



+62 813 8765 4578

+62 813 8765 4578

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MANAGEMENT OF INCLUSIVE EDUCATION CLASSES IN ONE OF THE ELEMENTARY SCHOOL IN JAMBI PROVINCE

Firman Firman¹

¹Universitas Jambi, Jambi, Indonesia

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Corresponding author:

first author

E-mail:

firman.fkip@unja.ac.id



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Abstract: This study aimed to obtain a general overview of the implementation of the inclusion learning process in one elementary school in Jambi Province. This research was a qualitative research. Data collected through observation, interviews, and documentation studies. Data analysis referred to the Miles and Huberman model, which is carried out in three phases: the first phase was a preliminary analysis; the second stage was done while collecting data on the site, and the third was done after completing data collection. Data analysis is performed through category development, data reduction, data presentation, drawing conclusions, and verification. The data was conducted in September 2017. The results of this study indicated that the management of inclusive education classes is divided into two categorizes, there are: the seating arrangement and special needs students' study time.

Keywords: Learning, Inclusive Education

INTRODUCTION

Education is a fundamental right for every human being, including children with special needs. In 1945 Indonesia's constitution article 31 paragraph 1, stated that every citizen has the right to education. Thus, children with special needs and who have the potential intelligence and special talents have the same opportunity to obtain an education. In the constitution of Indonesia, Number 20 in 2003 concerning the National Education System, Special Education, and Special Service Education is regulated. The implementation is elaborated through the Minister of Education Regulation number 70 in 2009 concerning inclusive education for students who have disabilities and have special

intelligence or talents. The ministerial regulation contained complete guidelines regarding inclusive education from planning to implementation. One of the significant things recorded in the ministerial regulation is regarding the obligation of regency / city local government to appoint at least one school that must conduct inclusive education.

Inclusive education as an approach to meet the educational and learning needs of all children, adolescents, and adults that is focused specifically on those with disabilities, marginalized, and neglected. The principle of inclusive education was adopted from the Salamanca conference on special needs education (UNESCO, 1994) and repeated at the world education forum in Dakar Senegal in 2000 reaffirming that every child, teenager, and all adults have the right to benefit and benefit from the educational process which is directed at meeting all the basic learning needs (basic learning needs) of each individual.

Inclusive education is an educational philosophy, not a policy or legislative term in education, which allows all students to get the best education. Inclusive education refers to the learning needs of all students, with a specific focus on those who are vulnerable to marginalization and separation. Inclusive education means schools must accommodate all children regardless of physical, intellectual, social, emotional, linguistic, or other conditions on the basis of cooperative services, tolerance, acceptance, and flexibility. Education currently relies more on competition among children with a restricted environment (List Restrictive Environment), while inclusive education is a condition where children compete with themselves with an environment that grows children to be more developed (More Enabling Environment). Thus inclusive education means schools must accommodate all children regardless of physical, intellectual, social, emotional, linguistic, or other conditions. This should include children with disabilities and gifted children, street children and workers, children from remote or mobile populations, children from an ethnic minority, linguistic or cultural groups. and children from the area or disadvantaged or marginalized groups (Salamanca Statement and Framework for Action on Educational Needs).

According to Stainback and Stainback (1992, p.102) inclusive schools are schools that accommodate all students in the same class. This school provides an educational program that is appropriate, challenging, but in accordance with the abilities and needs of each student as well as the assistance and support that teachers can provide to make children successful. More than that, inclusive schools are also a place where every child can be accepted as part of the class, and help one another with teachers and peers, as well as other community members so that their individual needs are met.

The process of going to an inclusive education provider school is not easy, in its implementation it requires a high level of struggle and patience. The phenomenon that researchers found in the field in its activities is a Harapan Mulia Inclusive Education Foundation that was established in early 2012 trying to introduce and implement inclusive education patterns. It is not easy to organize this inclusive education, amid the lack of support from the relevant government. Harapan Mulia Mulia Inclusive Education Foundation strives for its own success in organizing inclusive education, by working with schools at the elementary, junior and senior high schools.

After two years the foundation submitted a letter of application to the Jambi City government, finally in 2014 a Decree was issued to appoint schools implementing inclusive education programs in Jambi City. Elementary school number 28 / IV in Jambi city is one of the schools designated by the Jambi City government. In its application, not all students in Harapan Mulia Mulia Inclusive Education Foundation can participate in inclusive education services. For this reason, there were several standards that must be met or owned by students to be able to take part in inclusive education in terms of social behavior, basic academics and communication. Besides that students who took part in inclusive education have also been observed by a special team from the Harapan Mulia Mulia Inclusive Education Foundation. Based on the above problems, researchers are interested in conducting research with the title Management of Inclusive Education Classes in one of the Elementary Schools in Jambi Province.

LITERATURE REVIEW

Definition of Inclusive Education

The birth of the inclusive education paradigm is full of humanitarian content and the enforcement of human rights. The core in the inclusive education paradigm is the system of providing educational services in diversity, and the philosophy of respecting the differences of all children. Inclusive Education is a humanist educational paradigm. According to Norwich, B (in Mega 2008, p.85) Inclusive Education is placing special needs children learning together with normal children in one class in public schools in accordance with the abilities of children. According to the Librarian (2012, p.7) Inclusive Education is an open education system that meets all the individuals who are accommodating to their needs according to the conditions of each individual.

According to the Regulation of the Indonesia Minister of Education No. 70 of 2009 concerning the Education of Inclusive teachers and students who have the knowledge and have the potential of intelligence or special education, Article 1 that the Education of Inclusion is a system of organizing education that provides opportunities for students to participate in education and education in special education.

Inclusive education that was still in line with the Regulation of the Minister of the National Education Republic of Indonesia above was in accordance with the Regulation of the Minister of National Education Republic of Indonesia No.32 of 2008, which concerning on the standards of Academic Qualifications and special education teacher competencies which highlight that Inclusive education is education that provides opportunities for students with special needs because of physical, emotional, mental, intellectual, social and intellectual disabilities/special talents to learn together with other students in general education units and vocational education units by providing facilities, educators, education staff and curriculum tailored to the individual needs of students.

RESEARCH METHODS

This study aimed to describe the Management of Inclusive Education Classes in one of the elementary schools in Jambi Province, namely elementary school number 28 / IV Jambi City. In accordance with the objectives, this research is categorized as a qualitative study using a descriptive approach. According to Bogdan and Taylor (Moleong, 2000, p.4), qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. The study was conducted in September 2017.

Sources of data in this study consisted of primary and secondary data sources. Primary data sources come from informants / informants who were chosen purposively, namely based on the aims and objectives of the study, which consisted of (1) the school principal; (2) Head of foundation; (3) Class teachers and (4) Shadow teacher While secondary data sources come from the classroom and school environment, documentation, and various events that occur during the study. In this study, the researcher was the main instrument in data collection activities. In this study, researchers are data collection tools that simultaneously analyze data and report research results.

In qualitative research, data analysis is generally divided into three levels, namely: analysis at the initial level, analysis at the time of data collection in the field, and analysis after data collection is completed (Huberman and Miles, in Sukirno, 1997, p.77). Analysis at the initial level serves to direct and focus the scope of research so as to establish a conceptual framework of research design. Furthermore, the level of analysis at the time of data collection in the field. Collecting data in the field begins with the process of tracking data through observation, interviews, and documentation studies. The data or information obtained is identified by the unit of analysis and categorized. The alternative categories that have been made are tested for validity through triangulation, checking, and observation extension.

If the data obtained is deemed saturated, then the data is documented in the analysis unit's code card. But if the data was not saturated, the researcher could return to the data collection activities or return to the data reduction activities until the saturation point is found in the data. After the data collection is considered complete, the next stage was the level of analysis after the completion of data collection which aimed to draw conclusions and verification.

FINDINGS AND DISCUSSION

The implementation of learning activities of students with special needs can significantly be categorized into several sections, in this case, the writer explained the aspects that exist in the classroom, namely: class management which is divided into the seating arrangement and learning time for special needs students.

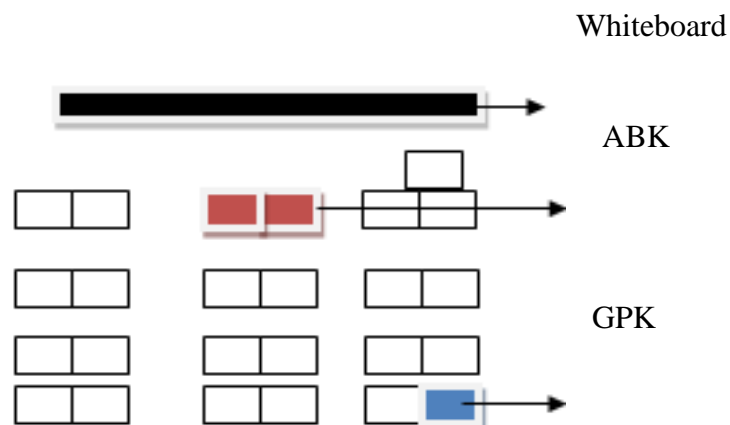
1. Class Management

Class management is an important aspect that must be taken into account in achieving the objectives of learning, because good management or good class management is a prerequisite for the effective interaction process. Richard I Arends quotes from Kounin, J.S. in the book on discipline and group management in the classroom, He states that the most challenging aspect of teacher work is developing and maintaining well-managed classes. To create a class that is conducive to some of the special needs, the teacher plays an active role as an activator or repellent, an obligation to avoid effective classifications as possible. Classroom management activities include all the activities of the people (the participants) and the arrangement of facilities.

To create a conducive class atmosphere, one of the ways that the school can be done is the regulation of the special needs students' seating arrangement. As a result, it will create a balance of special needs students in accepting lessons in the classroom. Classification of the class, which includes coverage of the place of the population of special needs students. Following explanation below:

a. Special Needs Students Seating Arrangement

Based on deliberations between the Principal, Chairperson of the Foundation, Shadow teachers, and teachers, students with special needs are placed in the front row of the bench. In learning activities in class five D, special needs students are the most in line with class. In addition, the shadow teacher sits behind the classroom and if students with special needs have difficulty, the shadow teacher advances to the place of students with special needs to explain it. According to the teacher, the arrangement of a place is based on the consideration of the characteristics of students. The arrangement of seats in the front for students with special needs aimed to make children easier to concentrate and easier to ask the subject teacher. The picture below will explain how the special needs students and shadow teacher seating layout was in the classroom.



Picture 1. Special needs students' seating arrangement

b. Study time at school

Another factor that might also be considered in special needs students learning in the classroom is related to school learning schedules. Students with special needs who take part in learning at inclusive schools in SD Negeri 28 / IV Jambi City might attend school every day from morning to end of class. However, on Saturday, they were given leeway to not attend school because Saturday was their schedule for attending motor therapy.

Even though students with special needs in the school attend lessons with the same schedule and hours as other students, but after class ends they turn to remedial classes to take part in learning with shadow teacher who accompanies them.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion, showed that the management of inclusive education classes in one of the elementary schools in Jambi Province showed regularity and good management. Based on observations, it can be seen how the teacher arranges student seating so that all students get the same rights, and learning in class can run conducive. This showed that management in the classroom can be well planned and planned to support the needs of special needs children.

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