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## FULFILLMENT OF THE RIGHT TO EDUCATION FOR CHILDREN WITH DISABILITIES IN INCLUSIVE SCHOOLS

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### Abstract

The Indonesian nation with all its pluralism is very concerned about the education of its citizens, even set forth in the law. One embodiment of an educational institution in Indonesia that accepts all classes is an inclusive school where learners may consist of normal children and special needs children who have significant differences from both physical and psychic. Each individual has different characteristics, but even though each individual has the same rights in obtaining quality education, regardless of Race, Tribe, Religion, Gender, Culture, Physical / Psychic either normal or special needs. This study is intended to find out what rights are acquired by students with special needs in Elementary School inclusion. The type of research in the form of qualitative research and strategy used in the form of descriptive case study. The research was conducted at Al Firdaus School. The results showed that students with special needs in SD Al Firdaus are very diverse, both of which have a shortage in terms of physical or psychological. The fulfillment of rights under the Government Regulation of the Republic of Indonesia number 72 of 1991 Chapter IX Article 18 has been largely achieved. The conclusion of this study is the fulfillment of the rights of children with special needs has been met, although some rights have not been obtained.

**Keywords:** Elementary School, Inclusion,

### INTRODUCTION

Indonesia as a large country with all its diversity is very concerned about the needs of its citizens, one of the basic needs is access to education. Constitution 1945 Article 31 Paragraph 1 explains that every citizen is entitled to education. In accordance with the above provisions, every individual who has Indonesian citizenship is entitled to receive equal and fair education without distinction of race, ethnicity, religion, gender, culture, physical / psychic either normal or special needs. All children are entitled to access to education (Cockburn, Hashemi, Ritchie & Skead, 2017).

Based on his need to support an equal and equitable education for each individual formed an educational institution called the inclusion school. Education is provided not only to normal individuals but individuals with special needs are entitled to adequate education according to their specificity.

School as an educational institution must have problems, one of them in inclusion schools that have certain problems especially in children with special needs which of course need more support services and also adequate facilities and infrastructure in order to support a good learning process

Inclusion is a very good concept, but to implement it many areas need to be overcome in

order to succeed (Bakken, 2016). Inclusive program, teachers are expected to adapt to provide an appropriate environment for students with disabilities (Harriot, 2015). Physically disabled students benefit in inclusive education (Maiwa and Ngeno, 2017)

Inclusion school is an educational container where the learning process of normal students and children with special needs goes together. Inclusion schools are places where children with special educational needs can study in regular classes instead of special classes (Hakala and Leivo, 2017).

Based on the provisions already made in the Government Regulation of the Republic of Indonesia number 72 of 1991 Chapter IX Article 18 states that the rights of learners with special needs in schools include: (1) obtaining treatment in accordance with their talents, interests, abilities and abnormalities; (2) obtaining religious education in accordance with the religion it embraces; (3) to follow the educational program concerned on the basis of continuing education, either to develop self-ability and to gain recognition of certain standardized education levels; (4) obtaining assistance in learning facilities, scholarships or other assistance in accordance with the disabilities and requirements; (5) moving to a parallel school or continuing to a higher level according to the deformed condition and the

admission requirements of the school to be entered; (6) obtaining an assessment of learning outcomes; (7) completing an education program earlier than the time specified; and (8) obtaining special services according to the type of disorder.

The importance of this study is to find out how the role of inclusive schools in providing fairness for normal and special needs children, whether all rights related to children with special needs are met in inclusive schools. Therefore, the importance of inclusive schools in providing education for normal children and children with special needs should be observed to know the involvement of schools in providing services as fair as possible for students with special needs.

## **RESEARCH METHOD**

The form of this research is qualitative research, this research method is also called naturalistic method because the research process is done on natural condition. Qualitative research is the source of a broad and well-grounded description, and contains an explanation of the processes occurring within the local environment (Miles and Huberman, 2014: 1). The strategy used in this research is descriptive case study. The case study is an indepth study of a social unit in such a way as to produce a well-organized and complete picture of the social unit (Azwar, 2012: 8). While the descriptive itself aims to describe the systematic and accurate facts and characteristics about the population or on a particular field. This study attempts to describe a situation or event.

The location of the research was carried out in grade IIIB SD Al Firdaus Surakarta, Central Java, Indonesia. The number of students studied amounted to 30 consisting of 4 children with special needs and 26 normal children, class teachers, special tutors and Elementary School staff concerned with the implementation of this research. Data collection techniques used in this study include observation of observations on research subjects, in-depth interviews to obtain information, and documentation. Qualitative validity is an examination of the accuracy of research results by applying certain procedures, (Creswell, 2013:285).

## **RESULT AND DISCUSSION**

One of the main themes that emerged from the data is how the rights obtained by children with special needs in elementary school inclusion in the city of Surakarta, especially in Al Firdaus Elementary School. Based on the Government Regulation of the Republic of Indonesia number 72 of 1991 Chapter IX Article 18 there are eight points which should be

the right of children with special needs, all of which are described as follows.

### **The right to obtain treatment in accordance with the talent, interests, abilities, and abnormalities**

Based on the results of interviews with teachers indicating that the students are normal and the special needs can not be different treatment, special needs children get the right to get treatment in accordance with the talent, interests and abilities as in extracurricular activities that have been preparing school. All students are entitled to the same treatment in accordance with the potential of each that we have facilitation, so the term learners have the potential, teachers participate in directing and supporting, such as preparing extracurricular activities for all students.

Related to interview result, the results of the observations show that children with special needs are treated equally with normal children, teachers provide treatment according to the talents, interests and abilities of each individual. As children with special needs can follow extra-curricular activities in accordance with their interests such as follow the extra activity of singing or sports. Furthermore, children with special needs in accepting learning adjusted with their ability as in repetition, when teachers consider capable of children with special needs to do such problems as normal children, special treatment given by teachers in the form of additional time for children with special needs in doing, and what if children with special needs if not considered capable of working on a problem like a normal child then a special companion teacher will make a separate problem that is considered in accordance with the ability of children with special needs.

Based on interviews and observations it can be understood that the school has facilitated children with special needs in obtaining their rights in accordance with the talent, interests, abilities and disorders.

### **The right to obtain religious education in accordance with the religion it embraces**

Based on the results of interviews with teachers revealed that religious education is a part that must be taught to each learner, even special escort teachers have targets tailored to the ability of children with special needs, such as kemampaun in performing prayers or recitation. Children with special needs are also often pulled out to justify reading or justify the prayer movement.

The result of the observation also shows that the special escort teachers give guidance on how to perform the prayer movement as well as the children with special needs are taught to memorize the

reading in the prayer and the implementation of the congregational prayer, besides before and after the students learning to read the prayer together led by a student.

Based on interviews and observations it can be understood that the school has taught religious education in children with special needs

**The right to follow the education program concerned on the basis of continuing education, either to develop the ability of self and to gain recognition of a certain level of education that has been standardized**

Based on the results of interviews with teachers to give responses where children with special needs who entered in Al Firdaus Elementary School adjusted with the ability and the number of personnel available, all types of children with special needs can enter at Al Firdaus Elementary School but first seen whether there are special escort teachers can hold, other than that the number of quota determined where each class is limited the number of children with special needs feared too many number of children with special needs in one class will disrupt the learning process.

Based on the existing documents, there are 50 special needs children at Al Firdaus Elementary School with various conditions spread from class I to class VI and as many as 51 teachers who are in Al Firdaus Elementary School. While from the observation, especially in class IIIB there are 4 children with special needs with 2 children mental retardation, 1 child with autism, 1 child emotional disorder, each child accompanied by special mentor teacher.

Based on interviews, documents and observations it can be understood that the school provides an opportunity for children with special needs to get education at Al Firdaus Elementary School but there are limits which must be adjusted with the number of existing personnel, especially the number of special escort teachers and limit the number of quota children with special needs for each class. Students with disabilities are entitled to education on the same basis as their disabled counterparts (Sharma, 2017).

**The right to receive assistance in learning facilities, scholarships, or other assistance in accordance with the disabilities and requirements**

Based on interviews with teachers, found that Al Firdaus Primary School provides facilities and infrastructure that support children with special needs such as ladders, toilets adapted for disabled children, therapeutic equipment, games room to train

concentration and help manage emotions, and there is a room where children with special needs are treated, given guidance, and provided additional learning. for scholarships children with special needs do not get it.

Observations conducted by researchers found that children with special needs receive support facilities such as therapeutic equipment, trampolining, stairs, flash cards, balls, mats, concentration beams, toilets and so forth. Other assistance to children with special needs such as obtaining counseling and guidance services, the provision of this service is given to students who are known to have serious problems, such as cases when a student gets bullying treatment, the teacher immediately cracked down by giving advice and learner in class IIIB that the act of bullying is an act that is not commendable. There are also cases of children with special needs that are emotional, counselors play a role to help calm.

Based on interviews and observations it can be understood that the school provides assistance in the form of facilities and other assistance in accordance with the problems encountered. Related providers (physical therapists, occupational therapists, speech-language pathologists, nurses, orientations and mobility specialists) may support inclusive education (McCollow, Shurr & Jasper, 2016). Directing and filling out student education can not be ignored (Buckley, 2016). But there is no form of assistance for students with special needs.

**The right to move to a parallel school or to proceed to a higher level in accordance with the disability attached and the admission requirements of the school to be entered**

Based on interviews with teachers revealed that the transfer of school is the right of every learner and the school also accepts when there is a special needs children who move to Al Firdaus Elementary School, no particular academic grounding, only for children with special needs there are quota and the availability of special escort teachers . the results of the document data also shows the academic year 2017/2018 there are students moving in as many as 5 children and there are 6 students moved from the Elementary School Al Firdaus.

The results of interviews and documentation can be understood that the school gives the right to all students to move or accept the students go to Al Firdaus Elementary school even though there are some landings that must be met specifically for children with disabilities.

**Right to get assessment of learning outcomes**

The results of interviews with teachers revealed that children with special needs still get

good ratings in the form of nomerics (numbers) and descriptions, besides children with special needs in the curriculum have their own criteria, and the study of children with special needs more to the individual so that report rapot there is an individual attachment. Observation results seen teachers perform assessment actions, either replication, homework, or behavior on all students either normal students or students with special needs.

Based on the results of interviews and observations can be understood children's rights with special needs to obtain assessments have been given teachers. The roles and responsibilities of the service provider regarding the assessment are required (McCollow, Shurr & Jasper, 2016),

### **The right to complete an education program sooner than the specified time**

Based on interviews with teachers revealed that for the time of graduation same as normal students and those with special needs, only the weight of different graduation landing.

### **The right to special care in accordance with the type of abnormality that bears**

Based on the interview with the teacher explained that from the beginning had done the initial test mapping, so the children with special needs have been prepared handling in accordance with their needs, besides the children with special needs to get services in the form of therapy that has been scheduled.

Observation results show that children with special needs receive special services according to the type of abnormalities such as children with special needs who have problems in controlling emotions every day Tuesday and Friday students are pulled into a special room (puspa) here students get therapy to train emotion control.

Based on the results of interviews and observations can be understood that Al Firdaus Elementary School has facilitated children with special needs in obtaining services in accordance with the specificity.

### **CONCLUSION AND SUGGESTION**

The acquisition of children with special needs in schools is governed by the government in the Government Regulation of the Republic of Indonesia number 72 of 1991 Chapter IX Article 18, where in its application in Al Firdaus Elementary School found that most of the rights of children with special needs have been met including the right to get treatment in accordance with the talent, interests, abilities, and abnormalities, the right to religious education in

accordance with the religion it embraces, the right to follow the educational program concerned on the basis of continuing education, either to develop self-ability or to gain recognition of a certain level of education that has been standardized, or other assistance in accordance with the disability and applicable conditions, the right to transfer to a parallel school or proceed to a higher level according to the disability attached and the admission requirements of the school to be entered, the right to assess sil learning, and the right to special care according to the type of disorder that is carried. In addition there are also rights that have not met such as the right to obtain a scholarship and the right to complete the education program earlier than the time specified.

Advice, granting the right to special needs children in education should be a concern to provide justice for every individual. inclusion schools as a place for normal students and students with special needs are expected to keep improving the quality of education, not only on facilities and infrastructure but also on handling to each individual needs to be improved in order to create a better generation. Further research suggestions are expected to result from this study can be a description of the acquisition of children with special needs in elementary school inclusion and can be used as reference of similar research.

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