

IMPLEMENTATION OF INCLUSIVE EDUCATION AT MI MUHAMMADIYAH KARTASURA SPECIAL PROGRAM FOR THE 2021/2022 ACADEMIC YEAR

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ABSTAK

This study aims to determine (1) the planning of inclusive education programs at MI Muhammadiyah Kartasura Special Program, (2) Implementation of inclusive education programs at MI Muhammadiyah Kartasura Special Program, (3) evaluation of inclusive education programs at MI Muhammadiyah Kartasura Special Program. The research design of this research is a descriptive research approach using qualitative research. Data sources consist of primary and secondary data sources. The primary sources obtained by the researcher were the results of interviews with the head of the madrasa, the waka of the curriculum, the inclusive coordinator and the special assistant teacher. Secondary sources obtained by researchers were the profile of MI Muhammadiyah PK Kartasura and documents related to inclusive education. Collecting data using observation, interview and documentation techniques. For validation the data used triangulation method. The results of the study concluded that (1) the inclusive education planning process at MI Muhammadiyah Kartasura Special Program, starting from determining the quota for children with special needs, assessment, determining Special Assistant Teachers (GPK) and making Individual Learning Programs (PPI). (2) The implementation of inclusive education at MI Muhammadiyah Kartasura Special Program, uses 2 models, namely the full inclusion model in class (full inclusion) and a model of inclusion outside the classroom (pull out) by implementing a modified revised 2013 curriculum. (3) Evaluation of inclusive education at MI Muhammadiyah Kartasura Special Program, begins with a development evaluation which is carried out every 3 months and a cognitive evaluation of students is carried out every 6 months and a GPK evaluation at the end of the semester.

Keywords: Implementation; Education; Inclusive Education.

Introduction

Educating the nation's life is the ideal of the Indonesian nation as stated in the Preamble of the 1945 Constitution in the 4th dialenia. One of the instruments used to realize the ideals of educating the nation's life is education. Education that educates the nation is education that is free from discrimination, including due to religious, ethnic, racial, and cultural discrimination, including discrimination against children with special needs (Baiq & Sadli, 2019). It is explained in Law Number 20 of 2003 concerning the National Education System that every citizen has the right to obtain quality basic education, both for those who suffer from physical, mental/intellectual limitations, have special talents, and who live in remote places. In the view of Islam seeking knowledge is the obligation of a Muslim, both male and female, this is in accordance with the words of the Prophet Muhammad SAW which means: "Seeking knowledge is obligatory for every Muslim male and female" (HR. Ibn Majah). Included in the category of studying is the educational process, both formal, informal and non-formal (Kurniawati, 2017).

According to Belanger, based on education for all which is one strategy and effort to realize equal distribution of educational opportunities without exception and without

discrimination by implementing inclusive education in it (Ramadanti & Wicaksono, 2021). The presence of inclusive education as one of the alternative education that can achieve equal distribution of education in Indonesia. Inclusive education is a pattern of educational services that provides space for children with special needs to receive education in regular schools with their peers. Schools provide a forum for students in the same class from various characteristics and differences in intelligence so that they can receive education evenly. Inclusive education is a form of implementing education without discrimination. Through the implementation of inclusive education, it is hoped that it will create a generation of people who can think inclusively towards all forms of difference (Yusuf, Widyorini, & Tiel, *Smart Special in the Inclusive Class*, 2020).

According to Smith, inclusion comes from the English word, namely inclusion, which means something positive in an effort to unite children who have obstacles in realistic and comprehensive ways in a comprehensive educational life (Sukadari, 2019). In the Big Indonesian Dictionary (KBBI), inclusion means teaching students with special needs in regular classes. This means that inclusive education is regular education that includes children with special needs in it. Inclusive education is the concept of educational services that provide opportunities for children with special needs to attend public schools together with their peers (Indiyanto, 2013).

Minister of National Education Regulation Number 70 of 2009 (Article 1) concerning inclusive education for children with special needs and who have the potential for intelligence or special talents. Affirming that inclusive education is an education system that provides opportunities for all students who have disabilities and have extraordinary intelligence and/or talent to attend education or learning in an educational environment with students in general. (Yusuf, Widyorini, & Tiel, *Special Intelligence in Inclusion Class*, 2020)

One of the private madrasah, namely MI Muhammadiyah Kartasura Special Program located in Kartasura District, Sukoharjo Regency, has 3 special programs. The special programs are Full Day School (FDS) classes, Tahfidzul Qur'an and special Science, Math and English (SME) and Creative programs. In 2016 MI Muhammadiyah PK Kartasura on the basis of multiple intelligence officially received permission from the Ministry of Religion of the Republic of Indonesia to run an inclusive madrasa. The number of children with special needs for the academic year 2021/2022 has reached 27, with various types of children with special needs including autism, slow learners, cerebral palsy, deafness, intellectual disorders, deficit hyperactivity disorder (ADHD), LSD, and Down syndrome. As an inclusive school, MI Muhammadiyah PK Kartasura has approximately 27 special assistant teachers (GPK). Therefore, researchers are interested in conducting research at MI Muhammadiyah PK Kartasura with the title "Implementation of Inclusive Education at MI Muhammadiyah Kartasura Special Program, Kec. Kartasura Kab. Sukoharjo". The discussion on research is about (1) How to plan inclusive education programs at MI Muhammadiyah Special Program for Kartasura Kec. Kartasura Kab. Sukoharjo? (2) How is the implementation of the inclusive education program at MI Muhammadiyah Kartasura Special Program, Kec. Kartasura Kab. Sukoharjo? (3) How to evaluate the inclusion of MI Muhammadiyah Special Program for Kartasura Kec. Kartasura Kab. Sukoharjo?.

According to Emawati (2008) in (Mayasari HB & Hazmi, 2018) Assistance for children with special needs in comprehensive schools can be carried out in various models, including: regular classes (full inclusion), regular classes with clusters, regular classes with pull outs, regular with pull out clusters, custom classes with multiple integrations and full custom classes.

The components of inclusive education according to Munawir in (Yusuf, Widyorini, & Tiel, 2020) consist of students, teaching staff consisting of class teachers, subject teachers and special assistant teachers (GPK), assessment, curriculum, and class management.

Munawir Yusuf in his book (Yusuf, Salim, Sugini, Sri Rejeki, & Subkhan, 2018) explains the application of inclusive education in schools. The implementation of inclusive education is (1) New Student Admission (2) Identification and Assessment (3) Case Conference/Case Discussion (4) Learning Planning (5) Learning Implementation (6) Learning Assessment (7) Grade Promotion and Graduation.

Method

This type of research is qualitative research, as stated by Erickson (Anggita & Setiawan, 2018) that qualitative research aims to find and narratively describe the activities carried out and the consequences of the actions taken on their lives. In quantitative research, it tries to make sense of an event or event by trying to interact with people in the situation/phenomenon (Yusuf M., 2017). The data collected is in the form of words or sentences from the existing picture, not in the form of numbers (Ajat, 2018). Johnny Saldana, (2021) said that qualitative research is an umbrella for all kinds of research methods used to examine natural social life. In this study, the information obtained was analyzed qualitatively. This information can be in the form of interview transcripts, field notes, documents and/or visual media such as visual materials such as photos, videos, documents from the internet and other documents about individual or group life (Sugiyono, 2019). Collecting data in this study using techniques as observation, interviews and documentation. The data sources of this research are (1) the primary sources obtained by the researchers are the results of interviews with the head of the madrasa, waka curriculum, inclusive coordinator and special assistant teachers. (2) Secondary sources obtained by researchers are written data on the profile of MI Muhammadiyah PK Kartasura and documents related to inclusive education. Collecting data using observation, interview and documentation techniques. While checking the validity of the data is done by data triangulation method.

Result and Discussion

MI Muhammadiyah PK Kartasura on the basis of multiple intelligences in 2016 officially received permission from the Ministry of Religion of the Republic of Indonesia to run an inclusive madrasa. As a Special Program Madrasah, MI Muhammadiyah PK Kartasura has 3 excellent programs, namely Tahfidzul Quran, opening special Science, Math and English (SME) programs as well as Creative creative classes. For children with special needs more often in creative classes, although it is possible there are also tahfidz classes.

The following is the implementation of inclusive education at MI Muhammadiyah PK Kartasura:

1. Inclusive Education Program Planning

Planning for inclusive education at MI Muhammadiyah Kartasura began with the PPDB (New Student Admissions), where madrasas determined quotas for ABK (Children with Special Needs), then carried out student assessments and GPK for shadow distribution and to determine pull-in or pull-out learning models. In organizing inclusive education, MI Muhammadiyah PK Kartasura cooperates with the Faculty of Psychology, UMS. Several times, he had proposed cooperation with state tertiary institutions but had not received a good response from related parties.

2. Implementation of Inclusive Education

a. Educators and Education

Educators in the implementation of inclusive learning programs at MI Muhammadiyah PK Kartasura are organized, there are 27 GPK with 1 coordinator. GPK intensely assists children with special learning needs. Both children who are learning to pull in in class or children who are learning to pull out outside of class.

b. Inclusive Education Curriculum

The curriculum applied at MI Muhammadiyah PK Kartasura in implementing inclusive learning uses the revised 2013 curriculum which is modified with

duplicative, substitution and escalation models. With pullin, pullout, and pullin-pullout inclusive class models. In learning with children with special needs, PPI is also arranged to help learning to be directed and measurable.

c. Facilities and infrastructure

Based on observations, the facilities and infrastructure at MI Muhammadiyah PK Kartasura have an inclusive space. The name of the inclusive space is used for the learning process for children with special needs whose learning is pull out. In its distribution, it is only limited by a dividing board made of plywood and a height of approximately 1 meter.

d. Inclusive Education Evaluation

Evaluation of inclusive learning at MI Muhammadiyah PK is carried out every 3 months to monitor affective and psychomotor development and every 6 months for cognitive aspects. For the Pull-in class, all evaluation instruments follow classroom learning in general, in contrast to the pullout evaluation instrument, which is purely made by a special accompanying teacher for each child.

Conclusion

In general, the implementation of inclusive education at MI Muhammadiyah Kartasura Special Program has been going well and in accordance with the guidelines for implementing inclusive education, it just needs to improve the feasibility of facilities and infrastructure for the comfort of children in learning. This can be seen from (1) planning for inclusive education at MI Muhammadiyah Kartasura Special Program, starting from determining the quota for children with special needs, assessment, determining Special Assistant Teachers (GPK) and making Individual Learning Programs (PPI). (2) The implementation of inclusive education at MI Muhammadiyah Kartasura Special Program, uses 2 models, namely the full inclusion model in the classroom (full inclusion) and the out-of-class inclusion model (pull out) by applying the modified 2013 curriculum revision. (3) Evaluation of inclusive education at MI Muhammadiyah Kartasura Special Program, begins with a development evaluation which is carried out every 3 months and a cognitive evaluation of students is carried out every 6 months and a GPK evaluation at the end of the semester.

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