

EDUCATIONAL RIGHTS FOR CHILDREN WITH SPECIAL NEEDS THROUGH JOINT MONITORING IN INCLUSIVE EDUCATION

Fenny Fatriani¹, Neng Yani Nurhayani²

^{1,2}UIN Sunan Gunung Djati Bandung, Indonesia

*Correspondence: fennyfatriani@uinsgd.ac.id

Received: 02 June 2022; Accepted: September 2022; Published: 30 September 2022

Abstract

This study aims to analyze the role of inclusive education in increasing access to education and improving the quality of educational services for Children with Special Needs (ABK) as mandated by the Minister of National Education Number 70 of 2009. This research uses a descriptive-analytical method with a case study approach at SD Sains Al Biruni Bandung, the first inclusion school in Bandung. The focus of this study is on community participation, which includes the involvement of parents and accompanying teachers who are directly related to Children with Special Needs (ABK). The results showed that parental involvement and support could be seen in the admission process of new students to school at the time of identification from the Psychologist. The school supports through accompanying teachers who contribute significantly and inform the student activities through a daily report book. The openness of schools in terms of inclusive education plays an essential role in inclusion education.

Keywords: *Children with special needs; Inclusion education; Legal protection.*

Abstrak

Penelitian ini bertujuan untuk menganalisis peran pendidikan inklusi untuk meningkatkan akses pendidikan dan meningkatkan mutu layanan pendidikan bagi Anak Berkebutuhan Khusus (ABK) sebagaimana amanat dari Permendiknas Nomor 70 tahun 2009. Penelitian ini menggunakan metode deskriptif analitis dengan pendekatan studi kasus di SD Sains Al Biruni Bandung sebagai sekolah inklusi pertama di kota Bandung. Hasil penelitian menunjukkan bahwa: Pertama, peran serta dan dukungan orang tua dapat terlihat pada proses penerimaan siswa baru di sekolah pada saat identifikasi dari Psikolog. Kedua, adanya dukungan sekolah melalui guru pendamping memberikan kontribusi besar serta informasi mengenai aktivitas siswa melalui buku laporan harian. Ketiga, keterbukaan sekolah dalam hal pendidikan inklusi merupakan peran penting terhadap pendidikan inklusi. Adapun fokus dari penelitian ini adalah pada aspek partisipasi masyarakat yang meliputi partisipasi orang tua dan guru pendamping yang berhubungan secara langsung dengan Anak Berkebutuhan Khusus (ABK).

Kata kunci: *Anak berkebutuhan khusus; Pendidikan inklusi; Perlindungan hukum.*

Introduction

Inclusive education is an educational service for students with special needs who are classified as extraordinary due to extraordinary physical, mental, and intelligence conditions. The implementation stage found obstacles to the government as the person in charge of fulfilling the right to education and schools as education providers.¹ In Islamic law, children with special needs have eligibility or appropriateness (*al-abliyyah*), which means without being discriminated against, without discrimination. In addition, children with special needs have the same rights as other children because all human beings are perfect in the eyes of Allah Almighty, as stated in the al-Qur'an that Allah Almighty has created man in the best possible form.

Education is a fundamental right that belongs to every child without exception, including the right to education for children with special needs (ABK). The oldest special education is a model of segregation that places different children in special school schools separate from their peers. This school has its curriculum, teaching methods, learning facilities, evaluation system, and particular teachers compared to public schools.²

Inclusive education is challenging to implement and develop due to society's paradigm towards people with disabilities as a minority group that needs to be pitied and dependent on others. So, it is natural that people with disabilities rarely appear in the public domain. The difference in views between developed and developing countries lies in the perception of the obstacles they face, not in the weaknesses or shortcomings they experience that cause unsupportive behaviour from society towards the involvement of people with disabilities.³

The meaning of inclusive education is vast, not only for those with physical or mental barriers but also children with learning barriers due to geographical, social, economic, and cultural factors, including children with school drop-out risk to victims of disasters, conflicts, as well as children who experience victims of rape and pregnancy. Inclusion education was born with the increasing awareness that all citizens deserve fair, quality educational services without discrimination.⁴

The legal base of inclusive education in Indonesia is solid. Article 31, paragraph 2 of the 1945 Constitution, affirms that every child has the right to education, which means every child without exception. In addition, the government has issued Law Number 20 of 2003 concerning the National Education System, in

¹ Mudhafar Anzari, "Hak Memperoleh Pendidikan Inklusif Terhadap Penyandang Disabilitas (*Fulfillment Of The Right To Education Against The Disabilities Through Inclusive Education*)," *Syah Kuala Law Journal* 2, no. 1 (2018): 57, <https://doi.org/https://doi.org/10.24815/sklj.v2i1.10586>.

² Dadang Garnida, "*Pengantar Pendidikan Inklusif*" (Bandung: Refika Aditama, 2018), hlm.50.

³ Kartika Gabriela Rompis, "Perlindungan Hukum Terhadap Penyandang Disabilitas Dalam Perspektif Hukum Hak Asasi Manusia," *Lex Administratum* 4, no. 2 (2016): 175.

⁴ Titik Handayani dan Angga Sisca Rahadian, "Peraturan Perundangan Dan Implementasi Pendidikan Inklusif," *Jurnal Artikel Masyarakat Indonesia* 39, no. 1 (2013): 33, <https://doi.org/10.14203/jmi.v39i1.307>.

which there is protection for every person with a disability to get the right to education. In implementing the Disability Law, the government has issued the Ministry of Education Number 70 of 2009 concerning Inclusive Education for Students with disorders and the potential for intelligence and unique talents.

Inclusive education aims to increase access to education for children with special needs and improve the quality of educational services for children with special needs (ABK). Based on the Regulation, inclusive education is an education delivery system that provides opportunities for all students with disorders and the potential for intelligence and unique talents to participate in education or learning in one educational environment with students in general. Moreover, the Regulation stated that children or students with special needs (ABK) would jointly learn with other children or students in one class with the same curriculum by considering the privileges ABK possessed.

The Ministry Regulation has also mandated the authority to implement inclusive education in the regions. Article 6 Paragraph 1 states, "The city/district government guarantees the implementation of inclusive education based on the needs of students." The article shows that the responsibility of education for children with special needs is not only the responsibility of the central government but also the responsibility of local governments. To improve this, the government focuses on the most minor (micro) aspects involving all sectors and educational institutions at the bottom but at the forefront of their implementation, namely schools.⁵

The government's concern to improve the quality of education is to grant broad educational autonomy to schools. As an implementation of this effort, schools are given complete flexibility to manage and advance their schools. Educational facilities for children with special needs (ABK) that can be done in regular schools, and not in Special Needs Schools (SLB), using inclusive education services are children with the following types: (1) Children with learning difficulties; (2) Children with limited cognitive skills; (3) Children with high cognitive skills; (4) Children with emotional and behavioural disorders; (5) Children with sensory impairments; (6) Children with problems of concentration; (7) Children with memory impairment; (8) Children with communication disorders; (9) Children who have chronic disorders; and (10) Children classified as severely disabled or multiple disabilities.⁶

Geniofam explained that the placement of children with special needs in inclusive schools could be done with various models as follows: ⁷ "First, the regular class (full inclusion); Children with special needs learn together with other (normal)

⁵ Enco Mulyasa, "*Standar Kompetensi Dan Sertifikasi Guru*" (Bandung: Remaja Rosdakarya, 2007), p. 11.

⁶ Lay Kekeh Marthan, "*Manajemen Pendidikan Inklusif*" (Jakarta: DIRJEN DIKTI, 2007), p. 43.

⁷ Geniofam, "*Mengasub & Mensukseskan Anak Berkebutuhan Khusus*" (Yogyakarta: Gerai Ilmu, 2010), p.64.

children throughout the day in class using the same curriculum. Second is the regular class with clusters; children with special needs study with other (normal) children in regular classes in special groups. Third, regular classes with pullouts: Children with special needs study together with other (normal) children in regular classes, but within a certain time, they are pulled from regular classes to resource rooms to study with certain special teachers. Fourth, regular classes with clusters and pullouts; Children with special needs study with other (normal) children in regular classes in special groups and, within a certain time, are drawn to the resource room to study with certain special teachers. Fifth, special classes with various integrations, namely children with special needs, study in a special room in a regular school. Still, in various fields, certain fields can learn together with other (normal) children in the class. Sixth, full special classes, namely children with special needs studying fully in special classes in regular schools".

According to Stubb⁸, the perspective in inclusive education is based on human rights and social models. This means that inclusive education does not see the obstacles in the child as a problem but as a problem from the education system that must be able to overcome the situation in the child. So, it is necessary to modify the curriculum, facilities and infrastructure, teachers, and other components to support inclusive education implementation. For this reason, schools need to be free to determine and regulate according to the conditions of their respective schools. In addition, from the flexibility given to schools, community participation also encourages creating optimal inclusion education for students. The community participation involves parents, teachers, schools, and the government.

Al Biruni Science Elementary School Bandung is the first inclusion school in Bandung to implement inclusion education. Primary School located at Komp. Bumi Panyileukan Jl. Raya Panyileukan No.11, Cipadung Kidul, Kec. Panyileukan, Bandung City, West Java, began accepting students with special needs in 2001. Until now, there are 24 students with special needs spread across each class batch, where one student participates in learning with 24 other regular students accompanied by one shadow teacher. SD Sains Al Biruni can accommodate the needs of students with special needs to study together with regular students.

The placement of special needs students at Al Biruni Science Elementary School follows the Geniofam method, including the complete inclusion placement method, where students with special needs study together with other regular students using the same curriculum. Apart from the same curriculum, SD Sains Al Biruni also added additional programs for students with special needs: weekly therapy sessions with certified therapists and a self-reliance program to make students with special needs independent in the community. This study focused on aspects of community participation, including the involvement of parents and shadow teachers in the child's learning process, considering that parents and

⁸ Sue Stubb, "Inclusive Education: Where There Are Few Resources. Ebook. The Atlas Alliance," 2002, www.eenet.org.uk, diakses pada tanggal 21 Oktober 2022.

shadow teachers are stakeholders directly related to children, so they have extensive involvement.

According to Satjiptjo Rahardjo, legal protection protects the human rights of those harmed by others. That protection is given to the community to enjoy all the rights granted by law. Every child has 4 (four) fundamental rights contained in the Convention on The Rights of the Child: the right to life, the right to grow and develop, the right to be protected, and the right to participate. The right to an education is included in the right to grow and develop. Therefore, every child has the right to a decent education without discrimination. Parents play a huge role in children's growth and development and ensure that children get an education. However, the parent factor and the government, both central and local governments, are also responsible for the continuity of children's education or ensuring that children get their rights. The right of children to get an education has been protected by law, namely Article 31, paragraph 2 of the 1945 Constitution. For children with special needs, the right to education without discrimination has received a legal umbrella, namely in Law Number 20 of 2003 concerning the National Education System, which has been implemented in the Minister of National Education Number 70 of 2009 concerning inclusive education for children who have particular disorders and or talents.

Since 2013, the West Java Provincial Government has been declared as the province of inclusive education. With this award, the West Java Province must consistently support implementing programs that support inclusive education. The enactment of West Java Governor Regulation Number 72 of 2013 concerning inclusive education implementation is a commitment to protect children with disabilities from getting their right to education. In addition to the provincial government, the Bandung Municipal Government has also issued regulations related to inclusive education, namely Mayor Regulation Number 57 of 2021, where regular schools in Bandung can accept students with special needs if they have gone through an assessment from the assessment centre and recommendations from a psychiatrist.

In addition, the city of Bandung, Tangerang Regency, through the Tangerang District Education Office, issued a Regional Regulation on Child Worthy Districts (KLA), which, in one of its points, supports the right of children to get an education without discrimination as a form of protection for children's rights. There is a sufficient legal basis for the protection of the State for children with special needs to obtain their right to education but in reality. However, legal foundations exist; in practice, they are sometimes inappropriate.

Previous studies on this research are diverse and varied. Research conducted by Jazim Hamidi⁹ explained that the government seems to discriminate against

⁹ Jazim Hamidi, "Perlindungan Hukum Terhadap Disabilitas Dalam Memenuhi Hak Mendapatkan Pendidikan Dan Pekerjaan," *Jurnal Hukum IUS QULA IUSTUM* 23, no. 4 (2016): 652–71, <https://doi.org/10.20885/iustum.vol23.iss4.art7>.

people with disabilities to obtain higher education like ordinary people. Furthermore, Abdul Hafiz's¹⁰ "research concluded that inclusive education is an alternative for children with special needs who experience physical limitations but can still follow the material taught in public schools. Many of those who attend public schools can participate in learning and can even beat children who grow up physically intact from the material tested on them". Suharno¹¹ illustrated that the right to obtain and choose education for every citizen, both people with disabilities and non-persons with disabilities, is the same. This means that persons with disabilities can study in educational institutions pursued by non-persons with disabilities.

Astri Musoliyah's¹² research shows that the role of families and communities in fulfilling the rights of children with special needs has been tried to be carried out even though there are still unfulfilled rights, including the right to health, education, and the right to be free from discrimination. Similarly, Rahmadin Munauwarah's¹³ study concluded "that children with disabilities have the same rights as children in general to get an education. Unfortunately, the availability of adequate education for children with special needs is inadequate and equal". Because the provision of excellent schools exists only in large cities. The differentiator with previous research focused on aspects of community participation and legal protection of inclusion education for children with special needs that have not been fully realised so that the involvement of parents and shadow teachers who are directly related to children is a benchmark in the implementation of inclusion education in schools, especially at SD Sains Al Biruni Bandung as the first inclusion school in the city of Bandung.

Based on previous studies and the focus of this research, the purpose of this study is to analyze the role of inclusive education, which is not only to increase access for children with special needs education but to improve the quality of educational services for children with special needs (ABK) as mandated by the Ministry of Education Regulation Number 70 of 2009.

¹⁰ Abdul Hafiz, "Sejarah Dan Perkembangan Pendidikan Inklusif Di Indonesia," *Jurnal As-Salam*, 1, no. 3 (2017): 9.

¹¹ Suharno, "Penyelenggaraan Pendidikan Inklusi Dan Perlindungan Anak Kelompok Disabilitas Di Sdn 13 Cemara Dua Surakarta," *Prosiding Diseminasi Hasil Penelitian Dan Pengabdian Kepada Masyarakat* 1, no. 1 (2018): 25–33.

¹² Astri Musoliyah, "Pemenuhan Hak-Hak Anak Berkebutuhan Khusus Dalam Perspektif Undang-Undang Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas: Studi Kasus Di Desa Sonoageng Kecamatan Prambon Kabupaten Nganjuk," *SAKINA: Journal of Family Studies* 3, no. 2 (2019): 1–12.

¹³ Muhamad Supandi Rahmadin Munauwarah, Ashadatul Zahra, "Pendidikan Inklusi Solusi Utama Untuk Anak Penyandang Disabilitas," *YASIN: Jurnal Pendidikan Dan Sosial Budaya* 1, no. 1 (2021): 121–33, <https://doi.org/10.58578/yasin.v1i1.21>.

Methods

This research uses empirical juridical approach methods and case studies that are descriptive analyses with the use of qualitative data as the type of research and literature studies¹⁴ as one of the data collection techniques. Furthermore, the data that has been collected is compiled and then concluded objectively.¹⁵ This research is expected to provide references related to community participation in inclusive education and the legal protection of children with special needs (children with disabilities).

Results and Discussion

Characteristics of Inclusive Education for Children with Special Needs

Inclusive education is an innovative and strategic approach to expanding access to education for all children with special needs, including children with disabilities. Inclusive education is not only essential to accommodate children with special needs in an integrated school. Still, it is also intended to develop their potential and save their future from educational discrimination that tends to ignore different children. Inclusive education is an evolution, namely the process of changing the paradigm of Education for Children with Special Needs.

Several characteristics of inclusive education can be used as the basis of educational services for exceptional children. These characteristics include a flexible curriculum, learning approach, evaluation system, and friendly learning environment.

The characteristics of inclusive education are incorporated in several things, such as relationships, abilities, seating arrangements, learning materials, resources, and evaluations, which are described as follows: First, friendly and warm relationships. Examples for deaf children: The teacher is always nearby with a directed face at the child and smiles, and the class companion (parent) praises the deaf child and helps others. Second, the ability of teachers, students with different backgrounds and skills, and parents as companions. Third, seating arrangements are varied, such as sitting in groups on the floor forming a circle or sitting on benches together so that they can see each other. Fourth, learning materials, various varied materials for all subjects, and examples of mathematics learners are delivered through more interesting, challenging, and fun activities through role-playing posters and puppets for language lessons. Fifth, teachers develop daily plans by involving children, for example, asking children to bring cheap and easy-to-get learning media into the classroom for specific lessons. Sixth is evaluation, assessment, observation, and portfolio; children's work is collected and assessed within a certain period.

¹⁴ Moh. Nazir, "*Metode Penelitian*" (Bandung: Ghalia Indonesia, 2003), p.193.

¹⁵ Roni Hanitjo Soemitro, "*Metode Penelitian Hukum Dan Jurimetri*" (Jakarta: Ghalia Indonesia, 1994), p.13.

Taking into account some of the reasons above, it is clear that in inclusive education, the child's needs will be met according to the level of his needs. Children's needs can be temporary, permanent, and cultural needs. Temporary blindness is a necessity that occurs at a particular moment that a child experiences. For example, there is a positive attitude for different students that develops from communication and interaction from friendships and peer work. Students learn to be sensitive, understand, appreciate, and cultivate a sense of comfort with individual differences.

Implementation of School Management Inclusion and the Role of Teachers in Services for Children with Special Needs

Based on the inclusion school management manual issued by the Directorate of Extraordinary School Development, the Directorate General of Primary and Secondary Education Management outlines several things in the implementation of inclusion-based schools to organise inclusion education effectively and efficiently, including the following:

First, is student management, which consists of the admission of new students. This includes identification, assessment, and placement of students; mentorship, counselling, and training programs; and the presence of learners. *Second*: Curriculum management in inclusive schools specifically includes modifying the national curriculum according to the initial abilities and characteristics of students, outlining the educational calendar, compiling lesson schedules, arranging the implementation of teaching programs, regulating curricular and extracurricular activities, arranging the performance of assessments, class increases, making learning progress reports, improvement and enrichment efforts. *Third*: Education personnel management is intended to manage educational human resources in implementing inclusive schools. *Fourth*: Management of facilities and infrastructure in inclusive schools is tasked with planning procurement, organising, maintaining, directing, coordinating, supervising, and evaluating needs to contribute optimal results in inclusive learning. *Fifth*: Financial management in inclusive schools is aimed at identification/assessment, curriculum modification, media, methods, intensive for the personnel involved, procurement of facilities and infrastructure, empowerment of community participation, and implementation of teaching and learning activities. Sixth: Environmental management and community involvement are indispensable in socialising inclusive schools. Community understanding and concern considerably influence the aspects of planning, implementation, follow-up, supervision evaluation, and funding. When cooperation has been created between schools and communities with a lot of support, it will create a conducive learning climate in inclusive schools.

The role of a special guidance teacher is a determining factor for success in realising an inclusive education program. The Special Guidance Teacher (GPK) is vital in assisting children with special needs. The implementation of learning by a special guidance teacher requires skills. It can control the speed and intensity of

teaching rhythms, regulate the details and structure of teaching materials, provide reinforcement for students, adapt the curriculum, and monitor and assess individual student learning processes and outcomes. A teacher must know the education objectives clearly, integrate teaching materials with educational theories and have adequate teaching experience. This requirement is the minimum requirement for special education teachers.

Legal Protection of Children with Special Needs (Children with Disabilities)

God essentially created man in this world the same, but man himself distinguishes among his fellow human beings, whether in the form of attitude, behaviour, or treatment. This distinction is still profoundly felt by those who experience physical, mental, and physical-mental limitations, both from birth and after adulthood, and such disability is certainly not expected by all human beings, both those with disabilities and those without disabilities.¹⁶

The fulfilment of the rights of children with special needs in obtaining the right to education and free from discrimination is carried out so that children can grow and develop well, and increase dignity, realise welfare, justice, and prosperity for people with disabilities. Children with disabilities need special attention because they have shortcomings in terms of physical, intellectual, mental, and sensory aspects that can anchor interactions with their environment. Hence, people with disabilities have different needs compared to children in general.

Inclusive education, according to the Ministry of Education Regulation Number 70 of 2009, is an "education delivery system that provides opportunities for all students who have disorders and have the potential for intelligence and/or special talents to take part in education or learning in an educational environment together with students in general". According to the Regulation, "the purpose of providing inclusive education is to provide the widest possible opportunity for all students who have physical, emotional, mental, and social disorders or have the potential for intelligence and/or special talents to obtain quality education by their needs and abilities, as well as realise the implementation of education that respects diversity, and is not discriminatory for all students".¹⁷

Inclusive education is an evolution, namely the process of changing the paradigm of Education for Children with Special Needs (ABK).¹⁸ According to

¹⁶ Arie Purnomosidi, "Konsep Perlindungan Hak Konstitusional Penyandang Disabilitas Di Indonesia," *Refleksi Hukum: Jurnal Ilmu Hukum* 1, no. 2 (2017): 168, <https://doi.org/https://doi.org/10.24246/jrh.2017.v1.i2.p161-174>.

¹⁷ Hartika Putri Mutiarani dan Kharisma Nasionalita, "Faktor-Faktor Yang Mempengaruhi Persepsi Pendidik Terhadap Permendiknas No 70 Tahun 2009 Mengenai Pendidikan Inklusif," *Jurnal Manajemen Komunikasi* 2, no. 1 (2017): 157.

¹⁸ Yessi Warminda, "Implementasi Kebijakan Permendiknas No. 70 Tahun 2009 Tentang Pendidikan Inklusif Bagi ABK Dan/Atau Memiliki Bakat Istimewa Di SMPN Kota Padang," *JURNAL BASICEDU* 6, no. 6 (2022): 9991, <https://doi.org/https://doi.org/10.31004/basicedu.v6i6.4047>.

Widodo, as confirmed by Mangunsang, Children with Special Needs (ABK) "are children who deviate from the average normal child in terms of mental characteristics, sensory, physical and neuromuscular abilities, social and emotional behaviour, communication skills, or a combination of two or more of these things to the extent that they require modifications in schoolwork, learning methods or other related services, aimed at the maximum development of its potential or capacity".¹⁹

The consequence for the state is that there is an obligation for the State to protect and fulfil the rights of persons with disabilities. The responsibilities here are focused on efforts to protect against violations committed by the state and violations committed by other entities or parties (non-states) that will interfere with protecting the rights of persons with disabilities. Included is the state's protection to prevent persons with disabilities from the threat of futility, neglect or exploitation. The obligation to fulfil the rights of persons with disabilities is the obligation of the state to take legislative, administrative, judicial and practical measures, which need to be carried out to fulfil the rights of persons with disabilities guaranteed by the constitution and laws and regulations. In this case, the state must provide various physical and non-physical facilities, especially guarantees of permanent maintenance and welfare to persons with disabilities from among the Weight categories.

The right of children with special needs to an education without discrimination and fear is a fundamental right protected by the State. The State, through Law Number 20 of 2003 concerning the National Education System and its implementing regulations, including the Ministry of Education Regulation Number 70 of 2009, is a protection provided by the State to children with special needs, then reaffirmed by the West Java Provincial Government since 2013 declaring as an inclusive education province. The Province of West Java must consistently support the implementation of the program that promotes inclusive education in West Java. The presence of the West Java Governor Regulation Number 72 of 2013 concerning the Implementation of Inclusive Education is a commitment to protect the educational rights of children with disabilities. In addition to the provincial government, the Bandung city government has also issued regulations related to inclusion education, namely Bandung Mayor Regulation Number 57 of 2021 concerning Procedures for Accepting New Students in Kindergartens, Elementary Schools and Junior High Schools, where regular schools in Bandung can accept students with special needs if they have gone through an assessment from the assessment centre and recommendations from psychiatrists.

In addition to the city of Bandung, protection for the rights of children with disabilities has also been programmed and implemented by the Tangerang Regency

¹⁹ Widodo, "Pengembangan Pembelajaran Permainan Adaptif Berbasis Perkembangan Aktual Bagi Anak Berkebutuhan Khusus," *Jurnal Pendidikan Dan Kebudayaan* 1, no. 1 (2016): 69.

Government through the Tangerang Regency Education Office with the presence of a Regional Regulation on Child Worthy Districts (KLA), where the Regional Regulation supports the right of children to get an education without discrimination as a form of protection for children's rights.

From the explanation above, it can be concluded that what the government has done, in this case, the state, has been maximised in efforts to fulfil the rights of children with disabilities, so that with the birth of several laws and regulations, concrete evidence of the state to the rights of children with special needs.

Community Participation in Inclusive Education of Children with Special Needs

Funding, facilities and infrastructure must support education as a national government responsibility. The seriousness of the government in terms of realising an education that is nuanced with the cultural values of the community, as well as fostering students' sensitivity to values, norms and morals that progressively learn the society they aspire to without any obstacles that hinder students in the process of the educational series.²⁰

Inclusive schools provide opportunities for students who have never been encountered because of various obstacles them to get school opportunities, such as the location of extraordinary schools that are far away, having to work to help parents, and other causes such as natural disasters, conflict areas, and obstacles to physical and mental conditions.²¹

The implementation of special education includes three main processes, namely: First, identification of learners and assessment of learning needs; Second, curriculum modifications according to the characteristics of children's learning needs; and third, the selection of specific approaches and methods in learning that are accommodating to particular needs.²²

Learning planning in inclusion schools is essential so that the objectives of inclusion education can be achieved; the modified curriculum provided with the school curriculum in general for children with special needs, according to researchers, is very significant in determining the success of inclusion education. Modification means changing activities to be adjusted, meaning that part of the curriculum is created to accommodate each student's learning goals, known as the accommodating curriculum. An accommodating curriculum is a national standard tailored to talents, interests, and potentials.

Students with special needs, in addition to learning using the same curriculum as students in general, also get an additional curriculum to increase their

²⁰ Masbur, "Kontruksi Dan Model Praksis Pendidikan Inklusif (Suatu Analisis Dengan Pendekatan Sosio-Eksploratif)," *Jurnal Edukasi* 1, no. 2 (2015): 142.

²¹ Nisa Tarnoto, "Permasalahan-Permasalahan Yang Dihadapi Sekolah Penyelenggara Pendidikan Inklusif Pada Tingkat SD," *HUMANITAS (Jurnal Psikologi Indonesia)* 13, no. 1 (2016).

²² Aini Mahabbati, "Kebijakan, Implementasi Dan Strategi Pendidikan Bagi Individu Berkebutuhan Khusus," *Jurnal Pendidikan Islam* 3, no. 1 (2014): 135.

independence in the community, such as the outdoor hiking program, which is carried out every three months to train their sensory movements and their sensitivity to the surrounding environment. Here, researchers saw that the school of SD Sains Al Biruni modified the national curriculum to accommodate students with special needs. They are adjusting to match the particular needs of students' talents, potentials, and interests. An accommodating curriculum needs to be implemented, considering that each child with special needs is different. One of the critical stages in modifying is the identification and assessment of prospective learners. The modification begins with identifying future students when they enrol in Al Biruni Science Elementary School.

Al Biruni Science Elementary School must identify prospective students through an assessment conducted by a psychiatrist and an inclusion education team who are also involved in the new student admissions committee. This assessment aims to recognise who and how the students are, their specificity, and how the student's abilities can take part in learning in class later. Furthermore, the results will be recorded after getting information, which is used as a reference for information about the student's profile. Information about the student's profile is obtained from interviews with parents with special needs at initial registration. From the results of the profile, the school will record the shape and make a modified curriculum that matches the type of characteristics of the child. One student profile book with its modified curriculum applies to the student because each child with special needs has a different character.

From the student's profile, the school will determine what curriculum modification is suitable and what program is ideal for the student. Because each child with special needs is different, each child has a specific program. This means that the student profile that has been recorded to determine the curriculum that suits the student is a written statement for each student with special needs and is designed for each student because it is a unique need of the learner, with the aim that the objectives of individual learning can be achieved.

The analysis provided is academic and behavioural. Furthermore, the second stage is the assessment stage, which is formulating the proper treatment for children. At this stage, the child assessment process requires cooperation from several parties, such as parents and schools, as well as multidisciplinary experts, namely the process of formulating learning programs for children with special needs. This process is an assessment carried out by the inclusive education team during enrolment in schools and compiling student profile books to produce information used as a reference in inclusive education. Furthermore, the third stage is the instruction stage, which researchers interpret as this stage is construed as the process of implementing and evaluating student profile books and the methods used.

Furthermore, this whole process is continued with the socialisation carried out by the school to parents regarding the learning program for students with special needs and socialisation about the bookkeeping profile of students with

special needs. This socialisation is carried out in the context of the school's efforts to invite parents to participate and explain the profile conditions of students with special needs.

According to Nurkolis, as confirmed by Cheng, there are two approaches to motivating parents and the community to participate in education actively. "First, a school-based approach by inviting parents to attend school through meetings, conferences, teacher-parent discussions, and visiting their children studying at school. Second is a home-based approach, where parents help their children learn at home with teachers who visit the house".²³

So, the participation of parents in the forum is one of the ways for schools to invite parents to be involved in the educational process at school. The involvement of parents in following the entire process of bookkeeping profiles of students with special needs can be seen during the initial procedure (referral stage), where parents accompany them during the registration process and then in the identification process by a psychiatrist. In addition, the school held interviews with parents to find out how the condition of students with special needs was. After all, those who know the complete situation of the learners are the parents. In this case, parents' involvement can be categorised as a form of idea or thought since the information will be used as a guide in compiling a student's bookkeeping profile.

Apart from parental participation, the participation of accompanying teachers is also a factor that is no less important in determining educational success for students with special needs. A special accompanying teacher is a teacher who handles children with special needs directly with one student and one teacher and understands various learning difficulties so that they can handle the student appropriately. In other words, a special accompanying teacher is a private teacher of a student with special needs who understands the special conditions of the student concerned and helps explain the student's learning program in the teaching and learning process in the classroom.

Special accompanying teachers must also collaborate with class teachers and subject teachers so that the learning program can take place optimally. The duties of a special accompanying teacher as in Article 10 paragraph (1) of the Minister of National Education Number 70 of 2009, "namely Responsible for the implementation of mentoring children with special needs in classroom learning activities together with regular children, providing special service assistance for children with special needs who experience obstacles in participating in learning in public classes, in the form of evaluation and enrichment and providing guidance on an ongoing basis and making special notes related to Learning activities for children with needs during the learning process take place in the classroom".

The role of the accompanying teacher at Al Biruni Science Elementary School, who has been part of the inclusion education team, has helped formulate

²³ Nurkolis, *"Manajemen Berbasis Sekolah: Teori, Model, Dan Aplikasi"* (Jakarta: PT. Gramedia Widiasarana Indonesia, 2003), p.126.

the bookkeeping of student profiles in the modification program for students with special needs. Furthermore, the accompanying teacher provides evaluation and enrichment at the instruction stage. Based on the narrative delivered by Yeni Agniati as an accompanying teacher at SD Sains Al Biruni, they explained that the accompanying teacher must write a daily report on the activities of Students with Special Needs (PDBK), where the book explains the activities carried out by PDBK and the progress of student learning activities. The parent must also fill out the diary to respond to the actions reported by the accompanying teacher.²⁴

The book is a bridge between parents, schools, and accompanying teachers as an intermediary so that the PDBK learning program can run optimally. Parents are not directly involved in the process of evaluating children's learning. The evaluation of children's learning carried out by the school is carried out through the Midterm Exam and the Final Semester Exam together with other regular students. The role of parental involvement in the child's learning evaluation process is controlled through active communication and consultation with the teacher. Parents can contact the special assistant teacher or homeroom teacher by phone or communication via WhatsApp or meet in person to ask about the results of the evaluation of children with special needs that have been carried out. The role of a special guidance teacher is a determining factor for success in realising an inclusive education program. The Special Guidance Teacher (GPK) is essential in assisting children with special needs.²⁵

Based on this explanation, it can be concluded that the report given by the school to parents is one way or bridge in establishing communication, where the method can be through meetings attended by the parents of the students or parents of the students concerned. This also means that schools are responsible for reporting on learners' development and learning conditions.

Conclusion

Community participation in inclusion education through the involvement of parents and accompanying teachers is very influential psychologically and physically because they play an essential role in optimal teaching and learning activities for students with special needs so that inclusion education can run optimally. Furthermore, support from the school through accompanying teachers who provide assistance in teaching and learning activities and information about the activities of the students concerned through a diary significantly impacts the educational activities of children with disabilities in schools. In addition, the presence of the Ministry of Education Regulation Number 70 of 2009 is a protection the State provides to children with special needs. It is a commitment

²⁴ "Wawancara Dengan Yeni Agniati Selaku Guru Pendamping Di SD Sains Al Biruni," pada tanggal 20 Oktober 2022.

²⁵ Nur Khasanah, "Implementasi Permendiknas Nomor 70 Tahun 2009 Tentang Pendidikan Inklusi," *Jurnal Kultur Demokrasi* 5, no. 12 (2018): 7.

to safety for children with special needs to get their educational rights, especially at SD Sains Al Biruni Bandung, the first inclusion school in Bandung.

Reference

- Abdul Hafiz. "Sejarah Dan Perkembangan Pendidikan Inklusif Di Indonesia." *Jurnal As-Salam*, 1, no. 3 (2017): 9.
- Aini Mahabbati. "Kebijakan, Implementasi Dan Isu Strategi Pendidikan Bagi Individu Berkebutuhan Khusus." *Jurnal Pendidikan Islam* 3, no. 1 (2014): 135.
- Anzari, Mudhafar. "Hak Memperoleh Pendidikan Inklusif Terhadap Penyandang Disabilitas (Fulfillment Of The Right To Education Against The Disabilities Through Inclusive Education)." *Syah Kuala Law Journal* 2, no. 1 (2018): 57. <https://doi.org/https://doi.org/10.24815/sklj.v2i1.10586>.
- Arie Purnomosidi. "Konsep Perlindungan Hak Konstitusional Penyandang Disabilitas Di Indonesia." *Refleksi Hukum: Jurnal Ilmu Hukum* 1, no. 2 (2017): 168. <https://doi.org/https://doi.org/10.24246/jrh.2017.v1.i2.p161-174>.
- Astri Musoliyah. "Pemenuhan Hak-Hak Anak Berkebutuhan Khusus Dalam Perspektif Undang-Undang Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas: Studi Kasus Di Desa Sonoageng Kecamatan Prambon Kabupaten Nganjuk." *SAKINA: Journal of Family Studies* 3, no. 2 (2019): 1–12.
- Dadang Garnida. *Pengantar Pendidikan Inklusi*. Bandung: Refika Aditama, 2018.
- Enco Mulyasa. *Standar Kompetensi Dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya, 2007.
- Geniofam. *Mengasuh & Mensukseskan Anak Berkebutuhan Khusus*. Yogyakarta: Gerai Ilmu, 2010.
- Hartika Putri Mutiarani dan Kharisma Nasionalita. "Faktor-Faktor Yang Mempengaruhi Persepsi Pendidik Terhadap Permendiknas No 70 Tahun 2009 Mengenai Pendidikan Inklusif." *Jurnal Manajemen Komunikasi* 2, no. 1 (2017): 157.
- Jazim Hamidi. "Perlindungan Hukum Terhadap Disabilitas Dalam Memenuhi Hak Mendapatkan Pendidikan Dan Pekerjaan." *Jurnal Hukum IUS QULA IUSTUM* 23, no. 4 (2016): 652–71. <https://doi.org/https://doi.org/10.20885/iustum.vol23.iss4.art7>.
- Kartika Gabriela Rompis. "Perlindungan Hukum Terhadap Penyandang Disabilitas Dalam Perspektif Hukum Hak Asasi Manusia." *Lex Administratum* 4, no. 2 (2016): 175.
- Lay Kekeh Marthan. *Manajemen Pendidikan Inklusi*. Jakarta: DIRJEN DIKTI, 2007.
- Masbur. "Kontruksi Dan Model Praksis Pendidikan Inklusif (Suatu Analisis Dengan Pendekatan Sosio-Eksploratif)." *Jurnal Edukasi* 1, no. 2 (2015): 142.
- Moh. Nazir. *Metode Penelitian*. Bandung: Ghalia Indonesia, 2003.
- Nisa Tarnoto. "Permasalahan-Permasalahan Yang Dihadapi Sekolah Penyelenggara Pendidikan Inklusif Pada Tingkat SD." *HUMANITAS (Jurnal Psikologi Indonesia)* 13, no. 1 (2016).
- Nur Khasanah. "Implementasi Permendiknas Nomor 70 Tahun 2009 Tentang Pendidikan Inklusi." *Jurnal Kultur Demokrasi* 5, no. 12 (2018): 7.
- Nurkolis. *Manajemen Berbasis Sekolah: Teori, Model, Dan Aplikasi*. Jakarta: PT. Gramedia Widiasarana Indonesia, 2003.
- Rahmadin Munauwarah, Ashadatul Zahra, Muhamad Supandi. "Pendidikan Inklusi

- Solusi Utama Untuk Anak Penyandang Disabilitas.” *YASIN: Jurnal Pendidikan Dan Sosial Budaya* 1, no. 1 (2021): 121–33. <https://doi.org/10.58578/yasin.v1i1.21>.
- Soemitro, Roni Hanitijo. *Metode Penelitian Hukum Dan Jurimetri*. Jakarta: Ghalia Indonesia, 1994.
- Sue Stubb. “Inclusive Education: Where There Are Few Resources. Ebook. The Atlas Alliance.” 2002, 2002.
- Suharno. “Penyelenggaraan Pendidikan Inklusi Dan Perlindungan Anak Kelompok Disabilitas Di Sdn 13 Cemara Dua Surakarta.” *Prosiding Diseminasi Hasil Penelitian Dan Pengabdian Kepada Masyarakat* 1, no. 1 (2018): 25–33.
- Titik Handayani dan Angga Sisca Rahadian. “Peraturan Perundangan Dan Implementasi Pendidikan Inklusif.” *Jurnal Artikel Masyarakat Indonesia* 39, no. 1 (2013): 33. <https://doi.org/10.14203/jmi.v39i1.307>.
- “Wawancara Dengan Yeni Agniati Selaku Guru Pendamping Di SD Sains Al Biruni,” n.d.
- Widodo. “Pengembangan Pembelajaran Permainan Adaptif Berbasis Perkembangan Aktual Bagi Anak Berkebutuhan Khusus.” *Jurnal Pendidikan Dan Kebudayaan* 1, no. 1 (2016): 69.
- Yessi Warminda. “Implementasi Kebijakan Permendiknas No. 70 Tahun 2009 Tentang Pendidikan Inklusif Bagi ABK Dan/Atau Memiliki Bakat Istimewa Di SMPN Kota Padang.” *JURNAL BASICEDU* 6, no. 6 (2022): 9991. <https://doi.org/10.31004/basicedu.v6i6.4047>.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/3.0/>).