
**PARENTS' PERCEPTIONS IN IMPLEMENTATION OF INCLUSIVE EDUCATION IN
ELEMENTARY SCHOOL**

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ABSTRACT

Parents' perceptions are important in the implementation of education, considering that parents are very important stakeholders in school development. The purpose of this study was to determine the perceptions of parents in the implementation of inclusive education in elementary schools. This study uses a qualitative research approach in descriptive form. In determining the subject in this study, the researcher used a purposive sampling technique. The research subjects were three parents with the criteria of having children attending inclusive primary schools. The techniques used in data collection in this study were structured interviews and covert observation. The validity of the data used in this research is source triangulation technique and technique triangulation. As for the activities carried out in data analysis, namely data reduction, data presentation, and verification/conclusion. The results of the study indicate that there are four things that become parents' perceptions in the implementation of inclusive education in elementary schools, namely 1) Implementation of Inclusive Education, 2) Goals of Inclusive Education, 3) Positive Impacts, and 4) Negative Impacts.

Key Words: Perception; Parents; Education; Inclusive; Elementary School.

1. INTRODUCTION

Inclusive education aims to accommodate all the needs of students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and special talents to obtain education that suits their needs.(Fauziah, Mahmudah, & Susatya, 2020)and abilities as well as realizing the implementation of education that respects diversity and is not discriminatory for all students. Inclusive education in the Minister of National Education of the Republic of Indonesia Number 70 of 2009 explains that as an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to attend education or learning in an educational environment together with other students. educated in general. One of the conditions for implementing an inclusive school system that must be fulfilled is to build an inclusive environment that respects each other and upholds the values of diversity. The implementation of inclusive schools for children with special needs should create an environment that is friendly to learning, which allows all students to learn in a comfortable and fun way.

However, the implementation of inclusive schools is not as simple as organizing regular schools. The reality on the ground is that many cases arise related to the implementation of inclusive education, such as the lack of facilities and infrastructure to support the inclusive education system, limited knowledge and skills of teachers in inclusive schools. The need for parental involvement

in the implementation of inclusive education. To enable parental involvement in the implementation of inclusive education, it is important to understand parents' perceptions of their children's education. From research results Tejaningrum (2017) shows the perspective of parents seeing that the goals of inclusive education have not been running in accordance with the goals of inclusive education itself, in fact they still see problems in accepting students and the problems of human resources owned by schools are also in the spotlight in determining whether or not students with special needs are accepted. Then in research Waki (2017) shows that 77.2% of parents agree with the implementation of inclusive education in primary schools on the grounds that every child has the same right to education, while 25.8% of parents do not agree with the performance of inclusive education in primary schools and fear negative impacts when children -child combined. The same thing was also conveyed in the research results Hendrowati (2017) The parents' perspective on inclusive education is good, the reasons for agreeing to the implementation of inclusive education are mostly stating that every child has the same rights, while the reasons for disagreeing with the implementation of inclusive education are mostly because they are afraid that their children will have a negative impact if mixed with children with special needs.

Thus, it is very important to understand the perceptions of parents in the implementation of inclusive education in elementary schools. Parents' perceptions are important in the implementation of education, considering that parents are very important stakeholders in school development. Therefore, this research was conducted with the aim of knowing and describing the perceptions of parents in the implementation of inclusive education in elementary schools.

2. RESEARCH METHOD

This study uses a qualitative research approach. The research was carried out in the surrounding area of SDN Giwangan which is located at Jl. Tegalturi, Giwangan, Kec. Umbulharjo, Yogyakarta City. This research was conducted on April 2, 2021. In determining the subject in this study, the researcher used a purposive sampling technique. The research subjects were three parents with the criteria of having children attending inclusive primary schools. The techniques used in data collection in this study were structured interviews and covert observation. To collect data, research instruments are needed. According to Sugiyono (2015) said that in qualitative research, the research instrument or tool is the researcher himself.

The technique of checking the validity of the data used in this study is the triangulation technique. According to Lexy J. Moleong (2019) "triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison against the data". The researcher used source triangulation and technique triangulation to test the validity of data related to research findings. As for the activities carried out in data analysis, namely data reduction, data presentation, and verification/conclusion (Miles and Huberman in Sugiyono, 2020). Data analysis was carried out with the help of Atlas.ti software version 8. The reason for using this analysis tool is to facilitate researchers in the process of reducing and making research concept maps. This is as conveyed by (Mahmudah, 2021) that analysis software is the answer to the challenges of today's researchers to facilitate research procedures, especially during data reduction and concept map creation.

3. RESULT AND DISCUSSION

From the results of the research that has been carried out, it shows that there are several findings related to the perception of parents in the implementation of inclusive education in elementary schools. The following presents some of the data findings from the research that has been carried out.

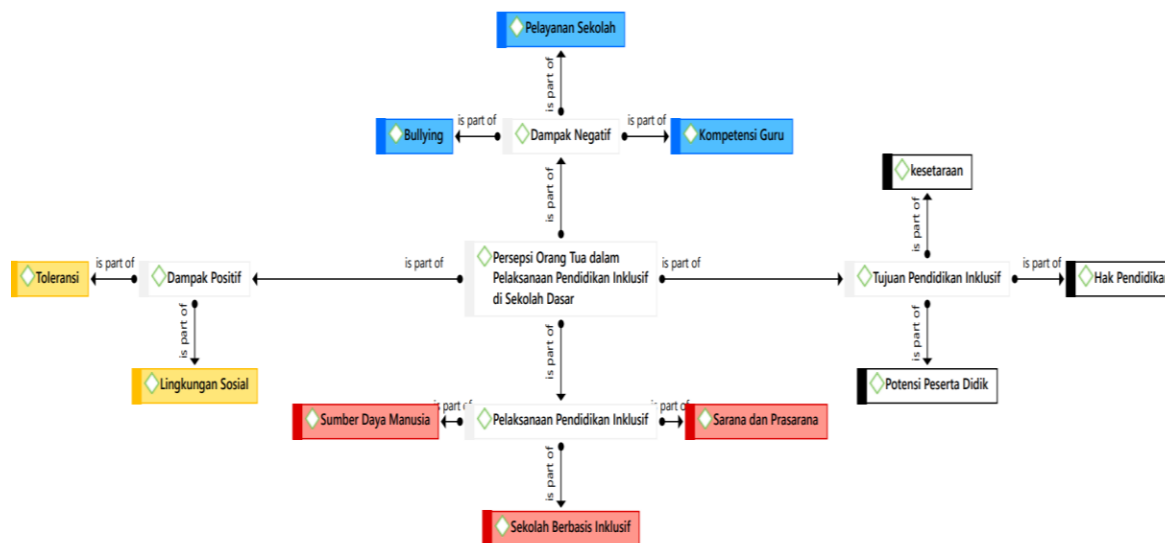


Figure 1. Research Result Data Assisted by Atlas.ti Software Version 8

From the results of the research above, it shows that there are four things that become parents' perceptions in the implementation of inclusive education in elementary schools, namely 1) Implementation of Inclusive Education, 2) Goals of Inclusive Education, 3) Positive Impacts, and 4) Negative Impacts. The implementation of education that combines children with special needs (ABK) and normal children (non-ABK) or also known as inclusive-based schools. Parents' perceptions regarding the implementation of inclusive education pay attention to two things, namely the availability of human resources (educators) and infrastructure. Parents still feel that the school has not been able to facilitate ABK with complete facilities and infrastructure, besides that parents feel that the school currently lacks special teachers for ABK. This is also confirmed by the research results Jesslin & Kurniawati (2020) which states that the support of Human Resources and the service of school facilities and infrastructure is fundamental to the success of the implementation of inclusive education in elementary schools. Then from the research results Hendrowati (2017) said that there are still many schools that do not yet provide adequate supporting tools for the implementation of inclusive learning for children with disabilities and there is still a shortage of special guidance teachers (GPK). More in research Zakia (2015) who said that some inclusive schools still found vacancies for special tutors, so that they could have an impact on the learning process of children with special needs who could not be served optimally.

Parents' perceptions are related to the objectives of implementing inclusive education in elementary schools, namely the right to education for all children, developing the potential of students, and equality. This is in line with the research results Setiawan & Apsari (2019) which explains the purpose of inclusive education aims to fulfill human rights to education without discrimination, by providing quality educational opportunities to all children without exception, so that all children have equal opportunities to actively develop their interests, talents, and all their personal potential in the environment. the same one.

Parents' perceptions are related to the positive impact of implementing inclusive education in elementary schools, namely tolerance and the social environment. There is a sense of mutual acceptance, respect, and help between ABK and non-ABK and with inclusive education, the social environment will be more fun and diverse. This is in line with the results of research from Tejaningrum (2017) which explains that all children can learn together regardless of the barriers or difficulties that children may have and will benefit cognitively and socially in inclusive learning and increase social tolerance. Then in research Jesslin & Kurniawati (2020) it is also said that inclusive schools can provide "real life" experiences interacting with various social environment backgrounds and help children with special needs to be able to adapt in community groups. More according to Wijayanti, Afita, & Wilantanti (2019) shows that the existence of inclusive schools has an influence on the level of social sensitivity of children in interacting in the social environment.

Parents' perceptions are related to the negative impacts of implementing inclusive education in elementary schools, namely bullying, school services, and teacher competence. Parents feel that inclusive education in elementary schools has not been carried out optimally, so there is still a lot of bullying going on, coupled with the lack of teacher competence in serving and paying attention to children with special needs. This is in line with the research results Waki (2017) which shows that parents do not agree with the implementation of inclusive education because the implementation of inclusive education in schools has not been fully implemented, so they are afraid that their children will have a negative impact if mixed with ABK. Then the research results Widyawati (2017) also mentioned that the inhibiting factor in the implementation of inclusive education programs is that there is no special guidance teacher (GPK) that is in accordance with the competence and limitations of teachers in dealing with special needs children according to the different needs of each child. More according to Jesslin & Kurniawati (2020) mentions that the negative impact of inclusive education is the lack of training on inclusive education for classroom teachers so that they pay less attention to children with special needs and the occurrence of bullying in the school environment.

From the explanation above, it can be concluded that the majority of parents show their support for the implementation of inclusive education in elementary schools with several notes that must be considered so that the implementation can run well. This is in line with the research results Jesslin & Kurniawati (2020) shows that in general parents have a positive perspective and support the existence of inclusive schools, but parents also continue to pay attention to the process of implementing inclusive education. Then in research Hendrowati (2017) which shows that the perspectives of parents on inclusive education agree and disagree, the reasons for agreeing to the

implementation of inclusive education state that every child has the same rights, while the reasons for disagreeing with the implementation of inclusive education are because they are afraid that their children will have a negative impact if mixed with children with needs. special. The same thing is also explained from the research results Waki (2017) shows that parents agree with the implementation of inclusive education in primary schools on the grounds that the implementation of inclusive education is that every child has the same rights, while parents do not agree with the performance of inclusive education in primary schools for reasons of fear of negative impacts when children are combined. More according to Muhammad & Supena (2020) said that the perception or attitude of parents strongly accepted the existence of inclusive education for children with special needs, parents' perceptions of the needs of children with special needs were basically no different from non-children with special needs.

4. CONCLUSION AND SUGGESTION

Based on all research results regarding parental perceptions in the implementation of inclusive education in elementary schools, it can be concluded that there are four things that become parents' perceptions in the implementation of inclusive education in elementary schools, namely (1) Parents' perceptions regarding the implementation of inclusive education pay attention to two namely the availability of human resources (educators) and infrastructure. Parents still feel that the school has not been able to facilitate children with special needs with complete facilities and infrastructure, besides that parents feel that schools currently still lack special teachers for children with special needs; (2) Parents' perceptions related to the objectives of implementing inclusive education in elementary schools, namely the right to education for all children, developing the potential of students, and equality; (3) Parents' perceptions are related to the positive impact of implementing inclusive education in elementary schools, namely tolerance and the social environment. There is a sense of mutual acceptance, respect, and assistance between ABK and non-ABK and with inclusive education, the social environment will be more pleasant and diverse; (4) Parents' perceptions related to the negative impact of implementing inclusive education in elementary schools, namely bullying, school services, and teacher competence. Parents feel that inclusive education in elementary schools has not been carried out optimally, so there is still a lot of bullying going on, coupled with the lack of teacher competence in serving and paying attention to children with special needs.

In the implementation of inclusive education requires an environment that can accept diversity, there must be collaboration of teachers with other professions or professional human resources in inclusive education services, preparing supporting facilities and facilities for children with special needs, as well as support from families and the general public so that inclusive education can be carried out optimally. and can accommodate all the needs of students.

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