

CHAPTER I

INTRODUCTION

A. Background of the Study

The inclusion of children with special needs in regular schools is the application of Article 31 clause 1 of 1945 Constitution mentioning that every citizen is entitled to obtain education including the students with special needs and the Act Number 20 of 2003 about National Education System of Indonesian Government completely guarantees the students with special needs or intellectual potential and or special aptitude to get high-quality education service. In fact, however, the children with special needs still have not obtained the decent education access yet.

Considering the Dirjen Dikdasmen's Circular No. 380/C.C6/MN/2003 on January 20, 2003 concerning Inclusive Education: Holding and Developing at least 4 (four) schools consisting of Elementary, Junior High, Senior High, and Vocational Middle Schools in every Regency/Municipal (Depdiknas, 2007:19).

In 2004, Indonesia holds a national convention providing Bandung Declaration with Indonesian commitment toward inclusive education. Inclusive school corresponding to the National Education Minister's Regulation Number 70 of 2009 about Inclusive Education for the students with disability and intellectual potential and or special aptitude, answers the

parents' and children's wants to get education access just like the normal children. In its organization, inclusive school or inclusive education includes the children with special needs in obtaining education service according to their special needs (DepDikNas, 2007).

The distant location of Special School (SLB) frequently becomes the reason of why the children with special needs do not study at school particularly those with weak economic condition, while the available elementary school is not willing to accept the children with special needs with the excuse that it cannot provide good education service. The elementary school that is compulsively willing to accept them cannot provide service because there is no Special Counseling Teacher. Eventually, many children with special needs cannot receive education as expected. The right for being able to live adjacently, not isolated from others and receiving education as the normal children is generally the right of every citizen and inclusive school is the answer.

Inclusive education is the new paradigm in education realm, thereby requiring the change in the perspective of it and its management. The concept of inclusive education is based on the principle of the equality of right to receive education service requiring the presence of learning model adjustment corresponding to the needs and appreciating individual difference. The requirement is the regular school organizing inclusive education, in order to make various changes and to undertake the learning

strategy from planning to implementation and evaluation, including how to choose media and learning source as well as learning model corresponding to the students' diverse needs.

The inclusive education organizing school should accommodate the individual needs of its students by means of both providing environment accessibility and applying flexible curriculum, and adapting curriculum, applying the varied approaches, strategies, methods and media as well as the assessment according to the children's potential (DepDikNas, 2007: 6).

In Indonesia there were 811 inclusive schools in 2010 with 15.144 students (Education – Education, Monday, March 01, 2010, 10:09:00 p.m.). in 2010, the Central Java Province's Education Office had been beginning 160 pioneering inclusive schools, then Blora regency government started to organize inclusive education in 2010, there have been 4 pioneering schools organizing inclusive education in Blora at Elementary School and 2 schools at Junior High School levels, one of which is SD Katolik Krida Dharma Blora.

In fact, the inclusive education held in Indonesia is still in the level of putting the children with special needs together with the normal ones, the adequate service corresponding to the individual children's needs and specialty is still attempted, in the expectation that the students with special needs will receive education service optimally in inclusive schools in the future.

The attempt of improving education service for the children with special needs in inclusive schools is not a simple problem, but needs multidimensional management by involving various related parties, particularly the students' parents. In this case education service does not only concentrate on the school's willingness to accept the children with special needs, but also pertains to all aspect either directly or indirectly contributing to supporting the establishment of high-quality education service sustainability.

One of attempt the inclusive school takes in improving education service is by modifying learning model, from curriculum, infrastructures, teaching and educating staff, and learning system to its assessment system. The school makes various changes and develops learning strategy, from planning, implementing to evaluating, including media selection and learning source as well as learning models consistent with the student needs. The use of modified learning model is expected to motivate the students with special needs in attending the learning process, thereby eventually improving the students' learning achievement.

In order to obtain optimum service, the service in inclusive education should consider the result of identification and assessment on Children with Special Needs. Considering the result of identification and assessment, a variety of possible alternative service programs is developed corresponding to individual needs (Depdiknas, 2007).

Learning modification at inclusive school requires readiness; the problems with learning modification include: the headmaster's readiness, the readiness of the teacher responsible for learning with diverse children, the availability of means or media corresponding to the need and specialty, and readiness of teacher capability in creating an interesting learning. Schultz (1994) in Smith (2009:399) the key to a school's readiness for more inclusive classroom perhaps is the greater unification of disabled students in order to be successful for all concerned parties.

In addition to learning material modification, the inclusive education organization is also obliged to modify learning media; the modification of learning media is adjusted with the students' potential and need. At inclusive school, media aims to ensure that every students with special needs obtains high-quality education corresponding to his/her ability, and to help the students deal with learning material/concept. (Depdiknas, 2007:6).

Considering the elaboration above, the writer is encouraged to conduct a research on the management of inclusive learning at SD Krida Dharma (Krida Dharma Elementary School) of Blora with a research entitled **INCLUSION-BASED LEARNING MANAGENENT AT ELEMENTARY SCHOOL KATOLIK KRIDA DHARMA BLORA.**

B. Research Focus

Considering the background of problem above, this research focuses on “How is the management of inclusive learning at SD Katolik Krida Dharma Blora?” that can be detailed in 2 (two) sub focuses:

1. How is the management of learning material modification in inclusive learning at SD Katolik Krida Dharma Blora?
2. How is the evaluation on the inclusive learning material modification management in SD Katolik Krida Dharma Blora?

C. Research Objective

In line with the focus of research, there are two objectives expected from this research.

1. To describe the management of learning material modification in inclusive learning at SD Katolik Krida Dharma Blora.
2. To describe the evaluation on the inclusive learning material modification management in SD Katolik Krida Dharma Blora.

D. Benefit of Research

The writer hopes this research results have practical and theoretical benefits as the following.

1. Practical Benefit

The result of research can be used as the input to the headmaster of SD Katolik Krida Dharma Blora as the attempt of improving the learning achievement.

2. Theoretical Benefit

The result of research can be used as the scientific reference to those needing.

E. Key Terms

1. **Learning management** is an attempt of organizing (managing and controlling) learning activity based on the learning concepts and principles to make the learning objective achieved successfully, more effectively, efficient and productively started with determining strategy and planning, ended with assessment.
2. **Inclusive education** is the one designed and adjusted with all students' need; all students obtain the equally good education service, both the normal students and the students with special needs. All students are attempted to obtain education service optimally by making modification and or adjustment of curriculum, infrastructure, teaching and educating staff, learning system and assessment system.