



The Complexity of Implementing Inclusive Education in Elementary Schools in Era 5.0: A Case Study

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Abstract: Not all citizens have obtained educational services fairly and equitably, especially those with certain limitations. This research provides an overview of the implementation of inclusive education that can reach all citizens without paying attention to the weaknesses and shortcomings of students in schools. This activity is descriptive qualitative research with source triangulation analysis. Descriptive qualitative research is in the form of research with a case study method, or approach carried out at Ummul Quro Elementary School, Semarang City. The results showed the criteria for children with special needs, special and regular student learning activities, the implementation of inclusive education by teachers, and the condition of students with special and regular needs in schools in the 5.0 era.

Keywords: Elementary School; Era 5.0; Implementation; Inclusion education

Introduction

Education in Indonesia is experiencing rapid changes in science and technology, so we must be prepared for its challenges and problems. The development of information technology is now considered to be the opening gate of civilization in the era of society 5.0. (Rakhmawati, 2017 in Kurniawan & Aiman, 2020). Education is not only for the process of knowledge transfer but can be used to develop the potential that individuals have, such as knowledge, personality, and skills. Sibagariang et al. (2021) mentioned that "education is an effort so that humans can advance themselves in terms of knowledge, skills, and personality through the learning process or in other ways recognized by society from the surrounding environment, in the hope that something to be realized is something that is worth knowing, developing, and teaching."

In the era of society, 5.0 education units require a change in the educational paradigm, including

educators minimizing the role of learning material providers and educators being an inspiration for the growth of student creativity. Education in the era of society 5.0 allows students to participate in learning activities side by side with robots designed to replace the role of educators (Nastiti & Abdu, 2020). The use of online-based learning and learning media is one of the characteristics seen in society 5.0 era education which is expected to maintain the current educational function. Education is one of the social functions that go hand in hand with civilization, including civilization in the era of society 5.0 (Kurniawan & Aiman, 2020). This concept developed initially in Japan, called the era of society 5.0, "A human-centered society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space" (Sukmasetya et al., 2020).

Education in Indonesia, according to Law Number 20 of 2003 article 3 concerning the National Education System, aims to develop all the potential possessed by students, including psychological, physical, and social

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aspects (Law Number 20 of 2003). Students have their uniqueness in each educational unit and their social life. The government seeks to facilitate the development and guidance of students who have their uniqueness to have superior value in meeting the community's social needs. Inclusive education is a form of educational service provided by the government for students with special needs. Inclusive education often refers to a school model in which students with special needs spend most of their time with regular students (Paseka & Schwab, 2020).

Inclusive education means opening access to a wide range of educational and social opportunities for all children, not just those with disabilities or identified special educational needs (Bešić, 2020). Inclusion education means that every student receives services according to their needs, especially wherever they are, with an open, non-discriminatory, and child-centered education system that accommodates all children in the same class (Tim Penyusun Direktorat Sekolah Dasar, 2021). Inclusion education is an education or school that accepts all children regardless of potential, physical, mental, emotional, religious, gender, or economic background. However, it is a system that adapts to the needs of children, both normal and those with special needs (Sukadari, 2020). Inclusion education is a shift from anxiety towards certain groups to efforts focused on overcoming barriers to learning and achievement (Astawa, 2021).

The Government faces various challenges and problems in implementing inclusive education in Indonesia. Since the Government introduced and implemented inclusion education in schools, the discourse on inclusion education has attracted the attention of many people, especially education providers. The increasing attention to inclusive education only sometimes runs smoothly. The problems that arise in the implementation of inclusive schools are based on the perceptions of teachers and students (Tarnoto, 2016).

Vygotsky, (1993) first identified the theory of Defectology to understand and describe children with special and additional needs but categorized them as defects (Joubert & Harrington, 2020). The main problems that many teachers complain about are the lack of classroom assistants and the lack of teacher competence in dealing with Children with Special Needs (ABK). There are difficulties in teaching and learning activities in the classroom, the teacher's lack of understanding of ABK and inclusive schools, inappropriate teacher backgrounds, increasingly heavy administrative burdens for teachers, lack of teacher patience, and difficulty communicating with parents. In addition, ABK also gets learning problems in the classroom. Students who have different problems require different handling. Abk experienced difficulties

following the subject matter, unable to follow the rules, thus disrupting the KBM process. The last problem regarding students is the number of crew members exceeding each class's quota. Inclusion education is an education or school that accepts all children regardless of potential, physical, mental, emotional, religious, gender, or economic background, but is a system that adapts to the needs of children, both normal and those with special needs (Romadhon et al., 2021).

The Semarang City Education Office said that the 2018/2019 teachings on inclusion education began to be improved by reorganizing the problems faced in the implementation process (Wafiana & Fatimah, 2020). European countries are increasingly committed to human rights and inclusive education (Kefallinou et al., 2020). Inclusive education has become an important element of educational thinking internationally and has been widely advocated by international organizations such as UNESCO (Alzahrani, 2020). Ummul Quro Elementary School implements an inclusive education system. In grade one, at least three children with special needs. The three students belong to the category of slow learning. Children with special needs need different treatment from other normal students. The learning method must be by the conditions and abilities of the student, especially in terms of providing an understanding of distinction and tolerance. The accompanying teacher contributes greatly to providing material understanding and social interaction to children with special needs. Although the number of students with ABK criteria is in the category of slow learning, it is still a concern for teachers at Ummul Quro Elementary School.

Method

The research used is descriptive qualitative research. Descriptive qualitative research is in the form of research with a case study method or approach. Qualitative descriptive research is aimed at describing and describing existing phenomena, both natural and human engineering, which pays more attention to the characteristics, qualities, and interrelationships between activities (Utami et al., 2021) This research focuses on one particular object that studies it as a case. The case study research method is a type of research that can answer several issues or objects of a phenomenon, especially in the branch of social sciences (Yona, 2006).

Case study data can be obtained from all parties concerned. In other words, this study was collected from various sources. The case study method is essentially the same as the historical method, only adding systematic observation and interviews. The types of evidence in the case study method include documents, equipment, interviews, and observations, and in some situations,

participant observation and informal manipulation can occur (Nur'aini, 2020). A good case study should be carried out directly in the actual life of the case under investigation. However, case study data can be obtained from the case under study and from all parties who know and know the case well. In other words, the data in the case study can be obtained from various sources but is limited in the case to be studied.

Qualitative research revealed in-depth and focused on the focus of research found on natural conditions. To obtain data that is by the research focus, generally in qualitative research using data collection techniques using interviews, observations, and documentation studies. The interviewees were the Principal, Class Teacher, and Accompanying Teacher. Observation activities for students are carried out at the beginning of the New Student Admissions activity. Documentation studies are taken from student value data on learning outcomes of knowledge and skill values. Data analysis using source triangulation.

Result and Discussion

Inclusive education is an understanding of education that values diversity emerges based on the principles of social justice and equality and is committed to ensuring that no child is excluded from the educational process for reasons such as gender, social class, health, and success (Bayram & Öztürk, 2021). All schools in Semarang City are prepared to become inclusion schools, including Ummul Quro Elementary School. The school welcomes all students regardless of gender, ethnicity, background, and social, economic, and educational needs. PPDB activities do not require prospective students to be able to read or not, so they must accept anyone who registers. Before the student is declared accepted, the school will observe the child's behavior, behavior, and development. The teacher observes new students who will apply to Ummul Quro Elementary School, which aims to generalize students' abilities.

Teachers, as the main actors in the learning delivery process, are required to develop professional competence in managing classes due to the significant differences between general classes and inclusion classes in the learning process, ranging from teaching materials, learning resources, and learning methods, to learning evaluations and no less important to pay attention to, namely understanding the character of students, especially for ABK (children with special needs) which is more the need is compared to children who are non-ABK in the process of receiving learning materials (Putri & Mus, 2021). Teacher pedagogic competence, one of the four professional competencies of teachers, can be learned or prepared by someone through the teacher

education process. Pedagogic competence includes extensive and in-depth knowledge and skills regarding student characteristics and psychology (Akbar, 2021). Mastery of this competency is expected so that teachers can be more effective and efficient in interacting with students and can solve problems that occur in students. This preparation can help inclusive education teachers to handle and provide education to children with special needs more easily.

Teachers can also create creativity during the learning process with innovations that are easy for students to understand and accept (Wulandari & Hendriani, 2021). According to Alfina & Anwar, children with special needs have the meaning of being children with needs by their limitations (Putro, 2022). In children with special needs, a teacher must recognize the child's situation, conditions, and limitations (Peran et al., n.d.) Observation is carried out by testing students' reading, writing, counting, and studying abilities. Then the teacher team will divide students with different abilities into three classes. In one class, some students have high, medium, and low abilities, and some have special abilities (slow to learn).

Ummul Quro Elementary School has parallel classes, and class 1 consists of classes 1 A, 1 B, and 1 C. Each class is taught by two teachers, one class teacher, and one accompanying teacher. The class teacher is responsible for providing the subject matter. The accompanying teacher helps students who are experiencing difficulties during learning activities in the classroom. The implementation of inclusive education at Ummul Quro Elementary School aims to overcome learning difficulties experienced by students who have abnormalities so that they can study together with other students (normal) throughout the day in regular classes using the same curriculum as for specially gifted students. The implementation of learning is carried out the same as usual, namely communicating between teachers and students, accepting learning using learning media, and stimulating students to be actively involved in class in receiving learning by learning objectives. Teachers are responsible for creating a conducive classroom atmosphere, accepting diversity, and appreciating differences without discriminatory attitudes (Putri & Mus, 2021). Students with special needs get the same time, place, and facilities as regular students. Inclusive education seeks to reduce exclusion from and within schools and ensure participation and learning success for all (Walton, 2018).

The three ABK students in grade 1 include the criteria for a slow learner. The slow learner can be interpreted as a child with slightly below normal intellectual potential but does not include the mentally disabled (mental retardation) (Amelia, 2016). If not identified by the teacher to be addressed, this problem

will cause more serious problems, such as the gap in the relationship between students who experience problems tend to be insecure, which leads to low student learning outcomes (Mansyur, 2022). In some cases, experience obstacles or delays in thinking, responding to stimuli, and social adaptation, but they are still much better than those who are blind, slower than normal, they take longer and more repetitive time to be able to complete academic and non-academic tasks. Students with slow learning criteria need help understanding the lesson. Knowing letters and numbers takes much work. During the learning activities, the ABK students learned accompanied by an accompanying teacher. Starting from knowing letters and numbers to working on worksheets given by the teacher. So that students can follow the learning like other friends.

Schools providing inclusive education need to be supported by Teacher Educators Special (GPK) in learning and coaching children with special needs. Special education teachers are important because regular teachers feel much burden when facing students with disabilities or learning difficulties where they need more time and attention than other friends and do not show results that are as expected (Amalia & Kurniawati, 2021). Teacher beliefs and attitudes are an important component in the development and success of inclusive education (Hassanein et al., 2021). Pre-service and in-service training of teachers in key competencies can facilitate the successful and effective implementation of inclusive education by equipping them to respond to child diversity (Majoko, 2019). The class teacher and GPK work together to serve children with special needs, starting from identifying and assessing children to compiling Individualized Learning Programs (PPI) for the child. This Individualized Learning Program (PPI), sometimes not all children with special needs, need it. PPI is also a form of implementing a modified curriculum in inclusive schools intended for children with special needs. Participants saw the most important barriers to inclusive education: curriculum, social perceptions, and practice in the field (Bayram & Öztürk, 2021).

Modifying or developing the curriculum can be done by adjusting the allocation of time, content or materials, teaching and learning processes, facilities and infrastructure, learning environment, and classroom management (Liani et al., 2021). It is where GPK plays a role, namely as a place to share experiences for class teachers and subject teachers because not all teachers in regular schools understand who and how to deal with children with special needs and what learning they need according to the specificity of the child (Wibowo & Anisa, 2017). The inclusion of students with special educational needs in regular schools is currently one of the important issues on the agenda of the national and

international education community. The positive attitude of teachers toward inclusive education is one of the factors for the effectiveness of its implementation (Agavelyan et al., 2020).

The special guidance teacher has carried out a special program that is carried out every day to identify, assess and compile an individual learning program, namely the special guidance teacher identifies at the beginning of the meeting, takes an approach to find out the needs of students (Khiyarusoleh, 2019). A teacher must exemplify good behavior in carrying out his duties because the student will see and imitate the teacher's behavior. The same must also be done by a special accompanying teacher guiding and accompanying children with special needs. A child with special needs is a figure who becomes an example so that there is a change in behavior for the better (Ansari et al., 2021).

It is necessary to have a teacher strategy to teach inclusion classes. Teacher strategy is a pattern a pursuer or educator uses in a directed and organized manner to carry out learning activities (Rokhaniawati, 2017). If the approaches, strategies, methods, techniques, and learning tactics have become one unit, a model is formed that reflects the distinctive form of learning that the teacher has learned from the beginning of learning to the end of learning (Yuwono & Utomo, 2021). Learning strategies are a form of optimal and appropriate utilization of various learning components. Therefore, to promote creative learning strategies, teachers can improve the use of goals, learning materials, media, methods, and evaluations, in the learning environment of students (Yuwono & Mirnawati, 2021).

The teacher's strategy is to deliver the subject matter interspersed with a little game or games. Educational games are a medium that allows users of these games to play and learn so that they will unwittingly increase their interest in learning for users of the game (Anwar et al., 2021). It is because inclusion-class students tend to have below-average concentration levels. Teachers have carried out adaptive learning for students with learning difficulties, namely learning that adapts to student conditions. It means that the learning adapts to the conditions of the students themselves, not the students adjust to learning. Of course, the adjustments are related to strategic methods, materials, learning tools/ media, and the learning environment.

Although learning activities and assignments for ABK students are different from regular students, ABK students still interact with other regular students. The learning service process is not based on an equal, equally tasted, and classically delivered form of service but is directed towards more democratic and proportional learning according to the expectations and learning targets of each group of children. The learning process of these children is not separated by groups or separated

from their communities; instead, they learn together with their peers in regular classes.

Several teachers carry out teacher preparation in managing inclusion-based classes by paying attention to the physical condition of the class because the physical environment in which the learning place is located has an important influence on learning outcomes. Temuan revealed that population density, inadequate training, and lack of knowledge and skills of educators are overarching themes that result in educators feeling unable to teach in inclusive education classes (Mpu & Adu, 2021). The competence of educators in collaborating with various parties will produce quality inclusion education (Kurniawan & Aiman, 2020). The need for special training teachers to work with children with special educational needs will increase their confidence in teaching children with special educational needs and create a positive attitude toward inclusion (Agavelyan et al., 2020). Teachers play an essential role in the preparation of PPI because they have much information that can be provided related to the general curriculum in the regular classroom: help, services, or changes to educational programs that will help children learn and excel as well as strategies to help learners behave if there are behavioral problems (Arriani et al., 2021).

The implementation of inclusive learning is carried out by the order in the RPP, where the teacher plans the steps. The implementation of inclusive learning is carried out through three activities: initial, core, and closing. In the initial implementation activities of inclusion learning, the teacher begins with a greeting, conducting apperception activities tailored to the subjects presented. The core activities in inclusive learning are civic and cooperative. They need to be adapted to the situations and conditions in the learning process. The last activities in inclusive learning are strengthening the material, conducting a final assessment or evaluation of the material, and carrying out follow-up learning through assignment activities or exercises that must be done at home. For students with special needs, an explanation is given again during the hours after returning home from school. It is done to make students with special needs understand the material presented on that day.

Teachers have a vital role in building students' attitudes to respect others, especially those in different groups. In order for the role of the teacher to function optimally, the following steps are needed. First, teachers must have a good insight and understanding of the importance of anti-discriminatory attitudes towards children with special needs. With sufficient insight and understanding, the teacher can be expected as the main driving force that will build student awareness not to perform discriminatory actions. Second, teachers, as the

main drivers for student awareness to always avoid discriminatory attitudes, are expected to be able to practice their anti-discrimination discourse directly inside and outside the classroom, including outside the school. By practicing directly in front of students, it is hoped that students will follow the example and apply the same attitude in their lives at many levels. Third, teachers should be highly sensitive to students with special needs, especially when they see discrimination related to this difference in abilities.

Every student lives socially in a community, including students with special needs. It shows that students with special needs also need interaction with others, such as peers. In the era of society 5.0, the school was a place of education for students at the elementary level that integrated students with special needs into the regular classroom along with other students. Students who experience obstacles and intelligence or unique talents have the same rights as other students in general in getting an education according to the student's needs. Even though there are limitations in remembering the names of their friends, these students with special needs can still build positive relationships and behaviors that their peers accept. According to the statement, "inclusive education means programme which creates opportunities to access the education... for those, including the disabled, who are not available to access the education for various reasons (Tonegawa, 2022)." The situation in the era of society 5.0 can be reviewed from the change in social function towards the function of information technology in every life activity in various aspects, including education.

Inclusion is an essential concern in society 5.0 because it has a unique potential to be developed. Inclusive education educators tend to be more socially constructivist and dominant than regular teachers (Kurniawan & Aiman, 2020). Those who believe inclusive education is an effective way to teach all students provide excellent positive feedback, feel less frustrated, and have lower expectations for future failures than their peers with more negative inclusive education beliefs. Teachers need to believe that inclusive education is an effective way to teach all students and that they can manage it (Woodcock, 2021).

The use of online-based learning and learning media is one of the characteristics seen in the education era of society 5.0 and can maintain the function of education today. In the era of civilization society 5.0, all students are prepared to excel in social life with the surrounding environment, including those with special needs. It is reinforced that most countries implement policies to realize education for all students without distinction. Inclusive education recognizes that learners come from different backgrounds with diverse

characteristics, including learning abilities and different cognitive development (Butakor et al., 2020).

Research results related to the characteristics of inclusive learning evaluation at Ummul Quro Elementary School include: evaluation is carried out by monitoring student learning activities by considering aspects of assessing student behavior and academic achievement. Evaluation forms include observation, portfolio, checklist forms (skills, knowledge, and behavior), tests and quizzes, and self-assessment and reflective journals. The assessment on the evaluation of inclusive learning is comprehensive and flexible. Comprehensive means comprehensive concerns cognitive, affective, and psychomotor aspects, while flexible means implementing the evaluation is adapted to the situation and conditions of the student and his environment.

Conclusion

The implementation of inclusive learning is compiled by the class teacher, without distinguishing between students with special needs and other students, which is the development of a unit-level education curriculum. Several teachers plan to pay attention to the physical condition of the class because the physical environment in which they study significantly influences learning outcomes. The implementation of inclusive learning is carried out simultaneously in one class. However, students with special needs are given additional activities both before entering class and after returning home from school and given assignments to be done at home so that students can understand well the material presented on that day. In the era of society, 5.0 students must receive the same treatment in a social environment. Students with special needs are given the same place and treatment as their peers. Education in the era of society 5.0 can carry out educational functions and become one of the social functions.

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