



Inclusive Education and State Policy in Educational Equality in Indonesia

Dian Kurniati^{1*}; M. Syahrhan Jailani², As'ad Isma³,
 UIN Sulthan Thaha Saifuddin Jambi^{1-3*},

*Corresponding Author. E-mail: diankurniati14@gmail.com¹, m.syahrhan@uinjambi.ac.id²,
asadisma@uinjambi.ac.id³,

Receive: 11/08/2024

Accepted: 11/09/2024

Published: 01/10/2024

Abstrak

Pendidikan inklusi pada anak usia dini dimulai dengan menyesuaikan pembelajaran sesuai kebutuhan anak, mengidentifikasi kebutuhan khusus mereka, serta memetakan potensi dan hambatan perkembangan anak saat ini dan di masa depan. Pendidikan inklusif selalu menekankan aspek kesetaraan bagi anak-anak dengan kebutuhan khusus untuk mendapatkan layanan pendidikan yang sama. Namun, praktik pendidikan inklusif di tingkat pendidikan anak usia dini masih menghadapi tantangan, terutama dalam implementasinya yang belum sepenuhnya inklusif. Kendala-kendala seperti ketersediaan tenaga pendidik yang memadai, fasilitas pendukung, dan kurikulum yang sesuai untuk pendidikan inklusif di lembaga pendidikan anak usia dini masih menjadi masalah. Oleh karena itu, pendidikan inklusi di Indonesia harus melibatkan orang tua, guru, dan lingkungan belajar. Implementasi pendidikan inklusif di Indonesia harus berorientasi pada tujuan pembelajaran inklusif, yaitu memberikan akses yang maksimal bagi peserta didik dengan kebutuhan khusus untuk mendapatkan layanan pendidikan yang sesuai dengan kebutuhan mereka. Penelitian ini bertujuan untuk mengevaluasi sejauh mana penerapan pendidikan inklusi di lembaga pendidikan anak usia dini di Indonesia. Pendekatan dalam penelitian ini menggunakan pendekatan kepustakaan, dengan teknik pengumpulan data adalah dokumentasi, teknik analisis data dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini dapat disimpulkan bahwa Pertama, harapan utama dari kebijakan baru ini adalah bahwa implementasinya akan melibatkan peran aktif dari pemerintah, berbagai sektor terkait, dan masyarakat. Kedua, masalah dalam implementasi pendidikan inklusi, dapat dipahami bahwa pelaksanaannya di Indonesia tidaklah mudah seperti membalik telapak tangan. Terdapat hambatan-hambatan, baik secara konseptual maupun teknis dan non-teknis, yang perlu segera diatasi. Sebab, sebuah kebijakan tidak akan memiliki arti jika tidak didukung oleh sistem yang memadai. Masalah terkait guru dapat diatasi dengan memberikan pelatihan tambahan atau mata kuliah khusus tentang implementasi inklusi. Hal ini dapat dilakukan melalui kerja sama antara dinas pendidikan dan perguruan tinggi terdekat yang memiliki program studi Pendidikan Luar Biasa (PLB). Ketiga, pendidikan humanis mengutamakan prinsip kesetaraan dalam interaksi antara guru dan siswa, dengan menekankan pentingnya adanya interaksi timbal balik sebagai kerangka sosial yang terjadi di dalam dan di luar kelas. pendidik juga diharapkan untuk mengembangkan potensi yang dimiliki oleh anak didiknya dengan landasan dan prinsip kemanusiaan. Sikap yang harus dimiliki oleh seorang pendidik sebagai penanggung jawab dalam pembelajaran, terutama saat proses belajar-mengajar berlangsung, diantaranya memberikan rasa empati, Menumbuhkan Toleransi (Akui Konsep Diri Siswa, Pendidik Sebagai Fasilitator Menggabungkan Perasaan dan Bahan Ajar).

Kata Kunci: Pendidikan, dan Kesetaraan Pendidikan (Inklusi)

Abstract

Inclusive education for early childhood begins with adjusting learning to suit the child's needs, identifying their special needs, and mapping the potential and obstacles to the child's current and future development. Inclusive education always emphasizes the aspect of equality for children with special needs to receive the same educational services. However, the practice of inclusive education at the early

childhood education level still faces challenges, especially in its implementation which is not yet fully inclusive. Obstacles such as the availability of adequate teaching staff, supporting facilities, and appropriate curriculum for inclusive education in early childhood education institutions are still problems. Therefore, inclusive education in Indonesia must involve parents, teachers, and the learning environment. The implementation of inclusive education in Indonesia must be oriented towards the goals of inclusive learning, namely providing maximum access for students with special needs to obtain educational services that suit their needs. This study aims to evaluate the extent of the implementation of inclusive education in early childhood education institutions in Indonesia. The approach in this study uses a literature approach, with data collection techniques being documentation, data analysis techniques with data reduction, data presentation, and drawing conclusions. The results of this study can be concluded that First, the main expectation of this new policy is that its implementation will involve the active role of the government, various related sectors, and the community. Second, the problem in the implementation of inclusive education, it can be understood that its implementation in Indonesia is not as easy as turning the palm of the hand. There are obstacles, both conceptually and technically and non-technically, that need to be overcome immediately. Because, a policy will not have meaning if it is not supported by an adequate system. Problems related to teachers can be overcome by providing additional training or special courses on the implementation of inclusion. This can be done through cooperation between the education office and the nearest college that has a Special Education (PLB) study program. Third, humanist education prioritizes the principle of equality in the interaction between teachers and students, by emphasizing the importance of reciprocal interaction as a social framework that occurs inside and outside the classroom. Educators are also expected to develop the potential of their students with a foundation and principle of humanity. The attitudes that must be possessed by an educator as the person in charge of learning, especially during the teaching and learning process, include providing a sense of empathy, fostering tolerance (acknowledging students' self-concepts, educators as facilitators combining feelings and teaching materials).

Keywords: Education, and Educational Equality (Inclusion)

Introduction

In Indonesia, the right to obtain educational services has been regulated in the Constitution of the Republic of Indonesia (UUD NKRI). This Constitution emphasizes that the national education system must provide equal opportunities for all citizens to obtain quality and fair education. This means that every child, including children with special needs, has the right to obtain quality and proper education ((Purnama & Abadi, 2017). The state then implements the guarantee by implementing inclusive education. Inclusive education is defined as an education system that regulates the implementation of education without differentiating between normal students and students with special needs, so that they can interact in the same educational environment (Anwar & Marhun, 2017). Based on this concept, inclusive education always makes a special contribution in ensuring equal access to educational services for all individuals, regardless of the differences in conditions and backgrounds of the learners.

Inclusive education policy is a system in which all students who have disabilities and potential intelligence and special talents are given the opportunity to participate in education or learning in the same educational environment as students in general. This is in accordance with the provisions contained in the Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education.

Inclusive education is an innovative and strategic educational approach to ensure that all children with special needs, including children with disabilities, have full access to education. Inclusive education is an educational service system that provides opportunities for all children to learn together in mainstream schools, taking into account their diversity and individual needs, so that the potential of these children can develop optimally (Direktorat, 2008).

Method

This research is a literature study that combines a review of various sources such as books, literature, notes, and reports that are relevant to the problem being studied. Data collection techniques involve analysis of various available sources, especially focused on education and educational equality (inclusion). The approach applied in this study is a qualitative descriptive approach. In this context, a qualitative descriptive approach aims to understand the current conditions. According to Mardalis, this approach involves efforts to provide descriptions, record, analyze, and interpret conditions that are currently occurring or exist.

Result and Discussion

Education is a key element in advancing human potential, in accordance with the mandate of the 1945 Constitution of the Republic of Indonesia which guarantees the right of every child to receive a fair and decent education. This also includes children with special needs, where the principle of appropriateness and equality is the basis of inclusive education. Although children with special needs have fundamental differences in their response to learning when compared to normal children, research shows that inclusive education allows them to learn at a pace almost equal to their peers who do not have special needs.

Therefore, education for children with special needs requires a careful and comprehensive approach, by providing various components and materials that are appropriate to their individual needs. Inclusive education is a process that is designed in a planned and directed manner, where handling children with special needs (ABK) together with their peers is not only focused on their limitations, but also on efforts to provide comprehensive services to aspects of the human person other than the limitations or deficiencies they have. The main goal is to maximize the potential and advantages of each individual. Stubn said, The concept of inclusive education is very similar to the concept of education for all and improving the quality of schools. In addition, inclusive education also

illustrates a shift from concerns about certain groups to a focus on overcoming obstacles in the learning process and achievement of achievement (Stubb, 2002: 37).

UNESCO (2005) states that the benefits of implementing inclusive education include: providing equal rights to every child to receive quality education, contributing to building a just and democratic society, improving the quality of education and teacher professionalism, developing life skills together and forming self-identity, and increasing efficiency and benefits related to the education system. However, these benefits must be balanced with consideration of the advantages of inclusive education compared to other programs, as well as the requirements that must be met by children with special needs in order to be able to participate in inclusive education, so that their potential can be maximized.

Another recent definition from Ofsted quoted in Ainscow (2001), states that a school that implements inclusive education is a school that cares about the teaching and learning, achievement, attitudes and well-being of each child. In addition, it is also said that an effective school is a school that implements inclusive education.

The definition reflects an inclusive education model based on key concepts about the systems, stakeholders, processes and resources involved. (1) Key principles related to inclusive education include: a. The right of every child to receive education in school. b. The belief that every child is capable of learning, and that learning difficulties can be experienced by anyone. c. The need for support for all children in their learning process. d. Teaching that focuses on the needs of children benefits all children. (2) Concepts about the education system and school environment: a. Education includes more than just formal education in schools. b. An education system that is adaptive and responsive to the needs of diverse learners. c. An educational environment that supports the development of abilities and is friendly to all. d. Effective school quality improvement. e. A holistic approach to

schools and collaboration between education partners. (3) Principles about diversity and rejection of discrimination: a. Eliminating discrimination and pressure to practice exclusion. b. Recognizing and embracing diversity as a source of strength, not as a problem. c. Inclusive education prepares students for a society that values and respects differences. (4) Principles on processes to promote inclusion: a. Identify and address barriers to inclusion. b. Promote real participation for all individuals. c. Encourage collaboration and partnerships. d. Use participatory methodologies, action research, and collaborative research. (5) Principles on resources: a. Access available local resources. b. Implement redistribution of existing resources. c. View individuals (children, parents, members of marginalized groups, and others) as primary resources. d. Appropriate resources available in schools and locally are needed to meet the diverse needs of children, such as Braille and other assistive devices.

In essence, inclusion is a philosophy in education and society, where every individual is considered valuable in diversity, regardless of their differences. In the context of inclusive education, this means that all children, regardless of their abilities or disabilities, gender, socio-economic status, ethnicity, cultural background, language, and religion, are part of the same school community.

1. State policy towards the disabled community in education

In general, people who are unable to perform all or most of the normal activities of personal or social life because of a physical or mental impairment can be classified as individuals with disabilities. This group is one of the largest minorities in the world, with about 80 percent of the total number of individuals with disabilities living in developing countries (Infodatin Kementerian Kesehatan RI, 2014). The Law on Persons with Disabilities (UUPD) stipulates several tasks that must be carried out by the government in order to fulfill the rights of persons with disabilities. Among them are the

aspects of Justice and Legal Protection. The Government and Regional Governments have an obligation to guarantee and protect the rights of persons with disabilities as legal subjects, ensuring that they have the same access as other individuals in carrying out legal actions.

The first effort in this case is to provide legal assistance to people with disabilities in every examination by law enforcement agencies, both in civil and criminal contexts, in accordance with the provisions contained in statutory regulations.

Second, in terms of Education, the Government and Regional Governments are required to regulate and/or facilitate education for people with disabilities in every path, type, and level of education, in accordance with their authority within the framework of the national education system. This includes the implementation of inclusive education and special education, with steps such as integrating children with disabilities in the 12-year compulsory education program.

Third, in terms of Employment, Entrepreneurship and Cooperatives, the Government and Regional Governments have an obligation to ensure that the recruitment, acceptance, job training, job placement, employment continuity and career development processes for people with disabilities are carried out fairly and without discrimination.

Fourth, in terms of Health, the Government, Regional Governments, and the private sector have an obligation to ensure that health care facilities accept patients with disabilities without discrimination, in accordance with the standards and provisions of laws and regulations. They must also guarantee health services for people with disabilities in the national health insurance program in accordance with the provisions contained in laws and regulations.

Fifth, in terms of politics, the Government and Regional Governments must guarantee effective and comprehensive participation for

people with disabilities in political and public life, both directly and through representatives.

Sixth, related to the Religious Aspect, the Government and Regional Governments are responsible for protecting persons with disabilities from pressure and discrimination in the practice of their religion and beliefs, as well as in carrying out worship according to their respective beliefs. They must also provide religious guidance and counseling to persons with disabilities, and encourage or assist managers of places of worship to provide facilities that are easily accessible to them. In addition, holy books and other religious reading materials must be provided that are easily accessible according to the needs of persons with disabilities, and efforts must be made to provide sign language interpreters in religious activities.

Seventh, in terms of Sports, the Government and Regional Governments have the responsibility to develop a sports system for people with disabilities. This includes educational sports, recreational sports, and competitive sports that are appropriate to their conditions and types of disabilities. From the explanation above, the main expectation of this new policy is that its implementation will involve an active role from the government, various related sectors, and the community.

2. Problems of inclusive education in Indonesia

In the context of education, positive and sustainable efforts are needed, both inside and outside the school environment. Internal efforts can involve training to raise awareness of disability issues, sharing knowledge, and evaluating accessibility. Meanwhile, external efforts can include broad and structured socialization with the government and the community. Building an inclusive paradigm also includes understanding the individual's views of themselves and their environment, which include three aspects, namely mindset (cognitive), empathy (affective), and behavior (psychomotor).

Based on the definition and implications of the Law on inclusive education, children who are

included in the category of ABK include those who have learning difficulties, slow learners, autism disorders, intellectual disabilities, physical and motor disorders, emotional and behavioral disorders, multiple disabilities, and giftedness. One of the basic initial obstacles is the paradigm or view of teachers and education providers towards children with disabilities and the inclusive education system. As a result, rejection of ABK still often occurs. The main reason from the school is the lack of Special Assistant Teachers (GPK) and facilities and infrastructure that do not meet accessibility standards. Even in inclusive schools, the lack of GPK is also a common complaint.

Basically, inclusive schools are the result of changes that can provide benefits for children with special needs and also for children in general. The main principle in inclusive education is how to enable students to learn together, develop a sense of mutual respect and appreciation, and be aware of the diversity in our environment, including children with physical, intellectual, and social advantages and disadvantages. However, lately, many problems have arisen related to the implementation of inclusive education policies that are not fully ready, including: a. Schools that are willing to accept students with various disabilities, whether physical, intellectual, emotional, or social, are still rare. b. Several schools that have met the requirements to become inclusive schools still tend to be subjective in prioritizing certain aspects without comprehensive readiness. c. The lack of teachers who have a special education background (S1) related to educational services for children with special needs (ABK) is still very significant. d. Lack of public awareness of children with special needs, which sometimes leads to the assumption that the condition can be contagious. This is one of the factors that separates ABK and "normal" children in general.

Thus, other issues that are currently developing include five groups of issues and problems in inclusive education at the school level that need to be considered and anticipated so as not to hinder or even thwart its

implementation. These groups include understanding and implementation of the concept of inclusion, school policies, learning processes, teacher conditions, and support systems. One important aspect of the support system is child preparation. Based on these issues, some of the problems faced include: a. Understanding of inclusion and its implications is still uneven. Inclusive education for children with special needs or disabilities is not fully understood as a step to improve the quality of education services. There are various understandings of inclusive education, both among educators and the general public. This is often considered an effort to include children with special needs in regular schools in order to provide educational rights and ensure access to education, as well as to combat discrimination. b. Inclusive education is often equated with integration, so there is still an opinion that children must adjust to the existing school system. c. In practice, teachers tend not to be fully able to be proactive and friendly towards all children, which can lead to complaints from parents and make children with disabilities the target of ridicule. d. There are still pros and cons among teachers and parents of students regarding the decision to enroll children with special needs in regular schools.

An additional important concern for inclusive school organizers is the acceptance and recognition of the school community towards the role of the Special Guidance Teacher (GPK) in the environment. The low performance of inclusive teachers, including GPK, class teachers, and subject teachers, is supported by the results of research conducted by the Helen Keller International Team (2011) in several provinces, including the Special Capital Region of Jakarta. The research showed that teachers only gained their knowledge and skills through socialization programs.

From the exposure of various problems in the implementation of inclusive education, we understand that its implementation in Indonesia is not as easy as turning the palm of the hand. There are obstacles, both conceptually and

technically and non-technically, that need to be overcome immediately. Because, a policy will not have meaning if it is not supported by an adequate system. Problems related to teachers can be overcome by providing additional training or special courses on the implementation of inclusion. This can be done through cooperation between the education office and the nearest university that has a Special Education (PLB) study program.

3. A humanist approach to building educational equality in Indonesia

One of the main factors of failure in national education as a unifier of social life to produce a generation of nations that are able to live peacefully in their own country is the mistake in choosing a national development paradigm in the past that is based on unity in uniformity (Abbas,2003:65). Humanist education emphasizes students as the main subject in the educational process, by recognizing their basic rights, respecting diversity, and recognizing their potential. This is based on the active involvement of students in education to achieve positive values through social and cultural interactions. Riyanto highlighted that humanist education emphasizes the importance of building communication and personal relationships between individuals, between individuals, and within groups in the school environment (Riyanto, 2002:20).

According to Barnadib, the basic idea of national education by Ki Hajar Dewantoro is human-oriented education, which aims to develop humans holistically, namely humans who have the ability to think, work, and create, and develop all their potential in a balanced way without emphasizing only one aspect. If this is done, humans will be created who lack humanistic or humanitarian values (Barnadib, 1998:38-39).

Humanist education aims to develop children's attitudes, knowledge, and skills through a cooperative and participatory learning approach, and to create a learning environment filled with tolerance, care, and mutual respect.

Through communication and exploration activities, teachers and students are involved in an interactive learning process (Riyanton, 2015).

In this case, it is important to create a supportive environment to increase children's interest and motivation to learn. A conducive environment must be maintained during the learning process. With this environment, internalization of values and attitudes will be more effective.

Therefore, humanist education prioritizes the principle of equality in interactions between teachers and students, by emphasizing the importance of reciprocal interactions as a social framework that occurs inside and outside the classroom.

The relationship between teachers and students has a major impact on shaping student behavior and achievement. Therefore, a teacher is expected to always develop student interests according to their abilities and potential, based on certain principles. There are several tasks that must be carried out by teachers who have roles and responsibilities in implementing the learning process.

In the context of the teaching and learning process, al-Ghazali stated that the duties of teachers include (M. Shabir, 2015): 1) Teachers are expected to provide affection to students without discrimination and with treatment as if they were their own children. 2) A teacher does not seek rewards or gratitude, but aims to seek God's pleasure and get closer to Him. 3) Provide advice to students at all times and at every opportunity to provide direction and advice. Prevent students from bad behavior by means of sarcasm if possible, as well as with a direct, subtle, and flawless attitude. 4) A teacher must use his knowledge and actions wisely.

Furthermore, educators are also expected to develop the potential of their students with the foundation and principles of humanity. The

attitudes that must be possessed by an educator as the person in charge of learning, especially during the teaching and learning process (Bobbi, 2003);, including providing empathy, Cultivating Tolerance (Acknowledge Students' Self-Concepts, Educators as Facilitators Combining Feelings and Teaching Materials).

Conclusion

The conclusion of this study can be stated First, the main expectation of this new policy is that its implementation will involve the active role of the government, various related sectors, and the community. Second, the problem in the implementation of inclusive education, it can be understood that its implementation in Indonesia is not as easy as turning the palm of the hand. There are obstacles, both conceptually and technically and non-technically, that need to be overcome immediately. This is because a policy will not have meaning if it is not supported by an adequate system. Problems related to teachers can be overcome by providing additional training or special courses on the implementation of inclusion. This can be done through cooperation between the education office and the nearest university that has a Special Education (PLB) study program. Third, humanist education prioritizes the principle of equality in the interaction between teachers and students, by emphasizing the importance of reciprocal interaction as a social framework that occurs inside and outside the classroom. educators are also expected to develop the potential of their students with the foundation and principles of humanity. The attitude that must be possessed by an educator as a person in charge in learning, especially during the teaching and learning process, including providing a sense of empathy, fostering tolerance (acknowledging students' self-concepts, educators as facilitators combining feelings and teaching materials).

References

Hajar, S., & Mulyani, M. S. R. (2017). Analisis Kajian Teoritis Perbedaan, Persamaan

Dan Inklusi Dalam Pelayanan Pendidikan Dasar Bagi Anak Berkebutuhan Khusus (ABK). *Jurnal Mitra Swara Ganesha*, 4(2).

- Pettalongi, S. S. (2013). Islam dan Pendidikan Humanis dalam resolusi konflik sosial. *Jurnal Cakrawala Pendidikan*, (2).
- Sakti, S. A. (2020). Implementasi Pendidikan Inklusif pada lembaga pendidikan anak usia dini di Indonesia. *Jurnal Golden Age*, 4(02), 238-249.
- Sholihah, I. (2016). Kebijakan Baru: Jaminan Pemenuhan hak bagi penyandang disabilitas. *Sosio Informa: Kajian Permasalahan Sosial dan Usaha Kesejahteraan Sosial*, 2(2).
- Sudjak, S. (2018). Problematika pendidikan inklusi di sekolah. *MODELING: Jurnal Program Studi PGMI*, 5(2), 185-201.
- Supriatin, A., & Nasution, A. R. (2017). Implementasi pendidikan multikultural dalam praktik pendidikan di Indonesia. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 3(1), 1-13.
- Tanjung, R., Supriani, Y., Arifudin, O., & Ulfah, U. (2022). Manajemen penyelenggaraan pendidikan inklusi pada lembaga pendidikan Islam. *JIPJurnal Ilmiah Ilmu Pendidikan*, 5(1), 339-348.
- Wibowo, A. T., & Anisa, N. L. (2019). Problematika pendidikan inklusi di indonesia. *Seminar Nasional Pendidikan dan Call for Papers (SNDIK) I 2019*.