

THE DESCRIPTION OF INCLUSIVE EDUCATION IN INDONESIA

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ABSTRACT

Inclusive education is the system of educational provision that provides opportunities for all learners regardless of differences in age, gender, ethnicity, language, disability, socioeconomic status, HIV or AIDS status, potential and ability to participate in education or learning in an educational setting together with the students in general. Inclusive school is a school that is implementing inclusive education to accommodate all children regardless of physical condition, intellectual, social, emotional, linguistic or other conditions. This includes children with disabilities or special educational needs including talented children, street and working children, children from remote and nomadic populations, children from linguistic minorities, ethnic and cultural and children who have weakness or other marginalized groups. In this paper, it is bounded on children with disabilities or special educational needs.

The aim of inclusive education is to make all children receive a quality education in accordance with the needs and capabilities as well as providing education to realize that values diversity and discriminatory acts for all children, even for children with special needs. Children with special needs are children who experience lapses of intellectual, physical, social or emotional markedly from what is regarded as normal growth and development, which consists of blind children, children with hearing impairment, mental retardation children, quadriplegic children, unsociable children, talented children, autism children, children with learning disabilities and children's emotional disturbance or behavioral, children with double and complex disability. Of course the related person can not receive the maximum benefit from public school programs and may require special or additional teaching classes and a variety of special education services .

The purpose of knowing the description of inclusive education , among others, is to obtain a picture of the reality of inclusive schools and matters relating to the implementation of inclusive schools in Indonesia.

A. Background

The essence of education is to humanize humans, develop the potential of the base learners to be brave and able to deal with problems faced without feeling depressed, able, and happy to improve his nature as a vicegerent on earth (Mudjito, 2012: 11). Moreover, in reality according Harizal (Mujito, 2012: 11) it is not so because of physical and mental conditions which vary thus affecting their ability to follow a normal education.

What a lucky person if you have a normal birth auditory, seer or flavourings. They are easy to obtain an education without ostracized for being different with other normal students. But for children with special needs (ABK), step to education is like looking for a needle in a haystack. This is due to the lack of existence of special schools which usually only exist in the city or county or inclusive school that is willing to accept special needs children of school age, so they are only silence in the house alone (Darmaningtyas and Subkhan, 2012: 46).

Education is the most fundamental rights of every human being, no exception for exceptional children or children with special needs. Recognition of the right to education for every citizen was also strengthened in the international declarations. In 1948, the Declaration of Human Rights issued a statement that education is the most basic human rights. The Declaration strengthened the Convention of the Rights of the Child organized by the United Nations in 1989, a legally binding instrument, which has been signed by all countries except the USA and Somalia (Stubbs, 2002: 15). The results of the convention states that primary education should be compulsory and free for all (Article 28) (Stubbs, 2002: 15, Puri and George Abraham, 2004: 17). So please note that the United Nations Convention on the Rights of the Child has four general principles that overshadow all other chapters, including chapters on education, namely: (1) non-discrimination (Article 2) which states specifically on people with special needs or disabled persons, (2) best interests of the child, (3) the right to survival and development (article 6), and (4) appreciate the views of the child (article 12). All of these rights cannot be separated from one another, and interconnected. This means that, although in fulfilling the right to education for children with disabilities or special needs or with disabilities, they have been provided education in special schools, but this may violate their right "to be treated in a non-discriminatory", valued his opinion and the right to remain in the family and community environment.

Factually, Education is learning experience throughout a person's life, as stated in the official statement of UNESCO in the World Convention on Education for All in Jomtien, Thailand in 1990 on education for all or EFA which became known as the Jomtien Declaration. This statement implies that every person in this world has the right to get the education (Stubbs, 2002: 14). Education can be done by anyone, anywhere, and anytime. That is, education can be done regardless of the age limit, space and time. Jomtien Declaration also asserted that the need to expand access to education for all children, adolescents, and adults, also providing equal opportunities for girls. Every citizen has the right to get the education and the Government is obligated to provide educational facilities that support the sustainability of the educational process. This is consistent with what has been outlined in the Constitution of the Republic of Indonesia in 1945 Article 31 paragraph (1) and (2). Therefore it means children with special needs such as visual impairment, hearing impairment, mental retardation, quadriplegic, unsociable, slow learning and learning disabilities children also have the same opportunity.

The appearance of inclusive education paradigm loaded with humanitarian cargo and enforcement of human rights (Kustawan, 2012: 7). Further Kustawan (2012 : 7) states that, the (core) in the paradigm of inclusive education is the provision of education services in the system diversity, and his philosophy is to respect the differences of all children. Logical consequence of this right is that all children have the right to receive the kind of education that does not discriminate against the background of disability, ethnicity, religion, language, gender, capabilities, culture, and other conditions (UNESCO, 1994).

Inclusive schools means that schools accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions of them. This includes children with disabilities or special educational needs and gifted children, street and working children, children from remote and nomadic populations, children from linguistic minorities, ethnic and cultural as well as children who have weakness or other marginalized groups (Stubbs, 2002: 123).

Based on data from the Ministry of Social Affairs in 2008 (Mudjito, 2012:12), total number of children with special needs (ABK) is 1.554.184 children, and it is predicted that the national census of 2010, the number of special needs children (5-18 years) is 21,42 % of the number of crew members with a variety of short comings or deformity around 330.764 children.

The number of child with special needs who have received special education services in schools (Special Schools) or inclusive school, from kindergarten level up to junior high school children only 85.737 children (25.92 %) (Mudjito, 2012: 12). That is, there are 245.027 children (74.08 %) with special needs who have not received education services in Indonesia with various types of abnormalities, and mostly located in rural and urban centers.

School unprepared makes adjustments which basically involves the availability of human resources that is not adequate. In addition, the empowerment of general teacher has also limited special mentor teachers (GPK) which provide learning assistance program for students with special needs, low support school and community residents to their education. The existence of a special mentor teacher (GPK) in inclusive schools has very important role in helping children in the class to understand what is being taught by primary teachers and achieve the targets that must be achieved by the students. Special mentor teachers (GPK) are often more understand the condition of the development of children's ability for every day during school activities is to take care of the children and observe their progress (Sunu, 2012: 105). That is why it is so important for parents to share information with their special mentor teacher of their children with special needs. Often a particular ability or certain symptoms which need to be anticipated escaped the attention of parents in the home and the ability appears when the child in school activities.

Based on the results of monitoring and evaluation of the Directorate of Special Education and Special Services (PPK- LK) National Education Ministry in 2010, it is found that the performance of teachers in inclusive school is still low. This is evident from the low ability of teachers in building inclusive student, lack of cooperation with the teachers of the school environment, the slowness in completing work related to inclusive education of children and lack of work on the preparation of teaching inclusive children (Mudjito , 2012: 17) .

B. The Definition of Inclusive Education

Education experts express various opinions about inclusive education. However basically it has the same purpose. Smith, J. David (2006 : 45) argues the inclusion comes from the English language that is inclusion, the latest term used to describe the unification of children with disabilities (with obstacle or disability) into school programs. Inclusion can also mean that the goal of education for students who have barriers is, the involvement of each child in the whole school life. Inclusion can mean acceptance of children who have barriers to the curriculum, environment, social interaction, and the concept of the school's vision and mission.

In The Salamanca Statement and Framework for Action on Special Needs Education, 1994, stated that:

Inclusive education means that : "... schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups."

From these quotations it is said that inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Inclusive education should accommodate children with disabilities and talented, street children and workers, children from remote populations or on the move, children from minority ethnic groups, linguistic or cultural and children from disadvantaged or marginalized groups.

According to UNESCO (1994), the definition of inclusive education is:

At the core of inclusive education is the human right to education, pronounced in the Universal Declaration of Human Rights in 1949. Equally important is the right of children not to be discriminated against, stated in Article 2 of the Convention on the Right of the Child (UN, 1989). A logical consequence of this right is that all children have the right to receive the kind of education that does not discriminate on grounds of disability, ethnicity, religion, language, gender, capabilities, and so on.

The definition of inclusive education above states that, Inclusive education is at the core of human rights to get the education. It has been stated in the Universal Declaration of Human rights in 1949. The similarity of interests is that the right of children is not to be discriminated, it is stated in article 2 of the Convention on children's rights. Logical consequence of this right is that all children have the right to receive the kind of education that does not discriminate against the background of disability, ethnicity, religion, language, gender, capabilities and so forth.

Inclusive education is an educational paradigm which is humanist, open to all children and accommodate all needs in accordance with the conditions of each individual. At the operational level of education services, it shifts towards segregation patterns of inclusion. According to Kustawan (2012: 7), it contains a logical consequence of the provision of education in public schools and vocational schools, among other schools should be open, child-friendly, and non-discriminatory.

This means (Kustawan, 2012 : 8), inclusive education gives service to all children regardless of their physical, mental, intellectual, social, emotional, economic, gender, ethnicity, culture, residence, language and so on.

Staub and Peck (Mudjito, 2012 : 36) states that : inclusive education is a placement of children with disabilities in the level of mild, moderate, and severe in full in the regular class. This suggests that the regular class is a place of learning that is relevant to children with disabilities, whatever the type of disorder and however the gradation are. Meanwhile, Sapon - Shevin (Rudiyati, 2011: 3) states that the inclusion of education as an educational service system requires that all children with disabilities are served in schools nearby, in regular classes together with friends of his age. Therefore, it is emphasized by the existence of an overhaul of the school, thus it became the community that supports the fulfillment of the special needs of each child, so that the learning resources are being adequate and have the support of all parties from the students, teachers, parents, and surrounding community.

Alimin (Sunaryo, 2009: 6) explains that inclusive education is a process in responding the diverse needs of all children through increasing participation in learning, cultures and communities, and reducing exclusivity in education. Inclusive education includes changes and modifications in content, approaches, structures and strategies that can accommodate the needs of all children based on their age. Inclusive education can also be seen as a form of care in responding to the needs of wider learner spectrum, with the intention that both teachers and students, allowing both feel comfortable in diversity and see it as a challenge and enrichment in the learning environment. Diversity is not as the problem.

The definition of inclusive education received by many people was the definition which is lifted from a seminar on inclusive education in Agra India in 1988. From the results of the seminar, inclusive education is defined as follows:

- 1) Wider than formal education, but it includes education in the home, community, non-formal and informal systems;
- 2) Appreciate that all children can learn;
- 3) Allow the structures, systems and methodologies to meet the learning needs of all children;
- 4) Recognize and appreciate that every child has differences in age, gender, ethnicity, language, disability, socioeconomic status, HIV or AIDS status, potential and capabilities;
- 5) It is a dynamic process that is constantly evolving in line with the evolution of the cultural context;
- 6) It is a strategy to promote and create an inclusive society (Stubbs, 2002: 38-39).

The above definition describes a model of inclusive education that is based on the concepts of children, education system, diversity and discrimination, the process to develop inclusion, and the concept of resources (Stubbs, 2002: 40 and Sunaryo, 2009 :4). In detail, it can be explained as follows:

- 1) The concept of Children
 - a. The right of all children get the education in their own community.
 - b. All children can learn and have difficulty in learning.

- c. All children need support in learning.
 - d. Learner centered on child which can give benefit each other.
- 2) The Concept of Education and School System
 - a. The education is more comprehensive than formal education in schools (formal schooling)
 - b. Flexible, education system is responsive.
 - c. child-friendly environment for education
 - d. School quality improvement and effective schools
 - e. Comprehensive approach and collaboration with partners
 - 3) The concept of diversity and discrimination
 - a. Eliminate discrimination and exclusion
 - b. Looking at the diversity as the source power, not as a problem
 - c. Inclusive education prepares students to appreciate the differences
 - 4) The concept of advance Inclusion process
 - a. Identifying and overcoming barriers to inclusion
 - b. Increasing the real participation of all parties
 - c. Collaboration and partnerships
 - d. Participatory methodology, field research and collaborative inquiry
 - 5) The concept of the resources
 - (1) Utilize the local resources which is available (local resources)
 - (2) Distribute the available resources
 - (3) Looking to the humans (childre, parents, teachers, marginalized groups, etc.) as a main power source
 - (4) the right resources in the school and community are needed for different children. For example Braille, support tools (Asistive dvice).

In Handbook of Public Implementation of Inclusive Education, inclusive education is a new development of integrated education. At inclusive school, each child is based on their particular needs. All cultivated can be optimally served by doing various modifications and adjustments, ranging from curriculum, facilities, educators and education, the learning system to the assessment system. In other words, the inclusive education requires that schools must adjust to the demands of the individual needs of the students, not the students are adjusting to the school system (PLB Directorate, 2007: 6)

The definition of inclusive education by National Education Affair No. 70 in 2009 on Inclusive Education for students who have a disorder, potential intelligence and the special talent. Article 1 is organizing education system that provides opportunities for all learners who have the disorder, intelligence or special talent to participate in education or learning in educational environments together with the students in general.

Based on some definitions of the inclusive education, it can be concluded that the implementation of inclusive education is the education system that provides opportunities for all learners regardless

of differences in age, gender, ethnicity, language, disability, socioeconomic status, HIV or AIDS status, potential and the ability to participate in education or learning in educational environments together with learners in general.

C. The purpose of Inclusive Education

In general, guide implementation of inclusive education . Inclusive education in Indonesia was organized with the aim of :

- a. Provide the widest possible opportunity to all children (including children with special needs) to get a decent education in accordance with their needs.
- b. Help to accelerate the compulsory education program.
- c. Help to improve the quality of primary and secondary education to reduce the number of repetition and dropout;
- d. Create an education system that values diversity, non-discrimination, as well as learning friendly;
- e. Fulfill the mandate of the Constitution of 1945 in particular:
 - a. Article 32, paragraph 1 which reads “every citizen is entitled to get the education”, and paragraph 2 states that “every citizen is obligated to follow the compulsory basic education and government finance”.
 - b. Law No.20or2003 on National Education System, especially Article 5, paragraph 1 which reads “every citizen has the same right to obtain quality education”. Law no . 23or2002 on Child Protection, especially Article 51 which reads “child with a physical and mental disability is given to equal opportunities and accessibility to obtain regular education and special education (PLB Directorate, 2007: 10).

According Kustawan (Kustawan, 2012: 9) the implementation of inclusive education aims to:

1. Provide the broadest opportunity to all learners who have physical, emotional, mental, and social. It has the potential of intelligence and special talents to obtain quality education according to the needs and abilities, and;
2. Brought providing education that respects diversity and discriminatory acts for all learners.

Based on the above explanation, it can be concluded that, the goal of inclusive education is that all children receive a quality education in accordance with the needs and capabilities as well as providing education to realize that values diversity and discriminatory acts for all children.

D. The Function of Inclusive Education

Inclusive Education function is:

1. Ensure all learners have the opportunity and equal access to obtain educational services that fit their needs and quality in the various channels, types and levels of education.
2. Create an educational environment that is conducive for all learners to develop optimal profession (Kustawan, 2012 : 9-10).

Based on the above explanation, it can be concluded that, the function of inclusive education is that all children have the opportunity and equal access to get the services and quality education according to their needs, as well as the creation of a conducive educational environment for all children to develop her full potential.

E. Benefits of Inclusive Education

According to Kustawan (2012: 13), inclusive education is beneficial for: learners with the special needs, learners in general, teachers and education personnel, parents, government and local governments, communities and schools.

1. The benefits of inclusive education for learners of participants with special needs are:
 - a. Having self-confidence and a chance to adjust and preparedness in the face of real life to the environment in general.
 - b. Participants with special needs will be more independent, adaptable, active and able to appreciate the differences, as well as the opportunity to socialize and share with the children in general are naturally so that it will provide significant input in the aspects of life.
2. The benefits of inclusive education for students in general are:
 - a. to learn about the limitations and advantages as well as his uniqueness. Learners will generally be a growing sense of concern for the limitations and strengths of students with special needs.
 - b. Students will generally be able to develop social skills, empathy for the problems of learners with special needs, and help learners with special needs, and other students who get into trouble.
3. The benefits of inclusive education for teachers is:
 - a. Teachers will be challenged to teach better and be able to accommodate all learners that will seek to increase the diversity of insights about the characteristics of all learners.
 - b. Teachers will be more creative and skilled to teach and educate, more maps to identify strengths and weaknesses of learners.
 - c. Teachers can improve their competence in the field of special education.
 - d. Teachers are more open minded to the difference or diversity of learners, able to educate more diversities, more accustomed and trained to cope with the challenges of learning, so that the teacher gets satisfaction in work and higher achievement.
4. The benefits of inclusive education for parents are:
 - a. Feeling valued, or may increase the respect for children.
 - b. Parents feel happy when their children can socialize well without any discriminations and will be more understand how to motivate the improvement of learning tailored to their particular needs.
 - c. Parents know how to guide their children to be better, to improve interaction and involvement in their learning activities and to have the opportunity to share with the school and other

stakeholder in planning their learning tailored to their particular needs, strengths, weaknesses, problems and other obstacles, as well as happy when children have good social skills.

5. The benefits of inclusive education for government and local government are:
 - a. Education policy is implemented based on the principles of democracy, justice and non-discrimination as it can carry out the mandate of the Constitution and Government Regulation, Ministry regulation and policies that are as a manifestation of the desire or expectation of citizens of the Republic of Indonesia, so it will be an added value of trust from the citizens state or society to the government, local government and schools, especially in the field of education. This is including also to the confidence of the international trust to the government and local government as earnest in realizing international commitments with regard to get the education for all that will grow positive value in the eyes of the international world.
 - b. The other benefit is that it can speed up or accelerate the completion of compulsory education to nine years. Learners get the same education rights and get a broader education
6. The benefits of inclusive education for the community are:
 - a. to maximize the potential of the community in the delivery of education.
 - b. The public will be more aware that every student with the special needs has the right to get the education as learners in general. Communities can contribute thoughts, ideas to develop a better education with more open minded and full consciousness.
7. The benefits of inclusive education for the school is:
 - a. Imaging of schools increased, more schools opened, friendly and does not discriminate.
 - b. Schools can improve the quality of education in a comprehensive manner for all learners.
 - c. Schools can improve access for all students to receive a good education.
 - d. Education is not discriminative.
 - e. Learning is centered to learner (student or child centers).
 - f. Learning activities can accommodate the needs of learners. Teacher behavior can make learners.
 - g. Teacher's behavior can make students enjoy to learn.
 - h. School and classroom environment friendly to learners.
 - i. Learning is on the basis of (learning style)
 - j. Learning is implemented with active, innovative, creative, effective and fun learning (PAIKEM).
 - k. Learning appreciates diversity.

F. Overview of Inclusive Education in Indonesia

Government policy in the completion of compulsory nine -year basic education outlined in the National Education System Law No. 20 in 2003 about National Education System Article 32 has been set for Special Education and Special Education Services. The government policy encouraged

by international calls Education For All (EFA) are echoed UNESCO as a global agreement proceeds World Education Forum in Dakar. Senegal 2000, completion is expected to achieve EFA by 2015.

Implementation of the above policies outlined by the Ministerial Regulation number 70 in 2009 about Inclusive Education for Students Who Have Abnormalities and Intelligence Potential or Special Talent. Ministerial Regulation is a real effort of the government in the form of regulation to be reference of all relevant parties in the inclusive education. It is also the seriousness of the government's efforts in implementing inclusive education in this beloved country, which is to provide opportunities for children with the special needs to receive education in regular schools (elementary, junior high schools, and high schools or nearest Vocational).

Inclusive education was born as a form of dissatisfaction education for children with special needs with the system of segregation. Segregation system is a system that organizes the school administration which distinguishes between regular schools and schools for children who have the disorder or special needs children (kindergarten and special education P4TK, 2008: 2). Segregation system is deemed to no avail, because the system is not able to prepare children with special needs to be able to live independently (P4TK kindergarten and special education, 2008: 2). According Budiyanto (P4TK kindergarten and special education , 2008 : 2), segregation system is no longer able to carry out the primary mission of education is to humanize humans and tend to be discriminatory, exclusive, expensive, ineffective and inefficient, and its output is not promising positive thing.

Inclusive education is an educational approach that is innovative and strategic to expand access to education for all children with special needs, including children with disabilities. In a broader context, inclusive education can also be interpreted as a form of education reformation that emphasizes anti-discrimination, the struggle for equal rights and opportunity, justice, and the expansion of access to get the education for all, improving the quality of education, strategic effort to complete the nine-year compulsory education, as well as efforts to change public attitudes towards children with special needs. In the context of Indonesia's exceptional education, inclusive education is not the only way to educate disabled children with the intent to replace educational segregation. Instead, an alternative, choice, innovation or breakthrough or new approaches in addition to educational segregation that has been running more than a century. This is because the setting of special education or exceptional education in Indonesia adheres to a "Multi-track Approach". The existence of Extraordinary School is supposed to act as a resource centre to support inclusion, but it has not empowered to the fullest yet.

School organizers of inclusive education are that schools accommodate all students in the same class. This school provides a good education program, challenging, but tailored to the abilities and needs of each student as well as help and support that can be provided by the teacher, so that children succeed (Stainback, 1980). School as the leading of unit implementing formal education to a wide diversity of potential students require diverse educational services, environmental conditions are different from each other, therefore the school should be dynamic and creative in carrying out its role to work on improving the quality or quality of education. This means that regular schools have to make adjustments. Johnsen and Skjorten (Mudjito, 2012: 37), states that the need for restructuring the school into a community that supports the fulfilment of the special needs of each child. That is, the available inclusive of diverse learning resources and the support of all parties, including the

students, teachers, parents, and surrounding community. It is based on the fact that in the classroom, there is a normal child and children with disabilities who cannot be separated as a community.

Implementation of inclusive schools is not easy because in addition to limited resources and the limited accessibility of relevant also not easy to change the values and beliefs held during the regular school into an inclusive school. It required a high performance teachers in understanding the values that must be believed and developed in an inclusive school are:

1. Every person has the right to get the education;
2. All children can learn;
3. Any person need support for learning;
4. Any person may have difficulty to learn in certain areas or at certain times,
5. Any person should appreciate the difference, and
6. Schools, teachers, families and communities have a shared responsibility to facilitate learning, not just the child (KDP - LK Basic Education Directorate of Ministry of Education, 2010).

In the inclusive school, the whole teaching effectiveness are started from the positive attitude and teacher's curiosity to accept what is best for all students in the class. Positive teacher wants all of their students to learn, and they are trying to enable their students to achieve optimum performance levels. This does not mean that all students will learn at the same pace or they will have the similar attitude, interest and needs. However, in the early, teacher must recognize that the primary responsibility is to meet the needs of all students in the class, including those who have studied the durability of the greatest and students who have special educational needs. Personal philosophy centered on the student can begin with the belief that all students can learn and that the skills of effective teachers can enable all students can learn. It depends on all teachers to begin teaching with the expectation that all students will learn, rather than making the assumption that they will fail.

In the implementation of the learning task, the teacher is not only obligated to present and evaluate the subject matter and students' work, but also the teacher is responsible for the implementation of the tutoring. As the student supervisor, teachers must be approached not only through instructional approach, but it should be in line with the personal approach in each of the ongoing learning process.

One of the main demands in the inclusive school is teacher's competence in providing educational services for all children, including children with disabilities or special educational needs. Teachers in inclusive schools for children with disabilities or special educational needs at least should qualify competence adequately, among others: (1) pedagogical, (2) personal competence, (3) social competence, (4) professional competence and basic competences, competence is necessary to educate students with the special needs.

Based on the research results from Rudiati et al (2011) in some inclusive schools, Portrait profile and inclusive school teachers have not described the qualifications or competencies of inclusive school teacher for children with disabilities or special educational needs adequately, among others:

- a. Components of Pedagogical competence, which include: mastering the characteristics of learners with disabilities or special educational needs of the physical, moral, social, cultural, emotional,

and intellectual. Generally, inclusive school teachers have not been adequately identify and assessment of the characteristics of learners with disabilities or special educational needs. It is still done entirely by the Special Master or Special Advisor, that actually should be done together; so that the result of identification and assessment can be followed up with individualized education plans for children with disabilities or special educational needs are concerned. The implementation of individualized education programs for children with disabilities or special educational needs is conducted jointly by the general or regular teacher and special education teacher or special advisor in the regular classroom or resource room and in the inclusive or special counseling room.

- b. Components of Personal competence, among others: presenting ourselves as the person that is honest, noble and role models for students and the community, as well as in treating learners with disabilities or special needs. In general, teachers' general or regular in inclusive schools tend to excessively protect against children with disabilities or special educational needs; otherwise considering that they are not capable of participating in learning activities, thus less concerned actively involved in learning activities.
- c. Components of social competence, among others: to be inclusive, to act objectively, and does not discriminate against students with disabilities or special educational needs; due to the consideration of gender, and religion.
- d. Components of professional competence, among others: developing learning materials of teaching creatively, developing professionalism in the sustainable manner by taking reflective action, and utilizing information and communication technologies to communicate and develop themselves in the learning of students with disabilities or special educational needs.
 - 1) In general, general or regular teacher in inclusive schools is still lack of developing learning materials which is thought creatively according to the conditions and needs of children with disabilities or special educational needs.
 - 2) In general, general or regular teacher in inclusive schools is still lack of developing professionalism in the sustainable manner by taking the reflective action in the learning of all students, including children with disabilities or special educational needs. The existence of children with disabilities or special educational needs in their classes still tend to perceive as an additional burden or problem, not as the challenge or enrichment: they are still reluctant to take action reflective;
 - 3) In general, general or regular teacher in inclusive schools has not been much use of information and communication technologies to communicate and develop themselves in the learning of students with disabilities or special educational needs.

During this time, educational service for children with special needs in Indonesia is provided through three kinds of educational institutions, namely, Extraordinary School (SLB), Extraordinary Elementary School (SDLB), and Integrated Education. Extraordinary School (SLB), as the oldest institute of special education, accommodates children with the same type of disorder so there SLB-A for children with visual barriers (Blind), SLB-B for children with hearing barriers (Deaf), SLB-C for children with barriers to think or intelligence (Mental Retardation), SLB-D for children with barriers (physical and *motorik* (quadriplegic), special schools for children with emotional and

behavioural barriers (Unsociable), and special schools for children with compound barriers (Multiple disorder). while Extraordinary Elementary School (SDLB) accommodates various types of children with disabilities special. Meanwhile, integrated education is a regular school that also accommodates children with special needs with the similar curriculum, teachers, teaching facilities, and learning activities. However, nowadays there is little new school that will accommodate children with special needs. The majority of the others still refuse and mind to accept children with special needs in regular schools (general).

In general, the location of Extraordinary School (SLB) is in the capital city, whereas children with special needs spread to almost in all areas (districts or villages), not only in the capital district. As a result, most of them especially the ability of parents with weak economy, they forced to not sent their children to school because the location of the Extraordinary School (SLB) is far away from home. If they would be sent to school in the nearest elementary school, the school is not willing to accept because they are not able to serve. Some others, they may have been accepted in the nearest school, but in the absence of special teachers as the result they are at risk of failing grades and finally dropped out of school. The above problem can result in the failure of compulsory education.

According to Kustawan (2012: 37), until now there are fears that schools feel their school should provide inclusive education for reasons that are not clear and sometimes are not humanist. Such anxieties, for example: (1) anxiety of school is not much demand in the presence of children with special needs, (2) anxiety of school quality decreases because the average of test scores is to be affected by the achievement of children with special needs who considered to drop school prestige, and feel burdened with children with special needs in their schools because they have not understood how to provide educational services tailored to the specific needs of the child (Kustawan, 2012: 37). Consciously or not, school attitudes that refuse to accept children with special needs in the school may hurt their feeling and prolonged wound for parents who have children with special needs and children with special needs themselves.

The above condition is certainly very worrying, given that the education is one of the human rights of the most fundamental protected and guaranteed by various international and national legal instruments. Indonesian Constitution of 1945 clearly and unequivocally guarantees that every Indonesian citizen has the right to get the education, which is emphasized in Law No. 20 in 2003 about National Education System (compulsory for 9 years), even in the Regulation of National Education Affair no. 70 in 2009 about Inclusive Education For students who have abnormalities and intelligence or special talent, and Government Regulation No. 17 in 2010 about the Management and Delivery of Education. All these legal instruments want to ensure that all children, without exception, should get the education.

D. Conclusion

Similarly, this is the description of the implementation of inclusive education in Indonesia, which can be seen from the objectives, benefits of inclusive education, inclusive education foundation in terms of educators or teachers. Implementation of quality education for all students in inclusive settings is a challenge, interests and issues in education. Therefore, inclusivity would be a characteristic

of school in the future. In the future, schools must be able to prepare teachers to teach in inclusive settings and serve the needs of all students, as well as have the infrastructure that is accessible to all children, including children with disabilities or special educational needs.

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