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ANALYSIS OF THE IMPLEMENTATION OF INCLUSION EDUCATION POLICY (STUDY CASE AT SDN 122 CIJAWURA)

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ABSTRACT



- ✿ This research aims to describe the implementation of inclusive education activities in elementary schools, with the location of the elementary school as the research object being SDN 122 Cijawura , Bandung City. Where it will focus on reviewing the implementation of inclusive education policies which include curriculum, learning processes and facilities and infrastructure. This research uses qualitative descriptive methods through interviews and observations. Research results from the implementation of inclusive education at SDN 122 Cijawura Already Good However not yet optimal, there is a need for teachers with special needs, assistance with facilities and infrastructure to support children with special needs.



INTRODUCTION



- ✿ The definition of education based on law no. 20 of 2003 provides the view that education is a basic right that must be fulfilled by every citizen. Education contains the process of realizing citizens towards character as a cultural heritage in shaping the personality qualities of every citizen. UNESCO views that education is a human right that can contribute to sustainable development. UNESCO echoed education inclusive , refers to education that should be accessible to everyone. This is because existing data shows that education in Southeast Asia only reaches 10% of children with special needs (Chapman & Sharvi, 2015). It does not discriminate that education must be achieved by normal children and children with special needs (Anderson, 2015).



INTRODUCTION



. Ideally, schools should diversify based on the profile of the school and its environment. Likewise, the students it accepts must prioritize diversity. We agree that every child is unique. The word unique has certainly existed since we were born into this world. The government announced that schools will now provide inclusive education. What is meant by inclusive education is the integration of various students who are different and have abnormally different disorders (David, 2009). This is supported by research related to inclusive education that in DKI Jakarta province, inclusive education is a combination of normal children and children with needs . specifically (Fuadi, 2011).



INTRODUCTION



- ✿ For this reason, it is important to carry out research so that inclusive education can be implemented optimally in schools. This is what is called Children with Special Needs so that the quality of education increases and can be enjoyed by all groups, both normal children and children with special needs in accordance with applicable regulations. So the focus of this research is 1 What is the view and implementation of curriculum policy at SDN 122 Cijawura, Bandung City towards inclusive education , 2 How do facilities and infrastructure encourage inclusive education policies at SDN 122 Cijawura , Bandung City
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- ✿
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Methodology



The research used is qualitative descriptive research with a case study research method. Qualitative research is the process of collecting data in a natural way with the aim of interpreting and analyzing phenomena when the researcher can be the main tool.



Methodology

Indicator	Sub Indicator
Inclusive Student Admissions	- School response in accepting inclusive students
Inclusive education curriculum	<ul style="list-style-type: none">- Inclusive learning process in the classroom- Grade promotion- Study report
Special education teacher	- The view of inclusive education regarding teachers who work with students with special needs
Inclusive education facilities and infrastructure in elementary schools	<ul style="list-style-type: none">- Special classes for children with special needs- Learning aids for children with special needs- Sports facilities for children with special needs- Extracurricular facilities for children with special needs

DISCUSSION

Policy Curriculum for SDN 122 Cijawura in Inclusive Education



Figure 1 interview with the school principal

"Related to inclusive schools, which recently became one of the policies in the Independent Curriculum, we have implemented it in learning in the 2013 Curriculum. However, there are definitely differences in the areas of planning, infrastructure, teachers and of course evaluation." Based on the results of observations and interviews, SDN 122 Cijawura has preparing and accepting students with special needs in inclusive education policies.

DISCUSSION

Learning process in class



Figure 2 Character Education in the classroom

In schools that implement inclusive education, the principles of acceptance and ownership of learning are the underlying principles. Every student will be aware that in the learning process, they have the same rights and obligations. This is one of the things that underlies the principle of inclusive schooling at SDN 122 Cijawura . In addition, there are various differences in learning methods and strategies.

DISCUSSION

Inclusive Education Learning Outcomes Report



Figure 4 Help For children with special needs

Learning that has been implemented at school will not be missed in the assessment. Both formative assessments and summative assessments. Holistic education principles applied at SDN 122 Cijawura become matter main in the educational process. So, for children with special needs who are currently undergoing the education process. Apart from academic assessments, non-academic assessments are one of the important things carried out. Among them are how children are able to apply various aspects of social skills, how to create a climate of independent ability, children's emotional development in dealing with problems, and adaptation to the existing environment (collaborative learning based on different groups). Existing assessments are based on good attitude assessments, observations, performance assessments, portfolio assignments.

DISCUSSION

Special assistant teacher for Children with Special Needs in Inclusive Education at school



Figure 5 Interview with the class teacher



So based on the existing analysis, SDN 122 Cijawura school has do effort in implementing inclusive education.

Based on GPK training directions and applicable regulations in the inclusive education process. However, additional teachers with special needs are needed in the learning process. This has become the government's concern in the inclusive learning process in Indonesia. Whether to add special teachers or focus on developing excellent services for special schools and changing the bad stigma attached to the word special school community. This has become the goal of implementing inclusive education in schools recently.

DISCUSSION

Inclusive Education Infrastructure in Schools



Figure 6 Observations application of 4c in learning

One of the challenges faced by SDN 122 Cijawura in organize education inclusive is an educational facility. Currently, the inclusive learning process in schools in terms of facilities and infrastructure does not yet provide various facilities optimally. Both in the learning process, activities outside the classroom, sports activities, canteens, places of worship, libraries and so on are the focus of attention. Such as the availability of wheelchairs, braille writing, hearing aids, health equipment to accommodate children with special needs, comfortable learning places, existing sports fields, good assistance is needed to improve the learning process in inclusive education.

DISCUSSION

analysis

regarding inclusive education in the case study at SDN 122 Cijawura , including the following :

1. There are similarities in views between school policies and society's views regarding educational equality. With diverse student characteristics including social, ethnic, cultural, superior and physical backgrounds
2. There is hope that there will be special funding from the government regarding inclusive education policies in elementary schools. Especially if you recruit special teachers
3. There is equality that all levels of society can receive the same education. So there is no stigma that requires students with special needs to be sent to special schools
4. Curriculum planning is more flexible and returned to the teachers who teach
5. There is a learning evaluation that is holistic and open to normal students and students with special needs
6. Implementation of 4c learning in the 21st century as a challenge for inclusive learning in elementary schools
7. Comfortable learning in class with the principle that all students learn together towards success.


Conclusion

- ✿ : Acceptance students with special needs have been implemented, the government needs special education facilities and infrastructure, special accompanying teachers are needed so that learning can be carried out effectively,
- ✿ the city government has restored the inclusive learning process in schools based on the curriculum, there is still a
- ✿ stigma that the community believes that children with special needs should be sent to special schools for optimal
- ✿ educational services. So it can be said that the implementation of inclusive schools at SDN 122 Cijawura Already OK , however not yet optimal.




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