Inclusive Education: a Descriptive Study In Sidoarjo Regency

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Abstract

Many children with special need can not go to school and get a proper education because of the school's distance is too far. Therefore, every sub-district should has at least one inclusion school for every level of education. Considering the analysis context, the researcher studies the inclusion education service, its supporting and inhibiting factors in Sidoarjo Regency from primary school, junior high school, until senior high. The methodology used in this research is qualitative descriptive. The researcher uses 23 sample school in Sidoarjo. The conclusions of this study indicated that the forms of educational services used in elementary, junior and senior high school are the regular form and the regular form with a pull out. Forms of support come from institutions, shadow teacher and the community, while the forms of barriers are derived from institutions and communities.

Keywords: inclusion education

1 PRELIMINARY

One of the basic rights of every individual is getting an education. Education is very important for human beings because it is expected to develop their potential owned so that they can fight in all competition of their life.

[1] "Educational services for special need students (ABK/Anak Berkebutuhan Khusus) at regular schools to develop cognitive, affective and psychomotor abilities. It is also confirmed by the official letter from the Directorate General of Basic Education (Dikdasmen) No.380 of 2003 which states "Inclusive education is an education service for ABK in regular schools so that ABK can learn and socialize with other regular children.

Inclusive education is prepared to accommodate those who are unable to attend the special school (SLB/Sekolah Luar Biasa) because the distance to the school is not affordable. Ideally, in every regency or even district in Indonesia have an inclusive school. Sidoarjo is one of the cities in East Java which is appointed as the city of Inclusion. In every district in Sidoarjo must have an inclusive school at every level of education.

The school, which is appointed by the Education Office becomes an inclusive school, should be ready to prepare. Inclusive education applied in Indonesia has different educational service models based on the potential and readiness of schools. The assumption that inclusion education is no different

from mainstreaming in the opinion of Vaughn, Bos & Schumn [2].

The implementation of inclusive education varies in many schools. It is based on the needs of the child, and the type of ABK's disability and the readiness of the school in its education services. The model of Inclusive Education is as follows: ABK learns and socializes together with regular students (full inclusion), ABK learns together with regular students by forming special groups (regular class model with cluster), ABK in a certain time studies in special classes but for subjects can be followed, the ABK learns together with regular students (regular classes with pull outs), the ABK learns together in the regular class by forming special groups, but if the ABK is not awkward to follow the lesson materials they will be placed in the source space (regular classes with clusters and pull out), ABK placement to study in regular classes with adaptation (special classes with integration), and ABK are placed in special classes at regular schools (special classes).

Sidoarjo regency has an inclusive school scattered in every district. Inclusive Education is conducted from elementary, junior high school until senior high schools. In the implementation of inclusive education is still found barriers so that the potential of ABK less developed

The purpose of this study is to describe objectively the inclusive education service in Sidoarjo regency. The benefits of this research are

motivating Sidoarjo and other regencys in East Java in Inclusive education services, information and reference materials that can be used for science development, and increasing community support in inclusive education services.

2 METHOD

The research data is in the form of numbers, then analyzed by statistic and method used is quantitative method (Sugiyono, 2010: 13). Research conducted in this Sidoarjo regency including descriptive research, the resulting data is quantitative data, while data analysis is with percentage.

The variables in this study are the implementation of the Inclusive Education Service Model, so that the sub-variables that become the focus of the Research are the Inclusive Education Service Model, the Inclusive Education Support Factors and the Inclusive Education Inhibiting Factors

The population of this research are all elementary school (SD), junior high school (SMP), and senior high school (SMA) that conducting inclusive education. The total population in this study are 105 schools spread over 18 districts. SD

Inclusion in Sidoarjo Regency are 74 schools, SMP Inclusion in Sidoarjo Regency are 24, and SMA in sidoarjo regency are 7 schools. Selection of sample using Cluster Sampling technique (Area Sampling).

The sampling technique used in this study is chosen two stages, namely 1) determining the specific area (district) as the location of the research, 2) determining the research subject or inclusion school as the school where the data is collected.

Data collection is done by questionnaire and documentation. Questionnaire is a technique or way of collecting data indirectly. "The method of analysis of this document is the primary method if researchers conduct a content analysis approach. For research with other approaches, this method has an important position. The data obtained from document analysis can be used as supporting or complementary data "(Sudaryono, 2012: 41).

Analysis of the data to be produced by using some as suggested by Hadeli (2004: 24) is editing, encoding, and tabulation. The analysis method used in this study is Percentage Descriptive Analysis.

3 RESULT

1. Forms of Inclusive Education Services

Table 1. 1 Forms of Inclusive Education Services

Model of Inclusion Education Service	Answer Sum (Skor Rill)			Calculation Result		
	SD	SMP	SMA	SD	SMP	SMA
1. Reguler Class	46%	60%	100%	16%	22%	35%
2. Reguler Class with Cluster	40%	80%	66%	14%	28%	22%
3. Reguler Class with Pull Out	80%	60%	33%	28%	22%	11%
4. Reguler Class with Cluster and Pull Out	66%	40%	33%	23%	14%	11%
5. Reguler Class with varies Intregation	40%	20%	33%	14%	75	11%
6. Special Class	13%	20%	33%	5%	7%	11%
Maximum Score	285	280	298	100%	100%	100%

Figure 4.1 Percentage of Inclusive Education Service Model at SD level in Sidoarj

2. Support for Inclusive Education services

Table 1.2 Support for Inclusive Education services

Support of Inclusion Educator Service	Number of Answers (Rill Score)			Result of Calculation		
	SD	SMP	SM	S	S	S

			A	D	MP	MA
1. Attitude, Commitment and Confidence	80%	80%	100%	23%	29%	29%
2. Facilities and Infrastructure	66%	60%	80%	19%	21%	22%
3. Educators	73%	80%	80%	21%	29%	22%
4. Learning System	46%	20%	33%	13%	7%	10%
5. Community Support	86%	40%	66%	24%	14%	18%
Maximal Score	351	280	359	100%	100%

Figure 4.1 Percentage of Inclusive Education Service Model at SD level in Sidoarjo

Figure 4.2 Support of Inclusive Education services In Sidoarjo at SD

Figure 4.3 Support of Inclusive Education Services In Sidoarjo at Junior High Level

Figure 4.4 Support of Inclusive Education Services in Sidoarjo at High School Level

3. Barriers to Inclusive Education services

Number of Answers (Rill Score)		Result of Calculation		
SMP	SMA	SD	SMP	SMA

1. Negative Attitudes of School Residents	46%	40%	33%	22%	20%	14%
2. Lack of Cooperation between Inclusive and SLB Schools	53%	60%	66%	25%	30%	29%
3. Attitude Learners	40%	20%	33%	19%	10%	14%
4. Limitations of Funds and Educators	73%	80%	100%	34%	40%	43%
Maximal Score	212	200	232	100%	100%	100%

Figure 4.6 Barriers to Inclusive Education Services In Sidoarjo At High School Level

4 DISCUSSION

Inclusive Education: Descriptive studies in Sidoarjo District include the form of Inclusive Education services, support and barriers to inclusive education services. At elementary, junior and senior high school level with sample of 23 Inclusion schools in Sidoarjo Regency is 80%, at elementary level is u

sing Model of Regular Class with Pull Out. Regular class with Pull Out is mostly used in elementary level. Many elementary schools use this form because learners with special needs often follow difficulty in learning, located in the source room.

Students with special needs at elementary level still need a shadow teacher (GPK/Guru Pendamping Kelas) and calm atmosphere to be able to concentrate, learners with special needs often use room source. The use of resource space for the deepening of mathematics, English, and IPS subjects is carried out during school hours or after school. For ABK with the type of intellectual disability and autism, the service in the resource room is done individually.

The 80% of Inclusive education at junior high school in Sidoarjo is applying the Regular Class Model with Cluster. This model is widely applied in

junior high school (1) the number of GPK is limited (2) students with low visio and dislexia in one class, but for severe disorders such as autism is separated (3) social interaction learners with special needs is good at level SMP. Regular Class Model with this Cluster when applied in full will greatly affect the ability of social interaction for children with special needs. And cultivate mutual respect between students with special needs with normal students

The 100% of inclusive education at senior high school is using Regular Class form. This amount is surely a perfect number. All schools at senior high school apply the form of Regular Class. Learners at high school level are very able to Socialize with peers and able to follow the learning activities well. Participants with special needs who want to go to High School Inclusion School must have recommendation from junior high school or come from SMP inclusion also.

The support for implementation of inclusive education at elementary level in Sidoarjo Regency is 86.65% in the form of Community Support. The community is involved in various activities that is to bring the students with special needs and regular learners.

80% school community such as principals, teachers, staff and parents have high confidence and commitment to support the success of Inclusive Education at junior high school level in Siodarjo District. The teacher's commitment in educating for each student as a duty and noble task to educate the child of the nation has been very maximum in Sidoarjo. While 100% at SMA level is the attitude, commitment and confidence of all citizens of the school.

While some barriers to Inclusive Education services in Sidoarjo both at elementary level, junior high and high school are the Limitations Fund and Educators who are experts in the field. Percentage of each level is 100% in elementary and high school level, 80% at junior high school level. This result show that funds and teachers who are experts in the field are very lacking. Based on research data, the salary received by GPK is very minimal even far

below minimum level of salary (UMR/Upah Minimum Regional). In addition, another barrier is the lack of funds to buy equipment and learning media. GPK is expected to come from graduates of S1 special education in order to maximize learners leverage.

5 CONCLUSIONS AND RECOMMENDATIONS

The forms of inclusive education services at elementary, junior and senior secondary levels are a regular form and a regular form with a pullout. Support for education services comes from institutions, teachers, and communities. While barriers to inclusive education services are related to GPK salaries, GPK capabilities in learning settings, lack of learning media

Suggestions for conductors of the Inclusive Education: for the principal the as organizer of inclusion is more communicating with the parties related to the special services, for example SLB, Psychiatrist, etc. GPK and class teacher in making lesson plan (RPP/Rencana Program Pembelajaran), Individualized Education Plan (PPI/Program

Pembelajaran Individu), and compensatory services. Parents who have Special Needs Children provide support both morally and materially, and the presence of special needs children may be accepted by the community as part of the community members and provide equal opportunities with other normal citizens.

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