



## RESEARCH ARTICLE

### CHALLENGES AND OPPORTUNITIES FOR SCHOOL INCLUSION IN BANDUNG

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#### ABSTRACT

This article is the result of research conducted at inclusion school in Bandung City, West Java Indonesia. Inclusive Education that provides opportunities for all children with Disabilities to be able to learn together without any difference in getting the teaching, knowledge as children in general. Using the qualitative approach of descriptive study, this research seeks to reveal the challenges and opportunities of inclusive schools in Bandung. Based on this, ideally a school that carries out inclusive education has strategies, resources, and learning methods that meet the needs of Children with Disabilities. We found that World Challenge which is faced is the readiness of schools in providing services both teaching and facilities adequate for children with disabilities. Another challenge that arises is the school's efforts to prepare all school stakeholders (teachers, friends at school, school committee, parents) in order to accept children with disabilities without any difference with other children. Because children with disabilities who are in a public environment are vulnerable to unfair or bullying. Positive opportunities owned by o dh Ban dung city is the existence of other stakeholders that is government and non-government institutions that provide forms of training for teachers and principals so that inclusion schools in the city of Bandung become more ready to provide maximum services for children with disabilities.

#### INTRODUCTION

At the end of 2015 the Mayor Bandung, Ridwal Kamil has declaration Inclusive Education in Bandung City. Started the same time the whole school in Bandung in education should open access to all children without exception. Education is indeed a basic need of every human being to ensure their survival to be more dignified. Unfortunately, the education system in Indonesia has not accommodated diversity, leading to the emergence of segmentation of educational institutions based on differences in religion, ethnicity, and even differences in both physical and mental abilities possessed by the students. Obviously the segmentation of these educational institutions has prevented students from learning to respect the reality of diversity in society. For the children have different abilities or commonly referred to Children with Disabilities are provided special education facility that has been adapted to the degree and type of different ability (difable) called School for the Special (SLB). Unconsciously the system of SLB education has built a wall of exclusivity for children with special needs. The wall of exclusiveness can be hampers the process of getting to know each other between children with disabilities and non-disabled children. As a result, social interaction in the disabled community becomes an alienated community of social dynamics in society. Communities become unfamiliar with the life of disabled groups. While the difabel own group feel its existence is not an integral part of the life of the surrounding community.

The inclusion education stems from the Education for all discourse. There are several notions of inclusive education, such as inclusion education is an approach that seeks to transform the education system by eliminating barriers that may prevent every student from participating fully in education. Existing barriers may be related to ethnic, gender, social status, poverty and others. In other words inclusion education is a special educational service children with special needs are educated together with other children to optimize their potential. In inclusion education schools and other education services must be flexible and accommodative to meet the diversity of student needs. The above description is relevant to the results of the research of Rahim (2016) which states that in the implementation of inclusive education, teachers need a superior, tough and able to create a friendly class climate. That way, all learners will feel recognized and appreciated existence. Finally, normal children (in general) and children with special needs (ABK) get used to living side by side, so that when they grow up they do not cause negative thoughts that can cause social inequality. When school communities, such as teachers and children work together to minimize the barriers facing children in learning and promoting the participation of all children in school, this is one of the characteristics of a Welcoming School. Inclusive education aims to ensure that every child has access to appropriate, affordable, and effective education in the neighborhood. As we know that the availability of SLB (Schools) in the city does not reach all areas, it is of course an obstacle for the parents of children with disabilities to be able to send their children. The presence of Bandung Inclusive

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Education is expected to no longer the reason for dropping out of school because it is not accepted in regular schools or because of the location of distant schools.

## LITERATURE REVIEW

**Inclusive Education Policy in Indonesia:** HAR Tilaar and Riant Nugroho (2008) mentions the concept policy is a noun result of deliberation about the actions (*behavior*) of a person or a group of experts regarding the signals of the actions of a person or institution for achieve a certain goal. Muhadjir (1993) says policy is an attempt to solve social problems for the benefit society on the principle of justice and the welfare of society. Selection a policy must at least meet the four points namely; (1) level people's lives increase; (2) Justice happens: *By the law, social justice*, and individual achievement and creation opportunities; (3) given the opportunity active community participation (in discussing issues, planning, decisions, and implementation); and (4) assured development sustainable. Many experts put forward opinions on policy education. Riant Nugroho (2008) states that policy education as part of public policy, that is public policy in field of education. Thus, education policy should be concurrent with public policy in which the public policy context in general, that is development policy, then policy is part of public policy. Education policy is understood as policies in the field of education, to achieve development goals. The nation state in the field of education, as one part of the goal development of the nation state as a whole. Arif Rohman (2009) says education policy is a public policy set special regulations relating to source absorption, allocation and the distribution of sources, as well as behavioral arrangements in education. In linewith it HAR Tilaar and Riant Nugroho (2008) says that education policy is the whole of the process and the outcome of the formulation of educational strategic measures spelled out of vision, mission of education in order to realize the achievement of educational goals in a society for a period of time certain.

In formulating a first educational policy the educational policy to be realized must have a purpose (*goal*) as clear as desired. Second, the desired goal it must also be planned (*plans*) or must have a proposal carefully, namely the specific and operational sense to achieve the goal. Third, there must be (*the program*), ie the efforts and ways of which authorized to achieve the goal. The fourth is (*decision*), ie all actions to set goals, make plans, implement and evaluate the program. The fifth is (*effect*), ie consequences of the program to be executed either desired or intentional or unintentional, both primary and secondary (Arif Rohman, 2009). In particular one of the educational policies issued government through the Ministry of National Education Republic of Indonesia, in Ministerial Regulation no. 70 Year 2009 is inclusive education. Inclusive education is education for learners who have abnormalities and have the potential of intelligence and / or special talents. Through the above regulations the Ministry of National Education of the Republic Indonesia issued a program in the implementation of education inclusive, article 6 stating that; 1) District / city government ensure the implementation of inclusive education as needed learners; 2) The district / city government guarantees the availability of resources the power of inclusive education in inclusive education units; 3) Government and provincial governments assist in the availability of educational resources inclusive. Inclusive Education is defined as a principle in meeting the learning

needs of children with special needs (Dalen, Monica in Johnson, 2003). In inclusive education it requires the flexibility, creativity, and sensitivity of the environment to children with special needs. As Johnsen and Skorten (2003: 48) have pointed out that in an inclusive society, we are ready to change and adapt systems, environments and activities related to everyone and consider the needs of all. No longer a child with a disability who has to adjust to fit the settings. For that we need flexibility, creativity and sensitivity. Permanarian Somad (2004) suggested to get friendly schools should not make revolution, but perform accelerated evolution, planned with clearly set targets. A friendly school is a school reserved for all students without exception. In inclusive education it requires the flexibility, creativity, and sensitivity of the environment to children with special needs. As Johnsen and Skorten (2003: 48) have pointed out that in an inclusive society, we are ready to change and adapt systems, environments and activities related to all people and consider the needs of all. No longer a child with a disability who has to adjust to fit the settings. For that we need flexibility, creativity and sensitivity.

### Opportunities and Challenges: Peer Group, Readiness of Parents, Readiness of Teachers, and Facilities and Infrastructure

**Peer Group:** According to the data collected, in social life, Children with Disabilities gets good treatment from his friends in school. This happen because some schools provide a strong value planting for students to appreciate and cherish friends with any condition. Some students say encouraged to help the min daily activities at school. This is an excellent opportunity, which proves their peers are beginning to understand and accept Children with disabilities in their environment. However, the challenge is, not all children understand the circumstances of their friends who have different abilities. Bullying still occurs only in the form of mocking words and sometimes there is a sense of disturbance from the other students if they shows different behaviors (tantrums, etc.). It needs an understanding given by the parents or teacher companion about the children with disability to other friends. Inclusive Education for Children with disabilities in the city is not understood as an effort to improve the quality of education services, but still understood as an attempt to include *disabled children* to a regular school for granting rights education and ease of access, as well as anti discrimination attitude so still found the opinion that the child who finally should adjust with the school system. This causes the occurrence of segmentation in the ability of children in the classroom and of course it is prone to *bullying*. In response to the above, it should be understood that the nature of inclusive education requires the flexibility, creativity, and sensitivity of the environment to children with special needs. As Johnsen and Skorten (2003) have pointed out that in an inclusive society, we are ready to change and adapt systems, environments and activities related to everyone and consider the needs of all. No longer a child with a disability who has to adjust to fit the settings. For that we need flexibility, creativity and sensitivity.

**Readiness of Parents:** Parents of children with disabilities expect assistance for their children's education, then also activities for parents to improve their economic situation, so as to increase the income of parents in supporting the rights of education for their children. In addition, there are

also expectations that Children with disabilities can play out together, so that they can be more social with the environment. Some parents still look ashamed of having them. Almost most of parents expect their children to have normal conditions, like children of his age. Some parents believe that the recovery of their children can be obtained through school, so their expectations are not far from the desire to send their children to school, but because of the poor economic conditions, they have the limitation to send their children to school. In the field of education, the parents feel public schools have not been able to accept their children proportionately. This condition causes the parents send their children to Special School. Inclusion schools that have started to be in the community are not yet known how their children can get into the school. The government and related institutions should go down to socialize inclusion schools or referral assistance from sub-districts or sub-districts to schools that may receive children with special needs. Parents who are not informed of inclusive schools are also happy with the existence of non-formal schools organized by volunteers, so that children's learning spirit with disability can be channeled and not saturated with daily activities only at home. In education, parents who has children with disabilities are still struggling to find an inclusive school that accepts their child. One of parents said that inclusive school is only able to accept children with the category of minor disability, while for severe disability category, the parents still have not got way out. While the challenge to be addressed is the readiness of parents of peers who are concerned about school readiness if their child is in a class with a disabled child. Parents are often worried if the child's calm and concentration becomes disturbed by their presence. The socialization of the school and also the city government Bandung actually raises empathy from the parents with the presence of children with disabilities in school. Inclusive Education is defined as a principle in meeting the learning needs of children with special needs (Dalen, Monica in Johnson, 2003). In inclusive education it requires the flexibility, creativity, and sensitivity of the environment to children with special needs. As Johnsen and Skorten (2003) have pointed out that in an inclusive society, we are ready to change and adapt systems, environments and activities related to all people and consider the needs of all. No longer a child with a disability who has to adjust to fit the settings. For that we need flexibility, creativity and sensitivity. Permanarian Somad (2004) suggested to get friendly schools should not make revolution, but perform accelerated evolution, planned with clearly set targets. A friendly school is a school reserved for all students without exception. In inclusive education it requires the flexibility, creativity, and sensitivity of the environment to children with special needs. As Johnsen and Skorten (2003) have pointed out that in an inclusive society, we are ready to change and adapt systems, environments and activities related to everyone and consider the needs of all. No longer a child with a disability who has to adjust to fit the settings. For that we need flexibility, creativity and sensitivity.

**Master's Readiness:** Providers of inclusive education support services play an important role, especially teachers. Competension teachers and school management course a major issue unresolved. The difficulties of generalizing the difference in ability between children requires teacher readiness and the best curriculum adjustment. Teachers are required to have an open mind, creative, and always put the interests of the child above all else. Confusion about technical issues that will occur

in the implementation of inclusive schools, will be referred to schools that have been established as inclusive schools. This is to make the city of Bandung as a pilot city in Indonesia, where 100 percent of schools in the city of Bandung is an Inclusive school. [1]. In the execution teacher tend still having trouble on formulate appropriate curricula and in defining objectives, materials, and methods of learning. There is no clear guidance yet on the assessment stem and the assessment system that have not used a flexible and diverse approach. There is still a perception that the assessment system of learning outcomes is similar to that of other normal children, thereby expanding the notion that they are not showing significant learning progress. This Inclusion school not yet been supported with adequate teacher quality. Teacher class is still considered not yet sensitive and proactive to children with special needs. There is a need for meaningful intregation in the provision of teachers in inclusive schools where appropriate portion of qualified teachers are required and regular school teachers. Such an integration is necessary so that the educational conditions that occur in covering both aspects of the needs of both children with disabilities and regular students, to the purpose of inclusive schools can be realized. In learning, teachers act as facilitators and motivators so as to encourage active learning in all children. Skorten (2003) recounts five things teachers should pursue in the implementation of inclusive education:

- Showing positive feelings, show that you love the child.
- Adapt to the child's condition and follow their wishes, discuss with the child about the things related to it, and strive to be able to dialogue with expression, regular feelings and friendly voice.
- Give praise and acknowledgment of the things that ordinary children do, help the child to focus his attention so you can grow together in his own environment.
- Explain logically and practically about the child's experience in the outside world by describing the things that are shared together and show feelings of enthusiasm.
- Describe and explain the things you experience with your child, help the child to control himself by setting the boundaries in a positive way, by directing them, providing alternatives and by planning things together. Based on the above, it is very necessary readiness of teachers to have special skills in dealing with students of inclusive education participants in the city of Bandung.

**Facilities and infrastructure:** Inclusion educational facilities and infrastructure are hardware and software used to support the successful implementation of inclusive education in certain educational units. In essence all educational facilities and infrastructure in certain education units can be used in the implementation of inclusive education, but to optimize the learning process needs to be equipped with the accessibility for the smooth mobilization of children with special needs, as well as instructional media in accordance with the needs of children with special needs. Bandung City Government so far has provided adequate facilities and infrastructure for the implementation of inclusive education for children with disabilities. This has been in line with the requirements of the National Education Standards set forth in the Regulation of the Minister of National Education No. 24 of 2007 on the Standard of Infrastructure and Basic Education Facilities. Facilities and infrastructure at inclusion schools should be accessible for all

students with special needs. Facilities and infrastructure at inclusion schools should be accessible for all learners, especially learners with special needs. Accessibility is the convenience provided for people with disabilities to realize equal opportunities in all aspects of life and livelihood. The goal is to realize independence for all people including those who have physical barriers. Types of accessibility are physical accessibility and non-physical accessibility. Physical accessibility eg roads to schools, school grounds, classrooms, classroom doors, classroom windows, class corridors, libraries, laboratories, sports arenas, playgrounds, school parks, toilets, staircases, crossing roads to schools, school special signs. Non-physical accessibility such as books in braille for learners who have total visual impairment and books written / printed in capital letters and thick for learners who have vision or low vision. Sign language for learners who have hearing impairments, attitudes of teachers tailored to the special needs of learners in learning activities, and so forth. Physical and non-physical accessibility plays a strategic role in providing opportunities and conveniences for learners with special needs. This accessibility provides benefits not only for the students with special needs but also for everyone. Examples of parts of physical accessibility are wheelchair ramp and classroom corridors that provide space for wheelchairs, steeply sloping stairs, seated toilets equipped with handles, elevation of bookshelves accessible to all learners, and table height and equipment racks that are easily accessible by learners at inclusive education providers (Kustawan, 2012). Children with special needs require means of infrastructure in the learning process in schools include students: (1) Blind / low vision; glasses, telescopes, reglet, Braille typewriters; (2) Deaf like; hearing aids, hearing-level gauges, Indonesian language signaling system dictionaries; (3) Mental retardation and learning disabilities; teaching aids; (4) Tunadaksa, such as: ramp (slope floor as ladder replacement), wheelchair; (5) Gifted and talented. Various other means such as: reference books, practical tools, laboratories, arts and sports equipment are adequate to meet the curiosity and interests of gifted children. Learning tools and media for students with learning difficulties tailored to the type of learning difficulties. For students having difficulty learning to read (dysleksia) required abjad cards, word cards, and sentence cards. For students with learning disabilities (dysgraphia) required alphabets cards, word cards, sentence cards, number beams and so on. For students having trouble learning math (dyscalculia) required number card, beam number, number board and so on (Santoso, 2012).

## Conclusion

Inclusive education is one way of enforcing equality of access and good education to the citizens, without exception. In the context of special education, inclusive education is a new paradigm in education for the children with disabilities driven by various international bodies, particularly on education for all. In Indonesia, especially in Bandung inclusive education is increasingly developed, but in the implementation level is still faced with various problems, issues, such as peer group readiness, teacher readiness and school management, and readiness of parents and facilities and pre-facilities. It requires high commitment and hard work through the collaboration of various parties, both government, school stakeholders, and society in general to realize the discourse of inclusive education in Indonesia, especially in the city of Bandung.

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