

## Problems In Implementing Inclusive Education at SDN Klampok 01, Brebes District

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### Abstract

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The purpose of implementing inclusive education in Indonesia is to provide educational facilities and services for children with special needs (ABK). Throughout Indonesia, inclusive education has been introduced in elementary schools. However, it has been shown that the implementation of inclusive education in Indonesia is related to a number of issues. The purpose of this study was to look at the various challenges faced by schools at SDN Klampok 01, Brebes District, Brebes Regency, and how inclusive education can be implemented. Data collection methods used in this study include observation and data analysis. Data from qualitative research then went through the process of data reduction, data presentation, and identification of conclusions. Based on the research findings, there are several issues in the implementation of inclusive education, including issues related to teachers, students, learning processes, school administration, lesson plans, facilities and infrastructure, and collaboration. The main problems found were the absence of special teachers to help ABK achieve their learning goals, the lack of facilities and infrastructure to support the goals and learning processes of ABK, the absence of resources that provide special services for ABK, and the existence of different types of ABK.

**Keywords:** Education, inclusion, ABK.

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## INTRODUCTION

In order for humans to survive, education is very important. Humans can develop and progress with education. Article 31 paragraph 1 of the 1945 Constitution states that every citizen, including those with special needs (ABK), has the right to receive education. In addition, this is also in line with the National Education System Law No. 20 of 2003 which outlines the goals and objectives of education, including the inclusive education system for ABK. This law is the basis for a number of policies related to education. One of them is government regulation number 19 of 2005, which lists eight components that form national education standards. In order to guarantee the quality of education, this policy includes a universal general education system. According to the regulation of the Minister of National Education number 70 of 2009, the definition of inclusive education is an education system that provides opportunities for all students with special needs, as well as those who have special intelligence or talent, to learn together with other students in one class together.



The implementation of inclusive education aims to provide the widest possible access for students with special needs, as well as to create an education system that respects diversity and is non-discriminatory. This includes students with physical, emotional, mental, social disabilities or those with special potential, so that they can obtain quality education according to their respective abilities and needs.

Inclusive education in Indonesia is very beneficial and is fully supported by the government. However, the implementation of inclusive education still faces various significant challenges, both in terms of policy, human resources and infrastructure. One of the main problems is the low awareness and understanding of the community and educators regarding the concept and importance of inclusive education. This often results in discrimination against students with special needs. In addition, the lack of adequate facilities and the limited number of competent educators in handling students with special needs are the main obstacles in the implementation of inclusive education. Many schools do not yet have physical accessibility or appropriate learning aids.

According to Sunardi (in Septy, 2020), inclusive education is a form of learning service in schools (SLB) that provides opportunities for all students, including students with special needs, to educational resources without discrimination, children with mild, moderate to severe special educational needs are placed in regular classes. In addition, additional educational services and programs tailored to the needs of children with special needs are provided within the framework of inclusive education. The same educational services and programs are provided for children with special needs as for other normal children. According to the results of a study conducted by Nia and

Adinda entitled *Problems of Inclusive Education Development* (2022), it shows that there are problems in the implementation of inclusive education which include topics such as students, curriculum, teachers, learning processes, school management, facilities and infrastructure and cooperation between schools, government and parents. The purpose of the study was to describe various aspects of the problems in the implementation of inclusive education at SDN Klampok 01.

## **RESEARCH METHOD**

This study uses a qualitative approach with a case study method. Based on the opinion of Bodgan and Taylor (in Wishti, and Rusmawan, 2023). Qualitative research aims to produce descriptive data by describing conditions in the form of a series of words and language, both verbally and in writing. Qualitative research has a descriptive analytical nature, where the data obtained includes the results of observations, interviews, taking pictures, document analysis, and field notes that are compiled directly at the research location without being converted into numbers. Data analysis is immediately carried out by researchers by enriching, looking for relationships, making comparisons, and finding patterns based on original data without transformation into information in numerical form.

The result of data analysis is a presentation of the situation being studied in the form of a narrative description. Data presentation generally aims to answer questions about why and how a phenomenon occurs. Therefore, researchers are required to understand and master the field of science they are studying in order to

provide explanations regarding the concepts and meanings contained in the data. Creswell (2014:135) states that a case study is a qualitative study that explores real life in a limited time and case. Case studies are basically a research approach that intensively examines a particular individual or group that is considered to be handling a case.

In this study, researchers explore the meaning of the case and identify various variables that may be the cause from various perspectives. One of the advantages of case studies compared to other methods is the ability to study the subject in depth and comprehensively. However, its weakness lies in its subjective nature, where the information obtained is only relevant to the individual or group being studied and cannot always be applied to similar cases in other individuals. In other words, the generalization of case study findings is very limited. Case studies are not designed to test hypotheses, but can actually generate new hypotheses that can be tested through further research. In addition, various theories, concepts, and principles can emerge as a result of case study findings. This research was carried out by collecting data from various sources of information, presenting case descriptions, and identifying themes that are relevant to the case.

The researcher chose the case study method because it aims to obtain in-depth information related to various aspects of the problems in the implementation of inclusive education at SDN Klampok 01. Data collection techniques in this study were carried out through observation and interview methods. The researcher conducted direct observation in observing the school conditions and interactions that occurred at SDN Klampok 01. During the observation, the researcher was also present in the class to directly observe student behavior. In this study, the researcher also conducted structured interviews with informants.

Interviews were used as a method to collect various information by asking questions. Interviews were conducted with physical education teachers who teach at all grade levels, who of course have faced various inclusive children in their learning process at each grade level.

## **RESULTS AND DISCUSSION**

According to the results of observations made by researchers, the problems in implementing inclusive education in elementary schools have 7 components, namely teachers, students, school management, curriculum, learning process, facilities and infrastructure, and cooperation between parents, government and schools.

### **1. Teachers**

Teachers are the key to the success of implementing inclusive education. They not only provide teaching materials, but also act as facilitators, motivators and guides for each student. Some teachers in elementary schools still do not deeply understand the concept and objectives of inclusive education. They often assume that inclusive education is only limited to accepting children with special needs in regular schools without providing the necessary adjustments. This lack of understanding can have an impact on the implementation of less effective teaching strategies. Teachers in inclusive schools must also be provided with special training to handle students with special needs. This special training is related to differentiation learning strategies, heterogeneous class management, and how to

handle various types of special needs. This can make teachers more confident in carrying out their roles in inclusive classes. Toharudin (2021) teachers who have adequate attitudes, knowledge and skills in areas relevant to development and competence are expected to be able to support and participate in the learning process.

In the implementation of inclusive education, there is a problem at SDN Klampok 01, namely the absence of special mentor teachers to help students with special needs achieve learning goals. Special mentor teachers (GPK) are an important part of the implementation of inclusive education. With the unavailability of GPK in inclusive schools, as a result, class teachers often need to handle special needs without professional support, which can increase the workload of teachers and the quality of learning for special needs will decrease, due to the lack of fulfillment of the needs of special needs students.

In a relevant study by Agustin (2019), it is explained that there are problems in the implementation of inclusive education, namely:

- a. Limited number of special mentor teachers compared to the number of special needs.
- b. Low competence of special mentor teachers in handling special needs, including obstacles in the learning process, minimal understanding of teachers regarding the characteristics of special needs, and educational backgrounds of teachers that do not meet the criteria required for a special mentor teacher.
- c. Increasing administrative burden for teachers, including the implementation of periodic assessments and various forms of evaluations that are tailored to ABK.

## 2. Students

Inclusive elementary schools face challenges in handling students with very diverse needs. Children with special needs have unique characteristics and educational needs, such as physical, sensory, intellectual, and social emotional needs. Students with special needs often face stigma from classmates and the community. In inclusive classes, regular students play an important role in creating a supportive environment. However, a lack of understanding of how to interact with friends with special needs is often an obstacle. This can affect the self-confidence and motivation of students with special needs in learning. In addition, there are still many other students who are not used to interacting with children with special needs, which sometimes gives rise to an attitude of exclusivity. This unpreparedness can hinder the integration process in the classroom. In the learning process at SDN Klampok 01, ABK often find it difficult to follow the learning and find it difficult to adapt in the classroom. This is due to differences in academic ability with other normal students, so adjustments are needed.

In organizing education, students are the main focus. Teachers need to understand and treat students as a whole, both in terms of academics, socially and emotionally. According to Agustin (2019), obstacles in implementing inclusive education in elementary schools in the student component have problems including:

- a. ABK in different problems in one class will require different handling by the teacher. This condition can have an impact on the student learning process, because teachers will have difficulty determining methods, strategies and learning media.
- b. Lack of empathy for regular students for the limitations of ABK.
- c. The attitude of ABK who do not understand the rules, so that it can interfere with teaching and learning.

### 3. Learning Process

In the learning system at SDN Klampok 01 in organizing inclusive education, namely by combining regular students in one class. In the learning process, the team teaching model has not been used, where two teachers work together in one class to deliver lesson material. This makes it difficult for ABK to follow the lesson

## CONCLUSION

Referring to the results of the study, it can be concluded that the problems in the implementation of inclusive education at SDN Klampok 01 are related to several components such as teachers, students, the learning process, limited facilities and infrastructure that are not sufficient to support the education process for students with special needs, as well as cooperation between the government and parents of students. The problems that arise are also due to the absence of special guidance teachers to help children with special needs achieve learning goals.

Teachers are the main component in the implementation of inclusive education. Therefore, the government and related institutions need to commit to improving teacher competence in serving children with special needs (ABK), so that the learning process can run effectively. The development of supporting learning media and teaching aids that are adjusted to the needs of ABK, adjusting the curriculum for ABK students, and fulfilling facilities and infrastructure are things that need to be focused on to facilitate ABK students in their learning process. This is also supported by the ability of school institutions to collaborate with the relevant government to provide adequate facilities, so that the best service for ABK students can be realized.

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