SDN Lebak Bulus 02 Pagi as one of the elementary schools that organizes inclusion programs in the south Jakarta area. Data collection used in this research's case study approach is interviews, observation, document study and documentation. The informants in this research were the principal, deputy principal, class teachers, parents and students. To obtain valid data or information, the researcher triangulated the sources, and also triangulated the data by referring to the guidelines for implementing the inclusive school program that had been issued by the Ministry of Education and Culture.

## RESULTS AND DISCUSSION

### 1. Research result.

In 2012, the inclusive education program at SDN Lebak Bulus 02 was appointed by the DKI Jakarta Provincial Education Office to organize an inclusion program with several schools in the South Jakarta area, including SDN Lebak Bulus 03. This is a public elementary school institution located in South Jakarta, to be precise. located on Jl. Raya Agriculture No. 59, Lebak Bulus, Kec. Cilandak, South Jakarta City Prov. D.K.I. Jakarta. Founded in 1978 with an area of 2,176 km<sup>2</sup>. SDN Lebak Bulus 02 Pagi is accredited grade A with a score of 95 (2019 accreditation) from BAN-S/M (National Accreditation Body) for Schools/Madrasahs. SDN Lebak Bulus 02 Pagi is known as one of the schools that organizes inclusive school programs in the South Jakarta area. In educational observation data, SDN Lebak Bulus 02 this morning accepted children with special needs: A, B, C, C1, D, D1, E, F, H, I, J, K, O, P, Q.

Before 2012 there were already children with special needs, such as the blind, deaf, and physically disabled, but when studying they were able to follow existing learning, not like inclusive children in general. So they only have physical deficiencies, but their minds are still developing like children in general (Interview with School Principal). With this inclusion program, parents who know and understand that their children are included as ABK students can easily access educational services even in public schools where the students are of course normal students. This is in line with the statement of Mrs. Sari as the parent of Fathan, a grade 3 student at SDN Lebak Bulus 02. Morning "With the inclusive education program at SDN Lebak Bulus 02 this morning, I feel that it has been very helpful in educating my child who has special needs. I was looking for a school that could accept inclusive children and I heard information from my colleague that SDN Lebak Bulus 02 Pagi has an inclusive education program which has been known for years. I immediately registered my child at the school." Having an inclusion program at SDN Lebak Bulus 02 will be very helpful for every parent who experiences limited costs in sending their children who are classified as ABK to school.

### 2. Principal Policies and Support

The inclusive school program is a government program and SDN Lebak Bulus is appointed by the DKI Education Department, so it is indirectly a mandate that must be carried out by every school community in supporting the inclusion program at SDN Lebak Bulus 02. The school principal always coordinates with the Education Department, providing direction to teachers and also provide understanding to the community, especially parents who have students with special needs. The support provided by the principal of SDN Lebak Bulus 02 Pagi is communicating with parents regarding their child's progress at school. The school principal also guides parents of children with special needs who have minimal knowledge of inclusion by providing advice on what parents with disabilities should do. As said by Mrs. Yenni Ikawati S.Pd. as principal of SDN Lebak Bulus 02 Pagi "When I find a child with special needs at school, I immediately contact the parents to discuss what should be done with the child. I also advise parents of children with special needs to see a doctor or psychologist to find out what to do with the child. "I also work closely with the homeroom teacher in learning activities in class to pay attention and supervise students with special needs.

Infrastructure

SDN Lebak Bulus 02 Pagi has several facilities and infrastructure that are used to support student learning. After observing this, several indoor and outdoor learning facilities are available at SDN Lebak Bulus 02 Pagi, including: Classrooms which function as places for students to study, at SDN Lebak Bulus 02 Pagi this year there are 10 classes divided into 12 study groups with a total number of students 376 students. The classroom has been arranged in such a way that the number of students is around 30-32 students, so that this classroom is comfortable for use in learning. There is 1 teacher's room, 1 library room, 1 computer room, 1 principal's room, 1 prayer room, 1 UKS room, 1 cooperative, 4 toilets/WCs, ceremonial ground, garden and play area.

### **3. Classroom Teacher Competencies**

Inclusive school class teachers are teachers who have special skills to teach in inclusive classes, where students with various levels of abilities and learning needs are taught together. Teachers have knowledge about children with special needs. Based on the results of the researcher's observation interview, stated by Mrs. Yenni Ikawati S.Pd. as principal of SDN Lebak Bulus 02 Pagi regarding the inclusion program as follows: "Sometimes the Education Department provides training for elementary school teachers regarding handling ABK in class, training can be held 3 times a year." According to the statement above, Mrs. Hj. Halimah S.Pd. as homeroom teacher Fathan responded as follows: "I have never received special training for handling crew members. However, several teachers have participated in training held by the Education Department regarding handling ABK in the classroom." By providing learning for children with special needs at this school, other students can learn how to respect and help each other to help their friends with special needs. Mrs. Hj. Halimah S.Pd. explained in his interview: "Other students can balance Fathan's character and attitude. So the other students already know what to do." Then Mrs. Hj. Halimah S.Pd. added: "Sometimes I provide activities so that Fathan can be calm in class and not disturb other friends. Because I'm worried that he will disturb his friends and make other students not focus on learning in class."

### **4. Challenges of Implementing Inclusive Schools**

In implementing an inclusive education program, there will definitely be challenges during its implementation. There are several challenges in implementing the inclusive education program at SDN Lebak Bulus 02 Pagi as follows; a). There are no special inclusion teachers because there is no intensive funding that can support these special teachers. Those who provide assistance are parents of ABK, and those who want to have a companion teacher/shadowing teacher for their child, they have to look for a companion teacher themselves with a down payment usually priced at IDR. 150,000 per month." b) There are still many parents of children with special needs at SDN Lebak Bulus 02 Pagi who do not accept that their child is diagnosed with special needs. Parents think it's just something that can be done and should not be treated immediately by a doctor/psychologist. Most of the parents of children with special needs at SDN Lebak Bulus 02 Pagi have not been able to be invited to collaborate with the school that their children really need to be cared for by parents. c) Teachers have difficulty handling children with special needs in several behaviors when studying, they are very aggressive and also have learning difficulties. This is as stated by Mrs. Yenni Ikawati S.Pd. as the principal of SDN Lebak Bulus 02 Pagi as follows: "Most parents of ABK at this school do not accept it if their children are said to be children with special needs, sis, on the grounds that they are embarrassed by

other people that they have children with special needs. I have suggested that the child be taken to a psychologist to find out what type of child has special needs, but they don't want to and make the excuse that they don't have money and so on." Mrs. Yenni Ikamawati S.Pd. added: "Like Fatan's parents, at first they could not accept that their child was diagnosed as a child with special needs. They also didn't want to take Fathan to a doctor/psychologist for reasons of limited funds. However, I believe Fathan's parents and in the end, they were able to accept the true reality.

### Discussion

The implementation of the inclusive school program at SDN Lebak Bulus 02 am was carried out before being appointed by the DKI Education Department, this is a form of great attention to children who experience low syndrome and mental disorders but cannot be accepted into special schools (SLB).. So with the existence of Minister of Education and Culture Regulation no. 70 of 2009 has provided opportunities for public schools including SDN Lebak Bulus 02 Pagi and SDN Lebak Bulus 03 to organize inclusive education programs.

In the learning process in Lebak Bulus Elementary School classes there are problems with the competency requirements of teachers in organizing inclusive school programs, this means that training and competency improvement is very minimal. Apart from that, there is no special accompanying teacher (GPK) to assist teachers in conditioning students with special needs who at any time do not focus or experience problems in class. In terms of the curriculum that applies to the inclusion program, it is the same as other school curricula, namely the K-13 and Merdeka Belajar curriculum, there are no special differences in the inclusion school curriculum at SDN Lebak Bulus 02 am. Likewise, in the assessment process, ABK students are treated the same as other normal students, however at the beginning of the semester or new school year, the class teacher carries out a diagnostic assessment and maps student competencies in each field of study that will be followed during the next semester.

Table: I

	Specification	Applicable
Font Face	Arial	1 Column and 2 Column Word File
Top Margin	0.8"	1 Column and 2 Column Word File
Bottom Margin	0.6"	1 Column and 2 Column Word File
Left Margin	0.8"	1 Column and 2 Column Word File
Right Margin	0.6"	1 Column and 2 Column Word File
Space Between Column	0.3"	2 Column Word Document

The author needs to report the results in sufficient detail so that the reader can see which statistical analysis was conducted and why, and later to justify their conclusions. Reporting results: The author may assume that the reader has a working knowledge of basic statistics (i.e., typically the contents covered in a 1st statistics course). Discussion should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers. The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

In discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific

findings (not experimental results). The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

The discussion section should:

- a. Restate the study's main purpose
- b. Reaffirm the importance of the study by restating its main contributions
- c. Summarize the results in relation to each stated research objective or hypothesis without introducing new material
- d. Relate the findings to the literature and the results reported by other researchers
- e. Provide possible explanations for unexpected or non-significant findings
- f. Discuss the managerial implications of the study
- g. Highlight the main limitations of the study that could influence its internal and external validity
- h. Discuss insightful (i.e., non-obvious) directions or opportunities for future research on the topic

The discussion section should not merely restate the findings reported in the result section or report additional findings that have not been discussed earlier in the article. The focus should instead be on highlighting the broader implications of the study's findings and relating these back to previous research. Make sure that the conclusions you reach follow logically from and are substantiated by the evidence presented in your study (Varadarajan 1996: 5).

## **CONCLUSION**

The inclusive school program is an excellent program in harmonizing the meaning of universal education and implementing the mandate of human rights. Therefore, there are several things that need to be carried out a comprehensive evaluation, so that all inclusive education programs and goals run well, namely

1. It is necessary to evaluate the availability of special supporting facilities and infrastructure for ABK students, to make it easier for teachers to carry out special learning treatment for ABK students.
2. Additional assistant teachers/shadow teachers are needed to make it easier for students and subject teachers to provide maximum learning to normal students and students with special needs.
3. It is important for teachers in inclusion program schools to be given continuous and continuous upgrades in skills and knowledge related to ABK students, so that they can handle ABK students as well as normal students.
4. The government needs to provide special operational funds to schools that implement inclusion programs, and intervene to improve the skills and knowledge of teachers at schools that provide inclusion.

## **Acknowledgment**

We would like to thank the Chancellor of UMJ who has allocated and helped with the research budget so that it runs well. We also thank the chairman of LPPM UMJ, Prof. Dr. Tri Yuni, M.Sc is a reviewer who has selected and accepted our research proposal so that we can carry out research well. Thank you also to the Principal and teachers of SDN Lebak Bulus 02 who were willing to provide information and discuss the implementation of the inclusive school program at SDN Lebak Bulus 02.

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