

Implementation of Including Education for About Chief in Subang Districtt

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Abstract: *This study aims to determine the implementation of inclusive education policies for Children with Special Needs in Subang Regency, West Java. Children with special needs are someone who has special physical limitations, such as visually impaired, deaf, mentally retarded, physically handicapped, mentally retarded, ADHD, autism and others. In Indonesia, children with special needs can continue their education to Extraordinary Schools (SLB) where the school has skilled teachers and is able to provide motivation to learn for the students with special needs. The research method used in this research is qualitative with a descriptive approach. This study describes the policies related to children with special needs. The data collection techniques required are several policy documents regarding children with special needs in Subang district. After document analysis, the data analysis technique used is the content analysis approach. The results of this study indicate that the implementation of inclusive education policies in Subang, schools as an environment that plays a very important role in changes to students with special needs needs support from all parties. The role of parents, special schools, experts, universities, special schools, and the government is still considered minimal. School facilities such as facilities and infrastructure are also still limited. In Subang district, there are already many inclusive schools, schools that accept children with special needs, but they don't get a decree due to lack of facilities. Here I examine how the implementation of inclusive education in Subang district.*

Keywords: *Inclusive Education, Subang City*

Introduction

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System provides another color in the provision of education for children with disabilities. In the explanation of articles 15 and 32 concerning special education, it is stated that special education is education for students with disabilities or students who have extraordinary intelligence which is held inclusively or in the form of special education units at the primary and secondary education levels. This article allows a breakthrough in the form of educational services for children with disabilities in the form of implementing inclusive education. (Mayya, 2019)

Education is one of the important aspects and a priority in human life. A good education will give birth to a generation of people who are smart and competent in their fields. Although the law has explained the importance of education, the education system in Indonesia has not been able to accommodate diversity so that there is segmentation of

educational institutions based on differences in religion, ethnicity, and differences in students' physical/mental abilities. As time goes by, the freedom of rights for every citizen to express their aspirations is able to encourage the courage of disabled groups in voicing their rights. One of them is the right to get equal opportunities in the field of education.

This is also the basis for the establishment of inclusive education. Because education is the right of every citizen, education for children with special needs is no exception as described above and also in the definition that education is the most basic human right for every human being, including extraordinary children or children with special needs. In the 1945 Constitution, article 31 paragraph 1, it is mandated that every citizen has the same opportunity to obtain education, which is emphasized in the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System, as well as in the Minister of National Education Regulation no. 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents (Nisak, 2018).

Inclusive education is an education system that provides services and opportunities for all children, including children with special needs and children with the potential for intelligence or special talents to participate in education and learning in one environment with children with general criteria. Inclusive education is still understood as an effort to include children with special needs into regular schools in order to provide the right to education for all children, ease access to education, and eliminate discrimination. In its implementation, teachers tend not to be able to be proactive and friendly to all children, raise parental complaints, and make children with special needs the subject of ridicule.

Even though it has been supported by a fairly clear vision, accepting all types of children with special needs, some already have special teachers, have a record of learning barriers for each child with special needs, and the freedom of classroom teachers and special teachers to implement more creative and innovative learning in the classroom, but tend to have not been supported by coordination with related professionals, organizations or institutions. Parental involvement as one of the keys to success in inclusive education has not been developed properly.

Although there are several laws that regulate inclusive education, there are still very few children with special needs of school age who enjoy educational services. It is estimated that the number of students with special needs or inclusive students in Subang has increased this year. The number of students enrolled in 2014 was 1550 people, and this year there are 2135 people with special needs and need facilities according to their needs. However, only a few children with special needs in Subang receive these inclusive school facilities, because there are still many disabilities that cannot be handled due to the lack of furu competence in regular schools, parental understanding and adequate facilities.

The reality is that in Subang district there are still many parents who don't send their children to school, but they are hidden. Thus, many children with special needs do not get a proper education. In addition, there is still a lack of educators for children with special needs which causes a lack of inclusive education in Subang Regency, (Fuadi, n.d.) so only in extraordinary schools are teachers who can handle children with disabilities or special needs, there is still no distribution for SLB teachers in Indonesia. in Inclusive Schools in Subang Regency. Based on the phenomenon above, there are still many children with special needs

who have not received proper education and have not even received education. based on the above problem

Methodology

This research is included in qualitative research, where the researcher aims to describe and analyze the application of related public services provided to persons with disabilities, both physical and non-physical services. where the researcher aims to describe and analyze the implementation of inclusive school policies for children with special needs in Surabaya. The types of data needed in this study include primary data and secondary data. The data were collected by interview and documentation techniques. The data analysis technique used in this study is a qualitative analysis technique. The data analysis process begins by examining all the data that has been obtained from various sources. Then data reduction is done by making abstractions. The next step is to arrange the data in units (Kristiana, n.d.).

The units are then categorized in the next step. The categorization is done while coding. The last step is to check the validity of the data. After this stage is complete, then data interpretation is carried out (Moleong, 1990). So that the stages in qualitative data analysis include processing of data units, data reduction, data categorization including checking the validity of the data, and interpreting the data. Finally, the researcher uses a triangulation technique, namely through three stages of checking: First, triangulation of data sources, namely comparing data obtained through interview techniques with data from observations and surveys (Tarnoto, 2016). Second, conducting a peer review to find out the opinions of researchers and other experts who conducted similar research. Third, researchers will triangulate theory, which is to compare empirical data with theoretical studies that have developed and are recognized as true.

Findings & Discussion

Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for Students Who Have Abnormalities and Have Potential Intelligence and/or Special Talents. The statement above has shown the seriousness of the government's efforts in implementing inclusive education in Indonesia which needs to be followed up with regulations and technical guidelines as well as a series of activities that can support the implementation of inclusive education.

Subang Regency currently has appointed a total of 4 schools providing inclusive education, consisting of 3 Elementary Schools, 1 Junior High School spread throughout the Regency. The number of schools that have been appointed as providers of inclusive education is arguably still not too maximal, as illustrated in the following table:

22. KAB. SUBANG	SD/MI
	1 SD Purwadadi I Jl. Raya Purwadadi No. 166 Desa Purwadadi Kab.Subang KP. 41261 Telp. 0260.7490600 HP. 085221109464
	2 SDN Sariwangi Cijambe Jl. Raya Sariwangi Cijambe Kab. Subang
	3 SDN Wates Jl. Raya Wates RT. 15/04 Desa Binong Kab.Subang KP. 41253
	SMP/MTs
	1 SMP Cipunagara Kab. Subang
	SMA
Jumlah	4 sekolah

Based on the data above, it can be seen that there are only 4 schools implementing inclusion, the number of schools that have been appointed as providers of inclusive education is arguably still not very optimal. In almost all levels of education, the number of schools that have been designated as inclusive schools has not reached 50%. The distribution of schools providing inclusive education from a regional perspective is also not optimal, where not all sub-districts have inclusive schools with a certain level of education. Schools as an environment that plays a very important role in changes in ABK students need support from all parties.

The role of parents, special schools, experts, universities, special schools, and the government is still considered minimal. School facilities such as facilities and infrastructure are also still limited. Parental involvement as one of the keys to success in inclusive education has not been properly nurtured. As a result, parents often don't care about their children. Some trends that occur in the implementation of inclusive education in Subang include protests against the increase in ABK class, while there are normal children who do not go to class, there are no special teachers, but this is precisely a challenge to find new (creative) methods through togetherness, mutual discussion, and mutual diversity (Putri & Hamdan, 2021).

Changes and processes of learning adaptation are carried out continuously through cooperation, mutual motivation, mutual assistance, mutual support, communication, and learning from experience. Schools must also develop collaboration between teachers and improve communication with parents, although this is recognized as an additional burden, but accepted by schools as a challenge. Aspects that affect the successful implementation of a policy is the availability of adequate resources. Policy implementation really needs the support of human resources as well as facilities and infrastructure.

Good and professional human resources are the benchmark so that the implementation of inclusive education can run optimally and in accordance with the expectations of all groups. These resources should be paid more attention to by schools and the government. Another aspect that affects the successful implementation of a policy is the aspect of communication, resources, and disposition, the aspect of bureaucratic structure is also one of the important elements that determine the success of implementing a policy. The implementation of policies for the implementation of inclusive education services in Surabaya involves quite a number of parties, so that clarity of duties and division of responsibilities is very important (Darma & Rusyidi, 2015).

Obstacles to Inclusive Education in Subang, The obstacles encountered in the implementation of inclusive education are of various kinds, including practical constraints, for example geographical conditions, infrastructure, and financial conditions. Psychology from both the community and teachers is also an obstacle in the implementation of inclusive education, one of which is the negative assessment/perception of the community towards children with special needs. Power or power from the authorities is also an obstacle in the implementation of inclusive education, for example, the authorities make a policy in which schools only accept normal students, not students with disabilities or extraordinary intelligence. The lack of supporting facilities for the inclusive education system, the limited knowledge and skills possessed by inclusive school teachers and the presence of special assistant teachers who are competent in their fields show how the inclusive education system has not been properly prepared.

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