

## **INCLUSIVE EDUCATION, RIGHT FOR CHILDREN WITH SPECIAL NEEDS (STUDIES IN METRO CITY LAMPUNG)**

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### **Abstract**

As other children, children with special needs have the same right to go to school in the public schools, it has been regulated in legislation No. 20 of 2003 on Indonesian National Education System. A public school that consisting student of normal children and children with disabilities called inclusive schools (DITPLB, 2012). At inclusive school, a student with special need has a wide range of disability should be able to mingle with other normal children. On December 22, 2012, Metro City made the declaration as the City of Inclusive Education. Declaration does in front of the official residence of the Mayor of Metro City in the form of signatories inscription by the governor of Lampung ([metrokota.go.id](http://metrokota.go.id)). Metro City is appointed to running inclusive education as assessed in accordance with the vision to realize the Metro City as the City of Education. On December 4, 2013, Metro City signing the MOU with UNESCO (United Nations Educational Scientific and Cultural Organization) to establish Metro City as the City of Inclusion. This study tried to get a data description on the implementation of inclusive education in Metro City. It is interesting to study after the metro city was declared as inclusive education, whether inclusive education in metro cities was organized better?

**Key words:** Inclusive School, Children With Special Need Rights Education, Metro City

### **INTRODUCTION**

Resolving the problem of poverty has become a focus in the MDGs (Naraya and Petesch, 2002). The research results showed that the most pressing problems faced by millions of disabled people around the world are the problem of poverty (Naraya and Petesch, 2002). Poverty experienced by the disabled is a direct and indirect result of the exclusion and marginalization of people with disabilities because of the stigma and prejudices about disability. One of the stigma and prejudice on people with disabilities arise in the educational setting. The United Nations [UN] report showed that 90% of all children with disabilities in developing countries still do not attend school, and the literacy rate of adults disabled predicted only 1% (United Nations [UN], 2011).

The United Nations (UN) began to declare "inclusive development", where people with disabilities included in the poverty alleviation program, as discussed in Article 28 (2), and Article 11 talks about the

situation of persons with disabilities as risks and emergencies for humanity (Naraya and Petesch, 2002). In order to alleviate poverty, persons with disabilities should have the same opportunities to get a job. The chances of getting a job are certainly related to education that is owned by persons with disabilities. Therefore, access to education is an important thing for people with disabilities.

Common Declaration of the United Nations, has clearly stated that every child deserves a good education. Neither the child with disabilities. Salamanca Declaration (United Nations Educational Scientific and Cultural Organization [UNESCO], 1994) affirming that children with special needs (CWSN) basically has the right of education as a normal children, without discriminated, by placed CWSN in special schools that are different from normal children.

According to Firdaus (2010), the main purpose of inclusive education can be seen from the translation of article 2 Salamanca

declaration, namely; Regular schools with an inclusive orientation are the most effective way to combat discriminatory attitudes, creating an open society, building an inclusive society and achieving education for all; more than that, inclusive schools provide effective education to the majority of children and improve efficiency so as to reduce the cost of the entire system. It concluded that the main goal of inclusive education is to combat discrimination.

Efforts to eliminate discrimination in education for persons with disabilities through the declaration of Salamanca was welcomed by various countries in the world. Indonesia is among the countries that ratified the declaration of Salamanca. Therefore, since 2003, the government issued Law No. 20 of 2003 on National Education System who explained that the delivery of education for learners with disabilities or have extraordinary intelligence can be held in the public elementary school. Furthermore, the Minister of National Education No. 70 in 2009 also confirmed the specifics regarding the implementation of inclusive education for children with disabilities and children with special talents.

After the enactment of Law No. 20 of 2003 on National Education System, start launched a few establishments inclusive schools in Indonesia. Beginning in 2004, by holding a national convention which resulted in Bandung Declaration commitment "Indonesia towards inclusive education" ("Sejarah Pendidikan Inklusif," 2013). Then followed in 2005, held an international symposium in Singapore that produces Bukittinggi Recommendations which among others emphasize the need to continue to develop programs of Inclusive Education as one way of ensuring that all children actually acquire the education and maintenance of quality and decent (" Sejarah Pendidikan Inklusif, "2013).

Metro City, rather late in the declaration of inclusive education. It was not until December 22, 2012, made the declaration of Metro City as the City of Inclusive Education. Declaration does in front of the official residence of the Mayor of

Metro in the form of signatories inscription by the governor of Lampung (metrokota.go.id). Metro City is appointed to be an inclusive education city as assessed in accordance with the vision to realize the Metro as the city of education. On December 4, 2013, Metro city assigned MOU with UNESCO to establish Metro City as the City of Inclusion.

Launching of Metro City as a city inclusions ranging impact on the enactment of some schools to provide inclusive education in Metro city. Based on data from various studies that have been done, it is known there are 10 inclusive schools in Metro City which consists of; Five elementary school (SD) (Karwono, Pamularsih and Wibowo, 2014), 3 Junior High School (SMP) (Juhri, Wibowo and Syutharidho, 2015), and one high school (SMA) (Astanu, Sowiyah, & Suntoro, 2015).

Some of the research results on the implementation of inclusive schools in Metro can be used as an illustration to see how inclusive schools implemented in Metro. Implementation of inclusive education in the Metro city can be a reflection of how the public schools adaption process to become inclusive schools, when the process of change is recent. The process of adaptation to a public school in Metro may reflect the process of adaptation of schools in Indonesia when it was first established as inclusive schools.

## **INCLUSIVE EDUCATION THEORY AND PRACTICE OF INCLUSIVE EDUCATION AT METRO CITY**

### ***School Admission to Students with Special Needs.***

Many people still think that inclusive education is only another version of Special Education (SLB). Stubbs (2002) asserts that the concept of inclusive education is very different from the concept of special education schools (*Sekolah Luar Biasa* [SLB]). Special education as in SLB attempted to separate children with special needs from the normal child's environment. While inclusive education concept of "equality of opportunity" which concepts are

applied from the movement of "education for all" (Stubbs, 2002). Sebba and Ainscow (1996) explains that through the process of inclusion, the school strives to accept all pupils from the local community who want to attend school and, thus, reduce discrimination among children.

Based on Metro City Bapedda data, found that of 317 children with special needs in Metro, only 236 children attend in school (Astanu et al., 2015). The data indicates that approximately 25% of the children with special needs are still not getting the same opportunity to attend school. Karwono et al (2014) found that there is still a primary school refused, even expel students with special needs were considered stupid and did not deserve to attend public school. One school suggests students spent to register to SLB (Karwono et al, 2014). Astanu et al (2015) at SMAN 2 Metro, found that school limited to accept students with a special needs only on two types of disability, and limited only receive 5 students in each class. This restriction is because schools have limited resources to manage the inclusion classes (Astanu et al., 2015).

The limitation of the student with special need participation in the public schools emerged due to many things. Some are caused by the limited resources of the school, and there is a limited understanding that the student with special need participation should attend special schools (SLB). UNESCO report when reviewing the implementation of inclusive education after five years of declaration of Salamanca also reiterated concerns with the child discrimination by placing children in special schools or special education (Mitchell, 2005). Suggesting child with special need to attend special schools is usually based on good intentions, however unwittingly, it is actually a form of discrimination against children (Armstrong, Armstrong, & Spandagou, 2010; Mitchell, 2005).

Barton (1998) confirmed that actual inclusive education does not just provide access to a public school for students who have previously been issued, but rather to provide a place for students who have been

removed from the main system of education. The school system should be changed so that the data meet the needs of each student in terms of physical factors, aspects of the curriculum, expectations and style of teaching, and the role of leadership (Barton, 1998). This is because the main focus of inclusive education is about the participation of all the children and the elimination of all forms of exclusive practices (Barton, 1998).

Child with special need participation in public schools the impact actually is positive for the environment and the school community. Juhri, Wibowo, and Syutharido (2015) found that children who have autism disorders in SMPN 2 Metro, can make the school proud at various national championships. Thus, students who initially met with resistance from teachers at school, can be a pride for the school (Juhri et al, 2015). When parents and schools provide opportunities and support for the child with special need, they have a chance to give their performance at school, though not in the field of academic achievement.

Wibowo and Anjar (2015) also found that children who have physical disabilities were able to develop good relationships with their classmates. In fact, the normal student is able to accept differences and develop empathy towards disability experienced by classmates (Wibowo and Anjar, 2015). Students can learn to accept differences and develop empathy in school. When it has learned to accept differences in school, then the student can apply them in social activities in the community. Diversity is a social fact. The difference enriches the human experience and life. The world in which we live is 'a diverse world' (Minnow, 1997), and schools that reflect the diversity will allow children to receive other children as distinct individuals (Quicke, 2009).

The positive side of school inclusion to be achieved by UNESCO is that children can learn to accept differences and be able to socialize with a full diversity (Mitchell, 2005). The fact that the majority of students with special needs rejected for attending in public schools, and advice to attend special schools, indicating that the understanding of

the inclusive education spirit by education providers in Metro is still not good enough. This lack of understanding, may be a result of the declaration of inclusive education is still new, and it not socialized properly. Rejection can also be caused by the infrastructure is not sufficient because it is still in the process leading to the delivery of inclusive education. Integrated education concept proposed by Firdaus (2010) in an effort to simplify the understanding of the concept of inclusive education, so that is no longer exclusive education to special needs children, that placed special needs children in special schools.

#### ***Students with Special Needs Learning Systems at the Inclusive School in Metro.***

The learning model for special needs children in inclusive schools must be individualized, to suit the needs of diverse learners. The learning model for special needs children adjustments can occur in this stage of development, the characteristics (traits) and level of intelligence. So that modification is made to the learning; (1) The allocation of time, (2) The contents / curriculum materials, (3) The process of learning, (4) Facilities and infrastructure, (5) Learning environment, and (6) Classroom management (Directorate of Special Education [DITPLB]). Appropriate learning modifications for child with special need is expected can make the learning outcomes in a child with special need more effective.

Learning model modifications for child with special need has performed in many of the inclusive school's in the developed countries. For example in the United States (US), US education department has developed its own guidelines for the development of child with special need learning models in inclusive school. A proper preparation to develop learning models in America for the child with special need, it is done by extracting information about the child with special need prior to building instructional design for a child with special need. Assessment tool provided and teachers trained to use the assessment tool as well (US Departememen of Education, 2010).

Based on research by Karwono et al (2014), many elementary school teachers who do not really know in detecting child with special need, thus making the teacher sometimes over estimate in assessing ABK, normal children sometimes suspected child with special need. These errors in judgment because most elementary schools in the city metro, don't have standardized tool for screening child with special need. Most teachers detection basis on the experience, the child who looks stupid, naughty and disobedient, vulnerable labeled as child with special need. Juhri et al (2015) also found that junior high school (SMP) teacher in the Metro city's is not equipped with special detection tool in assessing child with special need. Determining special need student usually rely on the assessment of guidance and counseling teacher. Astanu et al (2015) did not describe clearly the identification tools used in detecting child with special need by teacher, but explained that the identification is done jointly between teachers and parents. Once the identification is done without the help of an assessment tool or not done by the professionals, then the possibility of error detection may be more likely to occur.

Proper identification of the needs of students with disabilities become an obstacle to the implementation of inclusive education in Metro City. In contrast to the professionals, such as psychologists and pediatricians, teachers do not receive special training to be able to detect child with special need. Therefore, teachers need to be accompanied by instruments that can assist teachers in detecting child with special need appropriately. Unfortunately, some schools have been planned as a school inclusion, not yet have a complete instrument to detect child with special need (Karwono et al, 2014; Juhri et al, 2015).

Karwono et al (2014) also found that teachers have not implemented a special curriculum for students with special need. Students with special needs are usually given extra teaching hours, following the conventional curriculum for normal students (Karwono et al, 2014). Most schools are

sometimes lowering the level of competency for child with special need, also lowered the level the exam for students with special need, but the teaching model for student with special need is still equated with normal students (Karwono et al, 2014; Juhri et al, 2015; Astanu et al, 2015). Implementation of school learning inclusion in the city's Metro has followed the guidelines suggested by the Directorate of Special Education (DITPLB). According to DITPLB, inclusive schools can be modified to learning; (1) The allocation of time, (2) The contents / curriculum materials, (3) The process of learning, (4) Facilities and infrastructure, (5) learning environment, and (6) classroom management.

The learning process for students with special need must be tailored to its specific needs. Special needs students in the inclusive school curriculum should get separated from normal children. The curriculum designed for child with special need called the Individualized Educational Program (IEP) (Wolfe & Hall, 2003). Individual Educational Program (IEP) accommodates special learning system for the students with special need, which is different from the curriculum for normal children (Wolfe & Hall, 2003; Karwono et al, 2014). Karwono et al, (2014), and Astanu et al (2015) saw the school customize learning for students with special need with degrading standard learning materials, but did not prepare an IEP for students with special needs. Individual service standards for students with special need in Metro City is not enough because students are not provided IEP. ). Appropriate learning modifications for child with special need is expected can make the learning outcomes in a child with special need more effective.

In addition to the learning process that is different from normal schools, inclusive schools also need a special facilitator teacher who served as a teacher assistant, in teaching students with special need. Special accompanying teachers must have competence in providing services to students with special need. At the primary school level in Metro, a special assistant teacher usually is a sports teacher, a religion teacher, or other

teachers who are considered to have less workload (Karwono et al, 2014). In junior high school, inclusive school appoints some of the guidance and counseling teachers as a special assistant teacher (Juhri et al, 2015). At the high school level, guidance and counseling teacher were also appointed as a special assistant teacher for students with special need, with the help of another teacher appointed (Astanu et al, 2015). The teachers were appointed as special assistant teachers, will be invited to workshops in the various period (Karwono et al, 2014; Juhri et al, 2015; Astanu et al, 2015).

Schools should have special teachers who have the educational background that competent to work with students with special need (Mitchell, 2005). Special accompanying teachers who are competent should have exceptional education teachers backgrounds. Exceptional educational teachers background must have studied for several years in an effort to handle a child with special need.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the description some previous research results, it can be concluded that implementation of inclusive schools in Metro, still growing and some things are still not fit with the expected implementation of inclusive education by the UN through the declaration of Salamanca. The main spirit of inclusive education expressed by UNESCO, that all children have an equal opportunity to acquire education in schools near their homes (Mitchell, 2005), can not be understood well by some schools educator in Metro. Research that has been done, there are still some schools refused students with special needs, some schools also limited itself, would only accept a certain number of students with special need, also encountered schools that specialize only accept a certain types of special need. Whatever, though based on good intentions, but still deviate from the main goal of inclusive education, that is equal opportunity for education without discrimination for students with special need (Mitchell, 2005). Even the United Nation (UN) Standard Rules on the Equalization of

Opportunities for Persons with Disabilities (1993: Rule 6 No. 22) that the existence of the Special School (SLB), is allowed only if the public schools have not been able to provide inclusive service (Armstrong, 2003). Some research also mentions, that inclusive school in the city's of Metro, has no IEP devoted to each individual student with special need. Learning for student with special need usually only a modification of the learning for normal students. Special need students, need to get special treatment tailored to its specific needs. When the student with special need handled inappropriately, it will have a negative impact on the development of academic skills of children (Lyon, 1998; McGuinees, 2005).

Schools should have special teachers who have the educational background who are competent to work with students with special need (Mitchell, 2005). Special accompanying teachers who are competent should have exceptional education teacher backgrounds. Exceptional educational teacher background must have studied for several years in an effort to handle a child with special need. The school can also work together with professional or special schools, to provide competent personnel in handling students with special need.

However, in 2015, the Metro authorities have tried to publish a book "general guidelines the implementation of inclusive education in Metro city". The manual may be able to improve the delivery of inclusive schools in Metro. So declaration Metro City as the City of Inclusion in 2014, not only a motto alone, without concrete evidence, but truly inclusive education.

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