

Analysis of the Needs for the Development of Local Wisdom-Based Inclusive Education Service Models for Elementary Schools in Makassar City

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Abstract

Education can shape humans into superior human beings. Education is the right of all citizens without exception, including the rights of those with special needs. The need of those special needs is sufficiently inclusive education. This study aimed to analyze the need for an inclusive education service model that can be developed specifically based on local wisdom in elementary schools in the city of Makassar. Empirically, data on these needs were obtained from interviews with several relevant parties, including school principals, supervisors, regular teachers and special supervising teachers in inclusive schools. Data on needs analysis were also obtained through questionnaires and through Focus Group Discussions. The results of this study showed that basically the inclusive education has been implemented, but has not been optimal. This probably caused by teachers, parents and the community do not understand the nature of schools providing inclusive education. The cause of this condition is that the policies that have been set do not work according to the content and objectives to be achieved. It can be concluded that the analysis show that almost all target audiences in this case; school principals, supervisors, regular teachers and the provincial education office, the Makassar City education office, Special Guidance Teachers feel that they really need a guideline for implementing inclusive education that can be used as a reference in providing services for students with special needs.

Keywords: Special needs, Inclusive education, Elementary school, Makassar

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1. Introduction

Inclusive education is a form of educational service that requires all students with special needs to be served in nearby schools, in regular classes or in special classes with friends of their own age (Shevin, 2009). This is based on the fact that in society there are normal students and students with special needs who cannot be separated as a community. Therefore, students with special needs need to be given the same opportunities and opportunities as normal students to get educational services at the nearest elementary school. Of course, the nearest elementary school needs to be prepared. Inclusive education is expected to be able to solve educational problems for students with special needs so far who have not been able to be admitted in existing segregation schools.

Inclusive education is an educational service in schools, therefore it is necessary to stipulate regulations in

each implementing unit. The hierarchy of inclusive education service providers starting from the central level to the regional level is the Ministry of Education and Culture, Provincial Education Offices, City/District Education and Culture Offices, District Education and Culture Offices, and schools as implementing units of inclusive education. The Ministerial Regulation No. 70 of 2009 states that inclusive education is defined as an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to participate in education or learning in an educational environment together with students in general. Furthermore, in its implementation, inclusive education aims to provide the widest opportunity and realize the implementation of education that respects diversity and is not discriminatory for students who have physical, emotional, mental and social disabilities or have the potential for intelligence and/or special talents to obtain quality education according to their needs and abilities. Strengthening the suitability of lessons with the individual needs of students is contained in the Ministerial Regulation No. 67 of 2013 concerning the basic framework and curriculum structure for Elementary Schools. In rational improvement of mindset, point (1) Patterns of teacher-centered learning become student-centered learning. Learners must have choices for the material studied to have the same competence.

To achieve the suitability of lessons with the individual needs of these students, of course, a model of educational services is needed, especially for students with special needs. Therefore, this study aimed to analyze the need for an inclusive education service model that can be developed specifically based on local wisdom in elementary schools in the city of Makassar.

2. Study Methods and Analyses

Inclusive education is an educational service in schools, therefore it is necessary to stipulate regulations in each implementing unit. The hierarchy of inclusive education service providers starting from the central level to the regional level is the Ministry of Education and Culture, Provincial Education Offices, City/District Education and Culture Offices, District Education and Culture Offices, and schools as implementing units of inclusive education.

As is usually the case in development study it always begins with a study of needs analysis, whether the target audience really views it as necessary and urgent for a model to be developed or not. Likewise, this study also begins with a needs analysis as a basis for whether or not to develop an inclusive education service model based on local wisdom as a reference or guideline in providing education for students with special needs who attend elementary schools.

The analysis of the needs for developing a model for implementing inclusive education based on local wisdom in elementary schools in Makassar City, which is meant in this study, is a theoretical and empirical study of whether or not a model is needed to be developed that will serve as a guide in implementing inclusive education, especially in elementary schools in Makassar City. Empirically, data on these needs were obtained from interviews with several relevant parties, including school principals, supervisors, regular teachers and special supervising teachers in inclusive schools. Apart from interviews, data on needs analysis were also obtained through questionnaires and through Focus Group Discussions (FGD).

3. Consideration for Inclusive Education and Related Regulations

The Director General of Elementary and Secondary Education, Ministry of National Education of the Republic of Indonesia on January 20, 2003 issued a warrant Number: 380/C.6/MN/2003 to District/City Education and Culture Offices throughout Indonesia to organize and develop inclusive education. Organizing inclusive education by determining, facilitating, and fostering inclusive education pilot schools. Therefore, every educational institution, especially inclusive education providers must be able to program learning that emphasizes democratic, creative, effective and fun aspects. The policy of the Indonesian government, according to the Minister of National Education of the Republic of Indonesia No. 70 of 2009 article 4 explains that "the local government appoints at least 1 Elementary School, 1 Middle High School, 1 Senior High School to organize inclusive education and the local government is obligated to organize the program". This is in accordance with the Strategic Plan of the Ministry of National Education which states that in order to expand access to equity and access to education for students aged 7-15 years, both boys and girls who are not/have not been served in the formal education pathway have the opportunity get educational services in non-formal channels as well as integrated/inclusive education programs for students with special needs.

Regulations at the provincial level in South Sulawesi are contained in the Decree of the Governor of South Sulawesi Number 188.4/PD.4/397/2011 dated 12 May 2011 concerning the Establishment and Implementation of Inclusive Education Programs for Elementary, Middle and High Schools throughout South Sulawesi. The next regulation is the Regulation of the Governor of South Sulawesi Number 31 of 2011 dated July 13, 2011, concerning the Implementation of Inclusive Education in South Sulawesi Province. In the 2001/2002 fiscal year, the Regional Government of South Sulawesi actually initiated elementary schools, namely SD Kalukuang III, SD Baraya I and SD Negeri Maccini Baru. In 2005 the three schools were evaluated by the South Sulawesi

Provincial Education Office and the Directorate of Special School Development, and it was reported that the inclusive education pilot program at the three elementary schools was categorized as having good success. Based on the evaluation results, the South Sulawesi Provincial Education Office has so far developed inclusive education for 257 schools consisting of elementary, middle and high schools. Especially in Makassar City there are 142 schools, namely 132 elementary schools, 8 junior high schools, and 2 high school level schools, with the number of students with special needs in South Sulawesi 9,555 people. In the Decree of the Governor of South Sulawesi Province Number 188.4/PD.4/397/2011 dated 12 May 2011 concerning the Establishment and Implementation of Inclusive Education Programs at the elementary level in a total of 232 Elementary Schools for Providing Inclusive Services throughout South Sulawesi.

Based on the results of an initial study at three elementary schools, information was obtained that the model for providing inclusive education at SD Kalukuang III, SD Baraya I and SD Maccini Baru, the inclusive education model is fully inclusive, meaning that students with special needs learn with other students (normal) throughout the day in regular classes using the same curriculum. While the subject matter is adjusted to the ability level of students with special needs. For example, when the teacher teaches mathematics, use language that is simple and easy to understand. The assessment system uses a lower standard than class standards, adjusted to the ability level of students. Furthermore, in the initial study, information was obtained that the Special Guidance Teacher who taught at the school was not specifically appointed by the Education Office and placed to teach, but the appointment of the Special Guidance Teacher was an initiative of the school principal who appointed honorary teachers and general teachers at the school who has background or alumni majoring in Special Education.

The media to develop students' psychosocial, emotional, spiritual and creative ways of thinking, among others, is through the education of values based on culture and local wisdom. This is in accordance with the opinion Sudrajat (2007) that culture-based learning and social interaction, referring to the mental/behavior development of students greatly influences the perception of memory and the way of thinking of students. In order to build a model of the school's cultural climate according to the expectations of inclusive education which is characterized by non-discrimination, it is necessary to develop a learning model that incorporates local wisdom values. This is in line with study of Supena (2009) regarding the inclusive education model explaining that moral and ethical learning in Civics subjects still allows students to study together without changing material, while other material must be adapted to the conditions of students. In addition, attending in the classes is preferable by the students (Bhat and D'sa, 2022).

Creating inclusive conditions in the classroom is very important as the basic capital for implementing inclusive education. Inclusive classes must be formed by schools so that every student in a class has concern for one another, this is stated in Ministerial Regulation No. 67 of 2013 on Core Competencies for grades I, II, III, IV, V, and VI, namely students have honest behavior, discipline, responsibility, polite, caring, and confident in interacting with family, friends, and teachers. Creating a caring attitude among students needs to be formed so that an inclusive class occurs. This is one of critical component of long-term development (Alothman, 2022).

The Ministerial Regulation No 67 of 2013 on point B, characteristics of the 2013 curriculum point 2, schools are part of a community that provides a planned learning experience where students apply what is learned in school to the community and utilize the community as a learning resource. This dictum emphasizes that in order to provide understanding to students, learning experiences can be explored by utilizing the community environment as a learning resource. Sources of learning in communities that support inclusive services are by utilizing local wisdom found in the community. Inclusive service delivery arrangements are implemented into how service units at the regional/local level are able to compile, develop and operate the governance of inclusive education services. The basic concept of local wisdom value education seeks to explore and explore the nation's ancestral wealth related to ethnicity and culture of a region. The factual reason for implementing inclusive education based on local wisdom is that based on the evaluation results, the South Sulawesi Provincial Education Office has so far developed inclusive education based on the Decree of the Governor of South Sulawesi regarding the determination of schools to host inclusive system education programs throughout South Sulawesi Number: 188.4/PD4/397/ 2011 as many as 232 in elementary to high school. In Makassar City there are 158 schools, namely 134 elementary schools, 9 junior high schools, and 2 high school level schools, with a total in Makassar of 5,543 people.

4. The Needs for the Development of Local Wisdom-Based of Inclusive Education

The selection of learning development topics by incorporating local wisdom values is reinforced by the study of Budiyanto (2007) which concludes that (1) an inclusive education model based on local educational culture does not eliminate the existence of special education (2) educational actors understand the issues of students' rights, but haven't done it right yet. Furthermore, the study of Said (2007) explain that local wisdom values based on Bugis Makassar literature are still very relevant to building national identity today and in the future, therefore it needs revitalization. While the study of Rahim (1985) found that the level of inclusiveness in implementing

elementary schools only reached 70%. As an indicator, 1). Not yet optimal service; 2). Teachers' understanding of inclusiveness is not optimal; 3). Class management is not appropriate.

The study of Mazhud (2013) concluded that (1) the implementation of the Ministerial Regulation policy No. 70 of 2009 in South Sulawesi Province has not been running effectively and efficiently, (2) individual actors or target groups have not generally understood the contents and objectives of the Ministerial Regulation No. 70 of 2009, (3) The implementation design of the Ministerial Regulation Number 70 of 2009 must pay attention to five policy activities namely; the size and objectives of equity in inclusive education, the characteristics of the implementing agency, the attitude of the implementing apparatus, the resources and conditions of inclusive education. Whereas Rahim (1985) explained that administratively schools providing inclusive education in the city of Makassar were categorized as successful, and only a small proportion were not optimal as a result of constraints on the rules for achieving the Minimum Completeness Criteria (MCC). This is the result of the absence of standards for evaluating school learning in inclusive education providers.

Based on the results of an analysis of the implementation of the South Sulawesi Governor's regulation number 31 of 2011 concerning the implementation of inclusive education, it is shown that there are still many articles of the regulation that have not been realized in the field. Therefore, it is deemed necessary to develop an inclusive education model based on local wisdom in the form of a manual for teachers in providing services for students with special needs in elementary schools providing inclusive education in Makassar City in an effort to accelerate and catch up with other regions in Indonesia, especially the Java region.

The need for an inclusive education service model based on local wisdom in elementary schools in the city of Makassar is not only based on the results of theoretical analysis, but also on the basis of empirical facts where at the level of inclusive education providers generally feel the need for a model of education services in elementary schools. This is in line with what was stated by the Head of SD Inpres Maccini Baru in an interview. During the interview she stated that "The implementation of inclusive education in South Sulawesi has been going on for quite a long time although there are still some deficiencies here and there, especially in the uniformity of implementation patterns which still vary widely in various educational units. Therefore, if there is a pattern that can be used as a reference or guide in implementing inclusive education, then I think that is very good. Of course the guidelines I mean are not the Governor Regulation because this regulation regulates in general, but the guidelines I mean are specific references in kind of model".

This statement was in line with the Head of SD Kalukuang III Makassar also in an interview that "If you want to see inclusive education being carried out well as expected, then we need to make an implementation guideline that can really touch the needs of each student with disabilities. If the implementation of inclusive education is like what has been going on so far I think the results will be the same, namely students with disabilities will not be served well, go to school but the results are far from what was expected".

The implementation guidelines referred to mention above are none other than a service model that can be designed in the form of a guidebook containing practical instructions for implementing inclusive education that accommodates the needs of students with special needs. In this regard, Makassar City Education Curriculum Head stated that "I think what we have done so far, especially education services for students with special needs in elementary schools, seems to be very far from what we expected. Several elementary schools, especially in the city of Makassar, serve students with special needs as is in the sense of half measures, not ideally that can develop the potential of students with special needs, just carrying out mandates from laws or regulations. If we really want to provide services to students with special needs in elementary schools, then I think there needs to be specific guidelines that can be used as a reference in implementing inclusive education in an effective and efficient manner. The fact is that this year's new student admission policy is recommended for every school to be able to accommodate students with special needs, both schools providing inclusive education based on government decrees and public schools are also expected not to reject prospective students who have special needs without discrimination".

Specific guidelines that are effective and efficient as intended above is nothing but a service model based on local wisdom. Almost in line with the opinion above, Operator of Inclusive of South Sulawesi Province stated that "In my opinion, what has been done in schools so far, especially in terms of educational services for students with special needs in elementary schools, is still far from what we expected. In general, inclusive schools in the city of Makassar serve students with special needs clearheaded, not ideally who can develop the potential of students with special needs. This may be due to the absence of specific guidelines or some kind of technical reference that can be used as a guide in implementing inclusive education. Therefore, in my opinion, there is a need for specific guidelines that can be used as a reference in implementing inclusive education".

Furthermore, the results of interviews conducted with the principal of Monginsidi Elementary School as a pioneer in implementing inclusive elementary school education in South Sulawesi stated that "We should already have guidelines for implementing inclusive education, for example school friends still really need a comprehensive and applicable understanding for teachers. Because the guidelines we have used so far are still general/universal in nature.

The results of the interviews above are supported by data from the questionnaire results where the questionnaire items questioned the availability of guidebooks. The results showed that in general, respondents stated that manuals were not yet available, and only a small number of respondents chose not to know. The availability of guidebooks or handbooks for implementing inclusive education greatly determines whether or not the inclusive education program is implemented as expected, in the sense that if there is a handbook that can be used as a guideline in implementing inclusive education then whoever inclusive education provider will follow or be guided by the book then the results will be close to what is expected, on the contrary, if inclusive education providers do not have a manual or do not have a manual, there will be different methods and forms of service so that the results will be different.

Furthermore, the results of other questionnaires, particularly regarding whether or not a service model was needed to be developed, showed that all respondents stated that a service model was needed to be developed, and none stated that no development was needed. This indicates that all inclusive education providers feel the need for a model as a result of development that can be used as a guide or guide in implementing inclusive education, especially in elementary schools in Makassar City. The issue or model development plan from the results of the needs analysis both based on theory and based on empirical studies referring to the results of questionnaires and subsequent interviews was brought to the FGD. The results of the FGD showed that in general the FGD participants agreed that there was a need to develop a special education service model in elementary schools based on local wisdom which could be used as a reference in providing services for students with special needs in elementary schools, especially in Makassar City.

5. Conclusions

Based on the results of the study, it can be concluded that the implementation of inclusive education in Makassar has been running, but the results have not been optimal. This is as a result of the coaching system not working well. Teachers, parents and the community do not understand the nature of schools providing inclusive education, so the process and results of implementing inclusive education are not optimal. Basically the cause of this condition is that the policies (local wisdom) that have been set do not work according to the content and objectives to be achieved. The results of the needs analysis show that almost all target audiences in this case; school principals, supervisors, regular teachers and the provincial education office, the Makassar City education office, Special Guidance Teachers feel that they really need a guideline for implementing inclusive education that can be used as a reference in providing services for students with special needs.

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