

**REALIZING EDUCATION FOR ALL (EFA) THROUGH CHEMISTRY TEACHING
AND LEARNING IN A SENIOR HIGH SCHOOL PROVIDING INCLUSIVE
EDUCATION**

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements for Gaining
The Bachelor Degree in Chemistry Education

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Demikian dapat kami sampaikan. Atas perhatiannya kami mengucapkan terima kasih.

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Penulis,



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MOTTO

“You are good enough”

–Kim Jong Dae

“Wait a moment, just until the wind and rain pass.”

–Nosedive by Dynamic Duo ft. Chen

“These haters keep hating, but I keep on climbing, I’m parting the seas, while everyone sleeps

I’m ready, I’m fighting!.”

–Namanana by Lay Zhang

“Do not be weak, neither sorrow while you are the upper one, if you are believers.”

– (QS 3:139)

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DEDICATION

This undergraduate thesis is lovingly dedicated to my late beloved mother, **Suliyah** and my beloved father **Suratno** without whom I would have never finished my studies.

To my beloved husband **Ahmad Alvian**, who gives me love, patience, kindness, understanding and prayers every step of my way.

To my beloved Son **Muhammad Arjuna Aditama**, who was born in the middle of this bachelor journey and give me strength and happiness.

and

My Beloved Alma mater

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In the Name of Allah, the Most Gracious, the Most Merciful.

First of all, I give deepest thanks to Allah SWT, the lord of the universe, and our prophet Muhammad SAW, may peace and blessing be upon him, his family, and his followers. So that I can complete the thesis titled “Realizing Education for All (EFA) Through Chemistry Teaching and Learning in A Senior High School Providing Inclusive Education.”

I thank Jamil Suprihatiningrum, S.Pd.Si., M.Pd.Si., Ph.D. as the supervisor. Thank you so much for your patience and contributions in finishing this undergraduate thesis. May Allah always bless her and her family, as well as a thank you to:

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4. All staff members of Faculty Tarbiyah and Teachers Training.
5. All participants were willing to take their time to share stories, experiences, and information as data sources in this research.
6. My beloved parents, my husband and my child, who always give me strength and happiness.
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8. All students at the Department of Chemistry Education 2019, especially Sabilla, Maugy, and Faizah; who always be with me at the end period of this study, as well as various parties who are not mentioned one by one.

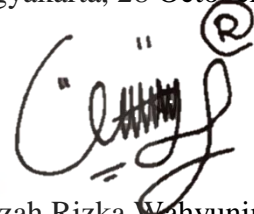
May Allah SWT bless them all.

I realized that this thesis has many flaws; therefore, I invoke suggestions and feedback to this thesis. I hope this thesis would give a positive contribution to the educational field.

Ameen

Wassalamu'alaikum wr.wb.

Yogyakarta, 28 October 2023



Azizah Rizka Wahyuningtyas

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ABSTRACT

Realizing Education for All (EFA) Through Chemistry Teaching and Learning in a Senior High School Providing Inclusive Education

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Supervisor: Jamil Suprihatiningrum, S.Pd.Si., M.Pd.Si., Ph.D.

This study aimed to explore the implementation of inclusive education through chemistry subjects in one of the senior high schools providing inclusive education in the Wonosobo Regency. The research was conducted qualitatively with a case study approach. Participants (principal, chemistry teacher, students with and without disabilities, and parents of students with disabilities) were selected through a purposive sampling technique. Data were collected through interviews and observations, and then analyzed using narrative analysis. Findings demonstrate that all participants needed help understanding the meaning of inclusive education. In learning chemistry, Deaf and students with physical disabilities were welcomed well in class, but their support was inadequate. For Deaf students, communication was in lip reading, and no sign language interpreter was available. The biggest obstacle to implementing inclusive education in this school is the physical accessibility (viz., access to the buildings and spaces). The laboratory is also not accessible to wheelchair users; therefore, chemistry laboratory activities were conducted in classrooms for students with physical disabilities. Teacher participants stated that they did not receive training on inclusive teaching and learning, so dealing with students with disabilities was challenging. The significance of this study is that full support (e.g., policies, budgets, training for teachers) from the national and local education departments is highly needed in promoting and realizing inclusive education.

Keywords: inclusive science education, students with disabilities, accessibility

CHAPTER I INTRODUCTION

A. Background of The Study

Persons with disabilities are defined as “any person who experiences physical, intellectual, mental, and/or sensory limitations in the long term who, in interacting with the environment, can experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights” (Government of Indonesia, 2016). In the Indonesian context, students with disabilities (SWD) have several terms; namely, students with disabilities, students with impairment (tuna), difable students, exceptional children, and children with special needs (*Anak Berkebutuhan Khusus/ABK*) (Maftuhin, 2016), and most primary and secondary education institutions use the term ABK. ABK is classified into several types, i.e., Deaf; hearing, speech or language, vision loss; totally blind; autism; cerebral palsy; intellectual disability; communication barriers; hyperactive; sensory impairments; motor disability; down syndrome; attention-deficit/hyperactivity disorder (ADHD/ADD); emotional disturbances; dysgraphia; dyslexia; and dyscalculia (Manzanera Román & Brändle Señán, 2019; Olivia, 2017; Polo Sánchez et al., 2021).

SWD are labeled by most of the community as individuals who are different from others (Priyanti, 2018), so they still receive negative stigmas (Scior et al., 2015) and are even vulnerable to being excluded and discriminated (Bangun, 2016; Dos Santos et al., 2022; Mostert, 2016). According to *Permendikbud* No. 44 of 2019, SWD can be accepted into regular schools based on a school zone system; however, there are still schools unwilling to receive them and directed to the Special School (*Sekolah Luar Biasa/SLB*) (Suprihatiningrum, 2021). Based on a survey, there were only 20.63% of children with special needs had attended school out of a total of 33,472 children with special needs (Haryono et al., 2015). Data from the official website of the Wonosobo District Social Service, there are as many as 3270 residents with disabilities (DINSOS PMD, 2022). Number of school-age SWD, according to data from the Central Java Statistics Agency as of 2016, there are as many as 127 children with physical disabilities, seven children with visual loss, 23 children with hearing and speech disabilities, three children with ex-psychotic mental disabilities, 21 children with intellectual disabilities,

and 34 children with multiple disabilities (BPS Central Java, 2016). These data indicate that most children with disabilities in Central Java have not received a proper education.

Wonosobo has four private special schools, namely SLB-B Dena Upakara, SLB-BCDG Aisyiyah Sa'adah, SLB-B Karya Bakti, and SLB-C Budiasih to facilitate SWD. In addition to SLB, Wonosobo Regency also has several regular schools that accept SWD (called School Providing Inclusive Education or SPIE). At SPIE, all students are placed in the same class so that each child can meet his/her individual needs by joining the class and the community (Herawati, 2016; Lattu, 2018). SPIE has programs that are tailored to the needs and abilities of each student but are still feasible and challenging, supported by the motivation obtained from the students with the aim of student success (Efendi, 2018; Soedjarwo & Purbaningrum, 2021). The number of SPIE in Wonosobo Regency is still very limited, i.e., four elementary schools, two junior high schools, and one senior high school (Marsetyo & Nurhadi, 2021).

In addition to Law No. 8 of 2016, Regulation of the Minister of National Education No. 70 of 2009, Wonosobo Regency also has legal authority to support the implementation of inclusive education, namely Regional Regulation No. 1 of 2015 and Regional Regulation No. 5 of 2016. Unfortunately, these legislations have not yet been appropriately implemented (Marsetyo & Nurhadi, 2021). For example, one SPIE in Wonosobo Regency in 2010 received 35 children (Wiyono, 2010), but this number decreased to only seven children in the academic year of 2021/2022. This number indicates a decrease in SWD accessing education up to high school or equivalent.

SPIE is one of Indonesia's commitments to realizing Education for All, which was echoed by UNESCO in 1990, where SPPI answers the basic needs of the community regarding education. Education that is accessible to everyone is the key to the basis of an inclusive education system (Amor et al., 2019; Nurfadhillah, 2021). Ideally, implementing inclusive education begins with assessment activities, which is a process of collecting information, weighing, and deciding matters relating to students (Rahmani, 2015; Yuwono et al., 2018). But in fact, the assessment and identification process for SWD in inclusive education in Central Java has not been carried out; not all SPIEs have SWD identification and assessment sheets (Haryono et al., 2015). In addition, the selection of learning strategies has not fully considered the students' disabilities. The media used is also less varied, so many SWD cannot access

learning materials optimally (Kamaludin, 2015; Setianingsih & Listyarini, 2019). This is due to the lack of knowledge and skills of teachers in managing inclusive classrooms (Kamaludin, 2015; Shareefa, 2016).

At the SPIE Harapan, which is the site of this research, information was obtained that teachers had some difficulties in serving and teaching SWD. This portrait of chemistry learning at SPIE Harapan is fascinating to reveal more deeply, especially on how chemistry teachers prepare, implement and assess chemistry lessons. In addition, the support system provided by this school and the parents of SWD also needs to be explored to get an overview of the implementation of inclusive chemistry education at the SPIE Harapan.

B. Research Questions

Based on the background of the study described, the formulation of the problem of "How is the portrait of chemistry learning for students with disabilities at SPIE Harapan?", with details of the research questions:

1. What is the understanding and perception of teachers, principals, parents, and non-disabled students regarding inclusive education and students with disabilities who study chemistry?
2. How do teachers design lessons, prepare lessons, teach and assess learning outcomes in chemistry for students with disabilities?
3. What are the obstacles and challenges encountered by chemistry teachers, school heads, students with disabilities and parents of students with disabilities in organizing chemistry education for people with disabilities?
4. What are the expectations of teachers, students with disabilities and parents of students with disabilities towards policy makers in schools and the government to support the creation of inclusive chemistry learning?

C. Aim of the Study

In accordance with the research question above, the purpose of this research is to seek:

1. The understanding and perception of teachers, principals, parents, and non-disabled students regarding inclusive education and students with disabilities who study chemistry.
2. The way teachers design lessons, prepare lessons, teach and assess learning outcomes in chemistry for students with disabilities.

3. The obstacles and challenges encountered by chemistry teachers, school heads, students with disabilities and parents of students with disabilities in organizing chemistry education for people with disabilities.
4. The expectations of teachers, students with disabilities and parents of students with disabilities towards policy makers in schools and the government to support the creation of inclusive chemistry learning.

D. Significance of the Study

This research is expected to provide in-depth information on chemistry learning at the SPIE Harapan, best practices that have been carried out by schools and teachers, and obstacles and challenges faced by teachers and SWD. The study results are also intended to provide input to local policymakers, including the Department of Education of Wonosobo Regency and the Principal of the SPIE Harapan, as a basis for future policymaking.

CHAPTER V CONCLUSION

A. Conclusion

According to the results of this study, inclusive education is still interpreted in a limited way, namely enrolling SWD into regular classes with their peers. Chemistry teachers do not modify the curriculum but provide accommodation according to the needs of SWD. Physical accessibility is the biggest obstacle in implementing inclusive education at the SPIE Harapan. Other barriers include insufficient training for teachers to support and teach SWD.

B. Suggestion

Participants at the SPIE Harapan hoped the government would support this school with a sufficient budget to realize a proper and accessible physical building for everyone. In addition, thorough socialization of inclusive education and inclusive learning training for teachers is also needed to implement inclusive education successfully in SPIE Harapan.

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