The Role of The Resource Center in the Implementation of Inclusion Education in Basic, Medium, and Higher Education Institutions: A Grounded Theory Approach

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ABSTRACT
The research objective is to conduct a basic study related to the role of the Resource Center so that later it will be able to socialize its needs and roles in supporting the success of the Implementation of Inclusive Education in Indonesia. The research method used is qualitative research with the research design used in this study is the Grounded theory design. Grounded theory is a qualitative research design in which the researcher produces a general explanation (theory) of a process, action, or interaction that is formed by the views of the subject or participants. The strength of this research is that there is no study that underlies the role of the resource center in a standard manner, so that the implementation of inclusive education in Indonesia is not optimal and right on target. The optimal and right target is in terms of facilities, services, and input procedures for students with special needs to enter educational institutions that provide inclusive education.

Keywords: resource center, higher education, secondary education, basic education

1. INTRODUCTION

Inclusive education is literally defined as a form of education that can reach or serve all people with various forms, characters, backgrounds, and abilities. Historically, the emergence of inclusive education in Scandinavian countries around the 1960s was an initial breakthrough until countries around the world participated to declare themselves as countries that provide inclusive education. Indonesia itself declared itself a country that held Inclusive Education in 2004. Regarding the basis for the decision to implement inclusive education in Indonesia, it is based on philosophical, juridical, and empirical implied in the declaration and mandate of the 1945 Constitution, more precisely in article 31.

Based on this basis, finally raises the definition of inclusive education itself in accordance with Regulation of Ministry of National Education (Permendiknas) Number 70 of 2009 which reads "an education system that provides opportunities for all students with disabilities and has the potential for intelligence and / or special talents to participate in education or learning in an educational environment together with students in general. With the development of the institution There are many schools that experience difficulties and constraints in providing educational services to children with special needs in their schools. These difficulties include lack of resources, in this case is a teacher who can provide special education services, the unavailability of facilities that can support learning and the unpreparedness of teachers and schools in accepting the attendance of students whose abilities are different from other students. the implementation of inclusive education is to develop cooperation between the Institute of Education and supporting institutions.

The institution developed to carry out this role is the Resource Center. Resource Center is a unit whose function is to provide support services for regular schools that provide inclusive education. Permendiknas Number 70 of 2009 also regulates the function of the Resource Center. The Resource Center is an institution with a support system in providing services for children with special needs, teachers, parents and the community in the

implementation of inclusive education [1], [2]. Although institutionally the role of the Resource Center is part of the Special School, the Resource Center itself has a separate program from the school. In line with [3] a resource center or resource center is a special institution formed in the framework of developing special education / inclusive education that can be used by all children, especially children with special needs, parents, families, public schools, special schools, the community.

The government, as well as other interested parties to obtain the widest possible information and train various skills, as well as acquire various knowledge related to education with special needs / inclusive education. In fact, according to research conducted by researchers in 2017 with the title "Understanding of School Citizens of the Implementation of Inclusive Education" with the results: (1) parents of students at 65% who do not or do not accept the existence of their children with special needs, so that children with special needs do not treated well; (2) About 70% of parents and the community who do not understand how to treat their children with special needs properly, and (3) 40% of school principals and teachers in regular schools who do not understand about children with special needs and inclusive education.

This was proven when we conducted socialization about the importance of providing educational services for all children, including children with special needs in schools. Children with special needs are a part that cannot be separated in general. They have the same rights and obligations as normal children including education. They also have the same needs as other children in terms of clothing, shelter, love and education services. [4] In a study in Armenia also focused on support for Resource Centers to be able to support regular schools in the sustainable implementation of inclusive education with various programs. [4] states, "the review focuses on technical and political support that this model of special schools as resources center needs for sustainable development in the future. These activities include trainings of inclusive teachers, consultation and trainings parents, and home training for the children with special needs; creation and development of teaching materials and syllabi; teacher trainings for regional teachers and parents ". Therefore, the development of an optimal and effective Resource Center program has a major contribution to the continuous implementation of inclusive education in regular schools.

Considering that the implementation of inclusive education is a shared responsibility between the government, schools and the community including parents, the consequences of implementing this inclusive education, all parties must be involved in it. Those who determine the success of inclusive education are parents of students, schools that provide inclusive education (SPPI), Resource Centers (RC) as support for the inclusive education system, and support from the District

Education Office, Provincial Education Office and the Central Government in this case the Ministry of Education and Culture. In reality, the implementation of inclusive education still experiences various problems, which are related to the attitudes of parents and education providers related to the role of the Resource Center.

So, researchers in this case will conduct a basic study related to the role of the Resource Center so that later they will be able to socialize their needs and roles in supporting the success of the Implementation of Inclusive Education in Indonesia. So that the researcher took a research title in the form of "The Role of the Resource Center in the Implementation of Inclusive Education in Primary, Secondary, and Higher Education Institutions: a Grounded Theory Approach".

2. METHOD

The method used in this research is qualitative research. Qualitative methods are used to be able to obtain in-depth information about the situations experienced by research subjects where what is explored is a process or something that is behind the occurrence of something [5]. This is in line with what was stated by [6] where qualitative methods are used to obtain in-depth data, data that contains meaning. Meaning is actual data, definite data which is a value behind the visible data. Therefore, in qualitative research it does not emphasize generalizations, but rather emphasizes meaning [6].

The research design used in this study is the Grounded theory design. Grounded theory is a qualitative research design in which the researcher produces a general explanation (theory) of a process, action, or interaction that is formed by the views of the subject or participants [7]. According to [8], the basis for the design of Grounded theory is a systematic but flexible guideline for collecting and analyzing qualitative data that aims to build a 'fundamental' theory in the data itself. Grounded theory collects data to be able to develop theoretical analysis from the beginning of research. Researchers try to study what happens in the field where researchers participate in it and what life is like for the participants. Researchers studied how participants explained their opinions and behavior [8].

The purpose of the grounded theory approach is so that researchers can get out of the general picture and produce or find a theory that is related to a certain situation, "an explanation of the theory unity" for a process or action [7]. According to [7] there are several main characteristics of grounded theory, namely: (a) researchers focus on processes or actions which have different steps or stages and occur from time to time; (b) the researcher also tries, in the end, to develop a 'theory' of the process or action; (c) *memoing* is part of theory development where researchers write down ideas as data to be collected and analyzed; (d) the main form of data collection often occurs during interviews in which the

researcher continues to compare the data obtained from the participants against ideas about emerging theories; and (e) data analysis can be structured and follow an open category development pattern, selecting one category to be the focus of the theory, and followed by further explanation of additional categories (axial coding) to form a theoretical model. The meeting point of categories becomes theory (called selective coding).

In the research process, participants have the right to be kept confidential. This is confirmed by Flick [9] who argues that any research must be based on an agreement to provide information from the participants. Therefore, to protect the confidentiality of participants, the names of participants in the study it uses a pseudonym. At the research location, there is no specific location to be used as a research location, considering that researchers are more focused on participant experiences. As the qualitative characteristics of grounded theory have been stated previously, researchers focus on processes or actions which have different steps or stages and occur from time to time [7]. So that the location is not a reference in data collection.

The research instrument in this study was the researcher himself. Researchers as a human instrument, function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on their findings [6]. Lincoln and Guba explain that humans as data collection instruments provide the advantage of being more flexible and adaptive, as well as being able to use all the senses they have to face something [10].

The data collection technique used in this research is the interview. According to [11] the interview is a meeting to exchange information and ideas through question and answer so that the meaning of a particular topic can be identified. Interviews are used to be able to find out more about the situation of the participants. Interviews are intended to be able to analyze and test the truth in the field (The Kvale and Brinkmann) [7]. The type of interview used in this study is an unstructured interview where the researcher has the freedom to explore the ideas given by the respondent. Unstructured interviews are independent interviews where the researcher does not use interview guidelines that have been structured systematically and completely for data collection. [10]. The interviews that the researchers conducted were three times with each participant.

Researchers focus on interviews because by conducting the interview process, researchers can find out the views and perspectives of participants on an event or experience they have experienced. As stated by [6] that the purpose of the interview is to find the meaning behind the topic being discussed. This interview aims to find out information about the understanding of the role of the resource center in the implementation of inclusive education.

Researchers use informal conversations which according to [5] researchers and participants engage in informal conversations and are kinship and take place naturally so that participants are consciously or not provoked to reveal the information expected by the researcher without coercion.

[8] states that grounded theory analysis techniques are suitable analytical techniques for understanding qualitative research data. Grounded theory offers a powerful way to help us initiate, engage, and complete our research [8]. Grounded theory uses detailed procedures in analyzing. Strauss and Corbin in [7] said that there were three stages in the coding process, namely Open Coding, Axial Coding, and Selective Coding. However, [8] states that there are two stages in the coding process, namely Initial coding: Line by line coding or Initial coding: Word by word coding followed by a focused coding process. Researchers in this case performed data analysis techniques according to Charmaz.

After getting the data, the researchers continued by analyzing the data. The data analysis was done by doing the coding process. Coding according to [8] is a process in which research data is categorized or grouped with a shorter name which also shows similarities to other data. Coding also shows how research data is separated, selected and ordered by the researcher to start the analysis process. In grounded theory there are several types of coding, and the coding process used by researchers is initial coding: line by line coding. Line by line coding is a coding process that gives a name to each data we get.

Furthermore, the researchers continued the coding process called focused coding. According to [8] focused coding "requires a decision about which initial codes make the most analytical meaning in order to make your data categories clear and complete." At this stage the researcher compares several different codes. Researchers compare different codes, and there are several codes that are combined into one because of the appearance of a similarity. The combined codes are not lost, but presented in a new code. The analysis that the researchers conducted using focused coding was deemed sufficient for the researcher to be able to see the theory that emerged from the data. By continuing to compare each code contained in the data, researchers were able to see the reciprocal relationship between different codes Jordan & Cowan in [9].

In carrying out the licensing process, researchers did not carry out formal or written permission processes for participants. However, researchers found the view of [12] which explains the continuous consent or continuous consent. Where this consent is ongoing, researchers continually review participants' willingness to

participate in research. According to [12], when conducting research, researchers need to be aware of the verbal and non-verbal consent of the participants. Researchers need to understand the body language shown by the participants whether it indicates the participants are still comfortable to continue participating or not. In this study, the participants continued to answer the questions raised by the researcher, sometimes even the participants talked about their backgrounds and feelings more deeply.

As stated earlier, participants have the right to be kept confidential. Flick in [9] argues that any research must be based on an agreement to provide information from participants. So that in this case the researcher in order to protect the confidentiality of the participant, the researcher uses a pseudonym to the participant. The data validity test will be carried out with the intention of increasing the degree of data confidence so that the data can be accounted for [5]. Several methods of examination used by the researcher were through the process of time triangulation and reflexivity. According to [6], time triangulation is done by asking the same question at different times, namely during the next interview [6]. The researcher chose the time triangulation technique to avoid missing data, the researcher asked the same question at different times to the subject, namely during subsequent interviews. Apart from carrying out the time triangulation process, the researcher also carried out the reflexivity process. Reflexivity is defined as a process in recognizing the influence of one's position and identity. LeCompte and Preissle [9] say that the researcher's reflectivity is fundamental to the research process.

Reflexivity according to [7] is related to a person's position in a community that is being studied. Reflexivity can be defined as "the way in which research products are influenced by personnel and the process of conducting research" Davies in [9]. According to Harding in [9] validity and reliability are closely related to strong objectivity views. Thus, the greater the researcher realizes his own flexibility in conducting the research process, the higher the validity that can be achieved in his research. So, it can be concluded that the more the researcher realizes his personal background, the more the researcher can be more careful in conducting his research, such as in judging an event.

3. RESULTS

Research data on the role of resource centers in inclusive education were obtained through participant observation and semi-structured interviews. Observations and interviews were conducted not focusing on the place but on the interaction between participants and researchers. Semi-structured interviews were conducted with 10 participants with different ages and the institutions where they worked and studied.

Of the 10 participants studied based on their roles and positions in the institutions where they worked and studied, the following conditions were obtained; a)3 participants a teacher; b)2 participants a lecturer; c)3 participants a junior high and high school student; d)2 participants a college student.

Perceptions about the role of resource centers from; the community environment are diverse, since a long time ago the debate on this issue has continued, where people's understanding of the existence of a resource center and its function, where several policies have emerged related to the need for recommendations from the resource center as a requirement inclusive educational institution. However, until now there are still many who do not know the importance of recommendations from resource centers which are used as the basis for accepting students or students with special needs in their institutions. This is exacerbated by the attitude of parents who do not know anything about the importance of these recommendations because it will greatly impact the continuity of the learning process for their sons and daughters in inclusive education institutions.

Response is someone's opinion or reaction after seeing, hearing or feeling something. In this study, various responses were given by participants in the role of resource center or resource center. Of the 10 participants who were interviewed the results were as follows: (1) 5 participants did not understand the role and function of a resource center or resource center, 5 participants had sufficient understanding of the role of a resource center; (2) comparisons are burdensome for participants regarding their understanding of the resource center; and (3) interview questions give a wider acceptance impact from the participants

The response was based on the participant's experience in directly undergoing the activity as well as knowledge of the resource center itself, there were various reasons expressed by the participants regarding the responses they conveyed. Starting from understanding information about the source center conveyed by 4 participants, they revealed various reasons such as already getting information through socialization, but sometimes there was no definite and clear follow-up from related parties, getting information from friends or family through word of mouth so that the validation cannot be accepted.

They said that the good acceptance of the environment made them excited to continue to improve the ability of the resource center role itself. Next were the participants who stated that they did not understand the existence of a resource center or resource center as a support system in the implementation of inclusive education institutions. Knowledge that comes from information and minimal experience makes them believe and perceive that the role of resource centers is only a complement to administration and does not have a

sufficient role to support the implementation of inclusive education in optimal educational institutions.

Various hopes were conveyed by participants in this study, and these expectations are described as follows: (1) an understanding of the resource center can be given comprehensively; (2) information related to standard and complete resource center functions; and (3) the existence of socialization facilities throughout and evenly distributed to all relevant stakeholders.

From the participant's hope points, what is interesting is that either participants who are able to understand well or participants who are not familiar with resource centers at all have the same hope that they want the resource center to optimally become a support system in the implementation of inclusive education in the future.

4. DISCUSSION

Inclusive education is a form of education that unites children with special needs with normal children in general to learn. According to Hildegun Olsen (Tarmansyah, 2007), inclusive education is that schools must accommodate all children regardless of their physical, intellectual, social emotional, linguistic or other conditions. This should include children with disabilities, gifted. Street children and child laborers come from remote or mobile populations.

Children who come from ethnic minority, linguistic, or cultural populations and children from disadvantaged or marginalized areas or groups. Inclusive education is an educational service for students who have special educational needs in regular schools (primary school / SD, junior high school / SMP, senior high school / SMU, vocational school / SMK, and Higher Education) which are classified as extraordinary both in terms of disabilities, slow learning and other learning difficulties [13]. According to Staub and Peck [14], inclusive education is the full placement of children with mild, moderate and severe disabilities in the classroom. This shows that the regular class is a relevant learning place for children with disabilities, regardless of type. From several opinions, it can be concluded that inclusive education is an educational service for students with special needs regardless of their physical, intellectual, social, emotional, linguistic or other conditions to get educational services together in regular schools (SD, SMP, SMU, SMK, and Higher Education).

In general, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their personal potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, the nation and the State. Law No. 20 of 2003, Article 1 paragraph 1). Therefore, the essence of inclusive education is the human right to education. A logical consequence of this right is that all children have the right to receive education that does not discriminate with disabilities, ethnicity, religion, language, gender, ability and others. Practical goals to be achieved in inclusive education include direct goals by children, by teachers, by parents and by society.

The characteristics in inclusive education are incorporated into several things such as relationships, abilities, seating arrangements, learning materials, resources and evaluation which are described as follows: (a) Friendly and warm relationships, an example for a deaf child: the teacher is always nearby with a face on the child and smiling. Class assistants (parents) praise the deaf child and help others; (b) The ability of teachers, students with different backgrounds and abilities and parents as companions; (c) Seating arrangements Varied seating arrangements, such as group seating on the floor in a circle or sitting on benches together so they can see each other; (d) Learning materials A variety of materials for all subjects, examples of mathematics learning are conveyed through more interesting, challenging and fun activities through role playing using posters and puppets for language lessons; (e) resources the teacher prepares a daily plan involving the child, for example asking the child to bring inexpensive and easily available learning media into the classroom to be used in certain lessons; and (f) Evaluation Assessment, observation, portfolios, namely children's work within a certain period of time are collected and assessed [13]. In inclusive education there are normal students and special needs, in order to create fully developed human beings, there is a need for coaching students, through this guidance it is hoped that students are able to develop and have skills optimally.

Resource centers are special institutions established in the framework of developing special education / inclusive education that can be used by all children, especially children with special needs, parents, families, ordinary schools, special schools, communities, government, and other parties with an interest in obtaining the broadest possible information and train a variety of skills, as well acquire various knowledge related to education with special needs / inclusive education [15], [16]. Resource centers are institutions that provide assistance to children with special needs and people with special needs, general teachers, parents, communities, etc., the assistance provided can be in the form of information, vocational training, advocacy, assessment, research and development. towards the needs of children with special needs so that children with special needs can follow the learning process well in regular schools [17]. In an effort to develop inclusive education, in broad outline the resource center functions as an external support service.

With this external support service, it is hoped that efforts to develop inclusive education can achieve optimal results in accordance with the inclusive education paradigm itself. The availability of support

services is a very important factor for the successful development of inclusive education. To ensure that external support services are properly provided, the resource center must be able to play its best possible function and role.

The national level framework for action in special needs education explains that support services in the development of inclusive education can be carried out by teacher education institutions and by developing the function of SLB (Special Schools) to become a resource center for regular schools that develop inclusive education, as well as support services by resource persons. The 50th point of the national level framework of action in special needs education states that; "Support services for ordinary schools can be provided by teacher education institutions and by staff of special schools whose authority has been upgraded. SLB should increasingly be used as resource centers for ordinary schools that provide direct services to children with special needs.

Both teacher education institutions and special schools can provide access to special equipment or materials as well as training in learning strategies not available in regular classrooms ". Whereas at point 51 the framework for action at the national level in special needs education states that; "Support services by resource persons from various agencies, departments and institutions; such as BP teachers, educational psychologists, speech and occupational therapists, etc., should be coordinated at the local level. School clustering has proven to be a useful strategy in mobilizing both educational resources and community involvement. These school groups can be assigned collective responsibility for meeting the special educational needs of students in their area and given discretion to allocate the necessary resources. Such arrangements should include non-educational services as well. Indeed, experience shows that educational services will greatly improve outcomes if greater efforts are made to ensure the optimal use of all available expertise and resources.

Resource Center function: (1) take initiative and actively carry out special needs education / inclusive education; (2) provide support to schools (regular schools and special schools) in the implementation of inclusive education; (3) as a center for information and innovation in the field of special education / inclusive education; 4) as a special supervisor homebased; (5) as a coordinator in inclusive education services; and (6) collaborate with other parties in an effort to improve the implementation of inclusive education.

Role of Resource Center: (1) Provide information / information to schools (regular schools and special schools) regarding inclusive education; (2) Provide regular assessment assistance for children with special needs; (3) Providing educational services and guidance for children with special needs; (4) Become a consultant

for all parties who need information, services, guidance, and special handling; (5) Collaborating with Dinas / Agencies / NGOs in efforts to implement inclusive education; (6) Making innovations in the field of special education / inclusive education; (7) Conduct research and development on the implementation of inclusive education. As well as strategies and appropriate learning methods applied to educational services for all children inside and outside the classroom; (8) Handling education services for children with special needs; (9) Plan and organize training for regular school teachers and special school teachers as well as other parties who need training on inclusive education and or special needs education; (10) Providing support for various parties to improve services to children / students, including those with special needs; (11) Become a facilitator and mediator for all parties in the implementation of inclusive education; (12) Give and receive referrals / references / referrals in inclusive education services; and (13) Arrange for teachers in special schools to carry out additional duties as special tutors in inclusive schools.

5. CONCLUSION

Based on the explanation of the results, it can be concluded that the various expectations expressed by the participants in this study were raised, and these expectations are described as follows: (1) understanding regarding resource centers can be given as a whole; (2) information related to standard and complete resource center functions; and (3) the existence of socialization facilities throughout and evenly distributed to all relevant stakeholders. From the participant's hope points, what is interesting is that either participants who are able to understand well or participants who are not familiar with resource centers have the same hope that they want the resource center to optimally become a support system in the implementation of inclusive education in the future.

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