

CHAPTER I

INTRODUCTION

A. Background

Along with the historical development of social change from time to time, people's understanding of the existence of group with special need, disabled, handicapped, person with disabilities and other term that refers to the same subject (with a different ideology and conception) also has undergone many changes. Broadly speaking, there are at least two conceptions during the history development of social change and theoretical are more dominant (Anonymous, 2010: 4).

Every human has the same right and obligation in life including obtaining educational services. The right to get education is inherent in all people without exception, including children with disabilities. This thought starts that the handicapped or exceptional children have a right to get educational services as well as normal children and children live together in a natural social situation.

In accordance to the mandate of the Constitution of 1945 and article 31, paragraph 1 of Law No. 20 of 2003 on National Education System Chapter IV Article 5, paragraph 1 states that every citizen has equal opportunity to obtain the qualified education, this case includes children with special needs. Inclusive Education system provides learning opportunities to children with

special need together with normal children, so that they can adjust to real life everyday.

Children with special need are children who have problems in the field of intelligence, physical, sensory, emotional, or behavior, have learning disorder, or have a special talent. Those also include children with mental health problem (e.g. depression, suicide), medical health (e.g., autism, Asperger's, dyslexia, dysgraphia, and asthma), information processing difficulties, language disorder, sensory damage, and the living in the difficult environment.

Development of inclusive education is an implementation or a description of the inclusion community. It is that all children and adults as an equal member of the group interact with each other, help each other, mutually tolerant, accepting the fact that some children or adults have different needs of the majority, then the people who tend to work together from the competition or competing. Inclusion community also means that all children or adults have a sense of ownership and partnership. Everyone would look at something as natural (Skjorten, 2003).

Inclusive education means that education is seen as an effort to empower individual with diversity. The child is no longer undifferentiated based on Label or certain characteristics and there is no discrimination between children with one another, thus all children are in the same educational system. Therefore, the most important educational mission is to minimize barriers to learning and meet the learning need of children. Every

child is valued his existence, fostered self-esteem, developed his motivation and accepted as is, so that each child will develop optimally in line with their own potential.

Through inclusive education, children with disabilities are educated together with other normal children to optimize their potential. It is based on the fact that in society, there are normal children and children with disabilities that can not be separated as a community.

In setting of inclusive education in class level, it requires education or child-centered learning. Inclusive education means creating and maintaining a warm classroom community, accepting diversity and respecting differences. Inclusive education also requires the implementation of a flexible curriculum. Inclusion also means encouraging the teacher as facilitator and conducting the process of communicative and interactive teaching and learning, encourages teamwork of teachers.

Inclusion allows adjustment of teaching material, evaluation tool, and structuring the learning environment of children. Inclusive education means encouraging parents to engage in a proactive and meaningful in the process of educational planning, and teaching and learning for children.

With the inclusion class, it is intended will be able to meet the individual need of every child in it, one example is a category of children with special need of gifted children. Actually gifted children can also be well served in inclusion classroom. However, Shevin (1994/1995) as cited by Sunardi (2002) questioned the attitude of the experts of gifted children who

are not so positive toward inclusive education for gifted children. They worry that the inclusion model will reduce the quality and result in the termination or acceleration of the individual, the curriculum restriction, and denial of individual differences.

By looking at reality, the observers of education highlight the need to have a place for those with special need to school. All the citizens have a right to get the same education and teaching. They are also human who need an education. Therefore, then it is opened an education that can accept children with special needs. Inclusive education aims to those who could not send their children in special education with its limitation, so they have a right to school in the regular school. Its technical and implementation is tailored to the school and need.

B. Research Focus

Starting from the above background, the focus in this study is on, “What are characteristics of the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga?*” This focus is divided into three subfocuses.

1. What are characteristic of classroom design at *Elementary School State Blotongan 3 Salatiga?*
2. What are characteristic of teaching and learning interaction at *Elementary School State Blotongan 3 Salatiga?*

3. What are characteristic of learning evaluation at *Elementary School State Blotongan 3 Salatiga*?

C. Research Objective

The general objective of this study is to describe the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga*. This study has three specific objectives.

1. Describing the characteristic of classroom design at *Elementary School State Blotongan 3 Salatiga*.
2. Describing the characteristic of teaching and learning interaction at *Elementary School State Blotongan 3 Salatiga*.
3. Describing the characteristic of learning evaluation at *Elementary School State Blotongan 3 Salatiga*.

D. Benefit of Research

The results of this study are expected to provide theoretical and practical benefits for the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga*.

1. Theoretical benefit

It is hoped to provide a clear information about the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga*.

2. Practical Benefit

- a. It is hoped to contribute ideas about the importance of managing the inclusion learning at *Elementary School State Blotongan 3 Salatiga*.
- b. It is hoped to provide useful input in improving the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga*.
- c. It is hoped to give understanding the various issues of inclusion learning management, it is enabled to do such improvement and development so the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga* is expected to be better.

E. Glossary

The learning process of children with special need emphasizes on differences, rather than the inability of children. The purpose of learning for children with special need is to provide support and assistance to students who have difficulty in accessing the curriculum because of the interference, obstacles, or a specific syndrome.

Children with special needs are children who have a disorder in the areas of intelligence, physical, sensory, emotional, or behavior, have learning disorder, or have a special talent. Inclusion children are children with physical, emotional, mental intellectual, and social have a right to get a special education. Classroom management is teacher's skill to create and maintain an optimal learning condition and restore it in case of disruption in the learning process.