

Government Policy in the Implementation of Inclusive Schools as the Embodiment of Education without Discrimination

Dinda Dewi Yuliana

Sebelas Maret University, Indonesia

Corresponding author: dindadewiy2707@student.uns.ac.id

Abstract

This study aims to analyze government policies in the implementation of inclusive schools as a manifestation of education without discrimination, whether it is running in accordance with the principles of education that have been stipulated in the national education law and to find out how the implementation of the inclusive school system so that discrimination does not occur and to know the government's concern in an inclusive school in the field. The research method used in this research is literature study research method which comes from books, journals and articles with literature review data collection techniques. The results of the literature study show that teachers are an important factor in the service and education process, as well as government policies in implementing inclusive schools as a manifestation of education without discrimination greatly helping them to become young Indonesians who are aware of national and state life based on Pancasila and the 1945 Constitution and humans. Indonesia that is completely with help from other parties.

Keywords: government policy; inclusive education; discrimination against children with special needs.

Introduction

Learning is indispensable for children to achieve their social well-being. No exception for disadvantaged children both physically and mentally. But the reality on the ground, disadvantaged children and special needs so children who can be said to find

exceptions. Discrimination in Learning closes opportunities for children with special needs in obtaining Learning. Discriminatory behavior continues to make disadvantaged children with special needs continue to be marginalized.

Education is the basic need of every human being to ensure the

continuity of his life in order to be more dignified. Therefore, the state has an obligation to share quality learning services to every citizen without exception as stated in the 1945 Constitution article 31 (1). (*Law 1945 Article 31 On Education In Indonesia*, n.d.)

According to (Wasliman, 2009) Community participation is very important in the implementation of special needs education, because the community has a variety of resources needed by the school and at the same time the community is also the owner of the school in addition to the government.

The Government of Indonesia itself seeks to facilitate the learning needs for ABK with the implementation of extraordinary schools (SLB) that have spread to all regions of Indonesia, but when compared to the number of ABK that continues to be years continue to grow in number, until the number of SLB cannot accommodate ABK. Related to the issue and related to Law Number 20 of 2003, the Government of Indonesia has conducted inclusion learning to facilitate and share rights to children with special needs. (*Law No. 20 of 2003 on The National Education System*, 2003)

But in the application there are still many obstacles in some cities such as, inclusion school management is still not maximal, the workforce that has the capability in teaching children ABK is still assessedless (such as teachers have not recognized the characteristics of ABK and methods to handle it), the lack of teachers of class pairs, the unpreparedness of the school to

accommodate ABK, still the number of students in the classroom, there is still intimidation of children abk by classmates. (Tarnoto, 2016)

The implementation of inclusion learning is expected to be able to print the next generation who can master and accept all forms of comparison and not produce discrimination in the lives of citizens in the future. However, the inconsistency between the school as the implementer of the program and the government as the party that launched the program gave rise to the process of organizing inclusion learning does not run optimally. Without the attention of the government, certainly gave rise to the school can not organize inclusion learning proclaimed by the government well and in match with the special guidelines of organizing inclusion learning to realize the idea of learning without discrimination. (Nurjanah, 2019)

But without realizing the learning system SLB has produced a wall of eksklusifism that limits the process of understanding between ABK and nonABK. Therefore, the government is committed to improving access to learning with equality through inclusion schools which are regular schools that coordinate and integrate regular students and students with disabilities in the same program.

Therefore, the purpose of this writing is to analyze government policies in the implementation of inclusive schools as the embodiment of Education without discrimination whether it has been run in accordance with the principles of education implementation that has been set in

the national Educationlaw, as well as to know how the implementation of the inclusion school system so as not to discriminate and To know the government's concern in an inclusion school in the field.

Method

The research method used in this study is a method of literature study research sourced from books, journals and articles with the technique of collecting library review data. The data obtained from these sources will be the main idea in the writing of this article. Tinjuan this library is implemented to obtain data as an amplifier and support from the writing of this article the data obtained as a secondary source, because the data obtained by researchers is data from the second hand instead of the first hand or first-hand original in the field (Literature Research Method- *Mestika Zed - Google Books*, n.d.)

Then the data obtained from the library study is described and analyzed further adjusted to the conditions that occur in the field in relation to government policies in the implementation of inclusive schools as the embodiment of Education without discrimination.

Result and Discussion

Learning is one of the rights of persons with disabilities that is ensured by the Law. In Law No. 20, 2003 on the National Learning System there are conditions that guarantee learning rights for children with special needs and people with disabilities. 24 Not only that, in the Law of persons with

disabilities there are also 2 articles, which are articles 5 and 6 that also guarantee the right of persons with disabilities to learn. 25 In Law No. 23 of 2002 on Child Protection, (*Law No. 23 of 2002 on Child Protection*, n.d.) In article 51 also says that children with physical and / or mental disabilities are given the same opportunities and accessibility to get ordinary learning and extraordinary learning. To realize the fulfillment of rights for people with disabilities and ABK, the government has also made policy formulation is through 2 roads, one special learning and second, inclusive learning. (Hanjarwati & Aminah, 2014)

A policy implementation session is a very meaningful session in the policy process. Policies that have been perfectly planned if not good implementation process by the executives until the policy is about to meet failure.

Wahab (2015:132-133) pointed out that for the point of view of cyclical theory the implementation of policy is part of the stage in the policy process in the form of legal products, as well as further activities after the enactment of the legal product. It can be meant that the implementation of the policy is an action of cooperation between the government and private parties to conduct policies that have been inaugurated in the previous session in order to achieve the goals that were inaugurated. (Lukitasari et al., 2017)

The government has initiated an inclusion school where it matches the Regulation of the Minister of National Learning of the Republic of

Indonesia No. 70 Th 2009, On Inclusive Learning (*Regulation of the Minister of National Learning of the Republic of Indonesia No. 70 of 2009 on Inclusive Learning*, 2009) for Students who Have Disabilities and Have Intelligence Capabilities and / or Special talents. Sourced in this candy inclusion learning can be explained that the system of organizing learning that shares opportunities to all students who have abnormalities and have intelligence skills and / or special talents to explore learning or education in one area of learning together with the students in general. (Nurfatah & Arafat, 2017)

Inclusive learning is a system of learning implementation that shares opportunities to all students who have disabilities and have intelligence skills and or special talents to explore learning or education in one area of learning together with the usual learners. Therefore, the state has an obligation to share quality learning services to each community without exception listed that have a comparison in the expertise (Children with Special Needs) As stated in the 1945 Constitution article 31 (1). (Tarnoto, 2016)

Conceptually academic inclusion is meant by an even integration for all students without exception students with special needs in regular classes tailored to the age of the student and the location of the school.

Inclusion learning is a teaching system that implements mixing children with special needs with reasonable children and raises half or all of the learning time of

students with special needs in regular classes, where the school area gives freedom to support children with special needs.

Discrimination is a different treatment that one person gets with another person. Discrimination is intertwined because there is a comparison that one has with another person. Discrimination felt by students with disabilities in inclusion schools is intertwined indirectly or by not hurting the body. The trigger aspect of discrimination in students with disabilities is because of the comparison of the treatment that students with disabilities get with students.

Discrimination that students with disabilities feel through words, exile, and distinction. Through words such as aggressive and large tones and sometimes using language that displays a comparison of skills. The word tends to be derogatory. The skills of students with disabilities are distinguished by using language. Language tends to go towards the skills of students with disabilities and has indirectly discriminated against students with disabilities. Furthermore, through exile, exile is a form of treatment that is often received by children with special needs. The treatment of exile is due to the existence of power possessed by the dominant in the dominated. The next diibedakan is the treatment in which one gets the same treatment as others. Distinguished in this regard, students with disabilities and nondisability get unequal treatment from teachers.

The comparison starts from the condition that students with disabilities have as well as the skills

in education that have different disabilities with non-disabled students. (Pratiwi & Wahyudi, 2019)

Somantri, in 2007, reported that compared to children with fair vision, children with visual disabilities had more cases in their social growth. The obstacles arise as a result of lack of motivation, fear of experiencing a wider or new social area, feelings of inferiority, shame, attitudes of citizens who often display rejection, humiliation, indifferent behavior, vagueness of social demands, and limited opportunities for children to learn about accepted behavior patterns. These subjects that cause children with visual disabilities sometimes have low self-confidence. (History of disability et al., 2017)

Treatment for people with visual disabilities in different regions or countries shows that cultural factors also affect the learning motivation of people with visual disabilities. This is supported by a statement put forward by Graham in Schunk, Paul and Judith, who reported that the results of a partial study showed that there was a comparison to the expectations of success or the level of concept of self-expertise reviewed based on cultural factors. In this regard, the hope of success is a form of optimism in the learning process. (Bio & Solar, 2020)

Empowerment for people with disabilities is an effort to help ease the burden in achieving their well-being. Empowering people with disabilities is tried to improve the dignity and dignity of people with disabilities who are located in a weak state or the process of enabling

and establishing the disability itself by relying on its ability so that it can get out of the trap of poverty and backwardness.

Conclusion

Inclusion schools are regular schools that accept students with special needs with an inclusion learning service system. Discrimination is a different treatment that one person gets with another person. Discrimination is intertwined because there is a comparison that one has with another person. Discrimination felt by students with disabilities in inclusion schools is intertwined indirectly or by not hurting the body. The trigger aspect of discrimination in students with disabilities is because of the comparison of treatment obtained by students with disabilities with non-disabled students. Teachers are the main aspects in the process of learning inclusion, but without encouragement from other parties the application of inclusion schools cannot run optimally, so not only teachers are handled, it also needs to improve the culture of inclusion schools both within the school itself and the community outside the school, not only that government policy also ensures the implementation of inclusion schools.

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