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Educational Equality For Children With Special Needs In The World Of Education

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Article Information:	ABSTRACT
	Inclusive education is an educational model for realizing education for all children, including for CWD. Inclusive education provides equal opportunities to CWD and creates education which respects for diversity, and not discriminatory. Inclusive is also intended to promote social change and social values by construct community awareness of reducing discriminatory values and attitudes. CWD often gets discriminatory treatment and difficulties in accessing education so it needs to implement an inclusive education model as a solution. The method used in writing this article is the literature review method. In this article it was found that the inclusive education model needs to be implemented in the education system as an effort to realize equality and non-discrimination for CWD as revealed by several researchers. The implementation of inclusive education needs to pay attention to the resources and needs that support the realization of inclusiveness. However, in implementation inclusive education still experiences various problems and obstacles. Inclusive education can have positive and negative impacts on CWD. Good social acceptance in the environment can have a positive impact, whereas poor social acceptance can have a negative impact on CWD. Social workers have an important role in implementing inclusive education. **Keywords**: *inclusive education, children with disabilities, discrimination, diversity*

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INTRODUCTION

Education is the right of everyone, including children with disabilities who in this article will be abbreviated using the term AdD. Despite their limitations, they still have the same rights and opportunities in the field of education as children in general, both in the form of formal and non-formal education. One of the formal education can be obtained through school. In Indonesia, according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 19 of 2016, the compulsory education program is in the pilot stage of compulsory education for 12 years or up to the level of senior high school and this applies to all children, both with disabilities and the general public.

For AdD, schools that usually accept and adapt to their needs are special schools (SLB). However, the existing SLBs are not yet able to accommodate all children with disabilities because they are only located in the city/district center, so children who are in areas far from the city center have difficulty accessing them because the school is far away. As a result, many children with disabilities who are in areas far from the city/district center do not attend school. Therefore, to overcome this problem, an inclusive education model emerged. This is a form of equality and non-discrimination against children with disabilities to get the same opportunities in education.

Inclusivity is not only for education, but also in all aspects of national and state life. This happens because there has been a change in perspective on the disabled population. Santoso & Apsari (2017) stated that people with disabilities are no longer seen as people with problems, but their environment is problematic in providing equal access and being inclusive for everyone (pp. 168-169). With this new perspective, the services provided for the disabled population have changed to be more directed at social change and preparing the general public to be able to change negative stigmas and prepare the community to be able to interact with the disabled population without negative stigma.

The inclusive education model is an alternative to serving children with disabilities (AdD). Inclusive education opens up opportunities for AdD to attend public schools, thereby opening up wider access to education for AdD. With the existence of schools that implement inclusive education, it is hoped that it can shorten access for AdD who live far from SLB so that they can study at public schools.

Inclusive education in the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 is explained as a system of education that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in one educational environment together with students in general. Inclusive education aims to provide the widest possible opportunities to all students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and/or special talents

to obtain quality education according to their needs and abilities and to realize the implementation of education that respects diversity and is non-discriminatory for all students. Meanwhile, the definition of disabilities as stated in Permendiknas Number 70 of 2009 is blind, deaf, mute, disabled, physically disabled, emotionally disabled, learning difficulties, slow learners, autistic, having motor disorders, being victims of drug abuse, illegal drugs, and other addictive substances, having other disabilities, multiple disabilities.

Inclusive is needed so that there is equality of education by shortening access to education to special education and fulfilling children's educational rights. All children have the same right to obtain quality and non-discriminatory education. This can help students with the fulfillment of quality education, help optimize their potential so that they can contribute to the community and society. Inclusive is also intended to promote social change and values by building public awareness to reduce discriminatory values and attitudes. By placing AdD students on par with normal students, society is expected to see the differences that exist as diversity in society.

Inclusive education in recent years has become a very interesting issue in the national education system. This is because inclusive education pays attention to the arrangement of students who have disabilities or special needs to be able to get education in public schools. Inclusive education in Indonesia began with the issuance of the Indonesian Minister of Education Regulation Number 70 of 2009 concerning inclusive education for students who have disabilities and have the potential for intelligence and/or special talents. Inclusive education is a new development of integrated education. In inclusive education, every child according to their special needs, all are endeavored to be served optimally by making various modifications and adjustments, starting from the curriculum, facilities and infrastructure, educators, learning systems to the assessment system. This is in order to realize education for all.

The purpose of writing this article is to describe the importance of the inclusive education model in the current education system as a form of education for all, especially for AdD in an effort to realize equality and non-discrimination in the field of education. The method used in writing this article uses the literature review method, namely by reviewing various studies that have been published in scientific journals and other reference sources related to inclusive education for AdD.

DISCUSSION

Definition of Inclusive Education

Inclusive education, which has now begun to be known after being discussed for a long time in Indonesia, has begun to develop at the international level for quite a long time. Referring to several international documents such as the Universal Declaration of Human Rights (1948), the

Convention on the Rights of the Child (1989), the World Declaration on Education for All (1990) contains relevant points in the implementation of inclusive education as an education system that accommodates differences and diversity of learners. Especially when referring to the Salamanca Statement (1994) which more specifically provides clear guidelines regarding the implementation of education for people with disabilities in an inclusive setting.

Unesco (2005:13) defines inclusive education as part of the education for all program, stating that Inclusive is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and society, and reducing exclusion in and from education. This involves changes, modifications, approaches, structures and strategies, with the same vision of covering all children of the right age range and with the belief that it is everyone's responsibility to educate children. Inclusive education is a new paradigm that aims to fulfill the human right to education without discrimination, by providing quality educational opportunities to all children without exception, so that all children have the same opportunity to actively develop their personal potential in the same environment. The development of science and technology in the field of education, finds a lot of new evidence, that AdD with various physical and/or intellectual disabilities, they are able to follow education in regular schools after teachers and other resources in schools, curriculum and learning are specially designed so that each individual can get services that are appropriate to their individual needs (Yi, Gerken, Van, & Fei, 2006).

The birth of the social approach paradigm in educational services for all children, became one of the starting points for the birth of inclusive education. Inclusive education is an education system that provides equal opportunities for all children to be able to learn together even with different curriculum and learning demands. Inclusive education is a philosophy and methodology in realizing a social and educational environment that allows all children to receive services that are appropriate to the needs of each individual. Through professional assessment, adapted curriculum and learning, a fair assessment system, and adapted media and infrastructure, every child will be able to follow a decent and quality education in an inclusive education setting (Yusuf, Choiri, & Supratiwi, 2017).

Inclusive Education Model

Inclusive education can be implemented in several educational models. Vaughan (2000) in Widyastono (2007) stated that the placement of children with disabilities in public schools can be done with various models as follows:

1. Regular classes without special guidance. Children with disabilities learn with normal children in the same class, using the same curriculum, with the same system.

2. Regular classes with additional special guidance inside. Children with disabilities learn with normal children in the same class, using the same curriculum, with the same system. However, if there are difficulties due to their disabilities, they are given special guidance in the classroom by the teacher concerned and/or by the special education teacher.

3. Regular classes with additional special guidance outside. Children with disabilities learn with normal children in the same class, using the same curriculum, with the same system. However, if there are difficulties due to their disabilities, they are given special

guidance outside the classroom by the teacher concerned and/or by the special education teacher.

4. Special classes with the opportunity to be in regular classes. Children with disabilities study in special classes in regular schools with other children with disabilities. However, for certain subjects such as sports, crafts, and arts, they can study together with normal children in the same class.

5. Full special classes. Children with disabilities study in special classes in regular schools with other children with disabilities. They can socialize with their normal friends during recess.

In Indonesia, most inclusive schools adopt an inclusive regular class model with additional special guidance in the classroom in accordance with the guidelines for implementing inclusive education which refer to the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009. In the implementation of inclusive education in Indonesia, AdD students are combined in the same class with other students and assisted by a Special Guidance Teacher (GPK) who has a Bachelor's degree in special education to provide assistance to AdD students in class during the learning process.

The reason for implementing an inclusive education system is also based on research results. Children with mental disabilities do not perform as well as their normal friends in regular schools. However, when comparing the outcomes of children with mental disabilities who attend regular schools with the outcomes of children with mental disabilities who attend special schools, the group of children with mental difficulties who attend regular schools show higher academic achievement and better social competence (Freeman & Alkin, 2000).

Implementation of Inclusive Education

According to Lattu (2017) why inclusive education must be implemented because all children have the same right to obtain quality and non-discriminatory education, all children have the ability to follow lessons regardless of their abnormalities and disabilities, differences are a reinforcement in improving the quality of learning for all children, schools and teachers have the ability to learn to respond to different learning needs. The positive side of implementing inclusive education is building awareness and consensus on the importance of inclusive education while eliminating discriminatory values and attitudes, involving and empowering the community to implement local education situation analysis, providing opportunities for children and identifying the reasons they are not in school (for children who have not/do not attend school).Implementasi pendidikan inklusif menurut Lattu (2017) perlu memperhatikan beberapa hal antara lain:

1. Schools must accept diversity and respect differences.

2. Teachers must collaborate with other professions in planning, implementing and evaluating learning.

3. Teachers must involve parents in the education process.

4. Schools must involve professionals in conducting AdD assessments and providing solutions or actions as needed, including identifying barriers related to physical, social, and other disabilities to access and learning.

5. Involve the community in planning and monitoring the quality of education for all children.

The main objective of emphasizing the five aspects that must be considered in schools that provide inclusive education is so that the services provided in guidance and education can be carried out optimally in order to fulfill the expected quality of education.

According to Yulianto (2014) in inclusive education there are three things that need to be considered. The first is that the implementation of education must consider the aspect of affordability, namely education becomes something that is affordable for every level of society. Education must be immediately returned to being a public good that can be enjoyed by every level of society without exception. The second is the value of acceptability, namely that educational institutions must be convinced to be willing and able to accept students with different backgrounds. The third is accommodation/accessibility. In Supena's research (2017), a number of facts and problems were found regarding the implementation of inclusive education in Elementary Schools, namely: first, the low understanding of teachers about children with disabilities (AdD) and how to implement educational services for them in an inclusive context. Second, there are no practical instructions (guidelines) that can be used as a guide by teachers in implementing the teaching and learning process for children with disabilities in inclusive classes. Third, there are no adequate supporting devices for the implementation of inclusive learning for students with disabilities. Fourth, there is no definite and clear legal basis that guarantees the implementation of quality inclusive education. Fifth, the perceptions and support of various parties are not the same. Sixth, the technical problems observed and conveyed by a number of teachers in inclusive schools are the existence of too many AdD in one class or school. Seventh, other technical obstacles observed and captured are about the tasks and burdens of teachers which are quite a lot, especially related to the demands of a dense and fairly ideal curriculum. Eighth, the unavailability of adequate human resources and main supporting resources for the implementation of inclusive education, namely special education teachers (GPK) and resource centers. Ninth, another fact that is still often a fundamental problem or obstacle in the implementation of inclusive education is the implementation of evaluations for mentally retarded students in inclusive schools. The implementation of inclusive education so far has not been able to answer the need for accessibility and quality of education itself. On the one hand, the readiness of hard resources is still a big problem in inclusive schools recently, related to the availability of learning media, infrastructure, and various accessible school facilities. While on the other hand, enrichment of soft resources in the form of mastery of teacher understanding and management of educational institutions regarding the consequences of inclusive, the ability to manage learning in inclusive settings, implement assessment systems, and curriculum modifications that are logical consequences of inclusive education are also still difficult in most schools (Yulianto, 2014). Jhonsen & Skjorten (2001) identified that there are at least three factors

that must be accommodated holistically in the implementation of inclusive education. The first is the environment, which includes the environmental response to the existence of students with special needs, the level of teacher understanding and mastery of learning that accommodates differences, content, materials and learning methods, and the wider environment related to the social, economic and political environment, which directly or indirectly, all will have an influence on the development of children's learning. The second is factors within students that can include curiosity, motivation, initiative to interact and communicate, social competence, temperament, creativity, drive to learn and learning styles, and abilities. The third factor is the nature and level of special needs. These three factors in the implementation of inclusive learning settings must be accommodated into various forms of adjustments as needed.

In inclusive education, disability is no longer seen as something that hinders, because each child has their own potential that can be developed. Likewise, environmental adaptation and interaction, learning processes, media and learning methods that are appropriate and according to the child's needs are the keys that must be considered. It doesn't stop there, the role of parents, study friends, and the community outside of school have a very valuable contribution to the success of student achievement in inclusive settings. (Jhonsen & Skjorten, 2001)

Stubbs (2008) emphasized that the term "normal" is no longer understood as standards of fairness used to categorize children's abilities, but rather to interpret diversity as something "normal" in society. Thus, inclusive must be interpreted as not only an affirmative action to accommodate education for children with disabilities, but more than that, inclusive is indeed an effort to accommodate various forms of diversity. In inclusive education, everyone is a valuable part of the community, regardless of their differences. All children, regardless of their abilities or disabilities, gender, socio-economic status, ethnicity, cultural or linguistic background and religion are united in the same school community so that they can respond to the diversity of learners and see it more as a challenge in the learning environment than as a problem. In other words, when we talk about inclusive education, we are actually talking about building an environment / provision of education for all children (Education for All).

Impact of Inclusive Education for AdD

The goal of inclusive education is to solve the truly global problem of facilitating access to education, promoting the participation of each and every learner, especially those at risk of exclusion, and give them the opportunity to develop their skills, thereby reducing the risk of social discrimination (Kaulina, Voita, Trubina, & Voits, 2016). Inclusive education model, in addition to being a form of social justice in education, there are many benefits gained from this inclusive education. Inclusive education is considered to be able to provide various benefits to both the general public and children with disabilities themselves. The community will begin to accept the existence of children with disabilities. In addition, inclusive schools also allow children with disabilities to learn together with normal children, and be treated like normal children (Pratiwi, 2015). This has an impact on the psychology of children with disabilities, namely providing opportunities for the development of self-confidence in children with disabilities (self-esteem). Children who have high self-esteem generally feel that they are valuable, so they

can respect themselves, but can still accept their shortcomings. Conversely, children who have low self-esteem feel that they are less valuable and the shortcomings they have affect how they view themselves (Schmidt & Cagran, 2008). Self-esteem can be built by accepting the people around them towards their existence. Children who are accepted by those around them have a positive view of themselves and feel more respected, so they are able to develop their potential and achieve success based on their strengths (Wilson, Ellerbee, & Christian, 2011). Loiacono & Valenti (2010) stated that children with special needs who attend regular schools have better social competence, Irvine & Lupart (2006) also agree that placing children with special needs is also good for their social abilities. Social interaction provides opportunities for children with special needs to interact with people who are different from themselves. Social interaction teaches students to imitate strategies, improve problem-solving skills, acquire better life skills, and reduce explosive behavior. Social competence is developed and how children with special needs learn to interact with normal people. Students are shown real life situations in the classroom (Wilson, Ellerbee, & Christian, 2011). According to Yusuf Choiri, & Supratiwi (2017), many positive things can be obtained from inclusive education, especially the development of the 'soft skills' dimension of AdD, for example independence, social skills, communication, attitudes and behavior, leadership, and others.

Social Workers in Inclusive Education

The important role of social workers in the implementation of inclusive education in Indonesia has not yet run in parallel. The professional social worker profession that is still developing in Indonesia is one of the obstacles. Not many people know what a professional social worker is, making the urgency of social workers in various settings not so apparent. The same thing happens to school social workers. The importance of the role of social workers in schools is not apparent because until now only a few schools have social workers and many schools continue to implement inclusiveness without the presence of social workers. Actually, by seeing the importance of the role of social workers in schools, the implementation of inclusive education will be more optimal and accommodate the needs and rights of students when social workers are involved. Openshaw (2008) explains that the 4 main tasks of school social workers are:

1. Consultation with other parties in the school

2. Assessment in direct services, consultation and program development

3. Intervention with children, families and groups

4. Assisting in program development

Another role of social workers is to assist in program development, in the context of inclusive education social workers can help develop inclusive education service / implementation programs that can accommodate the needs of children with disabilities and normal children at the same time (Openshaw, 2008). The role of social workers in inclusive education according to Pyor, Kent, McGunn, & LeRoy (1996) is as an advocate for children, consultant for teachers, parent liaison, facilitator of the planning process,

preparation of fellow students, trainer for staff, leader of peer support groups, and social skills teacher.

Pyor, Kent, McGunn, & LeRoy (1996) put forward strategies for school social workers to promote inclusive success including:

1. Preparing students to respect human differences.

2. Facilitate the transition process for newly admitted students.

3. Consult collaboratively with teachers.

4. Revise the school curriculum to meet social and emotional needs.

5. Provide services to students in general education settings.

6. Expand the concept of inclusive education throughout the school.

CLOSING

The inclusive education model is an education model to realize education for all children (education for all). Inclusive education aims to accommodate the diversity that exists in society, one of which is children with disabilities (AdD) so that they can attend regular schools together with other normal children. This aims to fulfill human rights to education without discrimination, by providing quality education opportunities to all children without exception, so that all children have the same opportunity to actively develop their personal potential in the same environment.

In the implementation of inclusive education, an environment that can accept diversity is needed, collaboration between teachers with other professions or professional human resources in education services, supporting facilities and infrastructure, and support from families and the general public so that education can be carried out optimally. However, in its implementation, inclusive education still experiences various problems and obstacles.

Inclusive education can have positive and negative impacts on children with disabilities. The positive impact is that inclusive education can provide easy access to education for children with disabilities and equal opportunities to study in regular schools, reduce discrimination against children with disabilities, and develop the social competence of children with disabilities. However, to get a positive impact, it is necessary to prepare a social environment that understands the true inclusive culture and can accept diversity. If the school social environment is not ready, the opposite will arise and a negative impact on children with disabilities. Poor acceptance from the social environment in schools will create a bad stigma against children with disabilities. To maximize inclusive education programs, it is necessary to involve social workers as stated by Pryor, Kent, McGunn, & LeRoy (1996) that the knowledge and skills of school social workers can contribute significantly to inclusive education. Social workers have an important role in the implementation of inclusive education. In an effort to realize the success of inclusive

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education, social workers need to prepare students to respect human differences, facilitate the transition process for newly enrolled students, consult collaboratively with teachers, revise the school curriculum to meet social and emotional needs, provide services to students in general education settings, and expand the concept of inclusive education throughout the school.

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