

From Policy to Practice: The Inclusive Education in Primary School No. 3 Sempidi, Mengwi

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ABSTRACT

The research was conducted at Sekolah Dasar No. 3 Sempidi Mengwi, which is located in Badung district, specifically in inclusive elementary school aims to investigate the implementation of inclusive education policies initiated by the government so that all children can receive education including children with special needs (ABK). The informants in this study focused on teachers who teach in inclusive classes, so that they can explain teaching and learning activities in inclusive classrooms. This study is a qualitative study with three data collection methods, namely participatory observation, and interviews with main informants and supporters. The data analysis technique uses a data analysis technique initiated by Miles and Huberman. The results of the research conducted for six months are (1) Sekolah Dasar No. 3 Sempidi Mengwi has implemented an inclusive education policy, although there are still many obstacles and challenges that must be addressed immediately so that the school becomes a comfortable place for all children, including students with special needs. The conclusions drawn are: Sekolah Dasar No. 3 Sempidi, Mengwi, Badung Regency need to work hard in responding to the challenges of inclusive education by providing more educational staff, child psychologists and improving school facilities and infrastructure for the comfort of all children (disabled and normal) who study at the school.

Keywords: *Inclusive education; Education Policy; students with special needs; Education for all.*

INTRODUCTION

Sustainable development emerged as a discourse that became a hot topic in several countries, especially when the 17 Goals, 169 targets, and 300 indicators of Sustainable Development (SDGs) were established in 2015 by the United Nations (UN). The aim of the Sustainable Development Goals (SDGs) is to address global challenges such as poverty, inequality, and climate change. The 17 Sustainable Development Goals (SDGs) are integrated into various sectors, including education and business, which will drive a sustainable future.(Allen et al., 2018; Ghazian & Lortie, 2024).

One of the areas in the Sustainable Development Goals (SDGs) is comprehensive, fair, and equitable education. Education is important in increasing individual potential and encouraging national development, through education, individuals are equipped with skills that can reduce poverty and social inequality. More than that, education is not just to gain knowledge but can also provide morals, and develop skills, creativity, and critical thinking so that they can solve existing problems. In addition, quality education can reduce poverty and inequality in society (Shavkidinova et al., 2023; Verma et al., 2023; Rahman, 2024).

One of the policies in education is the inclusive education policy. Inclusive education is a policy that requires schools to open classes for children with special needs so that they can receive the same education as other normal children. With the inclusive school policy, the government has implemented the 1945 Constitution article 31 that education is intended for all citizens, including children with special needs. (Haes, 2024) explains that inclusive education is a type of education that accepts all students, namely children with special needs and normal children in general so that all have access to the same education. Schools that implement inclusive education integrate children with special needs into regular classes. The implementation of inclusive policies began to be echoed since UNESCO launched Education for All (EFA), but before that, since the Salamanca statement in 1994 and the Dakar Commitment in 2000, there had been discussions about the implementation of inclusive policies. After that, various discourses on the implementation of inclusive policies in various countries occurred.

Inclusive education in the United States A study conducted by (Grynova & Kalinichenko, 2018) found that inclusive education is seen as a promising form of education because it meets the education needs of every child with special needs. Further research conducted by (Malet, 2023) found that teachers play a very important role in implementing inclusive education policies in France and the UK. Meanwhile, research conducted by (Pagliara et al., 2023) that in addition to supportive policies and initiatives, technology has a role to play in encouraging inclusive education in Italy. Meanwhile, (Authelsingh et al., 2024) on the implementation of inclusive education policies in Mauritius and Ontario, Canada revealed that many environmental factors, individual education plans, and educational materials will shape students' experiences in inclusive education.

Meanwhile, since the Bandung Declaration in 2004, Education for All (EFA) based on inclusive education has been echoed in Indonesia. Only after 2004 through the policies implemented, the government moved towards inclusivity. Implementation Inclusive education aims to help people with disabilities adapt, with a focus on independent living and community participation. (Rofiah et al., 2020; Madani, 2023). The implementation of inclusive education in Indonesia faces several challenges and obstacles. Systemic issues such as inadequate resources, inadequate teacher training, and community attitudes toward students with special needs are the sources of these challenges. Despite government efforts to promote inclusive education, these

issues hamper its implementation across Indonesia (Maryam et al., 2024; Somad et al., 2024; Rahmi et al., 2024).

Schools in the Badung Regency area have also implemented inclusive education through Regional Regulation Number 5 of 2016 concerning the implementation of inclusive education. With this regional regulation, the Badung district government provides the widest possible opportunity for all students with special needs to obtain quality education according to their needs and abilities. Based on data obtained from the Education, Youth and Sports Office in 2023 in Badung district from 286 Elementary schools are only 45 elementary schools that provide inclusive education. Based on the background description, this study aims to describe the implementation of inclusive education policies in Badung Regency, specifically in Sekolah Dasar No. 3 Sempidi, Mengwi, Badung Regency.

METHOD

This study implements a qualitative approach to provide valuable information on the implementation of inclusive education policies in Sekolah Dasar No. 3 Sempidi, Mengwi, Badung Regency which is located in Badung Regency. Moreover, this research will also explore the challenges, obstacles, and opportunities in implementing the policy so that it can provide input to the Government, school management, and policymakers. As expressed by (Bungin, 2020) said that the qualitative approach is influenced by the opinions of positivism, especially in presenting theory through deductive reasoning. (Boddy, 2019) adding that qualitative methods can establish probabilistic causality which often requires deductive reasoning to test hypotheses about cause and effect in social phenomena.

This study began with deductive reasoning by collecting information from research informants with questions, the informants were selected using the purposive sampling method. In addition to interviews, this study also used participant observation techniques which were carried out by joining directly in the inclusive class organized by Sekolah Dasar No. 3 Sempidi, Mengwi, Badung Regency, so that it can record all teaching and learning activities in the class. The next data collection technique is documentation, which is done by reading a lot of literature related to inclusive education policies and laws and education systems that apply in Indonesia. Moreover, this study also uses secondary data obtained from the results of previous studies related to this study.

FINDINGS AND DISCUSSION

Inclusive education is also a transformational approach that aims to provide equitable educational opportunities for every student regardless of cultural, socioeconomic, ethnic, or disability background. This model emphasizes the importance of creating educational environments that value diversity and individuality so that every student has access to meaningful learning experiences. The concept has evolved from simply including students with disabilities in mainstream schools to

fostering inclusive communities that support the diverse needs of each student. It includes changes to the curriculum, specialized supports, and approaches to addressing inclusion challenges. (Borba et al., 2024; Oranga et al., 2024). Responding to these challenges, the Badung district government issued several regional regulations regarding the implementation of inclusive education,

The Badung district government has two regional regulations, namely Regional Regulation Number 5 of 2016 concerning the implementation of inclusive education, and other regulations that further strengthen it, namely No. 450 of 2016 concerning the appointment of schools that are given the task of organizing inclusive education in Badung Regency. Based on the two regulations that have been made The government provides equal opportunities for all students with special needs to receive high-quality education that suits their needs and abilities. One of the designated schools is Sekolah Dasar No. 3 Sempidi, Mengwi, Badung Regency.

Mengwi District in Badung Regency is one of the traditional places in Bali where people make kites Sempidi. Along the Sempidi highway, there are many kite sellers during the kite season, most of whom sell traditional Balinese kites. The Kahyangan Tiga Temple in Sempidi is the center of traditional activities for the Sempidi traditional village residents. The Sempidi community usually calls the Kahyangan Tiga Temple the village temple. This temple is decorated with many classic ornaments that show its grandeur. The people of Mengwi have a unique language from Balinese called Basa Mengoeian which absorbs many words from Dutch. One of the traditional villages included in the Mengwi sub-district is the traditional village of Sempidi.

Sempidi traditional village, Mengwi sub-district consists of 13 traditional hamlets which are included in the Sempidi-Kwanji area, namely: Central Hamlet, Gede Hamlet, Sebita Hamlet, Sengguan Hamlet, Grogak Hamlet, Ubung Hamlet, Tegehe Hamlet, Batanasem Hamlet, Pande Hamlet, Umegunung Hamlet, Kwanji Kaja Hamlet, Kwanji Kelod. Sempidi Elementary School No. 3 Mengwi, Badung Regency was established on July 1, 1980, with the Decree of Establishment Number 045/087/TU/2019 which is under the auspices of the Ministry of Education and Culture. In learning activities, this school which has 293 students is guided by 20 professional teachers in their fields. The operator in charge is Ni Made Dwi Artayani. SD No. 3 Sempidi is one of the educational units with elementary school level in Sempidi, Mengwi District, Badung Regency, Bali. In carrying out its activities, SD No. 3 Sempidi is under the auspices of the Ministry of Education and Culture. SD No. 3 Sempidi is located in the Umagunung Environment, Sempidi, Mengwi District, Badung Regency with the postal code 80351.



Figure 1: Sempidi Elementary School No. 3, Mengwi District, Badung Regency (personal doc.)

This study was conducted to explore teaching and learning activities in inclusive education implemented at Sekolah Dasar No. 3 Sempidi. Sekolah Dasar No. 3 Sempidi is one of the schools in Badung Regency that has five students with special needs who are divided into several classes, namely first and fifth-grade students with special needs conditions. Hyperactive Child (ADHD), third-grade students have 2 students with slow learning and Asperger's specifications, and sixth-grade students with concentration disorders or intellectual Developmental Disorder (IDD). Observation activities carried out in a participatory manner on Sempidi Elementary School No. 3 saw firsthand the daily process of students with special needs in teaching and learning activities.

Sekolah Dasar No. 3 Sempidi always involves students with special needs in all school activities such as art performances including art performances, sports activities, and so on. Although it takes quite a long time to practice, students with special needs can follow the activities well. In addition, normal children always help their friends with special needs to be able to carry out activities so that all children can go through the learning process well. The school is accustomed to developing the skills of students with special needs so that these special children are not underestimated, normal children and children with special needs have more advantages and disadvantages and complement each other. The integration of normal children and children with special needs in an educational environment provides advantages and challenges, highlighting the complementary nature of their interactions. The inclusive education model aims to provide equitable learning opportunities, fostering an environment where all students can benefit from diverse interactions. The inclusive education approach not only supports the academic and social development of children with special needs but also enriches the learning experiences of their peers (Garcia-Villa et al., 2018; Qian & Rong, 2023; Garg et al., 2024).

Based on the results of observations at Sekolah Dasar No. 3 Sempidi, the attitude of teachers towards students with special needs does not differentiate between them and normal children in general, both receive good treatment and proper education at school. The attitudes of teachers who teach in inclusive classes do not differentiate the way they teach students with special needs from other normal students so the teaching

and learning process is complex and diverse, covering cognitive, affective, and behavioral dimensions. These attitudes significantly affect the success of inclusive education practices. Teachers generally have positive beliefs and perceptions about inclusive education, but their emotional responses and practical implementations can vary. This complexity is reflected in the multidimensional nature of their attitudes, which can affect their effectiveness in inclusive environments.(Williams & Pelt, 2021;Jatileni et al., 2024).

Based on field observations and interviews with school management and several teachers, it was found that teachers who do not have experience in teaching in inclusive spaces are given special education by the school, due to the lack of knowledge of teachers regarding inclusive education, children with special needs and education for people with disabilities. (Rajaguru, 2023)said that teachers who are less experienced in inclusive education often need special training to be able to educate children with special needs effectively. This need arises from the lack of awareness and skills related to inclusive education, as highlighted by various studies. Integration of children with special needs into the mainstream classroom requires teachers to be equipped with the right strategies and knowledge to create an inclusive environment. This training is crucial for the successful implementation of inclusive education policies and practices.

CONCLUSION

The number of students with special needs tends to increase every year, while special education institutions that provide inclusive education are still very limited. The implementation of an inclusive education model can expand access to education services for children with special needs. In its implementation, the inclusive education model has received support from various parties, one of which is the Badung Regency government, but in reality, Sekolah Dasar No. 3 Sempidi is still constrained especially by limited resources and facilities for students with special needs that are still inadequate, so that students with special needs in inclusive schools have not received educational services that are by their needs. This is a note for stakeholders both at the regional and school levels so that the goal of inclusive education, namely education for all, can be realized properly so that inclusive education policies can provide opportunities for students with special needs to excel; and assessments based on individual progress. For this reason, the knowledge and skills taught must be relevant to the needs of the child.

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