

Implementation of Inclusive Education of Elementary Schools: a Case Study in Karangmojo Sub-District, Gunungkidul Regency

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ABSTRACT

This study examined: a) school member interactions that reflect an inclusive culture, b) school policies in promoting inclusion, c) evolving inclusive practices of elementary schools. This study employed the qualitative approach, with case study designs. The research was conducted at 7 Inclusive schools in Karangmojo Sub-district. This study reveals that interaction of school members in creating inclusive culture can be seen from their efforts to cultivate mutual respect among the school members, big support and role of the principal in engaging all parties, and partnerships between school, parents, and community. Policies in promoting inclusive education can be seen from the procedures of student admissions that are flexible and non-discriminatory, and the efforts of the school to conduct accessibility of facilities and infrastructure for the children with special needs, regular teacher-special assistant teachers collaboration, as well as the flexibility of curriculum implementation for children with special needs. Evolving inclusive practices can be seen from identification and assessment for students suspected to have special needs, applying the curriculum development for teaching-learning processes, and the provision of school budget allocations for the development of inclusive education both from government funds and private funds.

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1. INTRODUCTION

The declaration of the compulsory education movement in Indonesia in 1984 has implications for a wider range of specialized educational services, not only in children with disabilities. Children with learning problems and behavioral problems should receive appropriate educational services. In order to succeed the compulsory basic education, it was deemed necessary to increase the attention on children with disabilities, both who had joined public schools (elementary schools) but had not received special education services or children with disabilities who had not got the education at all because they were not accepted in elementary schools nearby or because the location of elementary schools which were far from where they live. Finally, an integrated school program was initiated. However, the integrated school program (Integrated Elementary School) carried out in Indonesia at that time was merely a trial and there was no legal certainty. The discourse of an integrated educational initiation as the implications of compulsory education in Indonesia was followed up with trial of integrated education in some regular schools. The trial of integrated education in 7 elementary schools in Karangmojo sub-district, Gunungkidul district conducted by Puslitjak Balitbang Depdiknas (the Center for Educational Policy Research of the Research and Development Board of the

National Education Department) had a limited test of integrated education in elementary schools since the 1999/2000 fiscal year. The trials were conducted at SDN Karangmodjo 3, SDN Sokoliman 2, SDN Gedongan 1, SDN Gedongan 2, SDN Pangkah, SDN Karangwetan, and SD Muhammadiyah Sumberrejo. The role of Center for Educational Policy Research in inclusive education trials was as a facilitator by utilizing various sources and related institutions. Integrated elementary school model developed was expected to be implemented in elementary schools in general, especially in the environment at certain radius should have Special School; therefore, it will be more helpful in the aspects of the provision of specialized guidance counselor [1]. The developed model did not provide all the required components, but only limited training and support funds. These trial results were then used by the Directorate of Special School Development as the basis for socialization and implementation practice of Inclusive Education in Indonesia. It can be said that the embryo of inclusive education in Indonesia is started from the trial conducted at 7 primary schools in Karangmojo Sub-district, Gunungkidul. Inclusive education trial in Gunungkidul, Yogyakarta was implemented by adopting the basic concept of integrated school and modified by using inclusion approach [2] The term 'inclusive' is increasingly popular in the world of education in Indonesia, especially special education. The development of inclusive education has become one of the Directorate of Special Education programs since 2001 [3].

Integrated education in the late 1990s was a collaborative project between the Ministry of National Education of Indonesia and the Norwegian government under the management of Braillo Norway and the Directorate of Special Education at the national level. This project was attempted not to repeat the lack of successful implementation of integrated education implemented in the late 1970s [4]. Education in elementary schools in Indonesia is an education of children aged between 7 and 13 years-old as basic education developed in accordance with the educational unit, regional potential/local characteristics, socio-culture of the local community for students. Elementary schools are organized to develop attitudes and abilities and provide the basic knowledge and skills necessary to live in society and prepare students for secondary education (The 1989 Act on National Education System, Article 3). Nowadays, in Indonesia, besides there are regular elementary schools and special schools, there have been a lot of inclusive elementary schools.

Until 2013, the Indonesian Ministry of National Education and Culture has launched 23 inclusive districts in Indonesia; and Gunungkidul is the region with the most inclusive schools. Therefore, Gunungkidul deserves to be a pioneer district of inclusive schools. Currently, in Gunungkidul, there are nearly 300 inclusive schools and most of them are in elementary schools. The elementary school in Karangmojo Sub-district, which used to be the piloting project of inclusive education, is still consistent with its status as an Inclusive School. Other regular schools have felt the impact and have become Inclusive Schools. The latest information indicates that there is a discourse from the local government that all regular schools (all levels of education) in Gunungkidul District will become inclusive schools.

The implementation of inclusive education can be assessed by an index called Index for Inclusion. The materials in this index will help and support the development of inclusive education by exploring three interrelated dimensions: culture, policy and practice [5],[6]. Some school communities have embraced the concept of inclusive schools with cultural innovations, policies, and inclusive practices. "Transforming schools is not easy because it requires simultaneous proactive initiatives such as being prepared to: (a) interrogate the power structures in schools that reproduce injustices, (b) address innovative curriculum change, (c) adopt a variety of pedagogical practices to cater to the different learning styles of students and (d) review assessment and reporting practices" [7].

School culture is one of the most important concepts in education. "School culture can be used to encompass all the attitudes, expected behaviors and values that impact how the school operates" [8]. The successful implementation of inclusive education in a school is closely related to how the school culture is in responding to the differences in it. Culture is alive, ongoing, and amorphous, where the ultimate goal is how to make the school culture positive so that students and staff feel safe and learning is at the core. School culture is essential. As you walk into a school you can feel the culture by the interactions with the staff, what you see on the walls, and how students treat each other. The main purpose of school culture is so that when the community, staff, and students walk into the school, they have a clear picture of what the vision is for the school and the achievement of their children [9]. The strong school cultures have better motivated teachers and greater success in terms of student performance and student outcomes [10]. School cultures are unique and distinctive. They are created and recreated by people considered members of a context; i.e., teachers, students, parents, and communities, among many others [11].

A culture of inclusion are an organizational environment that allows people with multiple backgrounds, mindsets and ways of thinking to work effectively together and to perform to their highest potential in order to achieve organizational objectives based on sound principles [12] In term of Index for

Inclusion, cultures reflect relationships and deeply held values and beliefs. Changing cultures is essential for sustained development [13]. More details, EASPD describes that:

“ Inclusive cultures-refers to the encouragement of those beliefs and value systems that generate a secure, accepting, collaborating and inspiring community for all participants. A central identifier within the organization is its congenial and welcoming atmosphere and the presence of inclusive values. People are encouraged to help each other and collaborate. Everyone (i.e. all stakeholders) is treated with respect.”[6]

The principal is the key to shaping a positive culture in a school [14], [15], [10]. Leaders have a central role in working with their colleagues to foster an inclusive culture within their schools [16]. The principal roles of headmaster leadership in relation to inclusive schools are: (a) building a shared vision and commitment, (b) developing a professional community that shares responsibility for the learning of all students, redesigning the school, and (c) sharing responsibility for inclusive education [17].

Fostering more systematic and supportive inclusive policies is possible and essential for promoting conditions for more genuinely inclusive educational practices [18]. Policies are concerned with how the school is run and plans to change it [13]. In other words, EASPD stated that:

“Inclusive policies-provides explicit aims for promoting inclusion in plans and other policy documents. It focuses on the policies towards admission and accessibility of the organization (and the buildings), towards recruitment of staff and students and on the policies the organization has developed to organize the support for diversity and maybe the celebration of diversity” [6].

The gap between stated and enacted policies is connected with the fact that within current policy-making of inclusion the concepts of human rights and equal opportunities are articulated as abstract principles [19]. Inclusive education respects human diversity and equal opportunities. Inclusive programs do not require excessive resources or complicated preparation. With policy support, opportunities for teacher training and cooperation from parents and peers, inclusive practices can be effectively adopted by any school [20]. To achieve an inclusive approach, differentiation of curriculum content, teaching methods, and assessment have to be practised [21]. There are five practices essential in successful inclusive environments. These strategies include assessing the whole child, performance-based assessments, and use of visuals, specifically graphic organizers, and collaboration. Finally, the data demonstrate the idea that all of these practices benefit students with and without disabilities [22]. Practices are about what is learnt and taught, and how it is learnt and taught [13]. More broadly, EASPD stated :

“ Inclusive practices-focuses on what actually is going on in the organization: On the practices that reflect inclusive cultures and policies by ensuring that activities encourage the participation of all participants.”[6]

Teachers are the key to reinforce the inclusiveness and the use of educational technology, because at the end they have the responsibility to design and promote changes in their classes and in the school culture [23]. A study about teachers' understanding in inclusive school in Surakarta find that: (1) teachers' understanding level of the identification of children with special needs was strongly uncomprehend (37 %), uncomprehend (23%), and less comprehend (18%); (2) teachers' needs of the identification of children with special needs mostly need training program and digital identification instrument development, (3) problems found in the field about identification of children with special needs are identification instrument standardize, difficulty in applying identification steps, low competence of non-special-education teacher about identification and in detecting similar characteristics of children with special needs [24].

Karangmojo Sub-district, Gunungkidul District historically and empirically has an important role in pioneering inclusive education in Indonesia, however, it can be said that there is little or no factual and in-depth publication and study of inclusive education (especially at the elementary level) in this region for time being. This study was to examine the implementation of inclusive education of elementary school in Karangmojo Sub-district, Gunungkidul Regency, Special Region of Yogyakarta by using several inclusive elementary Schools there as research settings. The objectives of this study were to reveal school member interactions that reflect an inclusive culture, school policies in promoting inclusion, and evolving inclusive practices of elementary schools

2. RESEARCH METHOD

The approach of this research is the type of qualitative research with case study strategy. The definition of case study research are : (a) the in-depht study of (b) one or more instances of a phenomenon (c) in its real-life context that (d) reflects the perspective of the participants involved in the phenomenon [25].

The research arrangement was conducted in seven inclusive primary schools in Kecamatan Karangmojo. The six primary schools are: SDN Karangmojo III, SDN Gedangan, SD Muhammadiyah Sumberejo, SDN Pangkah, SDN Gedangan 1, and SDN Karangwetan, which are schools in one cluster which are used as integrated educational development places by Puslitjak Balitbang Depdiknas 1999/2000. SDN Gedangan is a school which is the result of the merger of two elementary schools, namely SDN Sokoliman II and SDN Gedangan II which was also a place of integrated education development by Puslitjak Balitbang Depdiknas. Another school, SDN Karangmojo II, came from a cluster different from other schools in the study, but experienced significant improvements in inclusive education and achievement in Kecamatan Karangmojo.

Informant sampling technique in this research uses purposive procedure and snowball procedure. The key informants in this study are the Office Head of Kindergarten and Elementary Education of Gunungkidul district as well as the Chairman of the Inclusion Working Group of Gunungkidul and the principle of Inclusive School Ekakapti as well as principals of Inclusive Education Provider School Forum of Yogyakarta. The key informants provided information to get other informants (complementary sources) that can provide data which are in line with the focus of research. These complementary informants include: 7 principals, 11 regular teachers, 6 special assistant teachers (Guru Pendamping Khusus/GPK), 8 parents of the children with special needs, and other stakeholders. Data collection techniques used in this study are: observations, interviews, and documentation. Data analysis in this research was done by using Miles and Huberman model (interactive model). Activities in the data analysis consisted of data reduction, display data, and conclusion drawing/verification.

3. RESULTS AND ANALYSIS

The findings in this study are organized in three categories, namely: school member interactions that reflect an inclusive culture, school policies in promoting inclusive education and evolving inclusive practies of elementary schools.

3.1. School Members Interactions that Reflect an Inclusive Culture

Generally, there is the school effort to cultivate respect for each other in inclusive elementary schools in Karangmojo Sub-district, although there are also disturbances experienced by some children with special needs in social interaction at school. This condition was explained by some informants in the interview and reinforced with the results of observation. A regular teacher in SD Muhammadiyah Sumberejo said that:

“In my opinion, they can get along, when there are study in groups, they can be together. When they are grouped, you should be here, and he shouldn’t, they will mingle... Yes, it was quite easy. As other students, it is normal when students are not able to do the tasks they will feel ashamed, obviously. It commonly happens. Feeling ashamed in class, a few intimidations may be experienced. It’s normal as other children, but it is not severe. Well, they are just children.”

The teachers also often motivate the students with special needs to be able to mingle and not inferior when hanging out with friends, because often barriers in social interaction also appeared from students with special needs themselves. One of the regular teachers of SDN Karangmojo II said:

"We have to be patient and always give motivation for the children to get to graduate here. Sometimes there are children who had impairments, but their friends already know ... For example student feels inferior because of his ability under friends. His friends invite to study group. ... You also do not be shy If you cannot ask, but not ask to any children, we point him... "

The Schools tried to avoid any discrimination on children with special needs, and as possible as there is a good social interaction. In fact, the observation results found that there were some regular students who could be peer tutor for other children with special needs in SDN Karangmojo II and SDN Gedangan. Meanwhile, in SDN Karangwetan, the students (both regular students and children with special needs) at all levels were able to hang out and get along during break times. This is consistent with the theory of Vygotsky which emphasizes the social environment as a facilitator of development and learning. This theory also emphasizes the interaction of interpersonal factors (social), cultural, historical, and individual as the key to

human development. One of the key concepts of this theory is the zone of proximal development (ZPD). This concept is defined as the gap between the actual development of which was determined by independent problem solving and the level of potential development determined through problem solving with the help of an adult or in collaboration with their peers who are more capable. Bandura also argues that people learn from one another, through observation, imitation and modeling. In addition, Bandura theory also declares personality is the interaction between the three components: environmental, behavioral, and psychological processes [26]. If the inclusive method is practiced properly, it will have benefits for all students, both in academic achievement and social interaction [27].

However, in the social interaction, several children with special needs remained experiencing bullying from other regular students, both orally and physically. Besides, there were also barriers coming from the characteristics and personality of the children with special needs themselves. The findings show there is still the practice of exclusion in inclusive elementary schools in Karangmojo Sub-district. Exclusion can be understood as a process that occurs when students are denied or have reduced access to the cultures and curricula of their local school. Bullying by teachers and friends towards students toward special needs is an indication of the existence of an inclusive practice in a school. and this is contrary to the principles of inclusive education [5].

The school principal also has a role and a high support in engaging all parties to the development of inclusive education. In general, those supports are in the form of the dissemination of inclusive education to parents and the community, organizing assessments for children with special needs and involving teachers in the various trainings. In the case of SDN Karangmojo II, SD Muhammadiyah Sumberejo and SDN Gedangan I, the principals had the idea to hold a debriefing skills activity to the children with special needs. Meanwhile, the principal of SDN Karangmojo II thought to include character development, self-reliance, and skills of children with special needs in the school programs. In the case of SDN Karangmojo II and SD Muhammadiyah Sumberejo, the principals applied participative leadership and open to all sharing and input from teachers and staffs. The principal of SDN Karangmojo II stated:

“I have got used to use the principle of participative leadership. So, the ideas should not come from me, it can probably come from my friends, or perhaps it is our proposal. Just which one is supporting, and which one is more important. So, participative leadership can accommodate ideas proposals from anyone, even it’s from the students....”



Figure 1. A student with special needs of SD Muhammadiyah Sumberejo with his friends and principal

The critical components of school leadership related to inclusive schools are: building a shared commitment and vision, building a professional community that divides responsibility for the learning of all students, designing schools, and sharing responsibility for inclusive education [17].

The interviews with several education practitioners in inclusive elementary schools in Karangmojo sub-district gave an explanation that the school-parents partnerships are in communication and socialization related to the implementation of inclusive education. The family background (parents of children with special need may vary) generally come from families with social, economic, education problems. There are two types of parents of children with special needs namely: cooperative and non-cooperative parents. Both types affect the optimization of achievement and learning outcomes of students with special needs. School partnerships with local communities are in the form of socialization and communication related to the implementation of inclusive education, and the involvement of community members in the school committee. The Schools cooperated with special school (SLB) in the provision of special assistant teachers and student assessment. Furthermore, they cooperate with other inclusive schools at any education level, for example, in the case of new student admissions and in various meeting forums. In some cases (SDN Karangmojo II, SDN Gedangan, SD Muhammadiyah Sumberejo), the schools also cooperated with universities, for example in the

form of implementation of the assessment and as a location for research, Community Services, and Field Practices.

Partnership between the school, parents and community in the implementation of inclusive education in elementary schools in Karangmojo sub-district is consistent with the model of Epstein's Overlapping Spheres of Influence, such as overlapping balls. Those balls illustrate that schools, families, and communities have a contribution and influence in children's education respectively. The overlapping balls represent that the interests and influence of stakeholders in the education of children is interdependence [28].

3.2. School Policies in Promoting Inclusive Education

The development of a school for all can be seen on the efforts to provide infrastructure for accessibility for children with special needs. Inclusive Elementary schools in Karangmojo sub-district are also flexible and not discriminative in student enrolment. The procedures of student admissions are generally outlined as follows: 1) socialization of school, 2) the candidates come to school, 3) they fill out forms and complete the archives, and 4) age selection. When the candidates are at school ages, whatever the condition and its ability, they will be accepted, as long as there is a quota. In SD Muhammadiyah Sumberejo, the procedure of student admissions is similar to other schools, but they also make efforts to 'directly pick' the kindergarten students around there are to enroll the students and registration can be done collectively to be coordinated by the school of origin.

The development of school for all can be seen from the procedures of new student admissions and the existence of several school facilities and infrastructures for accessibility of children with special needs. The new student admission in inclusive elementary schools in Karangmojo sub-district is performed simultaneously according to the schedule set by Disdikpora (the Education Office), in conjunction with the regular elementary schools in general. The schools are flexible and indiscriminative in admission of new students, both for normal children and children with special needs. Selection is done usually just a selection of age. When prospective students of elementary school are already 7-year-old, whatever their condition and capabilities, they must be accepted as long as the quota is still available. The inclusive education is based on the philosophy that the school should have no reason at all willing to serve all the needs of all children in the community, no matter their level of ability and disability [29].

From the documentation, interviews and observations results during the study, there are some categories of children with special needs who studied or are studying at 7 Inclusive Elementary Schools which were the research setting. Table 1 shows a variety of special needs that carried some students based on the identification and/or school assessment

Table 1. Category of Children with Special Needs

Name of School	Category Special Needs Students
SDN Karangmojo II	Mental retardation, Deaf-mute, Slow learner, dysgraphia, dyslexia, dyscalculia, low vision, left-handed, emotional disturbances, talented.
SDN Karangmojo II	Slow learner, emotional disturbance, talented.
SDN Gedangan	Mental retardation, Slow Learner
SD Muhammadiyah Sumberejo	Mental retardation, Double Disable, Slow Learner
SDN Gedangan I	Slow Learner
SDN Karangwetan	Mental retardation, Slow Learner
SDN Pangkah	Mental retardation and slow learner

Among various categories of the children with special needs, SDN Karangmojo III is the most experienced to have children with special needs in various categories. Meanwhile, SDN Gedangan I so far just receive slow learners, however, the number of children with special needs here is the biggest compared to other schools during the research. From the documentation of the last identification and/or assessment conducted by the school obtained at the time of the research, the number of children with special needs were: 6 students at SDN Karangmojo III, 12 students at SDN Karangmojo II, 4 students at SDN Gedangan, 20 students at SD Muhammadiyah Sumberejo, 36 students at SDN Gedangan I, 11 students at SDN Karangwetan, and 8 students at SDN Pangkah.

Based on observations and interviews with some education practitioners, the research findings show that the educational facilities in inclusive elementary schools in Karangmojo sub-district is generally still common, however some have showed to be devoted to accessibility for the children with special needs from the government or private funding/aid. Most aid facilities and infrastructures are still preventative and mostly do not match the particular needs of the children with special needs at school. The expansion of access to the children with special needs at school are usually more on flattening of the school yard. In some schools, it appears that some physical facilities are devoted to accessibility for the children with special needs (e.g. SDN

Karangmojo III, SDN Karangmojo II, SDN Gedangan, SDN Gedangan I, and SDN Pangkah), such as yellow floor block and steel handrails on the walls for people with low vision and blind. At some schools (SDN Karangmojo III, SDN Karangmojo III, SDN Gedangan I, SDN Karangwetan, and SDN Pangkah), there are still some physical facilities that can hinder accessibility for children with special needs in specific disabilities, e.g. trenches in front of the class and sharply uphill or downhill cement stairs to get to class, a particular room, or to the toilet. There are a few things into consideration in setting inclusive school, namely: keeping away all obstacles, considering the ease of access to the sink and other special equipment, access to water tap, access to other areas at school, for example, to other buildings, sports fields, and play grounds, and visibility to the dangers [30].



Figure 2. Accessibility for students with special needs at SDN Gedangan 1

The lack of inclusive education facilities at schools has led some special assistant teachers at some schools to initiatively find their own solutions. This was revealed from the results of interviews with some of special assistant teachers. In SDN Gedangan I, special assistant teachers utilize objects around the school for instructional media for children with special needs. In SDN Karangmojo II, SD Muhammadiyah Sumberejo, SDN Karangwetan, and SDN Pangkah, there is an initiative of special assistant teachers to bring (prepare for) his own tools for children with special needs from home or borrow them from Special School (SLB).

The collaboration of regular teacher and special assistant teachers tends to be conducted in the classroom during teaching-learning processes. When the regular teachers teach and focus more on regular students, special assistant teachers accompany and guide children with special needs. This collaborative learning model is called model of one teaches, one supports where a teacher leads the lesson while another becomes an assistant to provide individual support and monitor the children [30]. The task distribution and cooperation between core teacher and assistant teacher in inclusive classrooms make learners feel comfortable and more confident in taking the learning process [31]. However, in SDN Karangmojo III, it can be seen that there is lack of coordination of tasks and communication between some regular teachers and special assistant teachers.

The curriculum used by inclusive elementary schools is Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) that is School-Based Curriculum. Almost all cases showed that the school curriculum is still common (intended for regular students), none have been discussing about inclusive education and children with special needs explicitly. However, the curriculum at SDN Karangmojo II has shown certain points that include school policies related to inclusive education and children with special needs, i.e. on one of the objectives of the school in the culture and character aspects, such as how to behave to the children with special needs as well as the determination of the increase in classes for children with special needs. However, the actual principles of the KTSP 2006 used at all schools has already provided space and flexibility to every school to hold each unit of curriculum development in education, including inclusive education. In SD Muhammadiyah Sumberejo, Islamic values reflected on Muhammadiyah characteristics is very supportive and aligned with the concept of inclusive education organized by the school. Nevertheless, in principle, inclusive elementary schools in Karangmojo sub-district provide opportunities for regular teachers and special assistant teachers to develop a curriculum for children with special needs according to the type and gradation of their special needs. Therefore, the research results have shown there is a curriculum flexibility used by inclusive elementary school in Karangmojo sub-district for children with special needs. Special assistant teacher at SDN Karangwetan stated:

“If the curriculum is similar, merely simplified, but it also depends on the needs. The slow learners can be considered normal, but if it is severe then it is adjusted with their ability. For example, they are not forced to reach a target.”

The adaptive curriculum can be achieved through a variety of strategies, including strategies to select the content from the general curriculum intended for children without disabilities, the content is understood by children with special needs and deliver contents with a high level of complexity [32].

3.3. Evolving Inclusive Practices of Elementary Schools

Inclusive Elementary Schools in Karangmojo Sub-district have also shown some efforts to develop inclusive practices in the various components of education. Learning orcherstrating appear on the identification and assessment for children with special needs as well as the application of curriculum development of teaching-learning processes for children with special needs. Both (identification and assessment) have the same goal, which is to study and/or intervention in accordance with the needs of the students. Therefore, both terms are used simultaneously and are not used separately [33]. All cases illustrate that the early identification of special needs students is conducted by the class teacher with the help/feedback from special assistant teachers, usually conducted over several months at the beginning of the semester. Meanwhile, the assessment is organized by the school collaborating with the Special School. SDN Karangmojo II and SDN Gedangan have cooperated with State University of Yogyakarta in the assessment administration. In all cases, the results of the assessment will be used to guide to take further action for children with special needs. Learning for children with special needs in Inclusive Elementary Schools in Karangmojo sub-district tends to be conducted in a combination of curriculum development model of duplication and modification of the model. There are differences in curriculum development model application on the various components of the curriculum depending on the level and type of student with special needs in each case. For children with special needs in the category of gradation light barriers tend to apply the model of duplication on the components of the curriculum (equated with regular students) in their teaching-learning processes. However, in the category of severe constraints gradation, the students with special need will be imposed of learning by modifying the components of the curriculum in accordance with the needs of the student. The coordinator of inclusive education in SDN Karangmojo III explained:

“Yes, we have cooperation with the class teacher. If the class has children with special needs, the class teacher will cooperate. The identification is like this, so, the assessment will be like that. But I have my own, it means this, so, during the Math class, we compromise. We merely add or delete it. As usual KTSP, with only addition and deletion.”

The duplication means to develop and/or implement the curriculum for children with special needs with the same or similar to the curriculum used for students in general (regular students), while modification model means modifying the way of curriculum development with a common curriculum applied to regular students in order to be suitable with the abilities of students with special needs [34].



Figure 3. An assistant teacher (GPK) of SDN Karangwetan with her student with special needs

For funding the inclusive education, all schools rely on funds the School Operational Assistance (BOS/Bantuan Operasional Sekolah) from the government. In most of cases, schools recognize that some special government grants for inclusive education has stalled in recent years, although there was a school (SDN Karangmojo II) which claimed they got help just before the research was conducted. In SDN Pangkah, the teachers revealed their efforts to raise funds from private money. The termination of government funding for elementary schools running the inclusive education has hampered the school activities in the

implementation of inclusive education, e.g. the assessment for students and the provision of educational facilities for inclusive education are constrained. Principal of SDN Pangkah stated:

“If we got fund aid it was sufficient, but because of fund aid for the last few is not given or perhaps it is allocated to other school or other reason? Well, temporarily the School Operational Assistance is already enough. At that time, abruptly there was a socialization, then we made a bank account, and the money was transferred. Now it isn’t anymore. Finally, School Operational Assistance itself is enough. Most of the teachers collect the funds, certification for example, we set aside some of money to be collected.”

Various funding sources are also very important for the sustainability of inclusive education in schools. The funds come from: Ministries of education, non-governmental organizations, parent and teacher organizations, business communities, and other sources, for example from individuals and certain projects [35].

4. CONCLUSION

Participation of school members in creating inclusive culture of elementary schools in Karangmojo Sub-District can be seen from their efforts to cultivate mutual respect among the school members, and big support and role of the principal in engaging all parties to the development of inclusive education, and the establishment partnerships between school, parents, and community.

School policies for promoting inclusive education of elementary schools in Karangmojo, Sub-District can be seen from the procedures of student admissions that are flexible and non-discriminatory, the efforts of the school to conduct accessibility of facilities and infrastructure for the children with special needs, although still limited existence, and collaboration and special assistant teachers in learning processes for children with special needs, as well as the flexibility of curriculum implementation for children with special needs.

Evolving inclusive practices can be seen from organizing the teaching-learning processes is conducted by the school initiated with the identification and assessment for students suspected to have special needs, then followed up by applying the curriculum development for teaching-learning processes for children with special needs in accordance with the gradation of particular needs, and the provision of school budget allocations for the development of inclusive education both from government funds and private funds.

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