

## **THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN KENDARI CITY, SOUTHEAST SULAWESI PROVINCE**

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### **Abstract**

This study aims to describe the implementation of inclusive education in primary school learning in Kendari City, Southeast Sulawesi Province. The object of the research is the primary school learning process in Kendari City, Southeast Sulawesi Province. This research used a qualitative approach with a case study research type. Research data were obtained through interviews, observations, and documentation. The collected data were analyzed descriptively using an interactive analysis model. The research data were tested for validity using extension of participation, persistence of observation, and triangulation. The results showed that the implementation of inclusive education in primary school learning in Kendari City, Southeast Sulawesi Province, has not been optimal in serving all the needs of students regardless of any differences. This can be seen from: 1. The chosen model for providing education for children with disabilities in some primary schools in Kendari city, Southeast Sulawesi province, is an integrated inclusive school. 2. The implementation of learning for children with disabilities for all primary schools in Kendari City, Southeast Sulawesi Province, which implement inclusive education with an integrated inclusive school model, in terms of the learning process, still uses the curriculum, infrastructure, teaching, and education personnel, learning media, and the grade promotion system and learning outcomes report system still use the regular system for all students.

**Keywords:** Inclusive education, integrated inclusive schools, inclusive learning processes in elementary schools

### **Abstrak**

*Penelitian ini bertujuan untuk mendeskripsikan penerapan pendidikan inklusi pada pembelajaran SD di Kota Kendari Provinsi Sulawesi Tenggara. Objek penelitian adalah proses pembelajaran SD di Kota Kendari Provinsi Sulawesi Tenggara. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data penelitian diperoleh melalui wawancara, observasi, dan dokumentasi. Data yang terkumpul dianalisis secara deskriptif kualitatif menggunakan model analisis interaktif. Data hasil penelitian diuji kembali keabsahannya menggunakan perpanjangan keikutsertaan, ketekunan pengamatan, dan triangulasi. Hasil penelitian menunjukkan bahwa penerapan pendidikan inklusif pada pembelajaran SD di Kota Kendari Provinsi Sulawesi Tenggara, belum optimal dalam melayani segala kebutuhan peserta didik tanpa memandang segala perbedaan. Hal tersebut dapat dilihat dari: 1. Model penyelenggaraan pendidikan bagi*

*ABK bagi sebagian SD di Kota Kendari Provinsi Sulawesi Tenggara yang dipilih adalah sekolah inklusi terpadu. 2. Penyelenggaraan pembelajaran bagi ABK bagi seluruh SD di Kota Kendari Provinsi Sulawesi Tenggara yang menerapkan pendidikan inklusi dengan model sekolah inklusi terpadu ditinjau dari proses pembelajarannya tetap menggunakan kurikulum, sarana prasarana, tenaga pendidik dan kependidikan, media pembelajaran, dan sistem kenaikan kelas serta sistem laporan hasil belajar masih menggunakan sistem regular untuk semua peserta didik.*

**Kata kunci:** Pendidikan inklusi, sekolah inklusi terpadu. proses pembelajaran inklusi di SD

## INTRODUCTION

Education is a basic right of every Indonesian citizen, including those with special needs. As stated in Law No. 20/2003 in Article 5 Paragraph 1, every citizen has the same right to obtain quality education (Ahmad dkk., 2023). The role of the government in providing equitable education is certainly very influential and important in the development of education. So far, children with special needs (ABK) have been provided with special education facilities tailored to the degree and type of specialization called Sekolah Luar Biasa (SLB) (Anggraini, 2021). However, Sekolah Luar Biasa (SLB) is still a wall of separation for children with special needs and children in general, this hinders the process of interaction between them (Jesslin & Kurniawati, 2020). As a result, children with special needs become a group that is excluded from social interaction in the community. The community becomes unfamiliar with children with special needs, and vice versa, children with special needs feel they are not part of the life of the community around them (Utami & Fatayati, 2021).

To solve the problems mentioned above, the government provides a new paradigm in the world of education through Inclusive Education. This inclusive education creates inclusive schools which are a form of equalization and a form of realization of education without discrimination where children with special needs and children in general can get the same education (Usup dkk., 2023). Inclusive education is a form of special education service that requires that all children with special needs can receive equal education in ordinary classes with their age peers. But in reality, children who have different abilities (different) are provided with special education facilities tailored to the degree and type of disability called Sekolah Luar Biasa (SLB). Unconsciously, the SLB education system has built a wall of exclusivity for children with special needs (Fatoni, 2023).

According to Safitri & Solikhah, (2020), inclusion is the provision of specially designed teaching in the context of a regular education environment. All students who enter the school environment are full members of the school community, and each other participates reasonably to get the opportunity and responsibility in general education. Prayoga dkk., (2021) The implementation of inclusive schools for children with special needs should create an environment that is fun, and friendly and can foster the confidence of students with special needs to get a proper education according to their rights.

The reality of organizing inclusive schools in Indonesia, especially in Kendari city, Southeast Sulawesi province, is still not by the concepts put forward and the guidelines for implementation, both in terms of students, teacher qualifications, facilities and infrastructure, and parental and community support. It was also found that at the admission stage, children with disabilities and parents of children with disabilities were very often disappointed because they were refused admission to the school. This rejection is because the school feels that it is not ready in terms of human resources and school infrastructure that does not meet the implementation of inclusive schools. Inclusive education also still encounters obstacles in its implementation because the understanding of the inclusive education paradigm has not been widely socialized by the authorities. Therefore, cooperation from various parties, including the government, schools, and the community, is very influential in its implementation, because inclusive schools are a new challenge for schools and communities. The implementation of inclusive schools is expected to be able to create the next generation who can understand and accept all forms of differences and not create discrimination in future community life.

This is evidenced during initial observations made by researchers at elementary schools in Kendari city, it was found that there was discrimination in children's education in the field. Primary school learning activities that implement inclusive education were not found. Many primary schools do not accept students with different backgrounds. This results in children not being able to complete their primary school education properly (especially children with special needs). Teachers are still unable to accept the differences in each learner because there has been no paradigm shift regarding inclusive education. Children with disabilities should have the same opportunity to be educated alongside other children without disabilities. In addition, the lack of a paradigm shift in inclusive education means that many teachers do not have the skills to implement inclusive education for their students.

Currently, Indonesia does not have accurate and specific data on the number of children with special needs. According to the Ministry of Women's Empowerment and Child Protection, the number of children with special needs that have been recorded is around 1.5 million (Reswita dkk., 2023). But in general, the UN estimates that at least 10 percent of school-age children have special needs. In Indonesia, there are 42.8 million school-age children, aged 5-14 years. If we follow this estimate, it is estimated that there are approximately 4.2 million Indonesian children with special needs (Rahmadani dkk., 2023). The number of children with disabilities in Indonesia is quite large. Based on this data, the Indonesian government has tried to implement inclusive education through various programs and activities implemented by the Ministry of National Education and education offices in provinces, cities, and districts. In practice, the implementation of inclusive education encounters various obstacles and challenges. These obstacles are often reported as misunderstandings about the concept of inclusive education, inconsistent regulations or policies, an inflexible education system, and so on.

Education is a basic need of every human being to ensure their survival and to be more dignified. Therefore, the state must provide quality education services to all its citizens without exception, including those with special needs as stated in Article 31 (1) of the 1945 Constitution. Unfortunately, the education system in Indonesia has not accommodated diversity, leading to the emergence of segmentation of educational institutions based on differences in religion, ethnicity, and even differences in physical and mental abilities possessed by students. This segmentation of educational institutions has hindered students from learning to respect the reality of diversity in society. Given the importance of educational services that can accommodate diversity, inclusive education is appropriate to be implemented in primary schools. Appropriate education services will help learners get their right to a reasonable, quality, and sustainable education. Based on the description above, the researcher has the desire to conduct a study with the title “The Application of inclusive education in Primary School Learning in Kendari City, Southeast Sulawesi Province.”

## **METHOD**

This research used a descriptive qualitative method approach. The research subjects included classroom teachers (educators), employees, students, and principals (Winarni, 2021). The object of research is the implementation of inclusive education in primary school learning in Kendari City, Southeast Sulawesi Province. The main data collection techniques in this study were interviews, observation, and documentation. Data collection is done naturally on the data source. The data sources in the interview technique were principals, class teachers, and employees of primary schools in Kendari City, Southeast Sulawesi Province. Interview activities were carried out using interview guidelines tailored to the source and researcher. Data analysis in qualitative research at elementary schools in Kendari City, Southeast Sulawesi Province was carried out before going to the field, observation, during the implementation of research in the field, and after completing research in the field. By the type of research chosen by the researcher, the researcher used the interactive model of Miles and Huberman to analyze the research data.

## **RESULTS AND DISCUSSION**

### **Implementation of inclusive education in primary school learning in Kendari City, Southeast Sulawesi Province**

Inclusive education is education that serves all learners regardless of each child's background. All children have the right to receive education services. Inclusive education applied in primary schools in Kendari City, Southeast Sulawesi province is reviewed from several aspects including the new student admission system, curriculum, and methods (class settings), teaching staff, infrastructure, learning media,

#### **New Student Admission System**

The admission of new students in 5 randomly selected elementary schools found that: a) SDN 2 Kendari. The results of interviews obtained information that there are 2 ways of

admitting new students through data collection of students based on Zones and Online and there are no tests. One student with disabilities was found to be active and a slow learner. Prospective students with disabilities who have severe symptoms are not accepted by the school, b) SDN 25 Kendari. The results of the interviews obtained information that there are 2 ways of admitting new students through data collection of students based on zones and online and there are no tests. There were no students with disabilities because the school was not prepared to accept students with disabilities, c) SDN 37 Kendari. The results of the interviews revealed that there are two ways of admitting new students through data collection based on the Zone and Online and there is no test. There were 3 students with disabilities, 2 in grade 2 and 1 in grade 3 with autism who wanted to follow their wishes, d) SDN 70 Kendari. The results of the interviews revealed that there are 2 ways of admitting new students through data collection of students based on the Zone and Online and there is no test. There were no students with disabilities, but if a student registered, the parents of the prospective student had to inform the school. In addition, if there are applicants with disabilities, the school will only accept one student, e) SDN 81 Kendari. The results of the interviews revealed that there are two ways of accepting new students, through data collection of students based on the Zone and Online, and there is no test. In the process of admitting new students, the school does not collect data on the physical condition of children. There are two students with disabilities, one of whom is in grade 5 and is sighted, hearing, inactive, and speech impaired. There is also one student in Grade 6 who recognizes himself but does not like loud noises.

### **Curriculum and methods (classroom setting)**

Based on the results of the interviews, it was found that the curriculum applied by inclusive schools in Kendari city, Southeast Sulawesi province, is still duplicated. This duplicates the curriculum by developing or applying a curriculum for students with disabilities that is the same or similar to the curriculum used by students in general (average/regular students). The model (class setting) applied by inclusive schools in primary schools in Kendari City, Southeast Sulawesi province, is still the regular class model. The regular class model means that children with disabilities learn with other (normal) children full day in regular classes using the same curriculum.

### **Educators**

Based on the interviews, it was found that the teaching staff in schools that have implemented inclusive education in primary schools in Kendari city, Southeast Sulawesi province, are all normal teachers, consisting of homeroom teachers, subject teachers, physical education teachers, and religious teachers. Subject teachers who teach in inclusive classes double as subject teachers and also act as support teachers for students with disabilities.

### **Facilities and infrastructure**

Based on the results of the interviews, it was found that the facilities and infrastructure owned by inclusive schools in primary schools in Kendari city, Southeast Sulawesi

province, are all still normal by the National Education Standards (SNP) relating to the minimum criteria for educational facilities and infrastructure. However, it was found that SDN 81 Kendari can provide a special room if needed for learning services for children with disabilities. In essence, all educational facilities and infrastructure in a particular education unit can be used in the implementation of inclusive education, but to optimize the learning process, they need to be equipped with accessibility for the smooth mobilization of children with disabilities, as well as learning media that are appropriate to the needs of children with disabilities.

### **Learning media**

Based on the results of the interviews, it was found that the learning media used in inclusive classes at primary schools in Kendari city, Southeast Sulawesi province, all still use the same learning media as those used for normal/regular children. To implement inclusive classes, special learning media are needed based on the characteristics of students in the classroom.

### **Grade Improvement System and Learning Outcome Report System**

Based on the results of the interviews, it was found that the curriculum applied by inclusive schools in primary schools in Kendari city, Southeast Sulawesi Province, all of them still apply the duplication curriculum and regular class model, so the grade promotion system and the learning outcomes report system (report card) still use the applicable references in full regular schools that are currently in effect.

### **CONCLUSION**

The implementation of inclusive education in primary school learning in Kendari City, Southeast Sulawesi Province, has not been optimal in serving all the needs of students regardless of all differences. This can be seen from a) The model for providing education for children with disabilities in some primary schools in Kendari City, Southeast Sulawesi province, is an integrated inclusive school, which provides opportunities for students with disabilities to attend regular schools without special treatment tailored to the individual needs of the child, b) The implementation of learning for children with disabilities for all primary schools in Kendari City, Southeast Sulawesi province, which implement inclusive education with an integrated inclusive school model, in terms of the learning process, still uses the curriculum, infrastructure, teaching and education personnel, learning media, and the grade promotion system and learning outcome report system still use the regular system for all students. So if there are certain learners experiencing difficulties in participating in education, then the consequences are the learners themselves who must adjust to the system required by regular schools.

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