



## **CHALLENGES AND SOLUTIONS IN IMPLEMENTING INCLUSIVE EDUCATION AT UPT STATE ELEMENTARY SCHOOL 067250 MEDAN**

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### **Abstract**

This research is based on the government's policy on inclusive education, to provide adequate educational opportunities and access for children with special needs, regardless of their background and abilities. The purpose of this study is to find out how to implement inclusive education at UPT SDN 067250 Medan. The type of data collection uses a descriptive method, a data collection technique with observation and interviews. Interviews were conducted with the principal and teachers. Observations were made on the learning environment and teaching activities of teachers in the classroom. The findings of this study are that UPT SDN 067250 school has integrated students with special needs with regular classes, principals and teachers have also made efforts to create a friendly learning environment for all children and prepare them to be more independent. However, in its implementation, there are obstacles to low human resources in handling children with special needs, especially classroom teachers who still need training in the implementation of inclusive learning in designing programs, providing the right learning model, as well as the lack of availability of Special Accompanying Teachers (GPK), and inadequate learning facilities. The solution offered is to conduct periodic evaluations and determine the framework, as well as the need for cooperation between the city government and schools to create training for teachers and the school community, as well as provide adequate learning facilities.

**Keywords:** *Inclusive Education, Implementation, Elementary School*

### **A. Introduction**

Inclusive education is an educational approach that aims to provide equal access to education for all children, regardless of their background, abilities, or special needs. According to UNESCO (2005), inclusive education is a process that transforms schools and

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education systems to serve all children, including those with special needs. In Indonesia, this concept is gaining more attention along with the increasing awareness of children's rights and the importance of friendly education for all groups. Inclusive education policy in Indonesia was introduced through Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which emphasizes the importance of education for all. Furthermore, the Regulation of the Minister of Education and Culture No. 70 of 2009 concerning Inclusive Education provides a clearer framework for the implementation of inclusive education in schools. This policy aims to create an education system that is accessible to all children, including those with special needs. Data from the Ministry of Education and Culture shows that in 2020, there were more than 2,000 schools implementing inclusive education throughout Indonesia. However, this number is still far from ideal, considering the increasing number of children with special needs. In addition, not all schools have enough resources and support to implement inclusive education effectively (Ministry of Education and Culture, 2020).

Interpreting education as stated in Law No. 20 of 2003 concerning the National Education System Article 1 (1) is stated as "A conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State. Taufiq, et al. (2017.1.17) argue that the educational goals in elementary schools must focus on the goals of national education and the goals of basic education and pay attention to the stages and characteristics of student development, its suitability with the environment, and the needs of regional development, the direction of national development and pay attention to the development of science and technology and human life globally. By understanding the essence of education and educational goals as well as environmental conditions so that all children can reach education from various conditions, there are educational services that are tailored to the circumstances of students, one of which is educational services for children with disabilities which is an essential need to develop the potential of ABK optimally, including inclusive education education services, According to Wardani (2017:2.24), inclusive education is an educational service in an integrated or integrated form of providing education for ABK in the same school as normal children. Inclusive education is an education delivery system 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 an educational environment together with students in general. The purpose of inclusive education is to provide the widest possible opportunities 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 according to their needs and abilities; and to realize the implementation of education that respects diversity, and is not discriminatory for all students.

In this study, the researcher defines inclusive education as education that provides

equal rights and access to education that is not for children with special needs according to their needs with the aim of making them more independent and more contributing to the surrounding environment.

The following are the mechanisms, steps, or procedures that schools should follow when accepting and providing educational services for students with special needs:

1. Registration and Selection of New Students

At this stage, there is preliminary information through documents about the existence of disabilities

2. Initial Identification and Assessment

a. At this stage of Communication and Cooperation with people for Medical Information: Parents or guardians are asked to provide detailed information about the student's needs, including medical diagnoses, health reports, or records from health professionals.

b. Assessment by School Team:

At this stage, the school conducts an initial assessment to understand the physical, health, and educational needs of the student. Involve school counselors, special education teachers, and, if needed, health professionals such as physiotherapists or nurses.

3. The formation of the Special Education Program Team consists of teachers, special education teachers, BK, psychologists, parents, etc.

4. Designing and Executing Custom Services

a. Placement of students in the right classroom

b. ADJUSTMENT of the school's PHYSICAL environment and facilities

c. Developing IEPs/PPIs

d. Provision of adaptive advice and learning tools

e. Use of assistive technology

f. Regular teacher training

g. Socialization to the school community

h. Adaptation curriculum development (adjustment of learning outcomes, materials, methods, assessments)

i. Availability of special education teachers

j. Additional support services are Medical Services at School (Providing school nurses or medical officers to handle students' daily health needs); Therapy at School (Physiotherapy, speech therapy, or occupational therapy provided as needed; Counseling Services (Provides emotional support to help students overcome psychological challenges related to their physical or health barriers.

k. Support system (resource room, resource center).

l. Special funding to support inclusive education.

m. Cooperation and collaboration (government, business, NGOs, experts, parents)

5. Periodic monitoring and evaluation of the progress of inclusive education services and their results.
6. Emergency Management Emergency Protocols: Schools develop emergency plans to deal with critical situations related to students' health conditions and Staff Training i.e. Staff are trained to respond to medical situations such as seizures, asthma attacks, or other urgent needs.

In inclusive education, we always strive to ensure that every student identified as having special needs must receive an equal education and support their development in a way that suits their needs in an inclusive environment. In order to support efforts that students with special needs to get equal education, the existence of an IEP (*Individualized Education Program*) in the context of inclusive education is a planning document that is made specifically to meet the educational needs of a student with a disability. The following are the stages or procedures for compiling an IEP (*Individualized Education Program*)

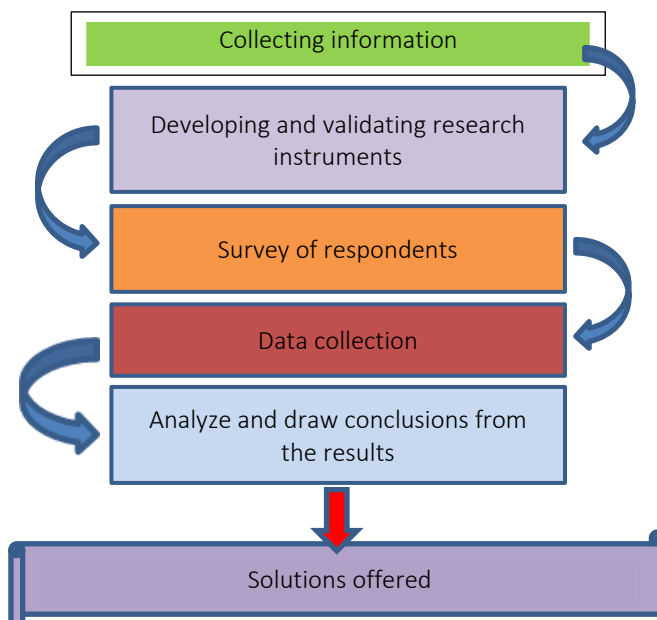
1. The formation of the team, which consists of:
  - a. Classroom teacher
  - b. Teacher of the field of study
  - c. GPK
  - d. Parents
  - e. Experts (psychologists, therapists, doctors, etc.)
2. Assessment: collect data on the student's condition.
  - a. Methods/Techniques: observation, interviews, tests, document analysis.
  - b. Data sources: students themselves, parents, documents of assessment results, people who have information about children (psychologists, doctors, therapists, helpers).
  - c. Instruments: items of questions/questions, interview guidelines, observation sheets containing items to be observed.
3. Description of the child's current abilities: describe what the student's current abilities and limitations are. For example:
  - a. Ability: the child is able to read well.
  - b. Limitations: children cannot make eye contact when interacting.
4. Learning needs analysis: what does a child need to learn? What do children need to learn? What abilities are needed by children?
  - a. Children need to develop reading skills
  - b. Children need to have the ability to make eye contact during interaction.
5. Priority Setting: what are the most important skills that students take first to learn or master
6. Drafting an IEP document: Drafting an IEP written document. Among them are the following components:
  - a. Student identity
  - b. Description of the child's current abilities
  - c. Long-Term Goals: what are the targeted capabilities within 6 months or 1 year.

- d. Short-term goals.
  - e. Material
  - f. The learning process includes:
    - 1) Learning experience/method
    - 2) Time allocation
    - 3) Media
    - 4) Steps/sequence of activities
  - g. Valuation
7. Implementing the IEP program
8. Reflection and action.

## B. Method

This Research Method This research is a type of qualitative research with descriptive analysis, this qualitative method arises because of a paradigm change in looking at a reality or phenomenon and tends to be associated with subjective traits that produce understanding from various perspectives. Data collection techniques with observation and interviews. Interviews were conducted with the principal and teachers. Observations were made on the learning environment and teaching activities of teachers in the classroom. The data of this study is the primary data of the respondents who are the samples. The population in this study is all students in inclusive schools, namely UPT SDN 067250 Medan.

### Research Process and Flow



## Data Analysis

This study uses the Miles and Huberman data analysis model, namely *reduction*, *data display*, and *conclusion drawing/verification*. Data analysis is carried out during data collection and after the completion of data collection in a certain period. Interview: At the time of the interview, the researcher has analyzed the answers interviewed, If the answers are not satisfactory, the researcher will continue the question until a certain stage of obtaining data that is considered credible.

## C. Finding and Discussion

Inclusive education has been implemented at UPT State Elementary School 067250 Medan, The application of this inclusive education aims to provide equal and equal opportunities for children who are identified as experiencing special needs, so that every child with different backgrounds, different intelligence and physical abilities gets educational services equivalent to children in other regular schools. In the implementation of inclusive education, there are many factors that support and hinder it, the following are the results and discussions of the research on the implementation of inclusive education at UPT Elementary School 067250 Medan

### 1. Finding

From the results of the study, there are findings that the implementation of inclusive education in UPT State Elementary School 067250 Medan is relatively good. There are still factors that are the causes of inhibitions, starting from the competence of teachers in the inclusive field, especially in handling ABK children, the availability of special accompanying teachers (GPK), individual programs, learning facilities for ABK children to the learning environment and community culture.

In its implementation, UPT Elementary School 067250 has implemented inclusive education well, but the competence of teachers is considered to still need to be improved in handling children with special needs, and the fact that there are no special accompanying teachers in the school to support good cooperation in understanding psychology and needs. children, it is necessary to re-hold the special assistant teacher (GPK) that used to exist based on information from the school principal. With the existence of GPK, it is hoped that regular teachers can discuss in handling children with disabilities according to their needs, how to handle them to suit their needs and assessments. In addition, in terms of learning facilities are still inadequate, parental involvement is also considered not to be fully accompanied by programs designed for children with special needs.

### 2. Discussion

Based on the findings in the field from the results of the research, there is a need for evaluation and follow-up as an effort to improve the quality of the implementation

of inclusive education at UPT SD Negeri 067250 Medan. The development of services for children with special needs, both in Indonesia and abroad, has almost the same pattern, namely being ignored, pitied, given adequate services or attention, the level of attention is also very different and the actions taken by schools for children with special needs abroad are much more advanced and have humanized them (Hermanto, 2011).

In the Implementation of Inclusive Education, the researcher suggests the importance of schools to continue to evaluate inclusive practices and their improvement. In realizing this effort, one of them is that schools can try designed tools such as Index For Inclusion. *Index for Inclusion* was developed by Tony Booth and Mel Ainscow. It is a tool designed to help schools to evaluate and improve inclusivity practices in education. *The Index for Inclusion* focuses on three main dimensions, each of which has specific components and indicators:

1. **Creating Inclusive Cultures**

where inclusive cultures create a friendly, supportive, and collaborative atmosphere for all members of the school community. Components and Indicators: a) Building a Community: 1); All students, staff, and parents feel valued Relationships between individuals reflect respect and cooperation.; 2) Cultural differences, backgrounds, or abilities are celebrated as assets; 3) Conflicts are managed constructively. b) Establishing Inclusive Values: 1). Inclusivity is made a core value in all school policies and practices; 2) Policies reflect equality and justice; 3) There is no discrimination against students based on disability, ethnicity, gender, or other background; 4) Commitment to the learning of all students, without exception.

2. **Producing Inclusive Policies.**

Inclusive policies integrate inclusive values into school structures and rules. Components and Indicators: a. Developing a School for All: 1) All students are accepted unconditionally, including students with special needs There is no exclusion policy for specific groups of students; 2) Schools have mechanisms to support students with diverse needs. b) Organising Support for Diversity: 1) Support for students with special needs is provided in regular classrooms, not in separate rooms; 2) Teachers and staff are supported with training to understand and address the diverse needs of students; 3) Additional services, such as therapists or counselors, are integrated into the school system.

3. **Evolving Inclusive Practices**

i.e. Inclusive practices ensure that daily activities in schools reflect the values and policies of inclusivity. Components and Indicators:

- a) Organising Learning: 1) Flexible teaching methods are applied to meet the needs of all students; 2) The curriculum is designed to be relevant and

accessible to all students; 3) Evaluation and assessment are adjusted to reflect the diversity of students.

- b) Supporting All Learners: 1) All students are encouraged to actively participate in learning; 2) Additional support is provided without stigmatizing the students who receive such support; 3) The relationship between students reflects mutual respect and cooperation; 4) Extracurricular school activities are open to all students.

#### **D. Conclusion**

The result of this study is regarding the implementation of the inclusive school program at UPT SD Negeri 067250 Medan Marelan it is concluded that it has carried out inductive education quite well, but in service to ABK children it is necessary to re-hold special accompanying teachers (GPK) so that regular teachers can discuss in handling ABK children according to their needs, for the facilities and infrastructure of the school to further increase cooperation with the city government to Holding Teacher Teaching Competency Training in Handling Children with Special Needs, Creating a Child-Friendly Environment and According to Their Needs, as well as the Need for the Procurement of Media and Learning Aids for ABK Children to the relevant agencies, with adequate facilities and infrastructure, it will improve the quality of the implementation of inclusive education, the curriculum and assessments used have upheld the rights of ABK children by paying attention to the needs and development of students so that the process learning runs more optimally in accordance with the expectations and goals of national education.

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