

Index of Inclusive Education in the Bekasi City

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Abstract: The purpose of this research is to find out (1) how successful the implementation of inclusive education in Bekasi City, (2) how large the index of inclusive education achieved by inclusive elementary schools (SD) in Bekasi City, (3) what are the obstacles faced in implementing inclusive education in Bekasi city. The inclusion index is obtained by conducting a survey on the coordinators of inclusiveness using 45 indicators developed from the dimensions of creating an inclusive culture, producing inclusive policies, and developing inclusive education. This research was conducted at eight inclusive schools in Bekasi City. The results showed that the average inclusion index in Bekasi City was 8. The smallest index in schools was 7 and the largest index reached 9. The dimension of inclusion index to create an inclusive culture was 8. The dimension of inclusion index was 9 to produce inclusive policies and the dimension of inclusion index to the development of education inclusive of 8. Overall all dimensions are in the good category. However, there are two indicators on the dimension of creating an inclusive culture and one indicator on the dimension of developing inclusive education which is still lacking.

Keywords: index; education; inclusive

INTRODUCTION

Article 31 paragraph 1 of the 1945 Constitution after being amended reads "Every citizen has the right to education", paragraph 2 reads "Every citizen is obliged to attend basic education and the government is obliged to finance it". In other words, all children have the right to education and are obliged to attend basic education. On the other hand, the government is obliged to finance the education of the nation's children. There are no exceptions to the rule. So Children with Special Needs (SEN) also include children whose education is guaranteed by the state. Furthermore, SEN can study in public schools and special schools.

Indonesia follows the world's trend to implement inclusive education. The Minister of National Education Regulation (MNER) No. 70 of 2009 was issued which reads "Regency/city governments designate at least 1 (one) elementary school and 1 (one) junior high school in each sub-district and 1 (one) secondary education unit to organize inclusive education which is obliged to accept students with disabilities."

The regions are trying to implement the MNER. In 2011, the Governor of West Java received the "Inclusive Education Award" from the central government. Inclusive education in West Java is considered advanced and exemplary in other regions. West Java has an Inclusion Regional Regulation which allows for inclusive education to receive an allocation of funds from the APBD.

The implementation of inclusive education, which has been running for a long time in Indonesia, especially in Bekasi City, has changed. Handayani's (2011) thesis entitled *Teacher Opinions About Inclusive Education* states that there are eight SDNs that carry out inclusion throughout the District and City of Bekasi. Meanwhile, based on data from the Bekasi City Resource Center, in 2021 only one SDN in Bekasi City will still be implementing inclusion. The school has a reason because there are still large classes with SEN. There is something encouraging, namely that a private elementary school in Bekasi has appeared to handle SEN who study in public schools. So, there has been a change in data

on inclusive schools in the city of Bekasi. However, the number of inclusive public elementary schools in Bekasi City has decreased.

The decline in the number of schools implementing inclusiveness will certainly have an impact on the services of children with special needs in public schools, especially public schools. Many children with special needs are not served in public schools. There is a possibility that SEN will choose to study at a special school closest to home or choose not to go to school. This is not in line with MNER No. 70 of 2009 concerning inclusive education. For this reason, the implementation of inclusive education in Bekasi City needs to be evaluated. Evaluation of inclusive implementation is carried out to determine the extent to which the objectives of inclusive education have been achieved, whether it has succeeded or failed. In addition, an evaluation is carried out to obtain information for making the most appropriate policy.

Based on the news circulating, in 2017 in West Java there were students who were refused entry to regular schools and special schools. In addition, in a 2020 newspaper in the Central Java area, there were female students who were refused entry to elementary school. This is still repeated until 2022, there are students who are refused entry to the State Vocational High School. After conducting an investigation it turned out that the school coordinated with the resource center and conducted training so that teachers in public schools could understand the implementation of inclusive education.

The implementation of inclusive education is influenced by various factors. These factors can be seen from the understanding of the community and school members, government policies, and practice in the field. To find out the root of the problem, researchers used the index for inclusion instrument, which is a set of materials to guide schools in developing inclusive schools. In addition, this research was conducted to find data on inclusive schools that are ready to accept SEN. This data is important for the implementation of inclusion in the city of Bekasi. Especially schools which are resource centers on SEN and implementation of inclusion for public schools.

Index for inclusion is the writing of Toony Booth, Mel Ainscow, and Denise Kingston and issued by the Center for Studies on Inclusive Education (CSIE). The Index for Inclusion consists of three dimensions, namely the cultural dimension (Creating Inclusive Culture), the policy dimension (Producing Inclusive Policies), and the practice dimension (Evolving Inclusive Practices). This study intends to describe the success/failure of inclusive education, the obstacles encountered in inclusive education, and the cultural indices, policies and practices of inclusion implemented in Bekasi City.

This inclusive index has been studied by Sunanto (2009) with the title *Inclusion Index in Learning in Classes with Special Needs in Elementary Schools*. The results showed that the number of children with special needs in inclusive elementary schools varied from 1 to 4 children. While the number of students is between 20 and 46. In general, classes with more than one teacher with special needs students have an average inclusion index of 38.58 with an ideal index of 54. A high inclusion index is achieved in classes with more than one teacher, the teacher often attends training in handling SEN, students with special needs more, and the overall number of students is less.

In addition, Yuwono (2013) conducted research with the title *Evaluation of inclusive education programs in the municipality of Banjarmasin*. The result is that elementary school teachers providing inclusive education in the city of Banjarmasin, their ability to evaluate learning outcomes is still low, and the method of identifying and assessing children with special needs is still low. The results of his research indicate that elementary schools in the city of Banjarmasin as providers of inclusive education have not been supported by adequate human resources, especially in terms of assessing learning outcomes.

Inclusive Education is an educational and social philosophy. In inclusive education, everyone is a valuable part of being together, regardless of their differences. Inclusive education means that all children, regardless of their abilities or disabilities, gender, socio-economic status, ethnicity, cultural or linguistic background and religion unite in the same school community.

METHOD

The data sources in this study were teachers and coordinators of elementary schools providing inclusive education in Bekasi City. Based on data from the Bekasi City Education Office, there are eight Elementary Schools implementing Inclusion.

This research is a descriptive research with a survey method. Sugiyono (2010) said that the survey method is used to obtain data from certain natural (not artificial) places, but researchers carry out treatments in collecting data, for example by distributing questionnaires, tests, structured interviews and so on. Survey research is a type of research that collects information about the characteristics, actions, opinions of a representative group of respondents who are considered as a population. Measuring in survey research is in the form of a questionnaire with a scale that always scores 2, sometimes scores 1, and never scores 0. This study uses an index for inclusion measurement tool which consists of 3 dimensions, 45 indicators and 93 descriptors. Each dimension consists of two sub dimensions. Of the 45 indicators consisting of two descriptors, there is one indicator consisting of three descriptors, and one indicator consisting of four descriptors. So that the maximum total score is 186.

The data analysis technique used in this study is the percentage technique and continued by equalization with a range of 1-10. Percentage analysis is a method used to see how much the trend is in the frequency of respondents' answers and phenomena in the field. In presenting data and interpreting quantitative research data, data are analyzed and grouped according to category/dimensional. Data interpretation is an explanation of the resulting data. This survey initially had questions that were developed. This survey has questions related to each of a number of factors which are based on theoretical studies related to research problems.

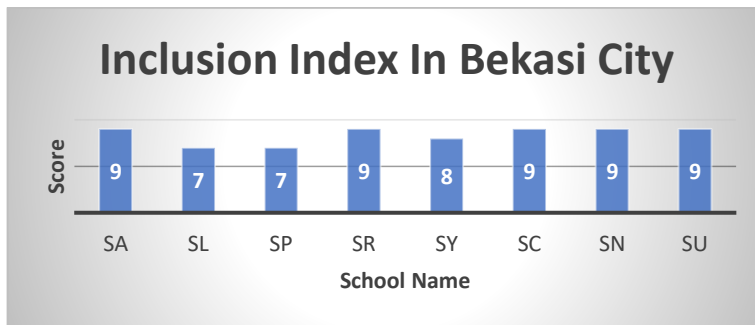
Based on the results of the analysis that has been obtained, then a descriptive analysis is carried out to assess the tendency of the score to be an average value. Then for research needs the researcher states the implications of the research results obtained through data analysis, the researcher discusses the main results and compares the research results obtained and compares them with other relevant studies and discusses the linkages of the research results with the literature review.

RESULT AND DISCUSSION

Results

Table 1. Inclusion Index Score in Bekasi City

School name	Inclusion Index Score (%)	Inclusion Index Score (1-10)
SA	90.32	9
SL	70.43	7
SP	74.19	7
SR	86.56	9
SY	82.79	8
SC	93.55	9
SN	90.32	9
SU	89.78	9

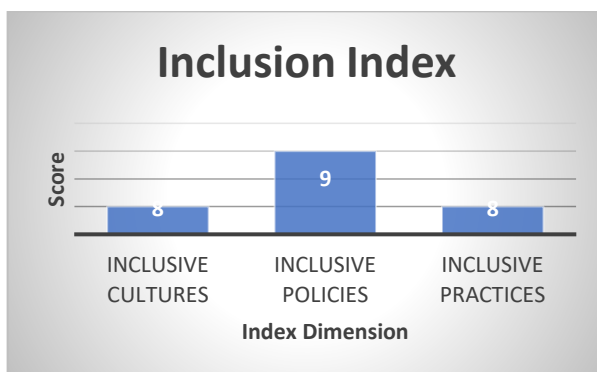


Graph 1. Inclusion Index in Bekasi City

Based on the data in table 1 and graph 1, it was found that the lowest index was 7 and the highest was 9 with an average of 8. According to the data, the highest inclusion index was in SA, SR, SC, SN, and SU.

Table 2. Scores of the Inclusion Index Dimensions

Dimensions of Inclusion Index	Index score (%)	Index score (1-10)
Inclusive Cultures	81	8
Inclusive Policies	86	9
Inclusive Practices	84	8
Average Inclusion Index	83	8



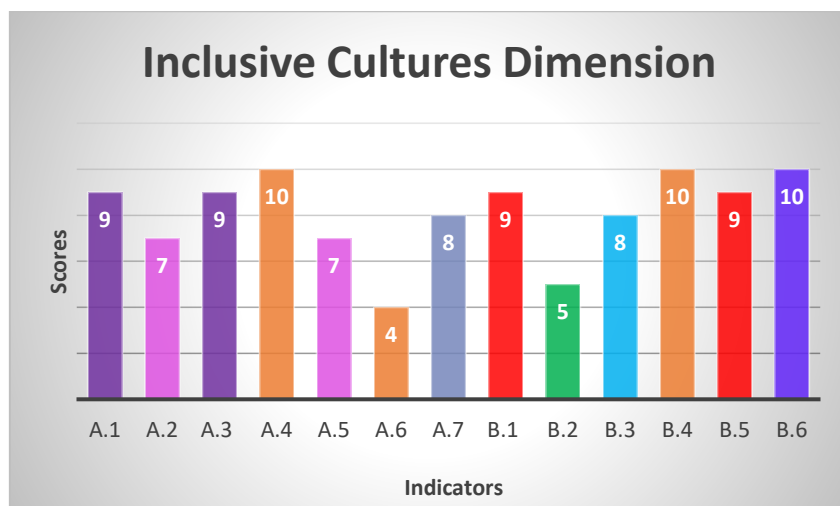
Graph 2. Inclusion Index Scores for cultures, policies, and practices dimensions

Based on table 2 and graph 2, the dimensions of inclusive culture and inclusive practices get the same score of 8. The inclusive policy dimension ranks highest, at 9. The average index score of the three dimensions is 8.

Table 3. Inclusion Index Score Indicators of inclusive cultural dimensions

Indicators of Inclusive Culture Dimensions	Index score (%)	Index score (1-10)
A Building Community Indicators		
A.1 Everyone is made to feel welcome.	94	9
A.2 Students help each other.	69	7
A.3 Staff collaborate with each other.	94	9
A.4 Staff and students treat each other with respect.	100	10
A.5 There is a partnership between staff and parents/guardians.	66	7
A.6 Staff and governor worked well together.	38	4
A.7 All local people are involved in the school.	84	8

Indicators of Inclusive Culture Dimensions	Index score (%)	Index score (1-10)
B Setting the Inclusive Value indicator		
B.1 There are high expectations for all students.	91	9
B.2 Staff, governors, students and parents/guardians share a philosophy of inclusion.	50	5
B.3 Students are equally valued	81	8
B.4 Staff and students treat one another as human beings as well as 'role' occupants.	100	10
B.5 Staff seek to remove barriers to learning and participation in all aspects of the school.	91	9
B.6 Schools seek to minimize discriminatory practices	97	10



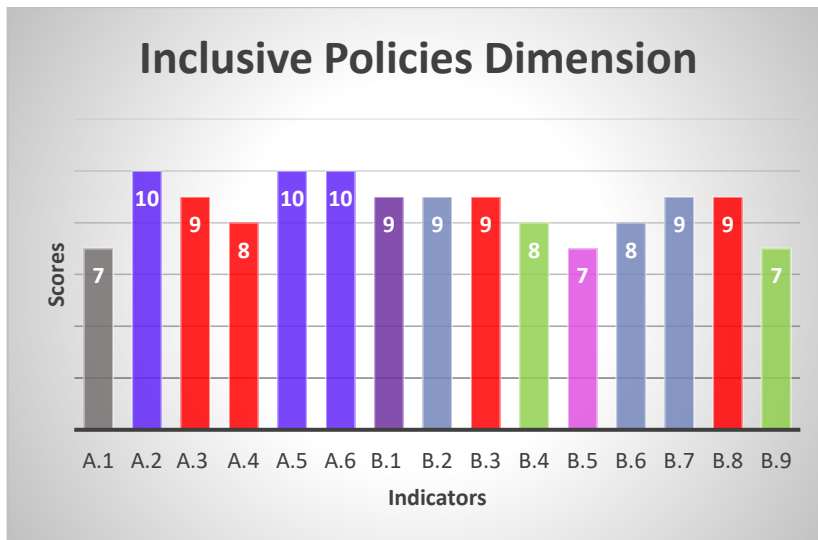
Graph 3. Inclusion Index Score Indicator dimension of inclusive cultural values

Based on table 3 and graph 3, indicator A.6 Staff and the governor work together well to get the lowest index score of 4, followed by indicator B.2 Staff, governors, students and parents/guardians share a philosophy of inclusion obtain an index score of 5. The highest indicator is at A.4 Staff and students treat each other with respect and B.4 Staff and students treat each other as human beings and also as occupant 'role', and indicator B.6 school seeks to minimize discriminatory practices who obtained an index score of 10.

Table 4. Inclusion Index Score Indicator dimensions of inclusive policies

Inclusive Policy Dimension Indicator	Index score (%)	Index score (1-10)
A Developing Schools for All Indicators		
A.1 Appointment and promotion of staff is fair.	69	7
A.2 All new staff are assisted to settle in the school	97	10
A.3 The school strives to accept all students from its area.	91	9
A.4 The school makes its buildings physically accessible to everyone.	78	8
A.5 All new students are assisted to settle in school.	97	10
A.6 The school organizes teaching groups so that all students are valued.	97	10
B Organizing Support for Diversity Indicators		
B.1 All forms of support are coordinated	94	9
B.2 Staff development activities assist staff to respond to student diversity.	88	9
B.3 The 'special educational needs' policy is an inclusion policy.	91	9
B.4 The Special Education Code of Practice is used to reduce barriers to learning and participation of all students.	78	8
B.5 Support for those learning English as an additional language is coordinated with learning support.	72	7

Inclusive Policy Dimension Indicator	Index score (%)	Index score (1-10)
B.6 Pastoral and behavioral support policies related to curriculum development and learning support policies.	84	8
B.7 The pressure for disciplinary exclusion is reduced.	88	9
B.8 Reduced attendance barriers.	91	9
B.9 Bullying is minimized.	72	7

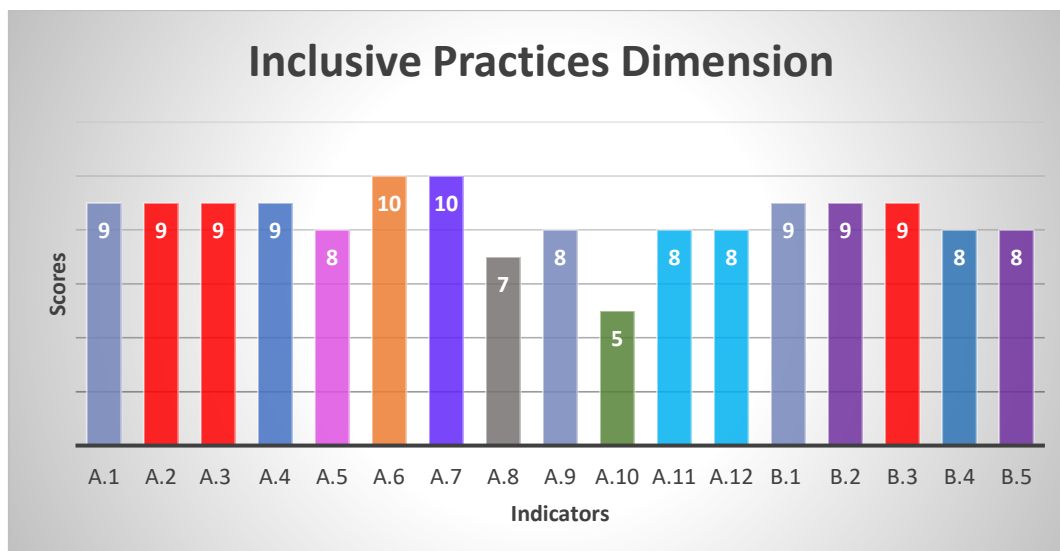


Graph 4. Inclusion Index Score Indicator dimensions of inclusive policies

Based on data on table 4 and graph 4, indicators A.1, B.5, and B.9 obtain the lowest index score of 7. In indicators A.2, A.5, and A.6 obtain the highest index score of 10.

Table 5. Inclusion Index Score Indicator dimension of inclusive practice

Indicators of Inclusive Practice Dimensions	Index score (%)	Index score (1-10)
A Orchestration Learning		
A.1 Teaching is planned with the learning of all students in mind.	88	9
A.2 Lessons encourage the participation of all students.	91	9
A.3 Lessons develop an understanding of differences.	91	9
A.4 Students are actively engaged in their own learning.	94	9
A.5 Students learn collaboratively.	75	8
A.6 Assessment contributes to the achievement of all students	100	10
A.7 Classroom discipline is based on mutual respect.	97	10
A.8 Teachers plan, teach and review in partnership	69	7
A.9 Teachers have an interest in supporting the learning and participation of all students.	78	8
A.10 Teaching assistants support the learning and participation of all students.	47	5
A.11 Homework contributes to the learning of all.	84	8
A.12 All students participate in activities outside the classroom.	84	8
B Mobilizing Resources		
B.1 Student differences are used as a source of teaching and learning.	88	9
B.2 Staff skills are fully utilized.	94	9
B.3 Staff developing resources to support learning and participation.	91	9
B.4 Community resources are known and used.	78	8
B.5 School resources are distributed fairly so as to support inclusion.	81	8



Graph 5. Inclusion Index Score Indicator dimension of inclusive practice

Based on table 5 and graph 5, data is obtained that the lowest score is on the indicator A.10 Teaching assistants support the learning and participation of all students by 5. The highest scores are on indicators A.6 and A.7 which are 10.

Discussion

According to Skjorten in Yuwono (2017), inclusive education is an educational concept that embraces all children without exception, inclusion assumes that living and learning together is a better way, which can benefit everyone, not just children who are labeled as having a difference.

From the results of the above study it was found that there are two dimensions of cultural inclusion indicators that have a poor score on indicator A.6 Staff and governors work well together obtaining the lowest index score of 4 and indicator B.2 Staff, governors, students and parents/guardians sharing an inclusive philosophy obtain an index score of 5. On the practice dimension inclusion in indicator A.10 Teaching assistants support the learning and participation of all students earning an index score of 5.

When dug back, these indicators have descriptors Staff, government officials, and parents attending joint meetings/seminars have never been held at the school. While on the descriptors of staff, government officials, and parents who are willing to spend time, energy and thoughts for the future of students, most schools answered sometimes. This point indicates that the governor, in this case government officials, does not participate in the implementation of inclusive education in Bekasi City. So the inclusive culture index at that point is small. Overall good though. This is one of the obstacles in implementing inclusive education in Bekasi City. Even though according to Rosyidi (2023) said that it is only fitting that stakeholders, in this case the government, take on a complex role in order to achieve optimal service in policy implementation.

In addition there is one another obstacle to the dimensions of inclusive practice in indicator A.10 Teaching assistants support the learning and participation of all students with teaching assistant descriptors supporting learning by teachers and teaching assistants motivating all students to participate in learning in this case special assistant teachers (SAT) needs to receive training related to inclusive education practices in their respective schools. This is similar to problems with research Kartini (2022) which says lack of coordination between regular teachers and SAT as well as special education teachers. Meanwhile Idris

and Tahar (2023) said that there is a significant relationship between internal motivation and attitude toward collaboration between PPKI teachers and general education teachers in the implementation of inclusive education. This is also similar to research Sunanto (2009) which says that a high inclusion index is achieved in classes that have more than one teacher and the teacher often attends training in handling SEN. As well as research Yuwono (2017) which says that elementary schools in the city of Banjarmasin as providers of inclusive education have not been supported by adequate human resources, especially in terms of assessing learning outcomes. Furthermore Ediyanto, (2023) which says the problems that exist in the implementation of inclusive education in primary school are found in the aspects of teacher understanding or skills in teaching SEN students.

CONCLUSION

Based on the results of the study based on the index for inclusion, it was concluded that the implementation of inclusive elementary school education in Bekasi City was good. However, there are notes that are obstacles in implementing inclusiveness, namely the cultural dimension that requires attention and inclusive practices on the indicators of Teaching Assistants/Special Guidance Teachers who require training in inclusive implementation with regular teachers and special education teachers. Good government policy regarding inclusive education must be accompanied by the willingness of local government officials to implement the policy optimally. The presence of local government officials in inclusive education activities is a form of moral support. Apart from that, in order for inclusion practices to run in a balanced manner, training is needed for special accompanying teachers in an effort to increase their competence in implementing inclusive education in their environment.

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