

# CHAPTER I

## INTRODUCTION

This chapter covers the research background, problem identification, scope of the study, research questions, research objectives, research significance, and definition of key terms.

### 1.1 Research Background

Inclusive education is one of the most popular issues in recent years. This issue has a unique concept in its implementation. The idea is to incorporate the regular student and the student with disabilities in the same school (Adiputra, Mujiyati, & Hendrowati, 2019; Khan, Hashmi, & Khanum, 2017). There is another definition, inclusive education is an educational system that gives equal opportunities to students with an impairment, intelligence potencies, and all special gifts to learn together with regular students in the school (*Permendikbud Nomor 70 Tahun 2009*). It means that learning is held in public schools such as Elementary School, Junior High School, and Senior High School. Inclusive education is not only placing the student with disabilities with regular student s, but it also gives the same opportunity for both of the students (Avcioglu, 2017). The students with disabilities get the same facilities as regular student s. The school also provides an equal quality of education and services for disabled students and regular student s. In this term, the students with disabilities are students with physical, social, and mental abnormalities who are placing with regular student s in a regular class (Mulyadi, 2017). The term abnormalities show

that this student differs from the regular student. The regular students are normal students or students without disabilities who learn in a regular class. Simply, inclusive education requires equal opportunities, equal justice, and respect for the Human-rights (Tahir, Brian, & Michael, 2019).

Along with the concept of inclusive education, it also breaks the barrier of the differences between students with disabilities and regular students. There is a space for all students to interact with the other student. Avcioglu (2017) states that inclusive education gives students more space to build successful interactions with different people. The students with disabilities are not afraid to interact with regular students in regular classes even they have differences. The regular students can make a good interaction with students with disabilities inside and outside the classroom. Commonly, students with disabilities learn in school for students with disabilities. The students with disabilities study and interact with those who have a similar condition. The students in inclusive education also learn how to accept each other in differences (Avcioglu, 2017). When regular students accept each other, they can help students with disabilities in the teaching and learning process. The regular students can explain the material if students with disabilities do not clearly understand the teacher's explanation. They can also help students with disabilities when they have difficulties following the teacher's instruction. These advantages can build a positive character for the student to be good people in real life. The character building also starts from an earlier age since the inclusive education was conducted from the Elementary school, Junior High School, and Senior High School (Ediyanto, Atika, Kawai, & Prabowo, 2017). It is beneficial for the educational area to build students with a positive character besides creating

a potential generation. Inclusive education also creates a free interaction space between the student with disabilities and society. Students with disabilities can interact with regular students or people in society without any fears. Society can be the teacher, stakeholder, and other school members. It also gives more attention and cares for equality and equity in education for all students, including students with disabilities (Padmadewi & Artini, 2017)

Many countries have implemented inclusive education for students. In China, improving inclusive education became the significant attention in China's educational system (Zhang, Rosen, Cheng, & Li, 2018). China has made a policy to implement inclusive education, the "Outline of national medium and long-term educational planning and development (2010-2020)" and the two-phrases "Promotion plan of special education" of 2014-2016 and 2017-2020. Besides, there must be some other support such as the effective service for a student with disabilities, a professional system, and administrative support for students and the teacher (Zhang et al., 2018). In Ghana, the government has committed to providing equal education opportunities for children with disabilities by implementing inclusive education (Okyere, Aldersey, & Lysaght, 2019). Article 25 (1) of the Republic of Ghana 1992 Constitution and Education Strategic Plan of 2003–2015 and 2010–2020 mentioned that children with disabilities got equal education opportunities. Cameroon adopted inclusive education to protect and empower the person with disabilities. It is supported by Law No. 2010/002 of 13 April 2010, which focuses on protecting and empowering persons with disabilities (Shey, 2017). United States accepted inclusive education among the U.S general and special teachers, disability activists, and parents of children with disabilities

(Tahir et al., 2019). It is supported by some legislations such as All Handicapped Children Act (EAHCA) of 1975, Americans with Disabilities Act (ADA) of 1990, No Child Left Behind (NCLB) of 2001, and Every Student Succeeds Act (ESSA) of 2015. Those legislations aimed to give the equal education for all students including students with disabilities.

In Indonesia, the implementation of inclusive education in Indonesia began in 1998. The implementation was started with the trials in the year 1998-2001 in several areas of Yogyakarta (Rasmitadila & Tambunan, 2018). The practices were used as the starting point to know more about inclusive education in Indonesia. The purpose was to introduce inclusive education and adapt it to the school. The government also provides some supports for implementing inclusive education. The government already regulated inclusive education in public schools (Ediyanto et al., 2017). Government Regulation of Special Education and Special Service in the year 2003 stated that one inclusive senior high school and the sub-district must operate one inclusive junior high school and one inclusive elementary school. The government also provided block grants for districts to initiate inclusive schools in 2005 (Sunardi, Maryadi, 2014). It means that the districts can participate in teacher training, distribution of special equipment, or building renovation for inclusive school. The implementation was also supported by *Permendikbud Nomor 70 Tahun 2009*, about the inclusive education for the student with special needs has the potential intelligence and or the student with special talents. This government supports that Indonesia is serious about implementing inclusive education to allow the student to study. Through inclusive education, the government expects that all Indonesian children with disabilities

can be well-appreciated, accepted, and get full support in their life as part of society.

Unfortunately, there are some challenges in implementing inclusive education in Indonesia from schools, teachers, and parents. The research found that Indonesia, especially elementary school, is not yet ready to implement the inclusive class (Rasmitadila & Tambunan, 2018). It means that the school does not implement inclusive education effectively. Students with disabilities may not understand the material or get some problems in the learning process. It needs effective government programs such as continuous assistance for controlling and pioneering the prospective inclusive school. It also found that only several teachers can teach students in inclusive education (Ediyanto et al., 2017). This challenge may influence students in learning the material in regular class that consists of regular students and the student with disabilities. Students with disabilities need more attention from the teacher because they may not follow regular students' learning activities. A special and different method should use in teaching students with disabilities. It also needs a different assessment technique to access students with disabilities. Also, the parents influenced the implementation of inclusive education. Some parents have negative perceptions regarding inclusive education (Adiputra et al., 2019). This kind of parent does not understand the purpose of inclusive education, which means they reject the existence of inclusive education. Parents who have children with disabilities did not allow their children to study in inclusive schools because they are afraid their children do not get equal education services and face difficulties in socializing with regular students. It shows that inclusive education still needs to maximize to

provide equal education services and a comfortable learning environment for students with disabilities.

One way to maximize the implementation of inclusive education is by investigating the perception of students with disabilities and regular students. Investigating students' perceptions reflects how the government should develop inclusive education in the future from students who have been previously taken apart in inclusive education (Okyere et al., 2019). It gives information about students' needs, which can support the implementation of inclusive education. It also provides the students' view of challenges students might face when studying in an inclusive school. Investigating students also describe how students feel included in inclusive education and examine a new and innovative way to improve inclusive education (Schwab, Sharma, & Loreman, 2018).

Additionally, perception' perception also describes someone's meaning about a particular thing in their environment (Robbins & Judge, 2013). The meaning shows how someone's view and experience to something that they received. Some factors can influence inclusive education, such as the perceiver, object or target, and situation. Therefore, it is essential to investigate students' perceptions of disabilities and regular students to maximize inclusive education implementation.

Regarding the information above about implementing inclusive education in school, the researcher is interested in investigating inclusive education in SMKN 3 Singaraja from the students' perception. The researcher also wants to identify the challenges that face by the student toward inclusive education. It would show whether the implementation of inclusive education in this school is

similar to previous studies. Identifying the challenge can show whether the previous challenge still happens or a new challenge in implementing inclusive education. This research might provide useful information for other schools in implementing inclusive education. Later, they can maximize inclusive education to provide equal education for students with disabilities and regular students.

SMK N 3 Singaraja is a public school that has implemented an inclusive education system since 2015. There are some particular policies to support the implementation of inclusive education in these schools. The policies are (1) There is a special registration path for students with disabilities that is started one week before the registration for regular students. (2) This school only receives students with disabilities in mild until medium categories. A special selection is conducted by categorizing students with disabilities based on the psychologist's documents. The schools directed students with disabilities to SLB if they were classified as a high level. (3) The schools require all teachers to attend a workshop about teaching students with disabilities. This way can improve the teacher's skill and knowledge to teach students with disabilities in the class. (4) This school has psychiatry, which focused on diagnosing, treating, and preventing mental, emotional, and behavioral disorders. (5) This school conducts an anti-bullying program. This program has the purpose of making students with disabilities can be well-appreciated and accepted in this school.

It showed that a vocational high school could accommodate a student with disabilities to study in this school. It was an impressive case because vocational high school required the student to learn the material and also practice the material in the school. The students have more activity to do in the school especially in the

practice where they work based on their program. Students with disabilities may face some problems in practicing but the school can accommodate these students. It may be easier for the student with disabilities to study in senior high school where there was no practicing course in the school.

Based on preliminary observation, there are two students with disabilities in SMKN 3 Singaraja. The first student is a student in grade 11<sup>th</sup>. This student is categorized with double disabilities. He is a student with quadriplegic (physical disabilities) and a slow learner. He is classified as a slow learner because he needs more time to think rather than regular students in the class. The second student is a student in grade 12<sup>th</sup>. This student is categorized as a deaf student. He uses a special tool to hear any sounds. If the battery is empty, he cannot use the tools, which means he cannot hear clearly. The teacher and other students must use lip motion to communicate with him in that situation. This research only focuses on the student in grade 11<sup>th</sup> and his classmates. The school did not permit 12<sup>th</sup>-grade students as a subject because they have some preparation for the national examination.

Some researchers have researched inclusive education. Okyere, Aldersy conducted the research, and Lysaght (2019) found that students with disabilities in Ghana faced some challenges such as corporal punishment for slow performance, victimization, and low family support. It contradicts Shey's (2017) research that found that Canadian students were generally satisfied with schools' facilities for them in inclusive education. Avcioglu conducted the research (2017) found that teachers' behavior and students' acceptance significantly affect communication and interaction in inclusive class. The teacher's interactive behavior can affect the



student's interaction, which develops the student's acceptance of the student with disabilities. In the same year, Ediyanto, Atika, Kawai, and Prabowo (2017) found that the implementation of inclusive education in Indonesia) needs to be improved in some aspects such as facilities, teachers, learning activities, curriculum, and government efforts from the Centre for Development and Empowerment of Teachers and Education Personnel of Kindergartens and Special Education (PPPPTK TK & PLB. This research also suggested investigating teachers' and students' readiness and conduct more specific toward the meaning of inclusive education in Indonesia. Rasmitadila conducted another research, and Tambunan (2018) found that some elementary schools are not ready yet to become inclusive schools because of some challenges. The challenges are facilities and infrastructure, teacher skills, special assistant teachers' availability, parents' mindset and community, availability of funds, and government involvement. Unfortunately, there is limited research about inclusive education that including students as active participants in research. Investigating student's perceptions can give more specific information on the implementation of inclusive education in Indonesia.

Therefore, it is important to identify students' perceptions about all things that supported inclusive education. The students' perception of the regulation to implement inclusive education in Indonesia is essential. It shows students' perception of whether students agree or disagree with implementing inclusive education. Besides, the teacher, stakeholders, and student classmates also need to be identified from their perception. Those variables have a healthy relationship in school. In other words, it is the school environment from the perception of

students with disabilities. Moreover, it is more reliable to investigate students' perceptions of disabilities and regular student s' perceptions, giving information from two sides of students. Therefore, the researcher researched to know the implementation of inclusive education from students' perceptions.

## **1.2 Problem Identification**

It shows that the government needs to maximize the implementation of inclusive education in Indonesia. Some schools are not ready yet to implement inclusive education because of a lack of facilities and infrastructures that support inclusive education. Only several teachers have the skills and knowledge to manage students with disabilities and regular student s in one class. Lack of skills and knowledge from the teacher can be a challenge in implementing inclusive education. The government, especially the Ministry of Education who made the regulation to implement inclusive education, needs to give more attention and support to the school. Thus, it is essential to investigate the implementation of inclusive education from students' perceptions. It can provide information to improve the implementation of inclusive education.

## **1.3. Scope of the Study**

The researcher limits the study that is only the perception of students with disabilities and regular student s toward the implementation of inclusive education. This research also identifies challenges from students with disabilities and regular student s in learning English.

#### **1.4 Research Questions**

Based on the study's background above, the research questions of this study are formulated as follows.

1. What is the perception of students with disabilities and regular student s toward the implementation of inclusive education?
2. What are the challenges of students with disabilities and regular student s in learning English?

#### **1.5 Research Objectives**

Based on the research question stated above, the objectives of this study are:

1. Describing the perception of students with disabilities and regular students toward the implementation of inclusive education.
2. Identifying the challenges of students with disabilities and regular student s might have in learning English.

#### **1.6 Research Significance**

This research is expected to give a positive contribution to the terms of theoretical and practical significance.

##### **1.6.1 Theoretical Significance**

This research was expected to provide information about the perception of students with disabilities and regular student s toward implementing inclusive schools. The information also provides challenges for students with disabilities and regular student s in learning English. The information

from this research can be used to improve the implementation of inclusive education in the future.

#### 1.6.2 Practical significance.

This research was also expected to give a practical contribution to Undiksha, SMK Negeri 3 Singaraja, and other researchers.

##### a. Undiksha

The result of this research was expected to give a contribution to Undiksha about the implementation of the inclusive education system.

##### b. SMK Negeri 3 Singaraja

- 1) The result of this research was expected to give feedback and a contribution to the implementation of inclusive education in SMKN 3 Singaraja
- 2) The result of this research can be used as a reflection for SMKN 3 Singaraja and other schools about the implementation of inclusive education.
- 3) The result of this research was expected to give more information for the school and teacher about the students' perceptions and challenges when learning English in inclusive class.

##### c. Other Researchers

The research can be used as a reference for another researcher in conducting similar research. Besides, it also can be used as the information source for the related field.