



ANALYSIS OF THE IMPLEMENTATION OF INCLUSIVE LEARNING IN PREVENTING DISCRIMINATION IN CHILDREN WITH SPECIAL NEEDS

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Abstract

Inclusive education is a concept that upholds equality and justice for all children, including children with special needs, especially in terms of providing adequate access to education. Implementing inclusive education is a solution to facilitate children with special needs without discrimination. The method applied uses data sources obtained from the internet in the form of literature reviews. In this system, children are taught about mutual respect and understanding differences. There are several strong legal foundations for implementing inclusive education, such as Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 72 of 1991 concerning Special Education. Inclusive education can be implemented from an early age to enable children with special needs to develop their potential. Inclusive education is considered a bridge in overcoming acts of discrimination both in the school environment and society. Inclusive education is a progressive step in providing equal rights for children with special needs with other normal children according to their abilities or potential.

Keywords : Children with Special Needs, Discrimination, Inclusive Education

Introduction

Each child has different characters and strengths from one another. Children with special needs are one example of existing differences. These differences must of course be well appreciated by everyone around the child. For example, the application of appreciation that can be carried out is acceptance of people around them and proper education just like other children. Children with special needs are given the same opportunities and opportunities to receive education as other normal students. Children with special needs have the same rights as other children in terms of obtaining quality education. As regulated in article 5 of the law, (paragraph 1) every citizen has the same right to obtain quality education; (paragraph 2) citizens who have physical, mental, emotional and/or social disabilities have the right to receive special education; (paragraph 3) citizens who have special intelligence and talent potential have the right to receive special education (Angreni & Sari, 2022). The Directorate of Primary Schools of the Republic of Indonesia, quoted from the website of the Indonesian Ministry of Education, Culture, Research and Technology, stated that the education model that can be applied for children with special needs is inclusive education (Angreni & Sari, 2022). Inclusive education is a regular school that accepts students with special needs. Through inclusive education, acts of discrimination against children with special needs can be minimized because they also have the same rights as other normal students. Both the right to obtain learning materials, facilities, learning atmosphere in class and many others. However, the learning process must also be adjusted because not all children with special needs are able to study with other normal students. Around 20 years ago, there began to be a plan for "Education for All" in which there was a draft concept of inclusive education as a response to the increasing number of children with special needs at the elementary school level. According to data from UNESCO, in 2011 there were 35 million children with *autism* in the world. It is assumed that in Indonesia, with a prevalence of *autism* of 1.68 per 1000 for children under 15 years, where the number of children aged 5 to

15 years is 44,102,441 in 2022 (Khoirul et al., 2022) , there will be around 74,000 children with autism or children with disabilities. especially mentally. Of course, the number of children with special needs will continue to double every year. Currently, schools that specifically accept children with special needs are still difficult to find even though there are quite a lot of Special Schools (SLB) that accept children with special physical needs. This makes ordinary schools with special programs to accept children with special mental needs. The positive thing is that these children can attend regular classes, but they also have to take part in special programs according to their individual needs and capacities. The curriculum also follows the normal curriculum, only the teaching materials provided are simplified. In an effort to find out how important it is to implement inclusive education for children with special needs to overcome acts of discrimination, the author formulates the problem that occurs from the background explanation, namely (1). It is difficult to find special schools that accept children with special needs that accept children with special mental needs, (2). Many people are less able to understand how to respond to children with special needs around them, (3). Many children with special needs find it difficult to obtain their right to education. Thus, the problem formulation taken is (1). What educational alternatives can be taken to facilitate children with special needs, (2). What is the impact of inclusive education for children with special needs to reduce acts of discrimination? Based on the problem formulation described above, the aim of this writing is to determine the implementation of inclusive education as an effort to prevent discrimination against children with special needs so that children can be encouraged not to feel different and participate in the community, nation and state.

Research Methodology

This research will adopt a systematic literature review method, where the method applied uses data sources obtained from the internet in the form of literature reviews in (1). Local and national journals, (2). Books, (3). Technical description, and (4). Relevant laws and regulations. The data sources used were 10 articles that had been published to obtain results in accordance with the predetermined themes. The Systematic Literature Review method is to identify, evaluate, and synthesize results or findings from the literature that has been mentioned regarding inclusive learning to reduce acts of discrimination against children with special needs (Tanjung et al., 2024). A literature search was carried out through several databases, articles and various information that had been published on Google and Google Scholar with the keywords "inclusive education", "Children with Special Needs", and "Prevention of Discrimination in Children with Special Needs". This approach makes it possible to identify the implementation of inclusive education towards preventing acts of discrimination against children with special needs in depth and obtain comprehensive conclusions.

Result & Discussion

Based on the results of searches on the internet and obtaining appropriate data sources, identification, evaluation and synthesis of the results are carried out so that conclusions are drawn in table 1.

Table 1. Literature Review

Writer	Title	Research methods	Findings
(Rahayu, 2015)	Fulfilling the Rights of Children with Special Needs in Early Childhood Through Inclusive Education	Description	Early childhood education for children with special needs needs to be prepared so that they have equal rights in receiving educational services. Existing education should be able to accommodate the existence of children with special needs so that discrimination can be avoided.
(Yunita et al., 2019)	Management of Inclusive Education in the Learning Process and Teachers' Handling of Children with Special Needs	Descriptive Qualitative	The inclusive education program is a school program that can be implemented to avoid discrimination among students in education. Management of inclusive education in the learning process and teachers' handling of children with special needs must be implemented by carrying out management functions related to planning, organizing, mobilizing, coordinating, directing and supervising so that students get the right in education to improve students' character

			values, one of which is tolerance.
(Wijayanti et al., 2017)	Implementation of Inclusive Education for Children with Special Needs (ABK) within the Scope of Inclusive Schools	Qualitative Descriptive	Inclusive education is different in each region depending on the conditions and situation of the region, but there are indicators that good inclusive education is taking place, including teachers, where there is still a lack of special assistant educators to accompany children with special needs and there is no curriculum standard that is adapted to conditions. child.
(Asiyah, 2018)	The Impact of Inclusive School Learning Patterns on Children with Special Needs	Qualitative and Field Research (<i>field research</i>)	The learning pattern applied is an adaptive pattern that adapts to the student's condition so that it has a positive impact on the child which is strengthened by the development of children with special needs from time to time which is increasingly improving in terms of academic, cognitive social, affective and psychomotor as stated in the Individual Learning Program (PPI) for each student.
(Murniarti & Anastasia, 2016)	Inclusive Education at the Primary School Level: Concept, Implementation and Strategy	Descriptive	The concept of inclusive education can be used as a bridge to realize education for all , without anyone being left behind by the services of the education system. However, differences in abilities and conditions of students should not be seen as a burden but instead used as a challenge that can be used as an advantage for teachers. , students with special needs and without special needs.
(Firdaus. E, 2008)	Inclusive Education and Its Implementation in Indonesia	Qualitative Descriptive	Inclusive education is an education for people with disabilities where they have the same rights as others to live a decent life with education that can facilitate their lives. For Indonesia, education is a special concern for the people who demand justice and equality, but some people have not yet given a serious response due to a lack of socialization.
(Aisyah & Amalia, 2022)	Fulfillment of the Rights of Children with Special Needs	Field Research (<i>field research</i>)	In general, the rights of children with special needs have been fulfilled, such as the right to receive treatment according to their talents, interests, abilities and disorders, the right to receive religious education according to their beliefs, learning facilities and educational programs and other assistance in accordance with their disabilities.
(Haryono, 2013)	Evaluation Study of Inclusive Education Programs for Children with Special Needs in Pontianak Regency Elementary Schools	Qualitative and Evaluation of the CIPP Model (<i>Contexts, Input, Process, Product</i>)	The context component shows that the legal basis for implementing inclusive education has not been clearly and firmly stated and found in the Education System Law in Indonesia. The input component shows that the number of children with special needs who attend school is quite large compared to the total student population. The process component shows the management aspect quite well. The product components show that the academic aspect is considered quite good.

(Angreni & Sari, 2022)	Analysis of Learning for Children with Special Needs in Padang City Inclusive Elementary Schools	Qualitative Descriptive	The services provided to children with special needs are no different from other students, but there are resource classes that are used to teach material that is not yet understood in regular classes. The curriculum used by teachers also meets standards with a presentation of 87%.
(Hidayati. R.W, 2021)	Inclusive Education as a Solution in Education Services for Children with Special Needs	Descriptive Qualitative	Inclusive education is a solution in providing general education to children with special needs. Children with special needs are also able to complete all the activities provided by school even with different times and difficulties.

Source: *Literature Review* by the Author

Educational alternatives that can be taken to facilitate children with special needs

Education is very important for all groups without exception, through education children can achieve social prosperity. This also applies to children with special needs who have special features and are of course different from other children. According to Nuraeni (2016) education services are designed to respect equal rights in society, namely to receive education without distinction of race, ethnicity, gender, age, culture, language, or physical condition or disability. Education is a conscious and planned effort to create a learning atmosphere and teaching and learning process so that students or learners can actively develop their potential to have self-control, intelligence, character, religion and self-skills. In Law Number 20 of 2003 concerning the national education system article 1 paragraph 4 states that, "Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out by providing educational stimulation to help physical growth and development. and spiritually so that children are ready to enter further education." This means that all children aged 0-6 years have the right to receive education which also includes children with special needs. Law Number 23 of 2003 concerning child protection also states that (Rahayu, 2015) : (1) Every child has the right to receive education and teaching in the context of personal development and level of intelligence in accordance with his or her interests and talents (2) Every child has the right to live, grow, develop and participate appropriately in accordance with human dignity and to receive protection from violence and discrimination. This certainly confirms that all children, including children with special needs, have the right to receive education without discrimination. More specifically, discussing the rights of children with special needs is regulated in the Government Regulation of the Republic of Indonesia Number 72 of 1991 concerning Special Education (Aisyah & Amalia, 2022) :

1. Receive treatment according to their talents, interests, abilities and disorders.
2. Obtain religious education with all those who adhere to it
3. Participate in the relevant educational program on the basis of continuing education, either for skill development or recognition at a standardized educational level
4. Obtain assistance with study facilities, scholarships, or other assistance according to the disorder suffered
5. Move to a school that is at the same level or higher level according to your abilities, the disorder you are suffering from or the requirements of the school you are interested in
6. Obtain an assessment of learning outcomes
7. Complete the educational program earlier than the specified time
8. Receive special treatment according to the disorder suffered.

Based on the explanation above, of course the education in question is inclusive education, namely regular schools that accept children with special needs with special treatment. The general target of inclusive education is all students in regular schools, including children with special needs and normal children. According to article 1 of Minister of National Education Regulation Number 70 of 2009, it is stated that 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 take part in teaching in an educational environment together with students in general. The aim of implementing inclusive education itself is to provide the widest possible opportunities to all students who have physical, mental, emotional and social disabilities and/or have the potential for intelligence or special talents to obtain education according to their needs. Another aim is to realize the provision of education that is respect diversity and overcome acts of discrimination for all students. In Indonesia itself, inclusive education has

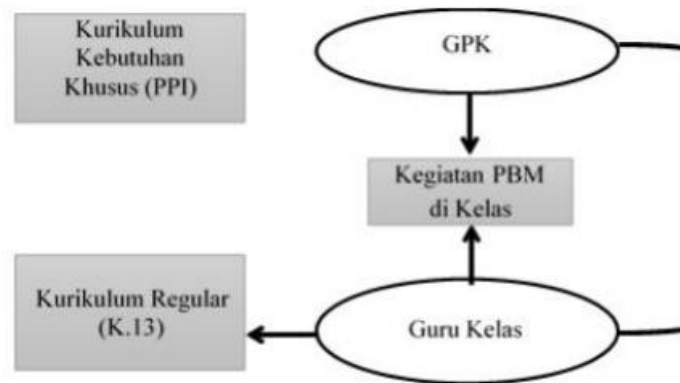
been widely implemented to support children with special needs, which increases every year. Apart from the government, of course full support is needed from parents, the community and educational staff to be able to facilitate services for children with special needs.

The effect of inclusive education for children with special needs to reduce acts of discrimination

Menrurt Yusuf (2014) stated that the foundation for the implementation of inclusive education in Indonesia is the Pancasila philosophy, namely "Bhinneka Tunggal Ika", namely the symbol and symbol that Indonesia is a multicultural, multiethnic, multilingual country, customs, religions and beliefs as a wealth that must be maintained and guarded. and developed within the framework of the Republic of Indonesia. This indicates that to maintain unity we must respect every difference that exists, including children with special needs who have differences from other normal children. According to Delphine (2016), in Indonesia, children with special needs who have developmental disorders are eye damage (blind), deaf, speech impaired, mentally retarded, quadriplegic, hearing impaired, autistic children, hyperactive (*attention deficit disorder with hyperactive*), children with difficulties. learning (*learning disability* or *specific learning disability*), funds for children with multiple developmental disabilities (*multihandicapped and developmentally disabled children*). Children with special needs must of course have the same educational services as other normal children but still be adjusted so that the child is able to follow the learning that is applied. One of the international agreements that encourages the realization of an inclusive education system is *the Convention on the Rights of Persons with Disabilities and Optional Protocol* which was ratified in March 2007, in which, especially article 24, states that every country is obliged to implement inclusive education at every level of education with the aim of encouraging full participation of children with special needs in community life. UNESCO also promotes *Education For All* (EFA) as a result of the global agreement of *the World Education Forum*. In line with the articles in the law, it is necessary to know how to properly implement inclusive education. The implementation of inclusive education can be carried out from an early age, so that in the future it can help children with special needs enter a higher level of education. Inclusive education must of course have good facilities and infrastructure such as expert teaching staff, *shadow teachers*, adequate learning facilities, good planning and a high level of liberalism in implementing inclusive education. The implementation of an inclusive learning process helps children with special needs to create opportunities for children with special needs to develop themselves and live in a community like other children.

The existence of inclusive schools is very necessary for children with special needs, because not all children are suitable for Special Schools (SLB). SLB itself is more focused on people with severe disabilities, while inclusive schools are intended for people with mild to moderate disabilities so that they can be integrated with normal children. This unification is intended not only to fulfill the right to learn but also to teach to respect and understand one another. According to (Murniarti & Anastasia, 2016) there are several reasons related to the importance of implementing inclusive education, namely as follows:

1. Not all children with special needs are suitable or have to study in special schools because if the child has a disability that is not too severe or has sufficient or good intelligence potential, then the situation and demands that exist in SLB will not meet the child's needs
2. Children with special needs still need regular classes to learn to generalize the skills they have acquired in real terms and to be able to learn certain skills
3. Judging from the number of existing schools, there are fewer special special schools than regular schools.
4. Collaboration is needed between regular teachers and extraordinary accompanying teachers because regular teachers have more control over the material to be taught while accompanying teachers have more in-depth knowledge of the procedures for applying discipline or the treatment that must be given.



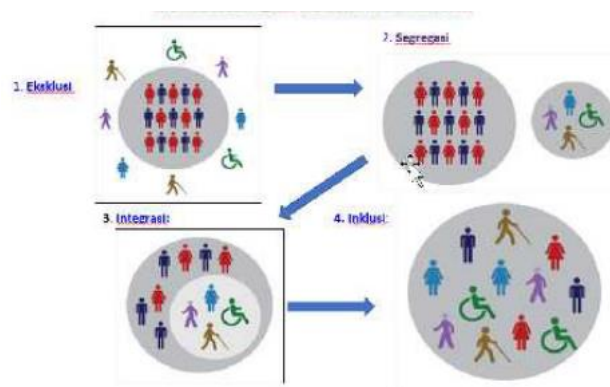
Picture 1. Curriculum System

Picture 1 (Amatullah, 2022) shows the curriculum model that must be adapted, namely the regular curriculum which has been simplified to become a special needs curriculum to accommodate the needs of students with special needs. Adaptation of inclusive learning is implemented as a policy in the practice of implementing learning by teachers, whether teaching teachers or special assistant teachers. Curriculum adjustments that may be implemented are as follows (Murniarti & Anastasia, 2016) :

1. Duplicate Curriculum, namely an educational unit level curriculum model that is in accordance with national standards. Can be applied to children with special needs who do not have cognitive barriers.
2. Modified Curriculum, which is divided into:
 - a. Addition of material (addition)
 - b. Replaced some materials
 - c. Simplifying material (simplification)
 - d. Eliminating some or all of the difficult parts of the curriculum in general.

According to (Rahayu, 2015) there are several principles related to the implementation of inclusive education, namely:

1. Humanism, which prioritizes human values that place each student as a human being who is a natural being according to their respective potential
2. In liberalism, every student is recognized for their existence with all their individual conditions and potential (perfection). They are not worthy of being compared to normal children.
3. Pluralism and Non-discrimination, that every individual is different from one another. Inclusive education views existing differences as a wealth so that the learning process is carried out together without discrimination.
4. Democratic, that every student is placed in the same position in becoming an active actor and participating in the Joint Decision-making process
5. Respect human rights, facilitate everything that is the right of each student without distinction.



Picture 2. Development of the education system

Conclusion

Inclusive education is a concept that upholds equality and justice for all children, including children with special needs, especially in terms of providing adequate access to education. Implementing inclusive education is a solution to facilitate children with special needs without discrimination. In this system children are taught about mutual respect and understanding differences. The implementation of inclusive education itself has been regulated in various laws, including the National Education System Law and Minister of National Education Regulation Number 70 of 2009. In implementing inclusive education, of course, there are also several problems or challenges such as a lack of special teaching staff, a curriculum that has not been fully implemented, inadequate school facilities. By implementing good and effective inclusive schools, we can prevent discriminatory acts against children with special needs and can encourage the creation of a society that is fairer, more inclusive and respects existing diversity.

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