

## **INCLUSIVE EDUCATION AS AN EFFORT TO FULFILL THE LEARNING NEEDS OF CHILDREN WITH SPECIAL NEEDS IN INDONESIA**

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### **Abstract**

Inclusive education provides equal opportunities for children with special needs and normal children in general to receive education of the same quality in one class. This requires appropriate methods by each teacher in an inclusive class that allows each student to improve their abilities. This research method uses a qualitative approach with descriptive analysis. Based on the results of this study, creativity is needed from a teacher. How to manage learning in the classroom so that it can cover all the needs of children in the class. For this reason, in an effort to achieve effective implementation of inclusive education, it is necessary to pay attention to several important aspects, namely aspects of learning quality, resource aspects, infrastructure aspects and supervision management aspects.

**Keywords:** Inclusive Education, Learning Needs, Children with Special Needs.

### **Introduction**

Since the Salamanca statement by UNESCO, inclusive education has become the dominant policy in various countries, including Indonesia. Inclusive education is an education system that provides the widest possible opportunities for all children, including children with special needs, to gain access to education in regular schools without distinction. 1994. This means that every school must be able to accommodate the needs of all children and respect the rights of children with special needs (Al-Zyyoudi, 2006).

The term inclusive comes from the English "Inclusive" which means including, including (Echols, 2000). This term appeared at a conference held by UNESCO from 7 to 10 June 1994 in Salamanca, Spain. This conference was attended by 92 countries and 25 international organizations resulting in an agreement known as the Salamanca Agreement which agreed on the importance of implementing inclusive education by all countries in the world, so that schools can serve all children, including children with special needs.

The following agreements were proclaimed at the conference:

*“The fundamental principle of the inclusive school is that all children shall learn together, regardless of any difficulties or differences they may have. Inclusive Schools must recognize and Respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricular, organizational arrangements, teaching strategies, resource use and partnership with communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school” (Salamanca framework for action, article m7-inclusion international, 1998, p.2)*

In this agreement, it is clear that every child, including Africans, has the same right to education. Every child has characteristics, desires, abilities and learning needs that are different from each other, so that education services should integrate all existing differences. For this reason, children with special needs are expected to be able to go to school together with children in general, which is known as inclusive education.

The Indonesian government through the Department of National Education has responded positively to the implementation of inclusive education. With the implementation of inclusive education, children with special needs are given the same opportunities and opportunities as normal children to receive educational services at the school closest to the inclusive education point. It is hoped that this can solve one of the problems in handling education for children with disabilities so far.

In the national workshop on inclusive education held in Bandung from 8 to 14 August 2004 there were several opportunities prepared with the aim of appealing to the government, educational institutions, related institutions, the business and industrial world and the community to support the implementation of inclusive education in Indonesia. This is the agreed appeal agreement:

1. Ensure that every child with disabilities and other children with special needs have equal access to all aspects of life, whether in the fields of education, health, social, welfare, security or other fields, so that they become reliable successors.
2. Guarantee that every child with disabilities and other children with special needs, as individuals with dignity, receives humane treatment, quality education and in accordance with the potential and demands of society without discriminatory treatment that is detrimental to their existence both physically, psychologically, economically, sociologically, politically and legally. cultural.
3. Organizing and developing inclusive education management which is supported by synergistic and productive cooperation between stakeholders, especially the government, educational institutions related to business and industry, parents and the community.
4. Creating a supportive environment for the fulfillment of children with disabilities and other children with special needs so as to enable them to develop their unique potential optimally.
5. Guarantee the freedom of children with disabilities and other children with special needs to interact both reactively and proactively with anyone at any time and in any environment by minimizing obstacles.
6. Promote and socialize inclusive education services through mass media, scientific forums, education and training and others on an ongoing basis.
7. Develop an action plan and funding to fulfill physical and non-physical accessibility, quality education services, health, recreation, welfare for all children with disabilities and children with other special needs.

This statement provides opportunities for children with special needs to get what is their right through inclusive education. Thus, it is clear that inclusive education provides benefits for children with special needs to gain knowledge and opportunities to live naturally in society to live with propriety and respect for life, accepting them as full members of society and contributing actively to development.

UNESCO (2004:2) states that inclusive education involves all students, such as:

1. Children who have difficulty seeing or hearing, who cannot walk or who are slower to learn
2. Children who use a language that is different from the language of instruction used in the classroom
3. My child dropped out of school because he was sick, hungry or didn't do well
4. Children who come from different religious groups or castes
5. Pregnant child
6. Children infected with HIV and AIDS
7. Children who are school age but not in school

Thus it is clear that children with special needs are part of the subject of inclusive education. This can be seen in the first point which states that children who have difficulty seeing or hearing, children who cannot walk or who are slower in learning are students in inclusive education. Inclusive education is one education for all. This means that all children, whether they experience differences due to heredity or social status without distinction, receive the same education in the same school.

The Indonesian government, through the Department of National Education, pays great attention to the implementation of inclusive education. National Education System Law no. 20 of 2003 clearly states that the government is trying to provide opportunities for all children, including children with special needs, to receive education in regular schools without any differences. Furthermore, PERMEN No. 70 of 2003 concerning "Inclusive Education for Students Who Experience Disabilities and Have Special Intelligence and Talent Potential" is proof of the government's seriousness in fighting for the rights of children with special needs. The PERMEN clearly regulates all matters relating to the implementation of inclusive education (attached).

However, the debate about the benefits of implementing inclusive education still continues in Indonesia. Some parties doubt that the quality of learning may decrease when children with special

needs study together in regular classes. They argue that children with special needs could reduce the quality of learning because teachers have to pay a lot of attention to children with special needs. Apart from that, there are those who think that implementing inclusive education will require quite a lot of funds because it has to provide facilities for children with special needs.

Research conducted in various countries has been able to answer all these doubts. Research conducted in Papua New Guinea shows that inclusive education provides academic and social benefits not only for children with special needs but for all children (Connelly, 2004). In addition, the implementation of inclusive education is estimated to be 7 (seven) times lighter than the implementation of segregation education (UNESCO, 1994). One concrete example is that the government does not need to build buildings SLB in every village because children with special needs can already be served in regular schools.

In fact, there are several principles that underlie the implementation of inclusive education for children with special needs. These principles include the principles of social equality and human rights. This principle emphasizes that children with special needs are human beings who have the same rights to obtain education as a basic need in life. Another principle is that all children have the ability to learn. Study reports in Australia show that there is an increase in the abilities of children with special needs both in terms of academic and social aspects when inclusive education has been implemented (Conway, 2008). This is related to providing opportunities to take part in learning in regular classes, where children with special needs feel their self-actualization needs can be met. For this reason, the study of this problem is focused on two main questions, namely: (1) How are the needs of children with special needs met in the implementation of inclusive education? (2) How is inclusive education implemented as an effort to meet the needs of children with special needs?

### **Research Methods**

The approach used in this research is a qualitative analyst approach descriptive. The term qualitative research according to Kirk and Muller in Kaelan (2011:5) on Initially based on qualitative observations by emphasizing quantum or amount, So there is more emphasis on the quality aspect natural because it involves understanding, concepts, value of the object to be studied. Whereas descriptive analysis according to Sugiyono (2015:29) is a method used for

describe or analyze a result research but not used to create broader conclusions The aim of the research This descriptive is to make a description, a systematic, factual picture, or painting and accurate regarding facts, characteristics and relationships between the phenomena under investigation. In this case researchers conducted research with describe or describe about inclusive education for students with special needs.

### **Result and Discussion**

Inclusive Education as an effort to meet the needs of children with special needs. Inclusive education is based on equal rights to education without discrimination. In inclusive education, every child gets the same opportunity to learn together in public schools. In inclusive education, children with special needs do not receive special treatment or special rights but have equal rights and obligations with other students. Based on the results, two basic needs for children with special needs will be discussed, as follows:

#### **1. Academic Needs**

Several research results show that children with special needs benefit academically when studying in regular classes. The research report from MacCabe (2005) can be used as an example of the academic success achieved by children with special needs in regular classes. In this research, a disabled child was found who was capable who displayed the best work of art so he was chosen to represent his school in a national level competition in Cambodia. Another research report presented by UNESCO (1997) found that a student with visual impairment was able to compete academically, especially in mathematics lessons with his peers in regular classes in China. For example, a blind student can perform addition operations faster than his friends. Similar research by Carlise & Chang (1996) shows the ability of children with learning difficulties in science lessons. Study also shows that normal children who study in inclusive classes also benefit academically. Research conducted in Australia shows that normal

children can learn to respect each other when studying with CHILDREN WITH SPECIAL NEEDS (Wright, 1998). Similar research results by Rangi (2001) found that students were more enthusiastic about studying in groups. They can then learn to work together to complete the tasks given by the teacher.

The results of this research are just a few examples of research that has been conducted in several countries. This shows that children with special needs have the ability to improve their academic abilities in inclusive classes and even compete with their classmates, although not in all subject areas. For this reason, when children with special needs encounter difficulties in learning, they need help from the class teacher and classmates. For example, research from Salend & Garrick (1999) found that a child with special learning difficulties in reading in America could improve his abilities when supported by his teacher and classmates.

## 2. Social needs of crew members

Apart from academic values, another important thing in implementing inclusive education is the opportunity for all children to socialize regardless of their limitations and abilities. One of the concepts of inclusive education is to increase social competence between children with special needs and other children in the school environment (UNESCO, 1994). This is aimed at forming an anti-discrimination attitude towards all children.

When children with special needs are in inclusive classes, they have the opportunity to talk, discuss and collaborate with other children in completing assignments given by the teacher (Conway, 2005). A pilot project carried out by UNESCO in New Zealand showed that children with special needs who studied in inclusive classes did not experience difficulties in socializing with their friends (1997). This cannot be separated from the role of the class teacher in encouraging positive social interactions between children with special needs and their classmates.

It's just that not all crew members can easily interact with their classmates. When children with special needs have difficulty interacting socially, they will also experience difficulty establishing friendships with their friends. This is because crew members feel insecure about their limitations. For this reason, the role of friends is to provide and help support is needed (Meyer & Bevan-Brown, 2005). However, when we compare the social interactions that children with special needs have in inclusive schools and special schools, research results show that children with special needs social skills with their friends in inclusive schools are better than when they are in special schools (Connelly, 2004). For example, this study found that children with hearing impairments interacted better in games compared to children in special schools. This research also shows that even normal children think that inclusive education is the best choice for all children to have the opportunity to learn and play together.

## Conclusion and Recommendation

Based on the discussion in the previous section, several conclusions can be drawn as follows: Inclusive Education is a service that provides the opportunity for all children to receive education in public schools with other children by paying attention to the needs of each child; children with special needs have the ability to improve their academic abilities in inclusive classes and even compete with their classmates, although not in all subject areas. For this reason, when children with special needs encounter difficulties in learning, they need help from the class teacher and classmates; children with special needs who study in inclusive classes do not experience difficulties in socializing with their friends, research results even show that the social skills of children with special needs in inclusive schools are better than when they are in special schools.

Through this study it is recommended: To parties related to the implementation of inclusive education to continue to study it by conducting research so that in the future the implementation of inclusive education can be successful; Various related training is needed to support the effectiveness of the implementation of inclusive education; To researchers in related fields to conduct further research on related problems.

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