

Conference Paper

Inclusive Education in the Special Region of Yogyakarta: Equity Pedagogy Perspective

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Abstract

Inclusive Education in Indonesia, especially in special regions of Yogyakarta, has been running on its regulations, but Equity Pedagogy is to see how inclusive education in school units needs to be deepened, because the implementation of inclusive education in inclusive schools in Yogyakarta is still a problem, especially at the learning level. This study uses the Systematic Literature Reviews (SLR) in the method. The findings obtained from the analysis of cementation in the form of perceptions, competencies, and actualization in the school environment, society and government are issues of equity pedagogy in inclusive education in special regions of Yogyakarta. This study shows that inclusive education in inclusive schools in special regions of Yogyakarta has not been able to contribute to the career development of children with special needs (careers are a form of manifestation of personal acceptance in their environment). Showing that Equity Pedagogy on inclusive education in inclusive schools in special regions of Yogyakarta is still in the process of forming a system.

Keywords: Inclusive Education, Pedagogy Equity, Career Development

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1. Introduction

Education is a conscious effort planned systematically, ethically, intensely and creatively where students develop their own potential, intelligence, self-control, and skills to actualize themselves in society. Equitable opportunities to follow the process of education and learning are not only limited to groups that are capable but must be comprehensive for every level of society. Education for all is one of the concepts of education that should not only be used as a slogan but as a solution to the current problems. For this reason, there is a need for good quality in education, both in terms of facilities, human resources, and the system that runs in education itself must lead to progression. The development of quality education is an implication of a good education system and must be implemented and developed.

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School quality improvement is a systematic process that continually improves the quality of the teaching and learning process and the factors related to it, with the aim of being targeted more effectively and efficiently. The development of education quality is one of the indicators that leads to non-discriminatory education, this action is manifested in the inclusive education policy implemented by the government. Inclusive education is the provision of better access to education for all students such as children with disabilities, children with special needs (ABK), disadvantaged or marginalized children, street children and workers, children from ethnic minorities to get an education in regular schools. Inclusive education is an effort to bring together normal students and students who have a deficiency or obstacle by applying about life in education as a whole.

The opportunity to obtain an education is a basic right that must be fulfilled by the state as the holder of all policies and is obliged to help all children without the exception of children who have special needs. Education for children with special needs is indeed very important to support their beliefs in following the level of education in accordance with the level of intelligence possessed.

Inclusive education is one concrete way to improve multicultural education, multicultural education is an acknowledgment of cultural diversity, ethnicity, lifestyle, social experience, social identity, educational opportunities of individuals. With multicultural education, students are able to accept differences, criticisms, and have empathy, tolerance. Yogyakarta is one of the cities that has a high level of tolerance because of differences and diversity within it, both within the cultural, social and educational spheres. In the world of education, Yogyakarta has several schools in which there are a variety of different circumstances and backgrounds of students including students with special needs so that the government implements inclusive education policies to better support the existence and existence of these students.

Issues of inclusive education in Indonesia, especially in Yogyakarta's special regions on the dimensions of multicultural education which are more specifically in the context of equity pedagogy. Beginning with inclusive education policies that have not been able to be fully implemented by schools until the outcomes are still discriminated against even though they have gone through the learning process in inclusive schools. The discussion on inclusive education at the government level has the aim of evaluating inclusive education policies, education practitioners as a reference for new approaches in the world of education and society to foster perceptions of anti-discrimination in children with special needs.

The disparity in an understanding of inclusive education is seen in several studies that have been carried out in Indonesia and the world and inclusive education research

to date only at the level of policy evaluation and its implementation so that the basic objectives have not been discussed in depth. The discussion of the basic essence raised on the surface that inclusive education aims for Social Justice are to see individuals who are completed from inclusive schools can be accepted in work and society in general.

2. Literature Review

2.1. Historical-juridical foundation of inclusive education in indonesia

Inclusive education began to become an international issue from 1989 to 1991 at a world convention on children's rights in Bangkok and declared the concept of Education for all. In 1994 it continued with the educational convention in Salamanca with the Salamanca statement on inclusive education. Referring to Geoff Lindsay (2003) explaining Salamanca's statement in June 1994: First, every child has the basic right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Second, each child possesses unique characteristics, interests, abilities and learning needs. Third, the education system must be designed with programs that take into account the diversity of characteristics. Fourth, children who have special needs must have access to regular schools that can accommodate them without differentiating their students. Fifth, regular schools with an inclusive orientation are effective measures to reduce discrimination, create friendly communities, build an inclusive society and realize education for all. [1]

Indonesia began to respond to inclusive education through circular letters Director General of Education and Culture No. 380 / C.C6 / MN / 2003 dated January 20, 2003 and in 2004 through the Bandung Indonesia Declaration Towards Inclusive Education [2], [3] The Declaration explained the fulfillment of the rights of children with special needs as dignified individuals, obtaining humane treatment, education quality and in accordance with the potential and demands of the community without discriminatory treatment that harms the existence of life both physically, psychologically, economically, sociologically, law, politically and culturally (see Indonesia Toward Inclusive Education, 2004). [3] Strengthened by Bukittinggi recommendations in 2005 that inclusive education is able to improve the quality of schools as a whole, ensure all children receive regular school education that is still vulnerable to marginalization and exclusivity and contributes to the development of communities that respect and respect individual differences of all citizens (see Garnida, 2015). [4]

However, many problems arise in the implementation of inclusive education, starting from teacher resources to inclusive schools, school policies, facilities that support learning in inclusive classes. In addition, there are still people who have not accepted the existence of students with special needs in regular schools, and disharmony among various parties in the implementation of inclusive schools, such as the need for qualified teachers and schools that fully support the implementation of inclusive schools (Permata & Rusyidi, 2015). [5] The problem of institutions that are reluctant to have students with special needs is because they are considered to add to the workload even though they begin to overcome with the Ministry of Education No. 70 of 2009 concerning the auction of inclusive education, that is, every one city/district refers to one primary school, one junior high school in each sub-district accepts inclusive students. [6]

The condition of society that forms social discrimination because of a lack of understanding and knowledge of equality of rights for every human being. Robert Lee (Deputy Director of the UNESCO office in Jakarta) said that without the support of a positive environment for inclusive education, marginalization in schools would occur and children with special needs would be eliminated from school, many parents were reluctant to include children with special needs to regular schools for fear of getting rejection or discrimination and vice versa normal parents also don't want their children to be in one class with children with special needs for fear that their child's learning process will be disrupted. [7]

2.2. Reconceptualization of equity pedagogy for children with special needs

James Bank defines Equity Pedagogy as a learning strategy in helping students from various races, ethnicities, and cultures to gain the knowledge, skills, and attitudes that apply in the school environment so as to help create a just, humane and democratic society (Bank, 1995). [8] In general school learning is not just writing, reading, calculating more deeply to create a paradigm of a democratic society. Equity Pedagogy gives an influence as an agent of social mobility and constructs the knowledge they get, the end result is not only in a knowledge and value context but knowledge to deliver individuals to reach careers that will be obtained because a career is a gate for acceptance in a society in general.

Children with special needs have a place in Pedagogy Equity because of the reality that they often get differentiation in learning by schools, the community or regulations applied by the government. The distinction they experience shows the disparity in

socio-economic access and politics in every school environment, community and government environment. In Equity Pedagogy, it involves many sub-aspects to support its implementation as stated by Cherry A. McGee Banks, 2009, First, School Culture and School Structure contained in a system affect how teachers teach especially children with special needs in the classroom, teachers who are not familiar with an inclusive school environment will greatly discredit a child with special needs. Second, Hidden Curriculum is a way of conveying motivation so students learn about themselves after getting academic knowledge, this is important because children with special needs the motivation to form a belief in their educational or career journey. Third, Content Integration and Assessment related to the curriculum taking place in schools, in inclusive schools there needs to be curriculum modification so that all school access can be accepted by all students including children with special needs. Fourth, Teacher Characteristics are important factors in learning because the teacher's personal experience will construct how their character teaches, especially at inclusive schools, which must prioritize the value of humanism and adjustments that take place in the school system to accommodate the labeling of exclusive schools. Fifth, teaching as a Multicultural Meeting because in learning there are elements of gender, ethnicity, race, a religion that is mixed liberally in strengthening Pedagogy Equity so that the interaction in it becomes accessible to humanize students from diverse backgrounds and in normal students and special needs children. (see Cherry A. McGee Banks, 2009) [8]

3. Material & Methodology

This study uses the Systematic Literature Reviews (SLR) process of identifying, evaluating, and interpreting all available research with the aim of providing specific answers (Kitchenham and Charters 2007). [9] The research was collected from various National Journals and International Journals. The published year limited journals began from 2001 to 2018. The scopes taken were Inclusive Education and Equity Pedagogy with the following sub-themes:

The SLR stage starts with planning, performing, and reporting. First, from the above theme, a journal search is made in several sources, after collecting is classified according to the year published by the journal. Second, content analysis is conducted to find out the relevance of this discussion, so that the appropriate journals will be used as references as literature review and data in this study. Third, from the above findings presented disseminated journal analysis results that have been done before. (see Kitchenham, B., & Charters, S., 2007). [9]

TABLE 1: Journal Discussion Subtheme.

Inclusive Education	Equity Pedagogy
1. Implementation of Inclusive Education	1. Knowledge of Equity Pedagogy
2. Inclusive Education Policy	2. Equity Pedagogy and Social Justice
3. Evaluation of the Implementation of Inclusive Education	3. Equity Pedagogy and Multicultural Education
4. Development of Inclusive Education	4. Application of Equity Pedagogy in various countries
5. Issues of Inclusive Education	5. Challenges in the implementation of Equity Pedagogy
6. Inclusive Education in Human Rights Perspective	
7. Criticism in Inclusive Education	
8. Inclusive education and phenomena in learning in a particular field of study.	

4. Results and Discussion

4.1. Result

Discussions from several studies indicate that not fully equity pedagogy is manifested, presented with many problems addressing children with special needs starting from problems at the community level, issues at government policy level, and problems in inclusive schools. There are similarities in the pattern of why the problem is not yet realized equity pedagogy at each level is perception, competence, and actualization is illustrated in the following picture:

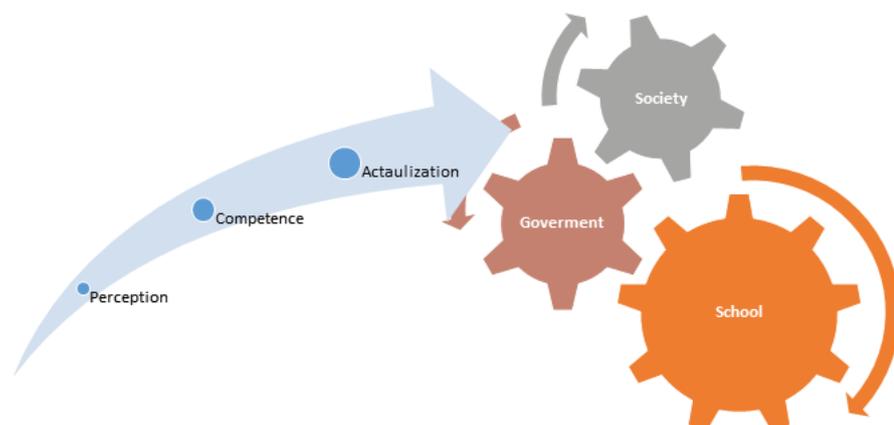


Figure 1: Description of the relationship of equity pedagogy problems in inclusive education.

4.2. Discussion

TABLE 2: Problems of children with special needs as a result of analysis from several journals.

	Perception	Competence	Actualization
Society	a. Prejudice to children with special needs b. Lack of development from community self-help	Social access to children with special needs that are not the same as normal children	Careers in the private sector are hampered by physical limitations
Government	a. Children with special needs like Second Student b. Not yet a national issue about the development of special needs children	The lack of regulatory openness at the government level for children with special needs	The quota is limited to careers in the government sector and unequal job promotion opportunities.
School	a. Children with special needs as a teaching burden b. Reputable school reputation in academic achievement without special needs children	Limited insufficient supporting facilities for children with special needs and special companion teachers who are not comparable	Career services are not yet clear and generally limited due to economic factors in the course of a career

4.2.1. Equity Pedagogy in an inclusive class

School learning that promotes inclusive education policy is a learning needs paradigm for all learners, from governments, communities and schools should create and build quality education and accommodate learners regardless of social, physical, intellectual, racial, and other conditions. different in society at large. More specifically education should pay attention to the diffable or disabled because they also have the same rights as children in general about the education they have to get. From a normative perspective, there is no exclusion or specialization for people with disabilities because it can be detrimental to them, the thing to do is optimizing according to the child’s talents and abilities. When children with special needs learn to live with normal children then they will appreciate the differences and even will work together in community life. (see Banks, J., 1992). [10]

Inclusive education is a social system of society, where inclusive education policy is a balancing tool (equilibrium) of the segmentation of the socioeconomic and physical state of learners. The existence of inclusive education policy provides new norms instilled by the school to all school citizens. The adaptation of this inclusive education system is a form of educational transformation that society needs.

The goal (Goal Attainment) of this education system is the absence of segregation, where the school is willing to accept all learners, especially disabled people are fostered and given access to education so that the community can receive and provide opportunities for growth. Cooperation from all parties is needed from governments, schools,

and communities to integrate with the inclusive education system. The existence of such cooperation will establish continuity and continuous so that the norms that have been formed will have a positive effect on the entire community. The following is an overview of the application of inclusive education in the Equity Pedagogy perspective: (see, Nuñez, A.-M., Ramalho, E. M., & Cuero, K. K., 2010). [14]

a. Learning curriculum

The curriculum of inclusive education uses a regular school curriculum that is modified in accordance with the development of children with special needs by considering the characteristics and level of intelligence. In its application the school uses a regular pull-out regular curriculum model which means inclusive learners are enrolled in the full curriculum of regular learners so that in their class is the same as other learners but in certain times drawn from the regular classroom to the study room together with the tutors special (GPK) or mainstreaming education model is a model that combines education for children with special needs (Special School) with regular education. Specific needful learners are incorporated into regular classes only for some time. the application of curriculum for inclusive learners there are some adjustments are:

1. Duplicate curriculum

ABK uses a curriculum whose level of difficulty is similar to that of the average student. This curriculum model is suitable for blind learners, mute, physical disability, and difficulty in self-control. The reason the students are not experiencing barriers to intelligence. However, it is necessary to modify the process, ie blind learners using Braille, and deaf hearing using sign language in its delivery.

2. Curriculum modification

The average student curriculum is tailored to ABK's needs and abilities. Downward curriculum modifications are given to autism learners and upward (escalation) curriculum modification to gifted and talented learners.

3. Substitution of the curriculum

Some parts of the average child's curriculum are abandoned and replaced with more or less equivalent. Model this curriculum for ABK by looking at the situation and condition.

4. Curriculum omission

Part of the general curriculum for certain subjects is totally eliminated since it is not possible for ABK to think equally with the average child.

b. Learning approaches

The process of learning service is not based on the same form of service but directed to the more democratic and proportional learning in accordance with the learning target of the learners according to the learning system. In the learning of inclusive learners this school uses two roles that are as follows:

1. The role of regular students

(a) Peer Tutoring

Regular learners share knowledge and experience with learners with special needs so that they will better understand the lessons or activities that have been delivered. Similarly, students with special needs have the ability to model for regular learners.

(b) Peer Collaborating

Inclusive learners, as well as regular learners, work together to solve a problem, they are also familiar with group work in a particular subject.

2. The role of teachers

Teachers have an important role in a classroom learning, competent Teachers in their field can serve regular learners or inclusive learners so that teachers in the school have good teaching strategies and classroom management even though not all teachers understand sign language or understand about braille which is intended for learners with special needs. Teachers must accommodate the following elements of learning:

(a) Classroom environment

Teachers should place students with special needs in front of the teacher and close to other regular learners this is because learners are inclusive for the blind so can hear clearly what is explained by teachers and deaf students can see the language of teachers, lips, and children the hyperactive can follow the lesson calmly.

(b) Method

The methods used in existing classes of children with special needs should be more varied and take into account the skills of inclusive learners as well as regular learners and also focus on the comfort aspects of students in learning so that they have the motivation to continue learning.

(c) Learning Media

Lessons learned are made using the existing facilities and infrastructure in the school so that learning can take place smoothly and well.

(d) Evaluation of Learning

The evaluation of learning has been regulated in Permendiknas (Number 70, 2009). Equate all learners in the material and the weight of their evaluations as they are assessed as inclusive learners have no difficulty in their cognitive field or provide equal weight substitution in inclusive children who can not follow the learning evaluation.

4.2.2. Equity Pedagogy changes the perception of children with special needs

1. Society

Prejudice to children with special needs becomes the root of the lack of development of self-help community because of the assumption that the existing abilities in children with special needs are limited by their lack of a very dominant. So social access to children with special needs that are not the same as normal children, which shows that rights as human beings are limited even though they have the same capabilities will still be considered as an option that is not prioritized. Sustainability will make careers in the private sector hampered by their physical limitations. Although a few years back there has already begun to emerge work for children with special needs and even this suggests that people with special needs are given equal opportunities they can work well. The latent effect when they have a good job their social status in the community will rise and be accepted

by society at large. Not only on the perceptions of compassion but accepted by the perception of their ability in the community.

2. Government

Children with special needs as a Second Student are stipulated by regulations in education that have not yet become the main priority of law or PERMENDIKBUD only on regulation but not yet supervise the schools that hold inclusive schools. As a result, the inclusive schools of the inclusive schools should have at least one inclusive school but for now, it has not fully realized the regulations that have been regulated by the government. Inclusive education is not yet a national issue concerning the development of special needs children themselves so that the SLB becomes a place that is still considered relevant by the government. In addition, the quota is limited to careers in the government sector and unequal job promotion opportunities on special needs are seen on unequal civil service entrance exams. Before there is proper regulation by the government children with special needs will still be perceived as second class. (see, Brown, K. M., 2004). [12] and (see, Ladson-Billings, G., & Tate, W. F., 2006) [13]

3. School

Schools that have implemented inclusive education or who have not implemented inclusive education will assume that children with special needs as a burden of teaching because assessed children with special needs inhibit the process of teaching and learning. School reputation that is maintained in academic achievement without children with special needs becomes a reference that schools that hold inclusive education always get criticism from parents and students that the process of learning and development of children in school will be a problem, especially in the mobility of students. Limited insufficient supporting facilities for special needs children and unequal companion teachers make inclusive school management efforts inhibited. As well as service career ladder is not yet clear and generally limited because of economic factors in the career journey of children with special needs itself. (see, Bannister, N. A., 2016). [11]

5. Conclusion

Inclusive education is a comprehensive problem that begins with government, society, and schools that must change their perceptions of children with special needs, change perceptions will generate competence in children with special needs with support from

school processes and government regulations that general acceptance in society. Good competence produces actualization in their social life, not just the assumption that they are capable of working but rather on their status and role in society. (see, Schoorman, D., & Bogotch, I., 2010). [15]

Equity pedagogy becomes an indicator in the process of actualization of children with special needs in the community. Equity pedagogy starts from the right regulation for inclusive education so that it can be applied by education practitioners and developed the concept of equity pedagogy. Inclusive education that has equity pedagogy will have an effect on the community to accept their ability and social status.

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