

Teachers Perception on the Management of Inclusive Education in Elementary School

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Abstract: The problem in this study was motivated by the difficulty of the teacher in implementing the Inclusive Education, which have been held since 2017 at the Sungai Andai 3 Elementary School in Banjarmasin. This study aims to describe the teacher's perception of the implementation of Inclusive Education in Sungai Andai 3 Elementary School Banjarmasin, which covers 3 aspects according to the research questions, including: Teacher perceptions of the basic concept of children with special needs, teacher perceptions of the education for children with special needs, and teacher perceptions of facilities and infrastructure. This study uses a type of qualitative research with a descriptive approach. Information about the perceptions of each respondent was revealed through questionnaires with 22 statements and in-depth interviews as data collection techniques and documentation. Data analysis techniques in this study are data reduction, data presentation, and conclusion. The teacher referred to in this study is a class teacher and subject teacher, as well as GPK or shadow teacher without any background of special education. This study was conducted on 23 respondents who teach at Sungai Andai 3 Elementary School in Banjarmasin. The results of the study are related to the purpose of the study that the teacher's perception of the basic concept of children with special needs was "Good". While the Teacher's Perception of children with special need's education and infrastructure facilities was "Enough". Therefore, it is concluded that the teacher's perception of the implementation of inclusive education in Sungai Andai 3 SDN Banjarmasin was "Good".

Keywords: Perception, Teacher, Inclusive Education.

INTRODUCTION

Basically, inclusive education is a concept that appears to provide a solution to the problems in education, but the problem in its implementation efforts are always popping up. One of the problems is about the educators, namely teachers, subject teachers and shadow teachers (GPK) who do not have the background of Special Needs Education. Therefore, these educators are assumed to have difficulties in the field because their knowledge and abilities are limited to the general field they have mastered or have never even received material about *Inclusive and education* material concerning *Children with Special Needs* that can support their professional work. Thus, the scientific requirements of a regular teacher's knowledge are actually not sufficient to solve problems that might arise when schools try to conduct inclusive education. They will automatically need more guidance or knowledge in education services in the field of specialization that will connect with inclusive education (Alghazo et al., 2003; Forlin et al., 2001; Bailey, 2004). The presence of diverse perceptions often makes the teachers feel confused, from positive to negative perceptions that appear in the educational staff. These things can adversely affect attitudes and behavior in carrying out their profession as a teacher. Therefore, to be able to change a person's behavior then it must start from changing their perceptions or thoughts about

something. Although the implementation of inclusive education has legality and has full support from the government, there is still a diversity of perceptions that show a negative view of the implementation of inclusive education. (Kustawan, 2012).

Teachers' perception in the implementation of inclusive education in this study is the voice of teachers who agree and disagree about the implementation of inclusive education which includes: basic concept of children with special needs, the education of children with special needs, and facilities and infrastructure in the implementation of inclusive education at the schools where they work. Sungai Andai 3 Elementary School Banjarmasin is a school located in the city of Banjarmasin in the Province of South Kalimantan, the sub-district of North Banjarmasin, the village of Sungai Andai which was established in 2012. The school has only been running for 6 years (meaning this year they will have their first alumni). The school is one of the schools that participated in the implementation of inclusive education, by accepting children with special needs. However, it is still relatively new because it has only run for about one year. The school has ventured to be inclusion although it is still fairly new and continues to increase its construction. Based on observations, it was seen various kinds of responses that appeared in the field related to the implementation of inclusive education.

Table 1. Teachers' Perception of Children with Special Needs.

WIND RESULTS	ASPECT	ANSWER			
		Strongly Agree	Agree	Disagree	Strongly Disagree
Teacher's perception for implementation of inclusive education	1. Teacher's Perception of Basic Concepts of <i>children with special needs</i> .	66.5%	26.7%	6.8%	0%
	2. Teacher's Perception of <i>children with special needs's</i> Education	39.5%	53.3%	7.2%	0%
	3. Teacher's Perception of Facilities and Infrastructure	26.1%	50.7%	18.8%	4.4%

Various non-aligned responses create confusion and problems in the implementation of inclusive education in the school. Therefore, it becomes an interesting thing to be a research which is to describe "Teachers Perception on the Implementation of Inclusive Education in Sungai Andai 3 Elementary School Banjarmasin".

METHOD

This study used a qualitative research approach and included a type of descriptive research to explain the conditions that appear as they are (Antonak, 1980; Findler et al., 2007; Loo, 2001; Rao, 2004). This type of research was chosen because the researchers tried to describe teacher perceptions for the implementation of inclusive education in Sungai Andai 3 Elementary School Banjarmasin which is located at Jalan Karya Karya Komplek Kayu Bulan Blok C-5 RT. 62 RW.03 Banjarmasin Utara Kelurahan Sungai Andai, South Kalimantan Province. The subjects in this study were teachers, including a Class Teacher, Subject Teacher and GPK who are not from Special Education background. The technique used was the questionnaire, interview, and documentation. The validity of the data used includes; extension of observation, persistence of observation, and member check.

FINDINGS AND DISCUSSION

Teacher's perceptions of the Basic Concept of Children With Special Needs

In fact, the teachers at Sungai Andai 3 Elementary School in Banjarmasin have not all known the classification of children with special needs. Although most of them indicated that they knew who are children with special needs, they did not know children with special needs more deeply in terms of the background and needs of each child with special needs. They accept children with special needs in the class but do not understand the characteristics of children with special needs.

Whereas according to Kustawan (2012), each teacher must have the ability to identify students and prospective students to know all the students and focus more on knowing whether there are children with special needs who need to get educational services that suit their needs. In this case, it is important for a teacher to understand the diversity of characteristics of the students, so that planning and learning activities can be done based on the needs of the students. Therefore, the teacher needs to instill a good perception and view the diversity of the characteristics of the children that differences are not a problem and because inclusive education is education for all. It is the teacher who must try to find solutions to meet the educational needs of their diversified students by digging deeper information and establishing good cooperation with all.

Teacher's Perception of Children With Special Needs's Education

The learning plan for the implementation of identification and assessment turned out to have been done well in Sungai Andai 3 Elementary School Banjarmasin. However, this has only been done by GPK who do not have any background in special needs education. On the other hand, class teachers and subject teachers do not participate in it, so they do not know the process well. This makes it difficult for classroom teachers and subject teachers to provide educational services that are in accordance with the needs of those in the school. The provision of education for children with special needs in Sungai Andai 3 Elementary School Banjarmasin uses the KTSP curriculum but has not been able to accommodate or adapt to children with special needs. Therefore, the application of the curriculum for children with special needs is same as regular students (on average) while individual learning programs (PPI) was planned and carried out by special education teachers. The learning process has not been able to be adjusted to the needs of children with special needs in the school. Moreover, the assessment also uses the same KKM (minimum standard of completion) as children in general, table 1.

According to Kustawan and Hermawan (2013), the scope of an inclusive organizing curriculum is a public school curriculum, but in certain cases adjustments and modifications are made according to the obstacles and needs of children with special needs. In addition, adjustments to the crew are needed. Therefore, information and direction are essential to improve the teacher's perception of education for children with special needs, so that they are not always generalized with children in general. Broadly speaking related to the above problems, collaboration between special education teachers is needed especially in terms of lesson planning which includes: follow-up from the results of identification and assessment, individual learning programs, learning processes and customized standard of completion, and the use of flexible and able curriculum to accommodate crew members.

Teacher's Perception of Facilities and Infrastructure

At Sungai Andai 3 Elementary School, Banjarmasin, the support system for facilities and infrastructure is inadequate. This is evidenced by the absence of a special class due to insufficient school finance. Some media are still limited and cannot be used for children who have various characteristics and needs. Physical accessibility of the school includes: school yard, six classrooms, and toilet. There is also unavailability of special school signs for children. For the non-physical accessibility, special education teachers have just been offered as human resources who are considered to have competence in teaching children with special needs.

Facilities and infrastructure are important factors in supporting the successful implementation of inclusive education. Facilities and infrastructure are everything that can facilitate the implementation of an activity. If it is associated with the concept of inclusive education, facilities and infrastructure to support the education for children with special needs include: learning media, special classes, as well as physical and non-physical accessibility especially for students who have visual, physical and movement barriers. In 2012 leprosy, Law No. 4 of 1997 concerning persons with disabilities, accessibility is the facility provided for persons with disabilities to realize similarities and opportunities in all aspects of life and livelihood.

Therefore, perceptions of facilities and infrastructure need to be straightened out. This provides benefits not only for children with special needs, but also aims to make it easier for all people, such as to support the implementation of learning and to improve sense of independence. In addition, supporting physical and non-physical accessibility will play a strategic role in providing opportunities and facilities for children with special needs.

CONCLUSION

The results of the study are related to the purpose of the study that the teacher's perception of the basic concept of children with special needs can be said "Good". Also, the Teacher's Perception of education for children with special needs and infrastructure facilities can be said "Enough". Therefore, it is concluded that the teacher's perception of the implementation of inclusive education in Sungai Andai 3 SDN Banjarmasin was "Good".

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