The Implementation of Inclusion Education in SMP Plus Al-Ghifari

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Abstract
Inclusive education is education for all who receive each group, race, physical form and so on without discrimination. The existence of inclusive education, every level of society will be able to enjoy education intended for persons with disabilities who are expelled from the eyes and do not deserve the same education as the others. Inclusive education also facilitates them to develop their own potential, so there is education inclusion chosen by the community. Therefore, this study will describe the results of research conducted on inclusive education in one of the schools implementing inclusive education, namely SMP Plus Al-Ghifari. Suggestions used in this study are qualitative descriptive methods. Research result at SMP Plus Al-Ghifari, this school has adopted the philosophy of inclusion that is diversity, is highly respected and appreciated where this school has facilitated all children in the same class with children both children with special needs and children in principle, no bullying and all socializing like children their age.

Keywords: Implementation, Inclusive, Education for all, Disabilities

Introduction
The term inclusive or inclusive education, began to emerge since 1990, the world compilation of general education and continued with Salamanca agreement on inclusive education in 1994. Inclusive education has a basic principle that supports, all children should learn together without having to look for difficulties or differences that might exist in themselves. Inclusive education is an education service system that involves children with special needs learning in the nearest schools in the ordinary class with friends their age. An inclusive education school is a school that accommodates all students in the same class. This school provides an educational program that is appropriate, challenging, but in accordance with the needs and needs of each student and the assistance that can be provided by teachers, so that children are successful and achieve optimal learning goals. Inclusive schools are a new development of integrated education. In inclusive schools each child in accordance with special needs, all endeavored to be able to transfer optimally by making various modifications and renewals, ranging from the curriculum, facilities and infrastructure of education and education personnel, learning systems to the renewal system. Therefore, based on considerations about schools and inclusive education, this research was conducted to find out about everything related to inclusive education in one of the inclusive schools and discussed with children with special needs. The purpose of this observation is based on the above problem formulation, including:

1. Knowing the condition of schools and understanding inclusive education in SMP PlusAL-Ghifari.
2. Identifying the principles of inclusive education based on the index in SMP PlusAL-Ghifari.
3. Identifying the learning system implemented in the SMP PlusAL-Ghifari.

Method
This study uses a qualitative approach with an explorative case study design. "... qualitative research is often called the naturalistic research method because the research is carried out in natural conditions." (Sugiyono, 2013, p.14). Subjects in the study were determined by purposive sampling technique. Sugiyono (2013, p.300) argues that "purposive sampling is a data source sampling technique with certain considerations." Descriptive method is used in this study in the hope that it can describe and explain phenomena and conditions objectively. Data analysis techniques using data reduction, data display, and conclusion drawing / verification. The instruments used in this study were interview guidelines and observation guidelines developed from the research grid. The research grating
is obtained from the focus of the research formulated by the researcher. Data obtained from interviews, observations, and documentation studies will be analyzed, processed, so that conclusions can be drawn objectively without manipulation from researchers and expressed descriptively with words that are easily understood.

Results and Discussion

Learning Activities in SMP Plus Al-Ghifari

Learning activities are carried out as a whole, not individually and the subject is the teacher not the student. This is contrary to the basic principles of humanism which form the philosophical foundation of special needs education. ABK students are still given learning according to the class curriculum, but from each subject the basic competence is derived and the value of weight is adjusted to the student's ability. In plain view the Al-Gifari school looks like an ordinary public school because the learning process is the same as a school in general, children with special needs are united with children in general and there is a fusion between children and children in general. But the lack is when the teacher teaches in class there is no special teaching or special treatment to optimize students' understanding of learning material but the teacher teaches as if there are no students with special needs, and students with special needs must follow the learning as it is. There are no special services provided to students with special needs in SMP Plus Al-Ghifari, only the tolerance of peers and the understanding of the teacher of the obstacles that students with special needs have. They help each other in the learning process in class with friends who have obstacles. Students at AL-Ghifari are very familiar with the presence of different students so there is no mutual ridicule or ridicule, ABK children merge with other students and there are even students who can sign language because in their class there are deaf students. Parents of common children with special needs children are very receptive so there is no worry when their children go to school with special needs children.

Curriculum, Evaluation and Learning Strategies in SMP Plus Al-Ghifari

The curriculum used at SMP Plus Al-Ghifari is the 2013 Curriculum, but SMP Plus Al-Ghifari does not create or provide special curricula to students with special needs. The school only lowered the weight of the material for students with special needs, for example to students who are mentally retarded, the school agreed to make matters easier for him compared to his peers. Another example, if there are 10 questions that must be done by students, retarded students only need to work on 2 or 3 questions. The evaluation is by changing the assessment criteria of general children with children with special needs because in learning general children with children with special needs is equated but for children with special needs modified according to the needs of children so that the end of the assessment can be equated with general children but not in the form of an IEP.

The number of Special Children in SMP Plus Al-Ghifari

The number of children with special needs at SMP Al-Ghifari is 14 students. In detail namely 5 students of class VII, 2 students of class VIII, and the remaining 7 students of class IX who are carrying out the National Examination. Children with special needs in SMP Plus Al-Ghifari consist of low vision, deaf, mentally retarded, and autistic children.

Special Facilities in SMP Plus Al-Ghifari

Al-Ghifari Plus Junior High School does not provide special facilities for special needs students because at present there are no special needs students. For students who are low vision, but he does not need special facilities, just because his friends already know the visual impairment of his friend so that he always puts the ABK student in a seat not far from the blackboard. For students with special needs who are deaf, because the hearing barrier is not severe, so the student does not need special facilities from the school. His friends understand about the barriers of his friends who are deaf, so when learning takes place sometimes ABK students are assisted by his friend in explaining what was conveyed by his teacher.

The Inclusive Application in Schools (based on Index)

Creating an Inclusive Culture

Al-Ghifari has created a culture of inclusion with schools trying to minimize all forms of discrimination. Students help each other, Staff and students treat each other with respect. Students are valued equally. However, there are still some aspects that AL-Ghifari did not implement in creating an inclusive culture with the example of Al-
Ghifari Staff, governors, students and parents / guardians do not share the philosophy of inclusion, local communities are less involved in schools. Of the 12 aspects of creating a culture of inclusion, Al-Ghifari has carried out 10 of them.

Producing Inclusive Policies

In producing Al-Ghifari’s inclusive policy, it has not yet fully demonstrated these aspects, including the absence of special treatment to support learning for children with special needs, but children with special needs still have to adjust the learning in schools as they are. Because there are no teachers in Al-Ghifari with a special educational background and do not fully understand what and how inclusive education is.

The Development of Inclusive Practices

In the aspect of the development of inclusive practice Al-Ghifari has begun to develop only not all aspects seen in Al-Ghifari schools are still lacking. Teaching is not planned by studying all students, this is because there are no teachers with special educational backgrounds and know ABK. Teachers are not plan, teach and review in partnership.

From the explanation above, our group analysis is that SMP Plus Al-Ghifari has implemented one of the principles of inclusion, namely education for all, by accepting children with special needs and placing them with other students in the same class. However, in terms of curriculum, special tutors, and the provision of special services are not yet available. Maybe this is what needs to be considered because the effectiveness of learning activities in children with special needs can be supported by the existence of a curriculum, supervisors, and special services so that the provision of learning weights is adjusted to the needs and supported by special services in the form of accessibility, special aids, as well as special guidance teachers who indeed experts in their fields as well as special educational backgrounds. Judging from experience, it might be possible to take solutions and handling in providing educational services through teaching and learning activities for ABK. However, if there is no special tutor, here regular teachers must be able to understand and serve their students both normal children and children with special needs as best and as optimal as possible. For this reason, curriculum and special services are needed so that the goals of inclusive education itself can be achieved optimally.

Conclusion

Based on our observations at SMP Plus Al-Ghifari, this school has adopted the philosophy of inclusion that is diversity, is highly respected and appreciated where this school has placed all children in the same class both ABK children and children in general, the absence of bullying and all socializing like children their age. The philosophy of the material program adjusts to diversity, although the curriculum at AL-Ghifari is likened to using the 2013 curriculum, but in terms of learning for children with special needs, children are not required to be the same as other children but see where their abilities receive learning. The philosophy to attend together, collaborate, participate and be happy in Al-Ghifari has not been fully implemented, namely the absence of collaboration with related parties in order to support the development of children’s learning, the participation of teachers who do not understand very well what children with special needs and inclusive education make philosophy not yet fully done. Therefore, based on the 3 inclusion philosophies seen in Al-Ghifari, this school has not fully applied the principles of inclusion seen from the 3rd philosophy which is still in the planning stage but there is no definite implementation and limited resources, therefore Al-Ghifari schools are still at the stage of inclusion.

Recommendations

Inclusive education should be implemented for most schools in Indonesia so that they can learn to establish a sense of socialization between children with special needs and normal children in general. Because it is better for children to fight specifically to get along and enter the environment of people in general.

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References

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