

Implementation of The Principles of Equity and Quality Improvement in Inclusive Education at Public Elementary School 1 Purwosari

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Abstract

Education is an important aspect of child development, therefore it is necessary to implement an education program that can provide equal learning opportunities for all students, including those with special needs. The purpose of this study is to describe the implementation of the principles of equity and quality improvement in inclusive education. This type of research is qualitative. Data collection techniques with document analysis and observation. The research subjects were the principal, teachers, students, and parents of elementary school students (SD) Negeri 1 Purwosari. The results of the research are that the school accepts five to ten students every new school year who have not been reached by other education services, uses varied learning methods, and the teaching respects the differences of students. The conclusion of this research is that SD Negeri 1 Purwosari has implemented the principles of equity and quality improvement in implementing inclusive education.

Keywords: Implementation, principles of equity and quality improvement, inclusive education

Abstrak

Pendidikan merupakan aspek penting bagi perkembangan anak karena itu perlu adanya penerapan program pendidikan yang dapat memberikan kesempatan belajar yang sama bagi semua peserta didik termasuk mereka yang berkebutuhan khusus. Tujuan Penelitian ini untuk mendeskripsikan implementasi prinsip pemerataan dan peningkatan mutu Pendidikan inklusif. Jenis penelitian ini adalah kualitatif. Teknik pengumpulan data dengan analisis dokumen dan observasi. Subjek penelitian adalah kepala sekolah, guru, siswa, dan orang tua siswa sekolah dasar (SD) Negeri 1 Purwosari. Hasil penelitiannya adalah sekolah menerima lima sampai sepuluh peserta didik setiap tahun Pelajaran baru yang belum terjangkau oleh layanan pendidikan lainnya, menggunakan metode pembelajaran secara bervariasi, dan pembejarannya menghargai perbedaan yang dimiliki peserta didik. Kesimpulan dari penelitian ini adalah SD Negeri 1 Purwosari telah sesuai melaksanakan prinsip pemerataan dan peningkatan mutu dalam melaksanakan Pendidikan inklusif.

Kata kunci: Implementasi, prinsip pemerataan dan peningkatan mutu, Pendidikan inklusi

INTRODUCTION

Implementation is defined as a form of application of a policy. Rosyad (2019) explains that implementation is an activity that is planned and carried out seriously based on certain norm references to achieve activity goals and as an effort to realize policies. Implementation is the process of implementing a new idea, process or set of activities in the hope that others can accept and make adjustments in the bureaucratic body in order to create a goal that can be achieved with a trusted network of implementers (Ramdhani, 2017). Ramdani et. al. (2021) also explained that implementation is an effect that arises or occurs because of something. The meaning of the word implementation is relatively broad and varied, but is often related to findings or research results. Based on the description above, researchers can conclude that implementation is the activity of applying research results or agreed rules to target groups so that changes in attitudes, knowledge, and skills can occur.

The success of implementation is influenced by the content and environment in which the implementation is carried out. According to Merilee S. Grindle (in Khusufmawati *et al.*, (2021) explains that the success of implementation is influenced by the *content of the policy* and the implementation environment (*context of implementation*). In addition, implementation is also influenced by six variables, namely: policy size and objectives, resources, characteristics of implementing agents, attitudes or *dispositions* of implementers, interorganizational communication and implementing activities, and the economic, social, and political environment (Siregar, 2022).

The principle of equity shows that integrating individuals with disabilities into regular classes helps reflect the world's commitment to equal educational opportunities between students with special needs and regular ones. Meanwhile, quality improvement is explained by Jardinez & Natividad (2024) that the process of integrating individuals with disabilities into regular education shows quality improvement, through: the occurrence of teacher professional development, the need for attention to learning facilities, finding the process of creating relationships between classmates, fostering parental participation, and the presence of legislation and policies that are aligned with practice. Quality improvement is shown by the application of educational theories, such as: social constructivism theory, humanistic approaches, and learning design (Morena, 2017). The principles of inclusive education include equity and quality improvement, diversity, meaningfulness, sustainability and involvement. In its implementation, schools need to plan, organize, direct, supervise and evaluate each component of education. In addition, schools must prepare a classroom management system that can accommodate the diverse needs of students, including providing adequate facilities and infrastructure and competent teachers (Rahman *et al.*, 2023).

According to Jauhari (2017: 29), inclusive education is education that is organized to unite or unite children with special needs with regular children in general to learn together. Astawa (2021) explains that inclusive education is a shift from anxiety about a particular group to efforts focused on overcoming barriers to learning and achievement. Meanwhile, Rahman (2023) explains that inclusive education is an education delivery system that is open to anyone from elementary, junior high, to high school with different backgrounds, as well as different conditions. Inclusive education provides opportunities for students with special needs to learn with other students, so that they can enjoy equal rights, justice and access to education. Based on the opinions of the experts above, it can be synthesized that inclusive education is education that organizes learning for every citizen regardless of differences: physical, socio-cultural, economic, and slow learners, other learning difficulties, in regular schools, namely: elementary schools, middle schools, and general high / vocational schools.

According to Jauhari (2017), the purpose of inclusive schools is to reduce the impact of exclusive attitudes. Inclusive schools also provide opportunities for children with special needs and disadvantages to get an education. Fisher (2021) explains that

with inclusive education, students with special needs are educated together with students in general (normal) to optimize their potential. Thus, inclusive education aims to provide the widest possible opportunities for students with special needs and realize the implementation of education that respects diversity, is not discriminatory for all students who have physical, emotional, mental, and social abnormalities, or have special intelligence and/or talent potential to obtain quality education according to their needs and abilities (Goodall, 2017). This is in accordance with the research of Hidayati and Warmansyah, (2021) which explains that the problems of students with special needs that urge inclusive education include limited access to quality education, lack of support facilities and competent educators, and difficulties in learning and social interaction. Lack of curriculum flexibility and social stigma also prevent learners with special needs from reaching their full potential. Therefore, inclusive education is important as an effort to provide equal opportunities for all children to learn and develop in a supportive and inclusive environment.

Learners with special needs need to be categorized about their disability. Osborne (in Wicaksana, 2018) explains that the category of disability according to The Individual with Disabilities Education (IDEA), namely: 1) Children who experience problems in terms of physical, psychological, or inability to follow certain learning; 2) Normal children who grow up like children in general, but they do not get the opportunity to go to school because their living conditions are far from schools, come from poor families, household problems and so on.

Based on the description above, the researcher can formulate the problem formulation as follows: How is the Implementation of the Principles of Equity and Quality Improvement in Inclusive Education at SD Negeri 1 Purwosari? The purpose of this study is to describe the implementation of the principles of equity and quality improvement in inclusive education at SD Negeri 1 Purwosari.

METHODS

The type of research used is qualitative research. According to Yakin *et al*, (2023) qualitative research can be understood as a research method that uses descriptive data in the form of written or spoken language from observable people and actors. This qualitative approach is carried out to explain and analyze phenomena, events, social dynamics, attitudes, beliefs, and perceptions individually and in groups. This research was conducted from September 2024 to February 2025 using research subjects consisting of principals, teachers, students, and parents of elementary school students (SD) Negeri 1 Purwosari. Data collection techniques used document analysis and observation.

RESULTS AND DISCUSSION

Results

The results of the research obtained some data which became the main points of the implementation of the principles of equity and quality improvement in inclusive education at public primary school 1 purwosari, namely: 1) Schools provide quotas for students with special needs; 2) Schools provide assistants for learning; and 3) When conducting evaluations, schools provide special treatment.

Public elementary school 1 purwosari in the implementation of new student admissions, always provides a quota for children with special needs. The quota each year is as many as five students who have hearing impairments, visual impairments and physical disabilities. The admission of new students for children with special needs does not have special requirements, but is based on the possibility of implementation in learning. In addition, the school also considers the number of GPKs, which currently has one GPK who comes from the Wonogiri Regency Government and is a civil servant.

The existence of assistants has helped SD Negeri 1 Purwosari in many ways, namely: formulating the school operational curriculum (KOS) which is currently equated with the curriculum of regular students, but learning materials for children with special needs are realized in cognitive development up to the application stage (cognitive-3). For this reason, when learning takes place, teachers have understood that children with special needs have their cognitive development measured and determined.

Implementation of evaluation, teachers provide different evaluation materials with regular students. For regular students, if there are 10 questions, regular students must work up to 10. Meanwhile, students with special needs can do at least 5 questions out of 10 questions. The implementation of the evaluation is intended so that children with special needs can continue to work on questions according to their abilities, so that the results of the evaluation provide motivation to continue learning and achieving.

Based on the results of the research conducted, SD Negeri 1 Purwosari is a school that organizes inclusive education. Inclusive education is an education system that can be accessed by everyone, regardless of different backgrounds or conditions. Thus, this education is also intended for children who have special needs or limitations. In this education model, students with special needs will learn together with regular students in one class. The aim is to help develop the potential of children with special needs in a more general environment. Every child is unique, and every group of learners is different. Diversity in schools is natural. Each learner brings diverse experiences, cultures, beliefs and values. This diversity is a challenge for teachers, learners and parents. However, it is also an opportunity to build better relationships and develop personal, social and academic skills. Teachers in inclusive schools need to understand the diversity in the classroom and draw on learners' knowledge and experience to enable them to meet the challenges. The relationship between the government, the community and the private sector is an interrelated one in an effort to improve the equity and quality of education. Thus, education is a shared responsibility between the government and the community, both in terms of funding and human resources and facilities. (Monita, 2019).

The results of the document analysis show that SD Negeri 1 Purwosari has applied the principles of equity and quality improvement in inclusive education. One of the things applied by SD Negeri 1 Purwosari is the determination of acceptable disabilities. This is in accordance with Wicaksana, (2018) that learners with special needs need to be categorized about their disability. Disability categories according to The Individual with Disabilities Education (IDEA), namely: two parts, the first is children who experience problems in terms of physical, psychological, or inability to follow certain learning. The next group is normal children who grow up like other children, but they do not get the opportunity to go to school due to living conditions far from schools, coming from poor families, household problems and so on.

Discussion

SD Negeri 1 Purwosari has implemented the principles of equity and quality improvement. This can be seen in the integration of students with special needs into regular classes. Sekolah Dasar Negeri 1 Purwosari has demonstrated a strong commitment to the principles of equity and quality improvement in inclusive education through its admission policy. The school proactively provides a special quota for students with special needs, with a focus on the deaf, blind and disabled. This policy is not just about meeting the quota, but is also based on careful consideration of the possibility of implementing effective learning. Thus, the school ensures that every student, including those with special needs, has an equal opportunity to access quality education.

The presence of a special assistant teacher (GPK) at the state primary school in Purwosari is a key factor in the successful implementation of inclusive education. GPK plays an active role in formulating the school operational curriculum (KOS) that accommodates the learning needs of students with special needs. Despite using the same curriculum as regular students, GPKs have made adjustments to the learning

materials to suit each student's stage of cognitive development. This shows that the school not only integrates students with special needs, but also provides differentiated learning support.

In the implementation of evaluation, Public Primary School 1 Purwosari also applies the principles of flexibility and differentiation. Schools provide special treatment for students with special needs by providing questions that are tailored to their respective abilities. This policy aims to motivate students with special needs to continue to actively participate in the learning process and achieve achievements according to their potential. Thus, evaluation not only functions as a measuring tool, but also as a means to provide feedback and encourage student development.

This integration reflects the global commitment to provide equal educational opportunities for all learners, both special needs and regular. Meanwhile, the quality of education includes two important aspects, namely the process and results (Arifudin, 2019). In the education process, quality involves various elements, such as teaching materials that cover cognitive, affective and psychomotor aspects, as well as methodologies that vary according to the teacher's ability. In addition, educational facilities and infrastructure, administrative support, various resources, and efforts to create a fair and comfortable learning environment also affect quality. The quality of education will not be achieved properly if components such as foundation, goals, curriculum, teacher competence and professionalism, interaction between teachers and students, learning methods, facilities and infrastructure, evaluation, financing, and other elements are managed carelessly without careful planning (Yuhansil, 2020).

According to Ismail et al. (2021) the implementation of quality management in education requires good and professional management, as well as effective organizational management and the provision of adequate human resources to carry out an optimal process, so as to produce high-quality output. Maulansyah *et al.* (2023) explained that one of the most important factors in improving the quality of education is the quality of the teaching profession. Quality education cannot be achieved without teachers who are competent and efficiently managed to ensure their professional performance. Support from school leaders is essential in developing the leadership of teachers and other school staff to achieve educational goals, through encouraging, guiding and providing opportunities for improving teachers' skills and expertise. This includes guidance and efforts to innovate in education and teaching.

Tarmansyah. (2007: 103) explains that there are several challenges faced in implementing inclusive education. Some of these obstacles include the lack of supporting facilities for the inclusive education system and the limited knowledge and skills possessed by teachers in inclusive schools. This shows that the inclusive education system has not been well prepared. In addition, the current general education curriculum does not accommodate the existence of children with disabilities, so the inclusive education program tends to look like an experimental program.

CONCLUSION

Based on the analysis and discussion above, it can be concluded that SD Negeri 1 Purwosari has implemented the principles of equity and quality improvement in implementing inclusive education. Equity and quality improvement in inclusive education can be seen in this school receiving five to ten students each new school year. Learning activities at SD Negeri 1 Purwosari apply varied learning methods, and the learning respects the differences that each learner has.

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