



Implementation of Inclusive Education in Indonesian Regular School (A Literature Review)

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ABSTRACT

This review aimed to determine the implementation of inclusive education in regular schools. The implementation of education in regular schools has many obstacles, including teachers' lack of the ability to manage inclusive schools. Teachers in this case are an important part of schools to run programs smoothly because teachers communicate directly with students in need. Students, knowledge, skills and experience of teachers determine how well inclusive programs are run in schools, especially in the classroom. To achieve that, teachers need to have several trainings to help them prepare and carry out their plans properly. An e-literature search was conducted to identify articles published from 2015 to 2021 on the steps needed to optimize teacher skills to achieve a good inclusive environment. The electronic database used is Google Scholar. This study used review. Based on the articles reviewed, it was found that the implementation of inclusive education in regular schools was done by improving the skills of teachers through co-teaching training. Apart from teachers, schools and parents were provided with sufficient information about inclusive programs and how to do them. The seven articles' findings were reviewed by the researchers, and indicate that several things must be done in the implementation of inclusive education in public schools. The teacher is the main concern in inclusive learning because the teacher is a school device that interacts directly with students and at the same time provides teaching to students in the classroom.

Introduction

Inclusive education is a term from UNESCO which means Education for All (Florian, 2019). It means a friendly education for all with an educational approach that seeks to reach everyone without exception. (Rusmono, 2020). Therefore, schools must accommodate all children (Firli, Widyastono, & Sunardi, 2020). Regardless of their physical, intellectual, social, emotional, linguistic, or other conditions, including

children with special needs (ABK), gifted children, children, and street children, children in remote areas, children from ethnic and linguistic minorities, as well as underprivileged and marginalized must be treated equally.

Meanwhile, education is the capital for humans in maintaining their civilization and has set humans to achieve success (Yunita, Suneki, & Wakhyudin, 2019). The educational process has occurred for a long time, and various ways had taken to transfer knowledge to the next generation. Education is implemented and involves several elements of the community component.

In Indonesia, education for all children has been assured in The 1945 Constitution of the Republic of Indonesia regulates the rights of Indonesian citizens in Chapter XA on Human Rights, consisting of 10 articles starting from Article 28A to Article 28J. Apart from Chapter XA, in other articles, for example, Article 27 paragraph (3) said the right to work and a decent living. One of the human rights guaranteed by the 1945 Constitution of the Republic of Indonesia is the right as regulated in Article 28E, namely the right to choose an education. It had reaffirmed by Article 31 paragraph (1), which contained in Chapter XIII on Education and Culture, which required that every citizen has the right to education (Adhani, 2018).

This human right to education belongs to all Indonesian citizens regardless of ethnicity, religion, race, class, social and economic strata, physical or mental condition. Children with special needs should be the ones that prioritized first for the right to education. Children with special needs are children who have limitations such as difficulty reading, difficulty hearing, walking, or seeing. It had concluded that children who get a special education program, including children who have a Superior IQ (Baglieri and Saphiro, 2017). The state is responsible for providing educational opportunities and facilities or infrastructure for these children with special needs.

Inclusive education is the development of an integrated education program that was launched in Indonesia around 1980 (Rusmono, 2020). The term inclusive education is a word or term voiced by UNESCO which comes from the word Education for All, which means friendly education for all with an educational approach that seeks to reach everyone without exception. Inclusive education is the implementation of education in schools, and it involves all students to be involved in the learning process (Muhibbin & Hendriani, 2021). All members get the same treatment because they have the same rights as school members (Moriña Díez, 2017). A key element in the concept of inclusive education is the belief that, as far as possible, all students with special educational needs (SEN) should be enrolled in their local schools, and provided with support services and education suited to their abilities and needs. Policy and practices of inclusive education in the case school

- a) Inclusion and personalised learning were the major targets of the school and there was a clear policy to support students with SEN.
- b) A professional resource team was tasked to coordinate inclusive education in the school.
- c) A wide choice of curriculum was available, such as BTEC and ASDAN, to allow every student to find the most suitable path of development at his/her own pace. IEPs were adopted for students with SEN.
- d) A central student register shared among teachers provides detailed information and record of students.
- e) As were heavily relied on to provide individual support to students with SEN.
- f) The school attempted to create an inclusive school environment.
- g) Parents were frequently involved in the education of their children.

(Chan and Mantak, 2015).

Factors influencing inclusive Education is teachers attitude and knowledge, parents' attitudes and source of information. It is mainly emerged are broad sets of support for the principle of inclusion, but very little agreement as to how it should be implemented and even what it consists of. Overall, it is clear that broad support for inclusive education exists, as indicated by UNESCO documents, but there is less clarity on what inclusive education means in practice in terms of what an education system should look like (Alzahrani, 2020). Five characteristics inclusive classroom including: heterogeneous grouping, a sense of belonging, shared activities with individualized outcomes, use of environments frequented by all people and a balanced educational experience. The underlying concepts of this model are consistent with what more recent literature discusses in a less systematic way. As the educators discussed their experiences, the five elements: environments, heterogeneous grouping, balanced educational experience, shared experiences with individual outcomes, and belonging. The teachers discussed use of environments early on in their attempts to have students with disabilities integrated into mainstream classes. Heterogeneous grouping, where students are with their age appropriate peers with diverse levels of ability, and a balanced educational experience were desires that these teachers had for their students in self-contained classes. They strove to access these opportunities only to be confronted with numerous challenges and obstacles entrenched in the segregated system within which they worked. It was not until they began to develop inclusive classroom environments as mainstream teachers that they were able to fully differentiate and create shared experiences with individual outcomes (Somma and Sheila, 2020).

The organisational tradition focuses on the institutional or school aspects of learning difficulties and inclusion. It considers how schools can become

environments that meet the needs of all their pupils, and it is sometimes located in the context of wider issues of school effectiveness. Aspects of schooling that are considered include how inclusion is defined, approaches to school organisation and development, classroom and teaching processes, and teacher development. The sociological approach focuses on learning difficulties example issues framed within social structures and within “structural patterns of discrimination and disadvantage”. In this approach, inclusion is not a technical issue of school organisation, but rather a “fundamentally political project” and requires basic changes in educational practice. Many strengthen in this approach, but he also showed that sociological approaches have very little to say about the processes of teaching and learning or about how the patterns of school organisation and teaching approaches might be changed to meet the needs of all pupils. The range and severity of a child’s SEN might be determined by comparing that child’s performance with the performance of typically developing children of a similar age in a variety of areas, such as cognition, the use of expressive language and vocabulary range, and social and emotional functioning. The basis of the medical model is that a child’s problems will be linked to a shortfall in his or her performance that will need to be dealt with or healed by a professional. Children’s problems are characterised and described using scientific terminology, such as the “aetiology of the syndrome” or “the pathology of impairment”, and through the use of screening, assessment, and identification. General education teachers stated that they are not qualified to teach students with disorder as they are not able to manage students’ social, behavioural, and academic needs. Research has referred to teachers’ insufficient knowledge about the shortage of support and advice provided to teachers in order to meet those children’s needs. Students with statements experienced a high degree of separation from the classroom; more than one quarter of their school day was spent in an individual support lesson within the class, where they were segregated from their peers in order to be supported at an individual workstation. Students with statements experienced less whole class interaction with teachers and fewer interactions with their peers. The role of students with statements in the classroom was passive, as they spent most of the time listening to the teacher in one-way interactions (Alzahrani, 2020).

Inclusion means the unification of ordinary students with children with special needs in a comprehensive way covering the curriculum, environment, and social interaction in the school as a whole (Yusuf, 2015). Inclusive Education views that children with special needs are not seen as a form of deficiency but understood as different physical conditions that can carry out activities in different ways and achievements (Isrowiyanti, 2013). Inclusive education ensures equality and social

justice opens opportunities for children with special needs to receive a quality education so that individuals can develop their potential and contribute to society. As a result, there is no reason for children with special needs to not go to school and not be accepted in regular schools.

Regular schools with an inclusive orientation are an effective way to combat discrimination, create an open society, build an inclusive society, and achieve education for all. Moreover, inclusive schools provide effective education to increase efficiency and reduce costs for the entire education system. (Kadir, 2015). The aim is to provide opportunities for all students to optimize their potential and fulfill their learning needs through inclusive education programs. Therefore, it is an educational program that accommodates all students in the same class according to their age and development (Schmidt & Venet, 2012).

The problem occurs when there are still a few schools that had designed as inclusive schools. But, in reality, they must accept the students with special needs. The author is interested in knowing more about the problems faced by schools. Especially, those students were related to the management of inclusive education in senior high schools. The teacher obtains a comprehensive and in-depth picture from teachers' perceptions that related to the constraints or problems faced by teachers and schools with the implementation of inclusive education.

There are not many articles in the past that have made the author interested in raising this theme. The results of this literature review are expected to contribute to the world of education, especially education management, and provide an overview to the government, people who move and explore the world of education in particular, about the obstacles faced by teachers and schools in implementing inclusive education at the high school level. Hopefully, these obstacles can be mapped according to their characteristics. Therefore, in the future, an appropriate intervention can be given.

Method

This literature review shows how to optimize an inclusive school environment. A search in the database was carried out to sort out articles published starting from August 2015. The journals used were in English and Indonesian with publications ranges from about the last six years. The search of the journal articles was conducted on an electronic database, namely Google Scholar. The keywords used in the journal search were; "inclusive education"; The journal criteria used for this research are: a. Discussing the implementations of the inclusive school environment, b. There is a way to optimize the inclusive school environment, c.

There are results listed in Table 1, obtained by being filtered by reading the abstract first. Abstracts that do not meet the criteria had not been used

Result and Discussion

The research conducted in the three electronic journal databases resulted in 7 journal articles obtained using the keywords above. The majority of studies are conducted in English-speaking countries and focus on how to create an optimal inclusive environment.

Based on the seven articles used to provide information about several ways of implementing inclusive education in public schools. Building a goods inclusive learning environment's cooperation from various parties is needed. Teachers are the main factor in the process of inclusive education, but without the help of other school officials, the implementation of inclusive education will not be optimal (Tarnoto, 2016). Teachers play an important role in protecting students with special needs in the classroom. Therefore, teachers need to develop awareness, knowledge, and ability to manage classes with students from different backgrounds and abilities.

The teacher's view of inclusive education is the basis on how teachers are aware of the differences in abilities between the students they teach in class. To acquire knowledge, skills, and skills in teaching students with diverse backgrounds, teachers need to attend several related trainings (Sanagi, 2016). Schools can bring in professionals to provide knowledge to teachers about handling students with special needs.

Teachers are also expected to develop communication skills for students with special needs. In addition, teachers also need to get teacher skills development through various training. Also, instill a commitment to work with other teachers. So that they can discuss the use of individual education programs for students with special needs in regular classes (Bublitz, 2016).

In the process of implementing the inclusion program, the school establishes an Inclusion Coordinator who is responsible for implementing the inclusion program. ABK Teacher Team handles the implementations of inclusive education, starting from planning, implementing, and evaluating inclusive education. In addition, the school also makes work programs as part of planning, work programs that are made within one year such as regular school meetings, GPK with parents, assessments, services, and facilities (Barsihanor & Rosyida, 2019).

Individual education programs or individualized education programs are methods used to provide education according to the needs of the students concerned and personally (Khoeriah, 2017). Teachers receive various training, such as co-teaching training. It is a method of teaching two teachers who teach one class (Cunningham, 2014). Co-teaching can increase teacher engagement with the classes

they teach and can also reduce turnover rates. Through co-teaching, teachers can share information about learning with students in class. Co-teaching can reduce the burden on teachers in the classroom. New teachers who become co-workers with old teachers can adapt quickly to the classroom. And can also easily provide feedback to each other (Keeley, 2017).

Table 1. Review of Journal Articles Used

No	Title/Researcher	Location	Method	Instrument	Finding
1.	Co-teaching as a solution to challenges faced by general and special education teachers (Cunningham, 2014)	Georgi, United States	Case Study	a) Interview b) Observation c) Archival Records	Schools use co-teaching methods to reduce the turnover rate of inclusive teachers. Co-teaching is defined as two teachers (teacher and teacher candidate) who work together with a group of students and share information about learning. Teachers can certainly provide information to inclusive students by modifying the delivery of the information. Co-teaching can help new teachers to adapt to the learning environment. Furthermore

				, it provides opportunities for teachers who have previously been taught to get feedback and new ideas from the same teacher again.
2. An analysis of co-teaching us an intervention to support special education students in the least restrictive environment (Keeley, 2017)	Chicago, Illinois	Action Research, Mixed Method	a) Observation b) Interview	<i>Co-teaching</i> what teachers do changes the way teachers in the way they teach in the classroom. The teacher felt that this method was effective in teaching the class. Teachers become better at teaching, and it is also easier to get feedback from fellow teachers who teach in the same class. Students also find it much easier to learn in the classroom because there are two teachers who teach.
3. Implementation of co-teaching approach in an inclusive classroom:	Malaysia	Quantitative	Questionnaire	Teachers and their colleagues need time to design learning with co-

overview of the challenges, readiness, and role of special education teacher (Hamdan et al., 2016)

teaching, because basically co-teaching is a way to share the burden of teaching and also to share responsibility for the class being taught. The study shows that the readiness aspect shows a positive value, which means that teachers jointly plan and prepare teaching together

4. Teachers' misunderstanding the concept of inclusive education (Sanagi, 2016)

Japan

Survey

Questionnaire

Schools need to expand the role of each school apparatus and also expand the responsibilities that apply not only to certain parties but also to classroom teachers. Class teachers have an important role in nurturing students with special needs in the classroom, therefore it is important for teachers to

<p>5. Effective strategies for district leadership to create successful inclusion models: special education directors and school reform in context of least restrictive environment (Bublitz, 2016)</p>	<p>Chicago</p>	<p>Survey</p>	<p>a) Test b) Questionnaires</p>	<p>have awareness and knowledge of inclusive education. teachers will have that when they have the opportunity to receive various types of training. The school promotes a program of providing knowledge about students inclusion together and discuss the use of individualized <i>educational program</i> outside class hours so as not to interfere with teaching time.</p>
<p>6. Adaptasi sekolah terhadap kebijakan pendidikan inklusi (Fernandes, 2018)</p>	<p>Indonesia</p>	<p>Survey</p>	<p>a) Tests b) Questionnaires</p>	<p>The implementation of inclusive education in the city of Padang, although with minimal readiness, the school responds to it by continuing to implement inclusive</p>

education with all its limitations.

7. Sikap orang tua dan guru terhadap implementasi pendidikan inklusi di PAUD (Kristiana, 2017) Indonesia Survey a) Tests b) Questionnaires
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Conclusion

The seven articles' findings were reviewed by the researchers, and indicate that several things must be done in the implementation of inclusive education in public schools. First, is essential to build teacher's knowledge about inclusive education by involving teachers to take part in several pieces of training on this subject. In addition, teaching in the classroom, teachers can also apply co-teaching methods, which is presenting two teachers who teach simultaneously in one class. The teacher is the main concern in inclusive learning because the teacher is a school device that interacts directly with students and at the same time provides teaching to students in the classroom. So, teachers need to be able to realize inclusive learning in the classroom. Second, benefit of inclusive education in regular school is children able to be part of their community, develop a sense of belonging, allows children to work on individual goals, encourages the involvement of parents in the education of their children and the activities of their local schools, provides all children with opportunities to develop friendships with one another, and provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children. Third, inclusive education means that all children are educated in regular classrooms. It does not, however, mean that individual children cannot leave the classroom for specific reasons. After schools are inclusive, serious thought is given to how often a child may be out of regular classroom and the reasons that this may be happening. It does not mean that children with certain characteristics are grouped together in separate classrooms for all or part of the school day.

Suggestions

Based on the results of the literature review, the provision of training from professionals on co-teaching is very helpful for teachers who do not have a special educational background. Two teachers handling the class can be done effectively if

the two teachers have discussed and planned the handling and also the appropriate learning design for students with special needs. Not only from teachers, but other school officials also need to be given direction so that other school officials also provide the right treatment for optimizing the learning environment for students with special needs.

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