

Inclusive School: A Case Study of an Elementary School

Ika Oktarina^{1*}, Ermayati², Mutamimmatul Hikmah³

^{1,2,3}Magister of Education Department, Universitas Muhammadiyah Purwokerto, Indonesia

Corresponding author's email: ikaoktarina87@gmail.com, mamaqueena17@gmail.com,
mutammyemha08@gmail.com

Abstract

This study focuses on how inclusive education practices are applied in Indonesian classrooms with the goal of meeting the needs of all children, including those with special needs, while also being in line with national educational goals. The study emphasizes the significance of establishing cooperative and encouraging learning environments in conventional educational environments by reviewing literature on inclusive education philosophies and practices, which includes co-teaching approaches. Implementing a descriptive qualitative research approach, data was collected by observations, interviews, and documentation at Lazuardi Kamila Global Compassionate School, serving as a case study representing inclusive education practices in Indonesia. The findings highlight the school's diverse programs and facilities created to meet the requirements of a wide range of students, emphasizing the value of individual attention and cooperative learning strategies. The study emphasizes how important it is to continue researching and developing inclusive education practices in order to guarantee all children equal access to high-quality education and maintain the sustainability and effectiveness of Indonesia's national education system.

Keywords: Inclusive, School, Elementary

INTRODUCTION

Modern educational frameworks include inclusive education as an essential component, with the goal of allowing all students, regardless of their diverse abilities, backgrounds, or circumstances, equal access to excellent educational opportunities. A study by Skrtic et al. (in Carrington, S., & Robinson, R. 2004) argued that long history of revolutionary educational practices has given rise to inclusion, which for all children provides a multitude of improvements to the school. Ensuring that special kids with physical, intellectual, emotional, or behavioral challenges do not feel discriminated against or excluded from general educational environments is one of the most important aspects of inclusive education. This study focuses at the social implications, practical uses, and theoretical basis of inclusive education for special needs children, with a special focus on creating a collaborative, accepting, and respectful atmosphere in regular classrooms. The Indonesian government has taken a number of efforts to give its citizens access to comprehensive education. According to Law Number 20 of 2003 concerning the National

Education System Chapter I Article 1 Paragraph (18), which states that “Compulsory learning is a minimum education program that must be followed by Indonesian citizens on the responsibility of the government and local governments,” the government has declared that nine years of basic education must be provided to school-age children.

The government's attempts to ensure its citizens a minimum of nine years of education are consistent with the idea that education is a fundamental human right. The ability of children attending public schools varies widely. They are above average, average, and below average in their abilities. We often interact with children with below-average skills, also known as children with special needs, who are enrolled in special education and/or inclusive education programs in order to reach their full potential and be accepted in the community. An indication of an inclusive school is when everyone in the school community teachers and students alike works together to minimize obstacles to learning and support all students to participate at school (Mansur 2018).

Stubbs (in Mansur 2018) stated that to ensure that every student in the inclusive school system gets the most out of the educational experience, teachers employ a number of teaching methods and presentation techniques. They understand that curriculum modifications and adaptations to fit specific learning goals are required when dealing with special education requirements. Utilizing the technology that is already in place can also aid in bringing students' understanding of facilities and infrastructure standards together. Additionally, educators in this school model attempt to create welcoming classroom, school, and school community environments. In order to raise a generation that is open-minded and tolerant of people with various disabilities, teachers in inclusive schools make sure to employ the appropriate learning materials and media. Furthermore, the main obstacle to its successful execution may be the lack of an organized strategy for its implementation. Therefore, this study will provide relevant inclusive education learning strategies. This study will specifically address how the development of inclusive education learning designs in terms of process standards, teaching education personnel standards, and technical requirements is still in line with the Indonesian education context, and how the relevance of the national education system of Indonesia stays relevant.

Research Question

How do inclusive education learning strategies that focus on process standards, standards for teaching personnel, and technical requirements fit into the Indonesian educational context? How can these strategies ensure that the national education system stands relevant while creating an inclusive learning environment that welcomes all students, including those with special needs?

LITERATURE REVIEW

2.1 The Definition of School

School is a place or establishment for teaching and learning (Merriam-Webster.com dictionary. Retrieved April 22, 2024). Meanwhile, the Britannica Dictionary (2024) states: school is a place where children go to learn. Despite based on study by Austin et al. (in Toraman, Ç., & Korkmaz, G. (2023) founded the widespread perception of "school" as a place where students acquire technical skills, an awareness of social responsibility, personal growth, and mental and physical health, awareness of culture, etc. Although

schools were first established to provide instruction for both people and societies, they have since developed to serve a multitude of functions for both. Formal education is a type of learning that is organized and structured. Schools began to serve more people as a result of the growth of schools in towns, and from the middle to the end of the 19th century the schools evolved into establishments providing basic education to all citizens. Taking into account all of these goals, we can say that schools are made to change people and societies.

In carefully constructed, purpose-designed establishments including schools, particularly elementary and secondary schools (private and public), particular school institutions for the disabled, Universities, colleges, and colleges of education and technology (Adesemowo, et al. 2022). The use of syllabuses, scheme of work, course outline, lesson plans, and timetables allows for the careful preparation and organization of the instructions to be taught. The teacher is a member of the qualified and certified personnel who taught under the direction of administrative organizations both inside and outside the institution. To recognize the students' achievements, certificates are given at the conclusion of each formal education level.

2.2 Inclusive School

The UNESCO Salamanca Declaration of 1994 defines the word "inclusive education," which comes from the term "education for all," which implies "friendly education for all," or an educational strategy that aims to achieve universal access (Ainscow et al. 2019). According to Theoharis, "All kids, and I mean all kids - kids with significant disabilities, kids with autism, kids with serious behavior issues, kids with learning disabilities, kids in wheel chairs, kids who were high flyers, kids who were learning English each and every child needed to be an essential member of the classroom and school community" (2008, p.24). Based on a study by Stubbs (in Mansur, et al. 2023) to guarantee that every student in the inclusive school model gets the most out of the educational experience, teachers utilize a range of instructional strategies and presenting techniques. They understand that curriculum modifications and adaptations to fit specific learning goals are required when dealing with special education requirements. Employing the technology that is already in place can also aid in bringing students' understanding of facilities and infrastructure standards together.

Furthermore, teachers implementing this school model attempt to create classroom, school, and community-wide supportive learning environments. In order to raise a generation that is accepting and tolerant of people with diverse needs, educators in inclusive schools make sure to employ the appropriate learning materials and media. Everybody has a right to the maximum potential educational benefit and has equal opportunity to do so. Opportunities and rights are not set apart by the variety of personal attributes, whether they be economical, mental, social, emotional, or even physical. As of right now, it seems that the idea of inclusive education aligns with the national education philosophy of Indonesia, which doesn't limit students' access because of variations in their origins and background situations.

Co-teaching is a strategy used by schools to focusing on the needs for individualization and duty of care. A key strategy to guarantee that all students' different educational requirements are satisfied by a teacher who is highly trained in differentiation techniques is to co-teach. This way, children can benefit from having a

"highly qualified" subject teacher in the classroom. Murawski, W.W (in Theoharis. 2008) shared there are five keys to co-teaching in inclusive classroom:

Know what co-teaching is and when it is needed.

When two professionals collaborate to prepare, educate, and assess a diverse group of students, it is known as co-teaching. Every student receives comprehensive teaching from both teachers on a daily, regular basis. They are both regarded as equals and neither is the primary instructor of the class. The co-planning and co-assessing aspects of co-teaching are not included in in-class support, or are present less frequently than in co-teaching. The special education teacher's routine during in-class support consists of providing range control, behavioral supports, and on-the-spot modification. Naturally, because teachers are reactive rather than proactive, those strategies do not have the same impact as co-teaching.

Recognize that co- teaching is a marriage and you are the match-maker.

It's common to refer to co-teaching as a "professional marriage." Therefore, administrators must understand how important it is to support self-selection of partners if they wish to prevent their teachers from separating earlier.

Make scheduling a priority.

First priority should be given to students with disabilities in the master schedule (manual scheduling may be necessary in some situations). The ratio of special needs students to average learners in the class is another factor to consider while planning the schedule. Experts advise having a natural proportion of students with impairments in courses, even if there is no magic number. The secret is to keep the percentage of students with exceptional needs from exceeding thirty percent. Putting more disabled students in a class may seem helpful but it may have the opposite effect of what is supposed to, as seen by poorer academic performance, worse behaviors, and more frustration from teachers.

Planning is critical.

Who will co-teach with whom must be decided upon early on by administrators and teachers. Schools are frequently able to notice a trend in which classes normally have the most students with substantial needs (e.g., English or math classes). This should ideally be established based on the needs of each individual student.

Monitor success, give feedback and ensure evidence-based practical.

Administrators must keep watch on co-teaching and offer feedback in order to evaluate its effects. Not every. Co-teacher observations have to be oriented toward evaluation. It is beneficial to identify mentors, peer observers, and co-teaching coordinators.

Since the late 1980s that inclusion has come to supersede integration in the vocabulary of special educators, proponents of inclusion argue that an inclusive school is one which is accepting all of children (Thomas, 2003).

METHOD

The study applies descriptive qualitative research, and the main data collection instruments had been in the form of observations and interviews, as efficiently as documentation for a secondary data collection instrument. Suwartono (2014) stated

teachers, students, certain students, school committees, principals, local community leaders, or parents can all be the subject of informal interviews or dialogues. Purposive sampling was used to investigate both primary and secondary information conducted in elementary schools of Lazuardi Kamila Global Compassionate School (GCS) in Surakarta. Triangulation is a strategy used in data analysis to get the appropriate data to meet the goals of the research. Data triangulation is the process of studying a phenomenon utilizing data from many sources. To obtain an in-depth understanding of the variables impacting effectiveness, a researcher investigating teacher performance, for instance, would collect information from documents, interviews, and observations. Observation sheets and interview guidelines are the instruments used for gathering primary source data from specific sources, and the documentation technique is employed to gather secondary source data to support the results of the main data.

FINDINGS

The School Programs

Lazuardi Kamila Global Compassionate School is an Islamic school with a global perspective that prioritizes an understanding of differences in many things and the importance of tolerance. It is under the auspices of the Ath-Thahiriyah Surakarta Foundation with deed of establishment No. 72 On 26 May 2014, Lazuardi Kamila Global Islamic School implemented an international curriculum from the University of Cambridge International Examinations and had a progressive Islamic view, prioritizing an understanding of differences and tolerance. Have a commitment to open opportunities for students with special needs, including by implementing an inclusion program that provides opportunities for students with special needs. It is Located in Jl. Monumen 45, No. 11, Setabelan, Banjarsari, Kota Surakarta. It has a motto "Educate Your Children for a Time not Yours".

There are the essentials programs of Lazuardi Kamila GCS conducting application of life skill involving knowledge align with students needs during development of modern era:

- a. Multiple Intelligences System based Ma'rifatullah (all subjects in the instructional process are related that all things in the world belong to Allah SWT). Multiple Intelligences by Howard Gardner are body kinesthetic, intrapersonal and interpersonal, visual spatial, natural, logic math, and linguistics. Teachers believe that every student has his/her own special ability, despite some of the have special needs. By doing Multiple Intelligences Research (MIR) and knowing the result, teachers understand the students' learning style, and the support their talents earlier.
- b. Science School
Environment is one of the important components of living. People live with natural environment and they have to understand what, why, where, who, when and how something happens. The school expected their students to think scientifically about something related to science. This program is realized by providing a science subject begins from the first grade.
- c. Bilingual Education System
Since 2008/2009 academic year the school has implemented the Bilingual Education System with an expectation that can support the students' English competence in facing the global world.

d. Entrepreneur School

Entrepreneur school is a program dealing with students' dream of what they want to be in the future. Some students want to be doctor, teacher, soldier, etc. But some of them told that they want to be entrepreneur, such as Air Conditioner producer. Therefore the school has a program called Outing School, which the program aimed to stimulate the students' belief of the importance of learning.

e. Inclusion School

A regular and special need student to be placed in the same classroom is one of the inclusive characteristics. The real effective therapy is when the special need students imitate the regular students' activities, inclusion is a good choice to recognize the special need students. What the students with disabilities need is all about socialization and communication. Technically, they cannot be ordinary students because of suffering of anatomic system or mental health, but the school believes that they have a special talent too inside them.

f. Character Building

The school expects that all of its students have large knowledge and love Allah Almighty and His creatures. They learn how to be honest, confident, patient, and all positive characters. The school promotes empathy, compassion, and inclusivity by creating a welcoming atmosphere where children are accepted regardless of their talents, backgrounds, or differences. In addition to helping kids with special needs, this inclusive approach gives all students excellent chances to grow as individuals, gain empathy, and develop profound relationships.

g. Contextual Learning with Moving Class

Contextual Learning is applied in order to help the students in saving the instructional process and result in the students' long-term memory. The relevance of an instructional process is also supported by Bobbi DePorter in Quantum Teaching called AMBAK (Apa Manfaatnya Bagiku) which is important for the students to find the reasons why they should learn and relate to the benefits of instructional process to their real life.

The School Facilities

Regarding to conduct the teaching learning process, there are several facilities served:

- a. Comfortable learning environment
- b. Classroom with thematic design with air conditioner
- c. Computer Laboratory with internet access
- d. Library
- e. Pelangi Lazuardi room (Clinic for therapy)
- f. Mini farm
- g. Mini zoo
- h. Music room
- i. Audio visual
- j. Outing school
- k. Fun and safe play ground

The Implementation of Inclusive School

As an inclusion school, Lazuardi Kamila accommodates students with special need to get educational services as the regular students have.

a. The Special Need Students Categories Have Been Being Accepted in Lazuardi Kamila GCS

- The Autism
- Mental Retardation
- ADD/ADHD
- The Low Vision
- Slow Learner
- The Sequences
- The Sensory Processing Disorder
- Down Syndrome

b. The Therapy Programs for the Special Need Students in Lazuardi Kamila GCS

1). Pelangi Service

Pelangi service is provided to students who behaviorally (nonacademic) still need intensive assistance. Almost all of their time is used to improve their social ability to practice their interaction ability. In certain time, they scheduled to get a certain treatment at therapy room to optimize their ability in academic or nonacademic sector.

2). Class Service

Class service is provided to students that academically can reach the target of instructional process in the classroom, but their behaviors still need intensive assistance. The treatments needed are applied in the class with assistance by the therapist.

3). Supervision Service

Supervision service is provided to the students who have no behavioral problems, but they have academic problems. Supervision service is given only for certain subjects that will be examined. Once in three months they will be evaluated by the supervisor. The evaluation result is used as consideration to the next supervision.

Apart from such programs, Lazuardi Kamila Global Compassionate School conducts frequent teacher training sessions with the goal of improving teachers' abilities to work with students who have special needs. These training courses, which take place almost every semester, include a variety of subjects linked to specialist teaching techniques and inclusive education.

DISCUSSION

The study explores the complicated landscape of inclusive education within the framework of the existing educational paradigm, paying special attention to how it is implemented in the Indonesian setting. The foundation for ensuring that all students, regardless of their varied origins or abilities, have fair access to high-quality education is inclusive education, which has its roots in a long history of progressive educational

methods. In order to guarantee that children with special needs feel included and appreciated, this research, which builds on the groundbreaking work of Skrtic et al. (in Carrington, S., & Robinson, R. 2004), emphasizes how crucial it is to create a collaborative and inclusive environment in mainstream classes. In light of Indonesia's goal to provide its citizens with a minimum of nine years of education, inclusive education is in line with the national philosophy of guaranteeing equitable access to education for everyone. However, comprehensive techniques adapted to the Indonesian educational environment are necessary for the successful implementation of inclusive education.

The literature study provides more clarification on the fundamental ideas of inclusive education as well as the changing social role of schools. According to the Salamanca Declaration of UNESCO, inclusive education is a comprehensive strategy that aims to guarantee that all children, regardless of ability, have access to education and are valued members of the classroom community. Co-teaching, which emphasizes collaboration between educators to offer thorough education and assistance, emerges as a crucial technique to fulfill the different requirements of students. Murawski, W.W (in Theoharis. 2008) outlines five essential co-teaching ideas that provide practical guidance on how to create successful partnerships in inclusive classrooms.

An actual illustration of inclusive education in operation within the Indonesian environment may be found in the case study of Lazuardi Kamila Global Compassionate School. The school's extensive activities and facilities are prime examples of its dedication to valuing diversity and offering special needs students' equal chances. By putting in place a Multiple Intelligences System, providing counseling, and encouraging character development, Lazuardi Kamila personifies the inclusive culture and makes sure that every student has the chance to succeed both academically and socially.

The results highlight the significance of adopting practical strategies and tools to assist inclusive education's implementation in addition to accepting inclusive education as a philosophical position. Lazuardi Kamila is a leader in inclusive practices in Indonesian education, offering customized treatment programs and accommodations for students with a range of requirements. However, obstacles face, emphasizing the critical importance of continuous research and collaboration to enhance inclusive education strategies and guarantee equitable and fair access to high-quality education for every student.

CONCLUSION

In summary, this study has explored the complicated landscape of inclusive education in the Indonesian context, concentrating on how inclusive education techniques can meet all of the demands of children, including those with special needs, while also being in line with national educational goals. The government of Indonesia promoted inclusion by committing to provide the people with a minimum of nine years of education, so affirming the status of education as a fundamental human right. By investigating the inclusive educational programs and facilities of Lazuardi Kamila Global Compassionate School, this study clarifies the real-world application of inclusive education concepts. The results highlight how crucial it is for the educational system to identify and meet the many needs of students, from academic to behavioral and social. The study also emphasizes how crucial co-teaching techniques and customized therapeutic plans are to creating a

welcoming learning environment. The study's overall findings highlight the necessity of ongoing improvement and adaptation of inclusive education strategies in order to maintain the usefulness and effectiveness of Indonesia's national education system, with the ultimate goal of delivering fair educational opportunities to all students, regardless of their backgrounds or abilities different levels.

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