

Pendidikan Inklusi dan Prospek Implementasinya di Indonesia

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1. Latar Belakang

** "Kita telah diciptakan sama meskipun berbeda. Apa pun jenis kelamin, rupa, kemampuan, keadaan kesehatan ataupun fungsi kita masing-masing, kita telah diciptakan ke dalam satu masyarakat. Penting untuk diakui bahwa sebuah masyarakat normal ditandai oleh kemajemukannya - bukan oleh kesamaannya. Namun demikian, anak-anak maupun orang dewasa, untuk waktu yang terlalu lama, telah dikotak-kotakkan atas dasar berbagai alasan - semuanya secara tidak adil.")Skjorten, 1999)*

Pernyataan di atas mengacu pada praktek pendidikan bagi anak-anak penyandang cacat yang dilaksanakan secara segregasi, yaitu bahwa mereka ditempatkan secara terpisah di sekolah khusus bagi mereka, yang kita kenal dengan sekolah luar biasa (SLB). Praktek ini telah dimulai sejak perhatian khusus diberikan atas pentingnya pendidikan bagi anak-anak penyandang cacat. Bagi tunanetra, sekolah semacam ini dimulai dengan didirikannya lembaga pertama bagi pendidikan tunanetra oleh Valentin Hauy, lembaga yang dinamakannya L'institute Nationale des Jeunes Avegules di Paris,

Perancis.

* The Individuals with Disabilities Education Act (IDEA) requires that a continuum of placement options be available to meet the needs of students with disabilities. The law also requires that: "to the maximum extent appropriate, children with disabilities ... are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be attained satisfactorily. IDEA Sec. 612 (5) (B)."
(ERIC EC 1993)

* World conference in Jomtien, Thailand, 1990 agreed upon Education for All with the following main goals:

- get all children into school
- give all children the most suitable education

in practice this did not really include children with special needs.

* In 1993 the United Nations published the Standard Rules on the Equalization of Opportunities for Persons with Disabilities, 1994.

* in 1994 the world conference on special needs education, arranged by UNESCO, adopted by acclamation the Salamanca Statement on inclusive education.

The reason for arranging the Salamanca conference was the sad recognition that the movement towards education for all had not targeted "all" since many children with special needs both temporary and

permanent were not included. Secondly, attention was given to the number of children attending school with little emphasis on the quality and relevance of their education.

The Salamanca Statement emphasized among others the following:

- The right of all children, including those with temporary and permanent special educational needs to attend school
- The right of all children to attend school in their home community in inclusive classes
- The right of all children to participate in a child centered education meeting individual needs.

* Undang-undang No. 4 Tahun 1997 tentang Penyandang Cacat:

Pasal 11. Setiap penyandang cacat mempunyai kesamaan kesempatan untuk mendapatkan pendidikan pada semua satuan, jalur, jenis dan jenjang pendidikan sesuai dengan jenis dan derajat kecacatan.

Pasal 12. Setiap lembaga pendidikan memberikan kesempatan dan perlakuan yang sama kepada penyandang cacat sebagai peserta didik pada semua satuan, jalur, jenis dan jenjang pendidikan sesuai dengan jenis dan derajat kecacatan serta kemampuannya.

* Keputusan Mendikbud RI No. 002/U/1986 tentang Pendidikan Terpadu bagi Anak Cacat

II. Pengertian

* What Is Meant by Inclusion?

The "inclusion" of students who are deaf refers to their being educated within a

classroom of students with normal hearing. Inclusion differs from

"mainstreaming" in that mainstreaming may refer to a variety of degrees of contact with hearing students, whereas in inclusion, the student who is deaf is

actually placed in a classroom with hearing students. Inclusion may involve an

assortment of services including interpreters, notetakers, teacher aides, teachers of students who are deaf, and consultants, but these services are provided within the context of the regular classroom.

(Richard Nowell and Joseph Innes, 1997)

* Inclusion emerged from the Regular Education Initiative (REI) of the 1970s and

1980s and the modification of PL 94-142, the Individuals with Disabilities Education Act (IDEA) of 1990.

... The "Education of All Handicapped Children" act

called for all children to be educated as appropriate in the "least restrictive environment" (LRE), which meant to the greatest extent possible with their "non-handicapped" peers.

(Richard Nowell and Joseph Innes, 1997)

* Who are the children we are talking about?

We are talking about: children with special educational needs, or

children with special needs.

This means:

Children who have temporary or life-long special needs because of:

Social-emotional conditions, and/or

Economical conditions, and/or

Political conditions, and/or

Impairments they were born with and/or

Have acquired later in life

(Skjorten)

** What is integration and inclusion?*

Integration - a common model:

Children with special needs are educated in a separate group in order to be able to join the regular class in the future

The group or single individuals from the special class visit the regular class in order to participate in common activities or a certain subject

This may be done with or without an accompanying special teacher or assistant

The children joining the class are often considered and feel like "visitors"

At times will children from the regular class visit the special class for certain activities

There are many different models of integration. The more the child with special needs is in the regular classroom and participates in class activities adjusted to the child's potentials, the closer one will reach the goal of inclusion.

Inclusion:

Inclusive Families - Kindergartens - Schools - Jobs

Inclusion in the family, school, classroom and community will be achieved when all children (or adults) are members of the same group:

Helping each other to learn and function

Taking considerations to each other

Excepting the fact that some children (or adults) have needs that differ from the majority and will at times do different things

Inclusion will give all children and adults the feeling of belonging and partnership.

Even if some children may have the need for receiving periodical special attention outside the classroom,

The class will consider them as class members and they will feel as class members.

(Skjorten)

** What Are Some Possible Benefits of Inclusion?*

Opportunity for the student who is deaf to live at home. Those students who

are deaf who attend a special school that is beyond commuting distance must

live at the school during the week. Students in an inclusion placement in

their local school are able to be with their families during the week.

Opportunity for communication with the hearing world. Daily association with

hearing students in an inclusion setting might help students who are deaf to

better develop their ability to communicate with hearing people,
leading to

skills they will need in later years.

Opportunity for learning the standards of the hearing world. Students
who

are deaf and attend schools for children who hear may be able to
master the

norms of hearing society better than those who are immersed in the
culture

of a special school for students who are deaf.

Availability of academic or vocational programs. Students who are deaf
may

find a wider range of academic or vocational programs in their home
school

district than in their nearest special school.

III. Faktor-faktor Pendukung

* Critical factors associated with the program's success included direct administrative involvement, teachers' and peers' problem-solving skills, adaptation of materials and school activities, effective teaming, consideration of the physical environment, and adoption of attitudes that support inclusion.

(Nancy Sall and Harvey H. Mar, JVIB April 1999)

IV. Prospek Implementasi Inklusi di Indonesia