Implementation of Inclusive Education in Indonesia: The Case of Inclusivity Index in SDN 141 Lokajaya Bandung

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Abstrak. This study examines the implementation of inclusive education in Bandung, an old city with typical flower in West Java, Indonesia. This research was conducted at SDN 141 Lokajaya Bandung which has been an inclusive school since 2018. This research method used a mix method with an sequential explanatory design. Based on inclusivity index, the results of this study show that the dimensions of inclusive culture are 82,93%, the dimensions of inclusive policies are 86,53%, and the dimensions of inclusive practices are 77,96%. The average score of the inclusivity index in SDN 141 Lokajaya Bandung reached 82,47% which means very good. Furthermore, qualitative research data is carried to find out the inclusivity index indicators that get values below 75%. Based on the findings of the study there needs to be an increase the ability of teachers in curriculum development that accommodates the diversity of students needs and allow experts in the field of special education.

Keywords: *Inclusive Education, Inclusivity Index, Curriculum Development*

1. INTRODUCTION

Education is one sectoral development that is very important for a country. Governments from every country in the world must pay attention to the education sector so that it is balanced with other development sectors because education provides human resources that contribute to national development in a country. Therefore the government is obliged to fulfill the rights of every citizen to get access to education.

Education for all makes inclusive education one of the recommended models of education for various characteristics of children with special needs. Indonesia has long been providing inclusive education. By mail (Kemendiknas, 2010) Dirjen Dikdasmen Depdiknas No. 380/C.C6/MN/2003 20 Januari 2003: "Each Regency / City is required to organize and develop inclusive education in at least 4 (four) schools: elementary, junior high, high school, vocational school". the logical consequence that must be accepted is that all implementers in educational institutions must accept all students without exception, including students who experience physical, psychological, behavioral and psychosocial barriers in other regular schools that are usually entered into by children without special needs or regular (Ormrod, 2008).

Until now, many schools have declared themselves to be inclusive schools, but in its implementation there were still problems. "In fact, the implementation of inclusive education is not in accordance with the guidelines / arrangements, both in terms of student conditions, teacher qualifications, supporting infrastructure, parental support and support from the central or regional government". (Pratiningrum, 2010).

According to Tarmansyah (2007) "The implementation of inclusive education currently still faces a number of problems, including (1) understanding and attitudes that are not good in society, (2) limited knowledge and skills of teachers in providing educational services for children with special needs, and (3) school facilities and environment that are not yet accessible for people with disabilities". This implies that inclusive education in Indonesia must get attention and be taken seriously.

Based on the results of Sunanto's research (2010) "The inclusion index achieved by elementary schools in the city of Bandung which organized inclusive education was 38.58 from a maximum index of 54 (71.4%)." This illustrates that the inclusive index in learning in inclusive schools is not ideal.

SDN 141 Lokajaya is one of the schools in Bandung that has declared itself to be an inclusive school since 2018. Until now there has been no research on the implementation of inclusive education in terms of the inclusiveness index. According to Ainscow (2002) "The implementation of inclusive education can be evaluated using an index. This inclusive index is built from three dimensions, that is (1) Cultural dimension, (2) Policy dimension, and (3) practice dimension". Therefore, researchers are interested in examining the inclusiveness index to find out the profile of inclusive education in SDN 141 Lokajaya.

2. LITERATURE REVIEW
2.1 Inclusive Education
Inclusive education is an innovative educational approach and is open to the different characteristics of students, it means that schools must accommodate all students without exception in terms of learning, accessibility and others. The difference in characteristics in inclusive education settings is expected to be learning and usefull for each student.

Hallahan (2009) Hallahan argues inclusive education as education that places all students with special needs in regular schools daylong. In education like this the teacher has full responsibility for the students. Tarmansyah (2009) stated that inclusive education is placing children with mild, moderate and severe disabilities in full in regular classes. Smith (2009) argues that inclusive education means that students have the same rights and opportunities to access education with educational requirements and facilities that are the same or balanced. Inclusive is seen as a more positive description in an effort to unite children in a realistic way.

The concept of inclusive is explained by Smith (2006) as an assimilation of children with disabilities into a regular school program. inclusive can be interpreted as accepting students with limitations in the curriculum, environment, social interaction and self-concept of the school. The same thing was said by Valle & Connor in Santrock (2014) which states that inclusion means providing education of children with special education full-time in regular classes.

Inclusive education can be interpreted as education for all, which is one form of reform in the world of education that emphasizes non-discrimination, equal rights and opportunities, justice, and expansion of access to education for all, improving the quality of education, as well as efforts to change people's attitudes towards children with special needs.

Learning in inclusive education units is adjusted to the learning characteristics of students. so that all students can learn, schools must open opportunities to ensure that there is no discrimination or there is exclusion from learning in schools.

2.2 Inclusive Index
The strategies, methods, or ways of implementing inclusive education in each country vary greatly (Stubbs, 2002). This variety of implementation is due to the fact that each country has a different culture and tradition. In addition, differences in implementation can also occur at the provincial, city, and even school level.

Inclusive index is a measurement to see the objective condition of schools in seeing inclusive values based on cultural dimensions, policy dimensions, and practice dimensions. According to Ness (2009), an inclusive index is a source to support school development; presented as a basic approach to

developing schools and putting inclusive values into action.

Same as Booth & Ainscow (2000). This inclusion index was built from three dimensions, namely (1) the dimension of culture (creating inclusive cultures), (2) the dimension of policy (producing inclusive policies), and (3) the dimension of practice (evolving inclusive practices). The purpose of using the inclusiveness index in addition to knowing the inclusive values of a school is to become the foundation in making a program to increase the values of a school's inclusiveness.

These three dimensions can be seen in the table below:

Table 2.1
Inclusive index according to Ainscow et al. (2000) Bristol: CSIE

Creating an Inclusive Culture	Estabilish Inclusive Policies	Developing Inclusive Practices
Building a community: - Mutual support and mutual assistance - Involving various group - Friendly environment - Practice appreciation	*Developing one school for all* - Staffing that reflects diversity - Staff are treated well and fairly - All local children may enter - Accessible environment	*Varying Learning* - Responsive Curriculum - Lessons are accessible for all - Learning actively encourages understanding of differences and inclusion - Process for identifying and reducing learning barriers for all student - Team teaching - All children get motivation
Upholding inclusive values - Expect all students to develop their potential - Share values - Are children are valued equally - Whole human – not just a machine that can learn - Approach to removing problems (social model) - Policies and processes to fight against discrimination practices	*Organizing support for diversity* - Coordinate support - Approriate support is provided for different needs - Process for solving shared problems - Various groups get support: staff, students, parents	Mobilize Resources - Everyone (children, staff, parents) is seen as a resource - Use of local sources according to priority

3. METHODS

This research method is a combination or known as the mixed method, which is a combination of quantitative research and qualitative research. Sugiyono (2013) cites a combination of qualitative research methods and quantitative research methods to be used together in one research activity, so that data are supported, valid, reliable, and objective.

Nusa and Hendarman (2013) said that mixed-research or mix-method research is a combination of quantitative and qualitative research that begins the stages of data collection and analysis, the use of

research techniques, research designs, to the level of approach in one single study. same with Creswell (2014) mixed research is a research method that combines qualitative research and quantitative research.

It can be concluded that this combination research or mix method is a combination of quantitative research and qualitative research carried out simultaneously. While the design used in this study is sequential explanatory. With this sequential explanatory design, the data to be collected is quantitative data and analyzed, then continued with the collection and analysis of qualitative data (Nusa and Hendarman, 2013).

In accordance with the research problem, the design used to conduct research into the implementation of inclusive education at SDN 141 Lokajaya Bandung is a sequential explanatory strategy. I n this design, the data to be collected is quantitative data, which then collects and analyzes qualitative data (Nusa and Hendarman, 2013). Quantitative data were obtained from tests on subjects in the form of inclusive index results. While qualitative data were obtained from interviews and documents at the school.

The informant selection technique in this study uses a purposive sampling technique for determining informants with certain considerations (Sugiyono, 2001). whereas the selection of informants is based on the consideration of those who have the capacity to provide accurate information (Margono, 2004).

Inclusive index instruments as a measure to find out inclusive values. The following are inclusive indicators adapted from Boot and Ainscow:
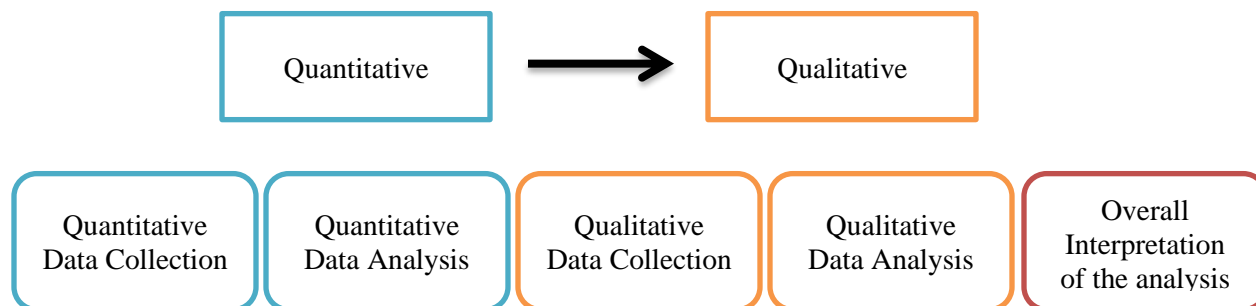
Table 3.1
Inclusive Index Instrument

Inclusive Cultural Dimension			
Building Community	Mutual support and mutual assistance to create a friendly environment	A.1.1	Everyone is made to feel welcome
		A.1.2	Students help each other
		A.1.3	Teachers work together with each other
		A.1.6	Teachers and headmaster work well together
	Practice appreciation to create a friendly environment	A.1.4	Teachers and students respect each other
	Involving various groups	A.1.6	Cooperation between teachers and parents
		A.1.7	All local communities are involved in the school
Upholding inclusive values	Expect all students to develop their potential	A.2.1	There are high expectations for all students
	Share values	A.2.2	Teachers, headmaster, students, and parents share the philosophy of inclusion
	Are children are valued equally	A.2.3	Students are well valued
	Whole human – not just a machine that can learn	A.2.4	Teachers and students treat each other as human beings and role owners
	Approach to removing problems (social model)	A.2.5	Teacher tries to remove problems learning and participation in all aspects of the school
	Policies and processes to fight against discrimination practices	A.2.6	School try to minimize all forms of discrimination

Inclusive Policy Dimension			
Developing one school for all	Staffing that reflects diversity	B.1.1	Placement and promotion are done fairly
	Staff are treated well and fairly	B.1.2	All new teacher are helped to adjust to the school
	All local children may enter	B.1.3	The school tries to accept all students who come from the local area
	Accessible environment	B.1.4	The school builds buildings that are accessible for everyone
		B.1.5	All new students are helped to adjust to the school
		B.1.6	The school creates teaching groups so that all students are valued
Organizing support for diversity	Coordinate support	B.2.1	All forms of support are coordinated
	Approriate support is provided for different needs	B.2.3	The special needs education policy is an inclusion policy
	Process for solving shared problems	B.2.4	Minimize exclusion pressure
		B.2.5	Minimize attendance problems
		B.2.6	Minimize bullying
	Various groups get support: staff, students, parents	B.2.2	Teacher development activities help teachers to respond diversity of students
		B.2.7	Providing information about school for parents
		B.2.8	Teacher uses technology to support learning
Dimension of Inclusive Practice			
Varying learning	Responsive Curriculum	C.1.1	Learning is planned with all students in mind
	Lessons are accessible for all	C.1.2	Subjects encourage the participation of all students
	Learning actively encourages understanding of differences and inclusion	C.1.3	Subjects develop an understanding of differences
		C.1.4	Learners are actively involved in learning
		C.1.7	Class discipline based on mutual respect
	Process for identifying and reducing learning barriers for all student	C.1.6	Assessment contributes to the achievements of all students
	Team teaching	C.1.8	The teacher does the teaching planning and the review is done in collaboration
		C.1.9	Teacher assistants support the learning and participation of all students
	All children get motivation	C.1.5	Students learn collaboratively
		C.1.10	Homework affects the learning of all students

		C.1.11	All students attend activities outside the classroom
Mobilize resources	Everyone (children, staff, parents) is seen as a resource	C.2.1	Differences between students become a source of learning
		C.2.3	Teacher develop resources to support learning and participation
	Use of local sources according to priority	C.2.2	Expert teacher are fully empowered

Below is a description of the procedure of this study:

Quantitative ⟶ Qualitative

| Quantitative Data Collection | Quantitative Data Analysis | Qualitative Data Collection | Qualitative Data Analysis | Overall Interpretation of the analysis |

Scheme 3.1 Research Procedure

4. RESULT AND DISCUSSION

The results of the study presented in this section are based on findings in the field starting from quantitative research to find out inclusive indicators and continued with qualitative research to find out more about the profile of SDN 141 Lokajaya.

4.1 Quantitative Research

Quantitative research was conducted to find out inclusive indicators in 3 dimensions, namely the cultural dimension, the policy dimension, and the practice dimension at SDN 141 Lokajaya Bandung.

a. Inclusive Cultural Dimension

The cultural dimension research instrument consists of 13 inclusive indicators divided into two assessments, namely building community (A.1) and developing inclusive value (A.2).

Below is a chart of the inclusive cultural dimensions of SDN 141 Lokajaya:
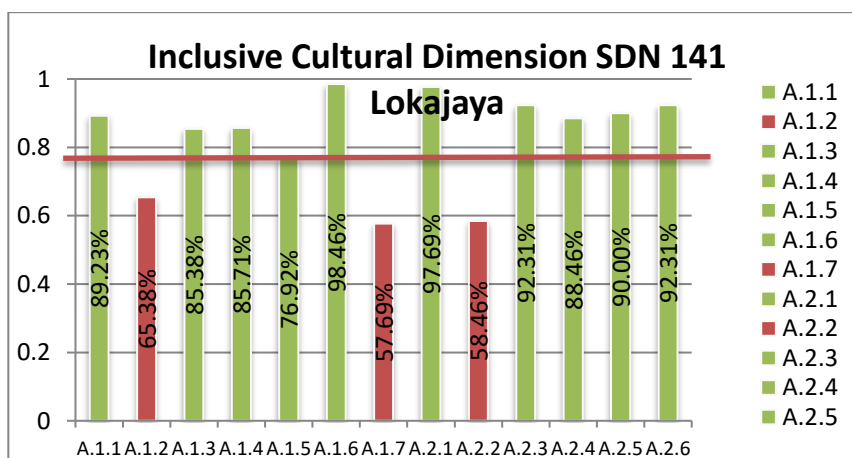

Chart 4.1 Inclusive Cultural Dimension SDN 141 Lokajaya

Based on the results of the study, the average inclusive cultural dimension in SDN 141

Lokajaya was 82.93% and there are three indicators that need to be reviewed using qualitative research, that is (A.1.2) Students help one another, (A.1.7) All the local community is involved in the school, and (A.2.2) Tearchers, headmaster, students, and parents share the philosophy of inclusion.

b. Inclusive Policy Dimension

The policy dimension research instrument consisted of 14 inclusive indicators divided into two assessments, namely developing schools for all (B.1) and coordinating support for diversity (B.2).

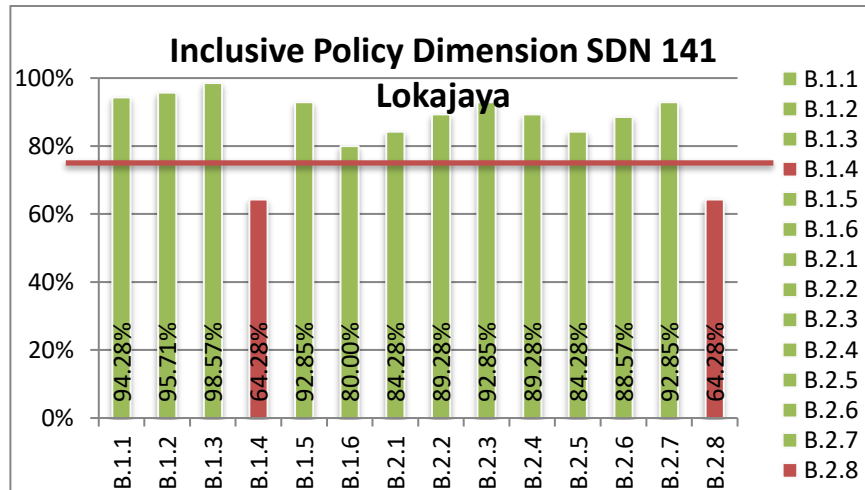Below is a chart of the inclusive policy dimensions of SDN 141 Lokajaya:

Chart 4.2 Inclusive Policy Dimension SDN 141 Lokajaya

Based on the results of the study, the average dimension of inclusive policies at SDN 141 Lokajaya is 86.53% and there are two indicators that need to be reviewed using qualitative research, namely (B.1.4) Schools build buildings that are accessible for everyone, (B.2.8) The teacher uses technology to support learning.

c. Inclusive Practice Dimension

The practice dimension research instrument consisted of 14 inclusive indicators divided into two assessments namely designing learning (C.1) and mobilizing resources (C.2).

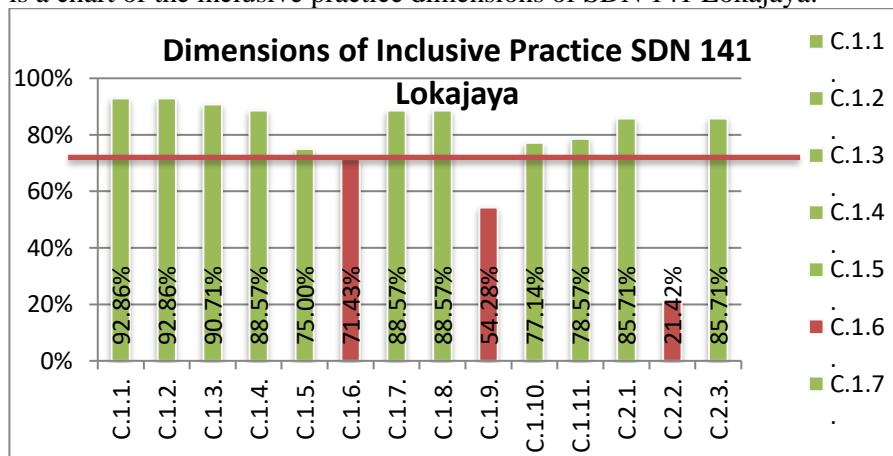Below is a chart of the inclusive practice dimensions of SDN 141 Lokajaya:

Chart 4.3 Dimensions of inclusion practice SDN 141 Lokajaya

Based on the results of the study, the average dimension of inclusive practice at SDN 141

Lokajaya is 77.96% and there are three indicators that need to be reviewed using qualitative research, namely (C.1.6) Assessment contributes to the achievement of all students, (C.1.9) Teacher assistants support the learning and participation of all students, and (C.2.2) Expert teacher are fully empowered.

d. Quantitative Research Results

Based on the results of the study, the inclusion index scores obtained at SDN 141 Lokajaya:
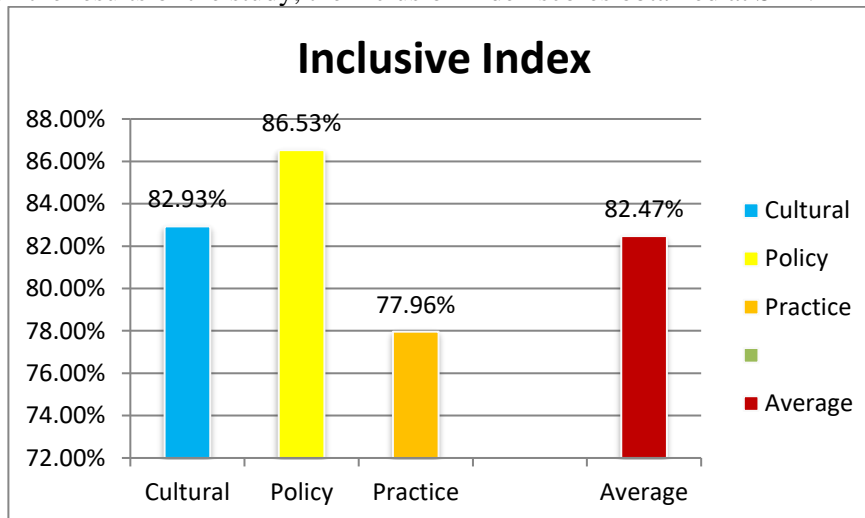

Chart 4.4 Inclusive Index

The chart above illustrates each score from each dimension. The average score of inclusive index obtained by SDN 141 Lokajaya reached 82.47% which means it was included in the very good category because it was in the range of 81% -100%.

4.2 **Qualitative Research**

In this section the researcher reviewed the inclusive indicators which scored below 75% by using the index question inclusion guidelines and observation guidelines.

a. (A.1.2) Students help each other

Less of initiative from students to help each other when there are other students who experience difficulties. This has an impact on social interaction between students, plus the existence of gangs between groups in the class so that it affects the behavior of students who tend to follow the rules of his gang friends compared to the teacher's rules.

b. (A.1.7) All local communities are involved in the school

Based on the research results of community involvement with schools can be said to be good, this can be seen that there is collaboration between the community and the school in the activities carried out. Interaction between schools and communities is well established, this is an effort to encourage the community to create an inclusive community environment in schools.

c. (A.2.2) Tearchers, headmaster, students, and parents share the philosophy of inclusion.

In the development of inclusive values, schools have a large role in sharing philosophy with parents and students. With limited ability, schools try to accept students who experience obstacles. This is a challenge for schools in providing educational services for all children without exception. It has been seen that there is a shared philosophy of inclusion between teachers, principals, parents, and students. Schools are trying to find people who understand about inclusive education to broaden the horizons of school residents.

d. **(B.1.4) Schools build buildings that are accessible for everyone.**

All buildings in SDN 141 Lokajaya can still be accessed properly by all school residents. But if there are children with motor disabilities who use wheelchairs and children with visual impairments can be said to be not yet accessible. The school headmaster has planned that in the next few years the school environment will become more accessible.

e. **(B.2.8) The teacher uses technology to support learning.**

From several observations, most teachers have not used technological media to support learning. Only the occasional teacher uses conventional media.

f. **(C.1.6) Assessment contributes to the achievement of all students**

The implementation of the assessment has not been carried out in detail and has not been carried out in a planned, structured, systematic and sustainable manner. Data obtained from the implementation of the assessment so far in the form of the work of students during learning and information from parents. The results of the assessment have not been properly inventoryed, the information obtained is sometimes not recorded in the learning progress notes of students.

The results of the assessment have begun to lead to modification of learning plans and practices, only in making lesson plans are still made generally for all students even though a small portion of teachers have tried to provide learning that is tailored to the needs of students.

Basically some teachers have tried to provide the best educational services, it's just that teachers are still confused in the implementation of professional assessment, understanding of children with special needs, and making learning plans for diverse students.

g. **(C.1.9) Teacher assistants support the learning and participation of all students**

SDN 141 Lokajaya only has one teacher assistant who helps learning. The existence of an assistant teacher is very helpful in conditioning student learning and creating conducive and active learning.

h. **(C.2.2) Expert teacher are fully empowered**

All teachers work together to improve teacher competency. School principals are starting to optimize the existence of Special Teacher Teachers to consult on inclusive education. In addition, each teacher was given the task to attend workshops and training in inclusive education which would later be presented to all teachers in the school.

CONCLUSION

Based on the results of research conducted at SDN 141 Lokajaya Bandung, researchers concluded:

1. Inclusive indicators in the dimensions of culture, policy and practice.

Through quantitative research it can be seen the average score of inclusive indexes obtained reached 82.47%. This shows the inclusive SDN 141 Lokajaya included in the very good category because it is in the range of scores 81% - 100%

2. The needs of SDN 141 Lokajaya Bandung.

The calculation of the score obtained is very good, it's just that in some indicators of the cultural dimension, policy dimension, and practice dimension, the value of inclusiveness still needs to be improved. This was explored by researchers more in using qualitative research. Based on the analysis there are several points of need, that is school make programs for students to be able to help each other, learning using technology media that can support more interesting learning, understanding of inclusive education, understanding of children's diversity, and curriculum development. These points are fundamental and very important to be improved so that teachers can provide learning in accordance

with the diversity of children.

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