

Program Pembelajaran di Sekolah Inklusi

Riva Ady Saputra¹, Muhammad Syaroful Anam²

^{1,2}UIN Prof. K.H. Saifuddin Zuhri Purwokerto

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v24i.1662](https://doi.org/10.30595/pssh.v24i.1662)

Submitted:

June 14, 2025

Accepted:

July 06, 2025

Published:

July 23, 2025

Keywords:

Education, Inclusion,
Students, Human Resources,
Schools

ABSTRACT

Education is a basic right of every Indonesian citizen, including those with special needs. As in Law Number 20 of 2003 in Article 5 Paragraph 1, that every citizen has the same right to obtain quality education. This is reinforced by the National Regulation as the basis for the implementation of inclusive education, namely Article 31 of the 1945 Constitution concerning the right to receive education for all. Indonesian people without exception. Law No. 20 of 2003 concerning the National Education System, Law No. 23 of 2002 concerning Child Protection. Government Regulation No. 13 of 2020 concerning appropriate accommodation for Students with Disabilities. PP No. 13 of 2020 article 5 states that providing accommodation is one form of preparation for education and education personnel. The provisions of the Government of the Ministry of Education and Culture in article 6 of the Minister of Education and Culture No. 70 of 2009 state that inclusive education must be implemented by every region in Indonesia. The article states: 1) the district or city government claims that inclusive education is implemented with the needs of students, 2) the district or city government claims that inclusive education resources are available inclusive education in inclusive education, 3) the city government and provincial government provide assistance for the continuity of educational resources.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Riva Ady Saputra

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Purwokerto Utara, Banyumas Jawa Tengah 53126

Email: rivaady.s01@gmail.com

1. INTRODUCTION

Education is a basic human right for every child, regardless of their background, physical or mental condition. However, in reality, many children with special needs still have difficulty accessing proper and equal education. This is where the role of inclusive schools becomes crucial. Inclusive schools are educational institutions that embrace the diversity of students, including those with disabilities or other special educational needs, in a shared learning environment. This concept is based on the philosophy that every child has unique potential that can develop optimally when given equal opportunities and appropriate support. Inclusive schools are a form of equality and a form of realization of education without discrimination where children with special needs and children in general can receive the same education. Inclusive education is a form of special education service that requires that all children with special needs can receive equal education in regular classes with their peers.

The implementation of inclusive schools for children with special needs should create a pleasant, friendly environment and can foster self-confidence in students with special needs to receive proper education according

to their rights. The segregated education model, which separates students with special needs into special schools or classes, often creates stigma and limits their social interactions. As a result, they may face greater challenges in adapting to society later on. In contrast, inclusive education creates a diversity-rich environment where students with and without special needs can learn together, interact, and appreciate each other's differences. This not only benefits students with special needs in developing social and academic skills, but also regular students in developing empathy, tolerance, and an understanding of human diversity. An inclusive school education program is not simply about putting students together in one room. It involves adapting the curriculum, teaching methods, and assessments to accommodate each student's individual learning style and needs.

Teachers in inclusive schools are provided with special training to identify student needs, design differentiated learning strategies, and provide personalized support. This may mean providing teaching materials in different formats, using special learning aids, or providing extra time to complete assignments. Implementing an inclusive education program is not without its challenges. Limited resources, lack of adequate teacher training, and societal stigma against disabilities are often barriers. However, with a strong commitment from the government, schools, parents, and the community, these challenges can be overcome. Investing in inclusive education is a long-term investment in creating a more just, inclusive, and empowered society.

This article will take a deep look at the various aspects of an inclusive school education program. We will discuss the basic principles underlying inclusive education, effective implementation models, the roles of teachers and parents, and strategies for overcoming potential barriers. In addition, this article will also highlight the successes and best practices of inclusive schools in various regions, which can be an inspiration and guide for the development of similar programs in other places. Thus, it is hoped that this article can provide a comprehensive understanding of the importance and how to optimize educational programs in inclusive schools for a brighter future for all children.

1.1 Understanding Inclusive Education

Children with special needs (Heward) are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Children with special needs are children who significantly experience abnormalities or deviations (physical, mental, intellectual, social, and emotional) in their growth and development process compared to other children of the same age so that they require special educational services. Children with Special Needs (ABK) is another term to replace the term "Extraordinary Children" (ALB) which indicates a special disorder. Children with special needs have different characteristics from one to another.

Because of the characteristics and obstacles they have, ABK require a special form of education service that is adjusted to their abilities and potential, for example, for the blind they need to modify reading texts into Braille and the deaf communicate using sign language. Children with special needs usually attend Special Schools (SLB) according to their respective specialties. SLB section A for the blind, SLB section B for the deaf, SLB section C for the mentally retarded, SLB section D for the physically disabled, SLB section E for the emotionally disabled and SLB section G for multiple disabilities. There are various categories of children with special needs according to their specialties, such as:

a. Tunagrahita (mental retardation)

Children with special needs who receive the most attention from teachers include children with mental retardation. There are several definitions of mental retardation, including:

- 1) The New Zealand Society for the Intellectually Handicapped states that a person is said to be mentally retarded if their intelligence is clearly below average and occurs during the developmental period and is hampered in adapting their behavior to their social environment.
- 2) The American Association on Mental Deficiency (AAMD) in B3PTKSM, defines mental retardation as a disorder that includes general intellectual function below average (subaverage), namely IQ 84 and below based on individual tests; which appears before the age of 16; and shows obstacles in adaptive behavior.

Definition of mental retardation published by the American Association on Mental Retardation (AAMR). In the early 60s, mental retardation referred to limitations in general intellectual functioning and limitations in adaptive skills. Adaptive skills include the following areas: communication, self-care, home living, social skills, community, self-control, functional academics, leisure, and work. According to this definition, mental retardation appears before the age of 18. According to WHO, a person with mental retardation has two essential things, namely intellectual functioning that is significantly below average and an inability to adapt to the norms and demands that apply in society.

The way to identify a child with intellectual disabilities is through several indications as follows: 1) Unbalanced physical appearance, for example the head is too small/big; 2) Unable to take care of oneself according to age. 3) Delayed speech or language development. 4) No/very little attention to the environment

(blank stare). 5) Poor movement coordination (movements are often uncontrolled); 6) Frequent saliva (fluid) coming out of the mouth (drool).

b. Tunalaras (Emotional or behavioral disorder)

Emotionally disturbed individuals are individuals who experience difficulties in controlling emotions and social control. Emotionally disturbed individuals usually show behavior. Deviant that does not comply with the norms and rules that apply around it. Disturbed emotions can be caused by internal factors and external factors, namely the influence of the surrounding environment.

According to Eli M. Bower, children with emotional or behavioral disorders, if they show one or more of the following five components: 1) Unable to learn not due to intellectual, sensory or health factors. 2) Unable to have good relationships with friends and teachers. 3) Behaving or feeling inappropriately. In general, they are always in a pervasive and unhappy state or depressed. 4) Tendency towards physical symptoms: feeling sick or afraid related to people or problems at school, who experience emotional and behavioral disorders can also be identified through the following indications: being rebellious, easily aroused; often committing aggressive acts and Often acting in violation of social norms/moral norms/laws.

c. Communication disorder and deafness

Deaf children are individuals who have hearing impairments, either permanent or non-permanent. Classification of deafness based on the level of hearing impairment is: 20 1) Very mild hearing impairment (27 - 40 dB); 2) Mild hearing impairment (41 - 55 dB), 3) Moderate hearing impairment (56 - 70 dB), 4) Severe hearing impairment (71 - 90 dB), 5) Extreme hearing impairment/deafness (above 91 dB). Because they have hearing impairments, deaf individuals have impairments in speaking, so they are usually called mute. The way to communicate with individuals using sign language, for finger alphabets has been patented internationally, while for language signs it varies in each country.

Currently, several schools are developing total communication, namely a way of communicating by involving verbal language, sign language and language. body. Deaf individuals tend to have difficulty understanding the concept of something abstract. The following are the identifications of children who have hearing disorders: a) Unable to hear, b) Delayed language development, c) Often use gestures in communicating, d) Less/unresponsive when spoken to, e) Unclear pronunciation, d) Strange/monotonous voice quality, e) Often tilt the head in an effort to hear, f) Pay a lot of attention to vibrations, g) Pus coming out of both ears, 10) There are inorganic stellar abnormalities.

d. Visually impaired (Partially apparently and legally blind)

Blind people are individuals who have visual impairments. Blind people can be classified into two groups, namely: totally blind (Blind) and low vision. The definition of Blind people according to Kaufman & Hallahan is individuals who have weak vision or visual accuracy of less than 6/60 after being corrected or no longer have vision. Because blind people have limitations in their sense of sight, the learning process emphasizes other senses, namely the sense of touch and hearing.

Therefore, the principle that must be considered in providing teaching to blind individuals is that the media used must be factual and have sound, for example the use of Braille, embossed images, model objects and real objects. While the media that sound is a tape recorder and JAWS software. To help the blind to do activities in special schools they learn about Orientation and Mobility. Orientation and Mobility include learning how the blind know the place and direction and how to use a white cane (a special cane for the blind made of aluminum).

e. Learning disabilities

Children with learning difficulties are individuals who have disorders in one or more basic psychological abilities that include understanding and using language, speaking and writing that can affect the ability to think, read, count, speak due to perceptual disorders, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Individuals with learning disabilities have average or above average IQ, experience motoric-perceptual-motor disorders, motor coordination disorders, directional and spatial orientation disorders and delays in conceptual development. The following are the characteristics of children who have learning difficulties in reading, writing and arithmetic: a) Children who have difficulty reading (dyslexia). b) The development of reading skills is delayed. c) The ability to understand the contents of the reading is low. d) When reading, there are often many mistakes.

1.2 Learning Strategies for Children with Special Needs

There are two groups of children with special needs (ABK), namely: temporary ABK (temporary) and permanent (permanent). Those included in the temporary ABK category include: children in the lowest socioeconomic strata, street children (anjali), children who are victims of natural disasters, children in border areas and on remote islands, and children who are victims of HIV-AIDS. Meanwhile, those included in the permanent ABK category are children who are blind, deaf, mentally retarded, physically disabled, emotionally retarded, Autistic, ADHD (Attention Deficiency and Hyperactivity Disorders), Children with Learning Disabilities, Gifted and Highly Intelligent Children (Gifted), and others. To handle ABK in an inclusive education setting in Indonesia,

of course, requires a special strategy. Inclusive education has various meanings. Stainback and Stainback state that: inclusive schools are schools that accommodate all students in the same class.

This school provides an appropriate, challenging, but appropriate educational program for each student's abilities and needs, as well as assistance and support that teachers can provide so that children succeed. Moreover, inclusive schools are also a place where every child can be accepted, become part of the class, and help each other with teachers and peers, as well as other community members so that their individual needs can be met. Furthermore, Staub and Peck stated that: inclusive education is the placement of children with mild, moderate, and severe disabilities fully in regular classes. This shows that regular classes are a relevant place to learn for children with disabilities, whatever the type of disability and whatever its gradation. Meanwhile, Sapon-Shevin O'Neil stated that inclusive education is an educational service system that requires that all children with disabilities be served in nearby schools, in regular classes together with their peers.

Therefore, it is emphasized that there is a school overhaul, so that it becomes a community that supports the fulfillment of the special needs of each child, so that learning resources are adequate and receive support from all parties, namely students, teachers, parents, and the surrounding community. Through inclusive education, children with disabilities are educated together with other children (normal) to optimize their potential (Freiberg). This is based on the fact that in In society, there are normal children and children with disabilities who cannot be separated as a community.

1.3 Learning System for Children with Special Needs in Inclusive Education

Readiness in carrying out an activity is a mandatory thing to do first, because from that readiness a school institution can support other activities. One of the inclusive schools or regular schools that accepts children with special needs together with ordinary children in the same class. Efforts to prepare this school start from teaching staff, curriculum that is adapted according to the special needs of children and other supporting facilities. This inclusive education is ready to provide services for children with special needs and their environment in teaching and learning activities, supporting children so that they are not inferior to other normal children and instilling national character and other support. The implementation of learning in implementing adaptive learning education for children with learning difficulties is learning that adapts to the conditions of students.

This means that the learning is adjusted to the conditions of the students themselves, not students adjusting to learning, which of course the adjustment is related to the strategy method, materials, learning tools or media, and the learning environment. As discussed above, inclusive education is ready to provide services for children with special needs, for that teachers or educators first conduct an initial assessment or screening to determine the characteristics and needs of students. This screening can be done by teachers or by involving other professionals. The screening results that indicate the needs and These student characteristics make it easier for teachers to design learning programs (RPP). The learning model used by the teacher is the classical model where normal and special needs students take part in learning in one class. The second model is the individual learning model where students who have learning difficulties or special needs get additional study hours which are usually carried out after class hours are over.

In addition, there are accompanying teachers who are tasked with accompanying the class teacher when the class teacher is having difficulties in learning. The teacher's strategy in teaching inclusive classes is that the teacher delivers lesson material interspersed with a few games. This is because inclusive class students tend to have below average concentration levels. In addition to learning strategies, teachers also use learning media other than textbooks such as videos, puzzles, and various activities that can support the development of their students, both special needs students and regular students. Evaluation techniques carried out by class teachers by reducing the competence of inclusive classes and lowering the level of material for students. The strategies or methods usually carried out by teachers include questions and answers, discussions that are packaged using techniques owned by the class teacher themselves by adjusting the conditions of their students as well as the arrangement of seating that is made in a circle and in groups.

Meanwhile, to carry out the assessment, inclusive class students receive two student report books, namely a grade report (report card) and a student development report book, and also hold regular meetings with the guardians of inclusive class students, the aim is for parents to also participate in guiding and directing the development of their children. This great *Sirah*, in particular to the 3 early phases of his lifetime journey, is a remarkable inspiration to leverage the entrepreneurial talents among the children and students. Based on the Prophet's biography, which in this paper is focusing merely on the 3 early phases of Prophet's life, Akademi Bakat ABS was developed and successfully operates till today. As mentioned, Akademi Bakat ABS caters the need of children from the age of 7 up to 17. Looking at the model (Figure 1), the Prophet managed to get a contract in managing the livestock of the rich as early as 8 years old. He took about 4 years of service managing this project until he reaches the age of 12.

Akademi Bakat ABS follows this model by implementing the 'learning-by-doing' module for the students at the age of 7 up to 12 years old. This is to ensure that the entrepreneurship mind set could be nurtured

and therefore, becomes a behaviour. Eventually, the 6 entrepreneurship values that starts from having a correct entrepreneurship mind set could be found in these students' behaviour during their elementary period of learning. Activities in the learning process includes those in the development of universal skills and also upgrading the executive skills, besides practising a high standard of Malay language and its civilization knowledge at all time. Having all these attributes reveal that the first phase completes successfully. The second phase as referring to the model in Figure 1, is the phase in which, these students are exposed to the reality of entrepreneurship activities. During the age of 12, Prophet Muhammad pbuh became the intern to his uncle's business i.e. Abu Talib. It took almost 6 years of internship before he started his own trading business.

In Akademi Bakat ABS, this phase reflects the secondary level of learning. Equipped with the correct mindset and behaviour of a genuine entrepreneur, the students at the age of 10 to 14 are given with some entrepreneurship tasks such as managing micro-scale projects, inventing things, and so forth. Thereafter, by the age of 15 to 17, these students will involve directly in the entrepreneurship related tasks such as managing and administering the community or social organizations, starting their internship with companies or organizations, and take the lead of their own start-up business. During this phase, the talents' profiling could be characterized. In short, what they would like to be or go after completing their secondary examination (Sijil Pelajaran Malaysia and/or IGCSE) are clearly manifested in this phase. The ultimate phase for these students is after graduating from Akademi Bakat ABS. This is where the third phase of Prophet's entrepreneurship model applied in Akademi Bakat ABS.

As early as 18 years old (same goes to Prophet Muhammad's track record), these graduates can choose to either continue on their academic or professional excellence in any universities they intend to or else, they can enrol in Akademi Bisnes ABS (the tertiary level of learning) in order to begin with their own start-ups and getting professional certificates under this academy. The latter form of learning is similar to what Prophet Muhammad's entrepreneurship talent model. Whereby, at this stage, the Prophet has begun his business partnership with Khadijah and started his own trading business using the capital in terms of trading goods supplied by Khadijah. Intriguingly, Abu Talib who was the Prophet's employer previously, gave an outstanding recommendation of his intern to Khadijah prior to the Muhammad-Khadijah business partnership. All these values are proof that this model (Figure 1) supports the need of business and entrepreneurship acumen in children's life if a correct learning ecosystem is built up, particularly in view of Malaysian education landscape.

2. CONCLUSIONS

Children with Special Needs (ABK) is another term to replace the term "Extraordinary Children (ALB)" which indicates a special disorder. Children with special needs have different characteristics from one another. Because of the characteristics and obstacles they have, ABK require a form of special education service that is tailored to their abilities and potential. It can be said that Children with Special Needs (ABK) are: those who have physical, emotional, mental, intellectual, and/or social disorders, both in terms of limitations and advantages. Education for ABK is classified into types of special education, formal education pathways, PAUD levels, Elementary Education, and Secondary Education.

Learning is given individually which is grouped based on class according to the part of the disability. With special education teachers consisting of special teachers with S1 PK/PLB and S1 Subject certificates. Some suggestions that can be conveyed are, 1) for schools to be able to maintain and improve the implementation of inclusive schools that are already running in order to realize equitable education, 2) for parents who have special needs students to pay more attention to their children's development, both academic and non-academic, and 3) for the government to pay more attention to inclusive education programs. Because in essence education does not belong to those who are able, but education is a basic human right for every human being in the world.

REFERENCES

- Alfina, A., & Anwar, R. N. (2020). *Manajemen Sekolah Ramah Anak Paud Inklusi*. ALTANZIM: Jurnal Manajemen Pendidikan Islam, 4(1), 36–47. <https://doi.org/10.33650/altanzim.v4i1.975>
- Davis, M. K. (2013). Entrepreneurship: An Islamic perspective. *International Journal of Entrepreneurship and Small Business*, 20(1): 63–69.
- Finch, D. J., Hamilton, L. K., Baldwin, R., Zehner, M. (2013). An exploratory study of factors affecting undergraduate employability. *Education + Training*, 55(7):681–704. <https://doi.org/10.1108/ET-072012-0077>
- Gardner, H. (1999). *Multiple intelligence for the 21st century*. Basic Books.
- Nila AINU Ningrum Institut Agama Islam Tribakti Kediri, Indonesia DOI: <https://doi.org/10.33367/ijhass.v3i2.3099>