

## **HARMONIZATION AND OBSTACLES IN THE IMPLEMENTATION OF INCLUSION EDUCATION AT INCLUSION PRIMARY SCHOOL IN BOGOR**

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### **Abstract**

This study aims to describe the results of a field study conducted regarding implementing inclusion education at inclusion primary school in Bogor, focusing on the positive things happening (harmonization) and the perceived limitations. The approach used in this study is a qualitative descriptive approach. In this study, the research instrument was the researcher himself. The research subjects in this case were school principals, four class teachers, and five students. The sampling technique used is a targeted sampling technique. The data collection techniques used are interview techniques, observation, and documentation. The data analysis technique used is Miles and Huberman's model analysis technique, which consists of several phases: data reduction, data presentation, verification, and conclusion. The research results show alignment and obstacles to implementing inclusive education at SDN Perwira Bogor. The harmonization that is felt is a high sense of mutual respect, a good sense of understanding, and cooperation with parents, which is very good. On the other hand, there are obstacles such as inadequate facilities and infrastructure, staff that do not meet needs, and partnerships that still need to be improved.

**Keywords:** inclusive education, harmonization, inclusion restrictions

## INTRODUCTION

Everyone has the right to education. Through education, it is hoped that each individual can develop their potential. Education is a fundamental right for all individuals and forms the basis for lifelong learning. Through knowledge, it is hoped that individuals can develop their potential to compete in society <sup>1</sup>. Moreover, education is a basic human need to survive and make people more dignified <sup>2</sup>. However, each child born has its characteristics and uniqueness, so their learning needs are different. It was also explained <sup>3</sup>that education is essential for human resource development to create a superior and competitive society. By looking at the above definition, it is appropriate that education is the right of every person, no matter where they are. However, the problem is that not everyone is born the same; everyone has uniqueness and thus has different needs and opportunities to participate in education. The Constitution of 1945 guarantees the right of every citizen to receive an education. carry out primary education. In this case, it also includes children with special needs, who are guaranteed by the state to have access to education according to their needs. Apart from this, the Universal Declaration of Human Rights, adopted and announced by the UN General Assembly on December 10, 1948, through resolution 217 A (III), Article 26, states: "Everyone has the right to education. Education should be free, at least for primary and primary education."

Children who are born and/or grow up with a disability or students with special needs who need the same education as children in general also have the same education rights as other children. In reality, however, the availability of special schools for children with special needs is still not evenly distributed, not to mention the high costs involved. To meet this need, the government has created an alternative solution, namely the presence of inclusive schools. The difficulty of children with special needs to receive education in remote areas can be overcome by inclusive or integrated education <sup>4</sup>. It is also regulated in Law No. 8 of Article 10 of 2016. Persons with disabilities have been offered a special and inclusive education system in their education. One of the special education systems in question is special education, but special schools have several weaknesses, such as limited socialization for children with disabilities and the high cost of education <sup>5</sup>.

Inclusion education is one of the solutions for education for all. Regular students and students with special needs live in the same environment. Inclusive education, according to the Minister of National Education of the Republic of Indonesia No. 70 of 2009, is defined as an education delivery system that provides opportunities for all students with disabilities and potential intelligence and/or special talents to participate in community activities along with students at extensive teaching or learning in an educational environment <sup>6</sup>. Inclusion education gives appreciation to children with special needs. The model implemented in this inclusive school emphasizes full integration and eliminates restrictions by using the principle of education for all <sup>7</sup>. The service system in inclusive schools covers all needs of regular students and children with

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<sup>1</sup> Siska Angreni and Rona Taula Sari, 'Identifikasi Dan Implementasi Pendidikan Inklusi Bagi Anak Berkebutuhan Khusus Di Sekolah Dasar Sumatera Barat', *AULADUNA: Jurnal Pendidikan Dasar Islam*, 7.2 (2020), 145 <<https://doi.org/10.24252/10.24252/auladuna.v7i2a4.2020>>.

<sup>2</sup> Ratna Sari Wulandari and Wiwin Hendriani, 'Kompetensi Pedagogik Guru Sekolah Inklusi Di Indonesia (Suatu Pendekatan Systematic Review)', 7.1 (2021), 143–57.

<sup>3</sup> Wardhani (2020)

<sup>4</sup> Eko Pradipta Kurnaedi and Moh. Muslih, '2797-3840 2797-992x', 2 (2022), 58–71.

<sup>5</sup> Nissa Amalia and Farida Kurniawati, 'Jurnal Kependidikan', 7.2 (2021), 361–71.

<sup>6</sup> Mila Faila Shofa, 'Implementasi Manajemen Pendidikan Inklusi Di Paud Inklusi Saymara Kartasura', 1.1 (2018).

<sup>7</sup> Purwadi Suhandini Febri Yatmiko, Eva Banowati, 'Journal of Primary Education', 4.2 (2015), 77–84.

special needs (ABK). It was also explained <sup>8</sup> that the inclusion program provides an educational service system for regular students and ABK. Inclusion schools also serve average students and ABK in the learning process without discrimination. Education in primary schools is adapted to the needs of regular and special needs students through curriculum adaptation, learning, assessment, and infrastructure.

The inclusive education process rewards students through a strategy emphasizing full inclusion and elimination of disabilities, using educational principles for regular students and students with special needs. Inclusive schools bring fresh air to the world of education, allowing children with special needs to mingle with mainstream students. Inclusive education is a metamorphosis of human culture. Every human being is equal, has the same rights, and has the same opportunity to develop and receive education for a better continuation of life. Regardless of skin color, race, religion, or genetic makeup, everyone has the right to be equal in education. An inclusive school answers whether education has no discrimination and everyone has the right to get it. Inclusive education attempts to remove these barriers for students while increasing educational opportunities for all, including students with special needs <sup>9</sup>. Inclusive schools are formed as schools that are friendly to all, which means that the educational approach strives to reach everyone without exception. All students have equal rights and opportunities in education. Equal rights and opportunities ensure that students are not discriminated against physically, emotionally, mentally, and socially. Inclusive schools are not just for inclusive children but for all students <sup>10</sup>. The existence of inclusive education is an alternative to expanding opportunities for access to education, especially for children with special needs (disability and other groups of disadvantaged children). Children with a temporary disability receive education in a segregative manner in special education units or special schools (SLB). Due to the minimal number of special schools compared to the population of children with disabilities and the locations of special schools, which are primarily in urban areas, children with disabilities, especially those in suburban and rural areas, do not receive adequate formal education services <sup>11</sup>. From the above description, it can be concluded that inclusive schools are a place for education for all, with respect for differences and without discrimination.

The goal of inclusion education is, of course, to meet the educational needs of all. <sup>12</sup> Other goals were also explained, namely that the goal of an inclusive school is: 1) To train the independence of students, especially students with special needs who can teach. 2) Increase the self-confidence of special needs students. 3) Increases a sense of belonging and good social relationships in regular students. 4) Develop the interests and talents of regular students. 5) Developing the potential of students with special needs. In addition to accommodating the interests and talents of mainstream students, inclusive schools also have facilities and teaching staff that can foster the interests and talents of students with special needs. 6) Create harmony in social life between regular students and students with special needs. This goal indicates how significant the

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<sup>8</sup> (Yatmiko & Banowati (2015)

<sup>9</sup> Dewi Asiyah, 'Dampak Pola Pembelajaran Sekolah Inklusi Terhadap Anak Berkebutuhan Khusus', 1.1 (2018), 69–82.

<sup>10</sup> (Perwitasari & Irianto, 2020)

<sup>11</sup> Ika Devy Pramudiana, 'Implementasi Kebijakan Pendidikan Inklusif Untuk ABK Di Surabaya Ika Devy Pramudiana Universitas Dr . Soetomo Surabaya Email : Ik.Pramudiana@gmail.Com', *Dimensi Pendidikan Dan Pembelajaran*, 5.1 (2017), 1–9.

<sup>12</sup> Rouf (2021)

influence is on whether inclusive education can run smoothly. Schools are not only a place to transfer knowledge, but developing an attitude of acceptance of diversity will be very nice.

Perwira Bogor State Elementary School (SDN) is one of the schools in Bogor City that has been included in the schools that have implemented inclusive education since 2003. The school is located on Jl. Officer No. 4, Pabaton, Central Bogor City, Bogor City, West Java, with zip code 16121. In the academic year 2022/2023, there are 127 students, with the criteria of 17 regular students and 110 special needs students (ABK). Special needs students who are at SDN Perwira face a variety of obstacles, including quadriplegia, intellectual disability, autism, attention deficit hyperactivity disorder (ADHD), deaf, mute, disabled, slow learning, and hyperactive

The obstacles crew members face usually range in the mild to moderate category. During the implementation of inclusive education, school leaders and teachers have learned many valuable lessons from SDN Officers. You can feel the alignment in diversity in the educational climate there. However, there is no denying that several obstacles must be overcome for education to run smoothly and for all students to study safely, comfortably, and as needed.

This study aims to determine the implementation of inclusive education and the benefits and obstacles experienced in one of the public primary schools with the most significant number of inclusive students. Based on this research, it is hoped that there will be follow-up by related agencies and other elements that can help make inclusive education even better.

## METHODS

This study was conducted in one of the government schools in Bogor City that provides inclusive education. This school was chosen because it is unique, namely that the number of students with special needs is more dominant than regular students. The number of students this academic year is 127 students, with 12 teachers. The method used in this study is qualitative with an ethnographic type. In this research method, natural objects are examined, and the researcher acts as an instrument. The data collection technique uses triangulation analysis of library study data from various national and international journals for 2015-2024, where observations are made candidly and systematically. The data obtained is then grouped according to the problem under investigation, presented as a customized description, and used to conclude. The data analysis technique used is the Miles and Huberman model analysis technique, which consists of several phases: data reduction, data presentation, verification, and conclusion.

Table 1. Respondents Data

Respondent	Gender	Teaching at
Respondent 1	Female	Headmaster
Respondent 2	Female	Class 1
Respondent 3	Female	Class 2
Respondent 4	Female	Class 4
Respondent 5	Female	Class 5

Table 2. The Interview Guidelines

No	Aspects
1	School Curriculum
2	The role of teacher

3	Student attitudes
4	The role of parents
5	Facilities and infrastructure
6	Obstacles encountered

## RESULTS AND DISCUSSION

### Coordination of implementation, including education at SDN Perwira

#### a. Mutual respect between students

Based on the results of interviews with student affairs, the number of regular and ABK students with different barriers came to a ratio of 1:17. This number is undoubtedly beyond the boundaries of inclusive schools in general. However, with more extensive and varied ABKs, students do not feel excluded or discriminated against. This diversity promotes high mutual respect between students. Regular students and students with special needs participate in learning side by side. They grow and develop together in education. There is no jealousy with each other. Regular students appreciate everything ABK students do, and vice versa.

#### b. School cooperation with parents

The amount of love between the principal, teachers, students, and parents of students for all children creates an extraordinary collaboration. Every parent who sends their child to SDN Perwira has the same hope that their children will receive a good education. Parents of regular students understand the condition of special needs students, and parents of special needs students contribute to the school. Collaboration is simple but very meaningful. For example, the need for a supervising teacher in the classroom has not been met due to various limitations. Therefore, parents of students voluntarily take turns becoming facilitators in the classroom to help teachers and students during the learning process. Energy, thoughts, and materials are helped with their limitations. Collaboration with parents is essential, as explained by <sup>13</sup> the fact that achieving success in the education of children with special needs also requires collaboration between parents and teachers to create better and more meaningful education. Therefore, this research is fundamental to understanding how the application and role of parents of children with special needs guide the learning process.

#### c. Understand each other

Pupils understand each other, and with this understanding attitude, mutual help arises. Ordinary students become peer tutors for friends in need. Students with special needs work together to maintain their attitude and remind each other. With an attitude of mutual understanding, classroom conditions become conducive despite various obstacles. This attitude is critical to nurture so the classroom remains safe, comfortable, and controlled. All students see these differences not as an obstacle but as a strength to instill character values. Students from different backgrounds can respect each other, whether it be differences in attitude, ethnicity, religion, ethnicity, or the treatment of others <sup>14</sup>. Therefore, mutual understanding between regular students - ABK is essential.

### Obstacles in implementing inclusive education at SDN Perwira

#### a. Inadequate facilities and infrastructure

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<sup>13</sup> Arsani et al (2021)

<sup>14</sup> Rina Rahmi, Aswatun Hasanah, and Septika Laily Anti, 'Konsep Pendidikan Karakter Pada Sekolah Inklusi Tingkat Usia Dasar', 4.2 (2020), 155-72 <<https://doi.org/10.29240/jpd.v4i2.1648>>.

Facilities and infrastructure are crucial in education, especially in schools that implement inclusive education and need more support than mainstream schools. The need for child-friendly school facilities and infrastructure to create safe and comfortable schools continues to develop. The limited resources available, with the primary funding source coming only from the Central and Regional School of Operational Assistance (BOS), are insufficient to meet all these needs. The level of needs for facilities and infrastructure also varies with the special needs of students with different barriers. It is also happening in other inclusive schools. Research <sup>15</sup> explains that inclusive education is indeed moving, but there are still many obstacles to implementing it, such as therapy rooms and material therapy. Moreover, <sup>16</sup> confirmed that one of the obstacles to inclusive schools is schools that are not ready to provide services, both facilities and infrastructure, for the accessibility of children with special needs. Currently, the school only uses the available facilities and infrastructure that can be managed with BOS funds and help from parents. Efforts have been made to seek help from the education office and seek out relationships that can help meet needs regarding the facilities and infrastructure required by schools.

#### **b. Insufficient teacher resources**

Human resources or teachers who teach in inclusive schools play a vital role. The competence of teachers should be of more significant concern because they teach diverse students with different characteristics, both regular students and students with special needs. Currently, the number of teachers in SDN Perwira is 12. Meanwhile, the number of teachers with teaching qualifications or training as Special Tutors (GPK) is only one person. This condition is undoubtedly far from necessary. Although the Ministry of Education and Culture trained the GPK, conditions in the field did not meet the needs of the GPK, especially for Perwira Elementary School. With the limited human resources they have, the teachers try to give the best they can. Inclusion as integration and inclusive education as an active educational approach <sup>17</sup>. In this case, schools need competent teachers.

<sup>18</sup> Explains that the main factor causing low inclusive education services is the lack of ready educators who are able and willing to teach children with special needs. This means that teachers are needed to educate children with special needs cognitively and competently and have a heart that wants to serve to educate children with special needs. So important is the role of competent teachers and educators in ensuring that inclusive education remains of high quality and can meet the learning needs of all learners.

Human resource constraints also affect the development of curricula for inclusive schools. Until now, SDN Perwira has applied the nationally applicable curriculum, namely the 2013 and independent curricula, with adjustments adapted to the student's circumstances. Meanwhile, developing a special curriculum is still limited by a lack of support from various aspects.

SDN Perwira teachers keep trying to attend various trainings related to the competencies needed to meet the learning needs of all their students. However, the major obstacle regarding human resources is that if there is a shortage of classroom teachers, it will be challenging to get these teachers. Not all teachers (especially primary school teachers) are willing to teach diverse

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<sup>15</sup> Asiyah (2018)

<sup>16</sup> Mumpuniarti & Lestari (2019)

<sup>17</sup> Abdullatif Arishi, 'Inclusion for Students with Hearing Impairment in Elementary Schools: Teachers' Perceptions', *Educational Administration: Theory and Practice, Kuey.Net*, 30(1) (2024), 359–66  
<<https://doi.org/https://doi.org/10.53555/kuey.v30i1.1321>>

<sup>18</sup> Amka (2019)

students with all their needs. Because teaching them requires high devotion and a heart willing to accept it broadly.

**c. Collaboration with external parties should be improved**

Partnerships that are not yet optimal are one of the stumbling blocks at SDN Perwira. So far, no external party has been working with the school. However, the great hope is that in the future, we can enter into partnerships with external parties such as foundations, communities, companies, or other private parties who can help and support the implementation of inclusive education at SDN Perwira to develop further. The school continues to look for related parties who can work together to improve the service and quality of inclusive education at SDN Perwira Bogor. Special education practitioners in the United States even proposed a transformation of policy and funding for special education and inclusion providers <sup>19</sup>.

## CONCLUSION

Implementing inclusive education is not easy. However, SDN Perwira Bogor, one of the inclusive schools in Bogor City, tries to provide the best for all students there. The number of special needs students outnumbering regular students is a challenge. The positive things that happen are alignment between school members, including respect, appreciation, and cooperation with parents. The obstacles we face are inadequate facilities and infrastructure, staffing that does not meet needs, and partnerships with outsiders that have yet to be improved. Of course, despite the obstacles the school encounters, the school always tries to do its best, including participating in various trainings related to special guidance teachers (GPK) communicating with the Education Office about school needs and trying to find partners to work together from both the municipality and other parties. The limitation of this study is that the schools used as the research sample are limited to only one school. It is hoped that further research can be conducted in a more significant number of inclusive schools so that the data obtained becomes more varied.

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<sup>19</sup> W Sailor J Taylor, 'A Case for Systems Change in Special Education', *Remedial and Spesial Education*, Volume 45 (2024) <<https://doi.org/10.1177/0741932523118138>>.

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