

The Analysis of Regular Students' Parents Perception Towards Inclusion Program

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Abstrak: Program pendidikan inklusi merupakan salah satu program pemerintah yang sedang digalakkan di Indonesia. Banyak dampak yang disebabkan oleh program ini, dampak terhadap siswa berkebutuhan khusus, siswa reguler, orangtua siswa berkebutuhan khusus, orangtua siswa reguler bahkan pendidik. Semua mempunyai pengaruh terhadap kemajuan program inklusi, orangtua siswa reguler yang diteliti disini mempunyai andil yang kurang terlihat sehingga perlu adanya penelitian terkait dengan persepsi program inklusi menurut para orangtua siswa reguler. Penelitian ini menggunakan metode pengisian angket dan wawancara sehingga hasil yang didapat tidak menjadi disalah artikan. Hasil dari penelitian ini menyatakan persepsi orangtua siswa reguler terhadap program inklusi sangat positif namun terdapat beberapa temuan terkait dengan kontribusi orangtua siswa reguler terhadap program inklusi.

Kata kunci: Persepsi, Inklusi, Orangtua siswa reguler

Abstract: *The inclusive education program is one of the government programs being promoted in Indonesia. There are many impacts caused by this program towards students with special needs, regular students, parents of students with special needs, parents of regular students and even educators. There are also many perceptions related to children with special needs in inclusive schools. All of them have an influence on the progress of the inclusion program. The parents of the regular students studied here have a less visible contribution so there is a need for research related to the perception of the inclusion program for the parents of regular students. This study used the questionnaire filling method and interview with the subject of the parents of regular students in the inclusive school. The results of this study stated that the parents of regular students' perceptions towards the inclusion program were very positive but there were several findings related to contributions of regular students' parents to the inclusion program*

Keywords: *Perception, Inclusion, Regular students' parents*

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A. Introduction

Nowadays in the world of education, the inclusive education is a familiar thing. The join of children with special needs in regular education becomes more and more general (Mudjito, Harizal, & Elfındri, 2013). Many advanced countries establish the principle of inclusive as the basic education system. In Sweden, the education system is built above inclusion principle and given equal access to quality school and funded by country (Hjörne & Säljö, 2019). In Indonesia, inclusive education is being encouraged in order to reach education system that includes every child without the existence of discrimination. With the existence of Letter Circular Director General of Primary and Secondary Education No. 380 / C.66 / MN / 2003 concerning about establishment of inclusion education at the district/city level. It is used for measuring the development of inclusion school in Indonesia.

Inclusion program has many benefits seen from various perspectives. The benefits are progress on academic field and better adaptive behavior development of children compared to special school (Dessemontet, Bless, & Morin, 2012). According to (Black-Hawkins, Florian, & Rouse, 2007) in (Salend, 2011) Enhancement at academic students is increase with the curriculum accommodation and the corresponding instructions so that give positive impact on child. Inclusive education is a strategic and innovative education approach to expand education access for all children with special needs including disabled person child. In broader context, inclusive education is also interpreted as a form of education reformation emphasizing anti-discrimination, struggle of equation right and opportunity, justice, and education access expansion for everyone, increase education quality, strategic effort in finishing study mandatory, the effort of changing society attitude towards children with needs special (Sunarto, 2009) . It can be concluded that inclusion program gives good impact to children with special needs.

The existence of an inclusive class not only helps children with special needs in getting an equal education but also gives other positive impacts for children who do not experience limitations or regular children. The research shows that the placement of children who do not experience limitations in inclusive classes is not disturbed and can improve their academic performance. Although students with special needs receive more attention in teaching, regular classmates get benefit from individual assistance and show high level of academic involvement (Wilson & Michaels, 2006). It can be concluded from an academic perspective that there is nothing disturbing to regular students who are in inclusive classes. Associated with regular student academic, there is no problem but the

social performance of regular children experiences ups and downs. As stated in the research conducted by (Siperstein, Parker, Bardon, & Widaman, 2007) that the attitude of regular students towards students with special needs and inclusive classes varied greatly. There are several studies stating that the empathy of regular students is related to the level of regular student self-acceptance of students with special needs (Irawati, 2015); (Hadjar, 2010).

Parental support in implementing inclusive education is very influential both from parents of students with special needs and parents of regular students. The views of parents of students with special needs strongly support the existence of this inclusive program. Family members have different views and experiences with inclusion programs (Morento; Aguilera & Saldana, 2008). Some families believe that inclusive education gives benefits to their children, increases their friendship, accesses them to positive examples, a more challenging curriculum, a positive and caring learning environment, higher expectations and academic achievements, good preparation for the future in the real world, and improves self-concept, better language, and motor skills (Falkmer, Anderson, Joosten, & Falkmer, 2015). Contributions, understanding, and views given by parents of students with special needs on inclusion programs are increasingly open.

Parents of regular students have various levels of view, understanding, and contributions. Although their attitude towards inclusion is not as positive as family members of children with special needs, family members of regular children as recently quoted by parents also appear to have a good view of inclusion and important concerns (Lui, Sin, Yang, Forlin, & Ho, 2015). Some parents believe that their children who attend an inclusive school and have a class together with students with special needs will not affect students' academic and improve children's social (Peck, Staub, Gallucci, & Schwartz, 2004). Family members also noted that inclusive programs foster greater tolerance for human differences in their children and give benefit to children with special needs by promoting their acceptance, self-esteem, and adaptation to the real world

From some of the descriptions at above, researchers conduct research related to the views, understanding, and contributions of students' parents towards inclusion programs in Indonesia. In addition, these things have an impact on the existing inclusion program.

B. Research Methods

Approach in this research is qualitative with case study type attempting to analyze the perceptions of regular students' parents towards children with special needs in inclusive schools and given contributions. Instruments used in this research are questionnaire and guidelines interview, with consideration on determined problems. The examined problems are perception of children with special needs' parents in inclusion schools and the contribution from regular students' parents to children with special needs at inclusion school. Research subject on this research are parents of regular students who attend inclusion schools taken with technique random sampling. A total of 79 questionnaires were distributed to parents of children who does not have physical limitations from kindergarten to sixth grade registered in 1 of 25 classrooms in both private and public elementary schools representing several regions. Children with disabilities registered in this classroom have been categorized as "total disabilities" and have various diagnostic labels, including mental retardation (moderate to severe), autism, cerebral palsy, and Down syndrome. The data analysis technique uses the theory of induction and data reduction analysis techniques.

We conducted this survey in 11 elementary schools in several districts in Central Java. Table 1 describes the demographic characteristics of these districts. Both public and private school used as a research is a school that has inclusion programs. The demographic location of the school is taken into account in this study taken 5 sample schools located in the city center and 6 in the periphery.

The survey instrument was developed to be used in this study partly derived from the previous instrument which was used to measure the attitudes of parents and teachers towards inclusion. In addition, there are several items of interviews with parents

C. Result and Discussion

The results of the returned questionnaire were in line with shared questionnaire by the researchers. The returned questionnaires can be grouped from inclusive schools with private and public status. Nearly 50% of parents agree with the implementation of inclusion programs but are still unfamiliar with inclusion.

1. Understanding of regular students' parents about students with special needs

About the discussion regarding inclusion programs, it will not go far from discussing children with special needs. In some of the questions

presented by researchers, there are questions related to the understanding of regular students' parents about special needs children. Nearly more than 95% of parents of regular students know what is meant by children with special needs or can be said to be familiar with children with special needs. Some even stated that indeed in their families there were one or two families who had children with special needs. In addition, the results of the questionnaire in the form of interviews were obtained that many parents of regular students were still confused with how to communicate with children with special needs, so they were still a little confused to teach their own children.

2. Parents' views on inclusion education policy

Some survey statements focus on parents' views on inclusion programs and how parents' responses are assembled with children in a class with special needs children. From the taken data, more than 67% of parents agreed on an inclusion program, 10% were neutral and 13% agreed with inclusion programs carried out in schools where their children study. Positive results in the implementation of the inclusion program itself are accompanied by a high level of understanding of parents about children with special needs. Neutral results do not explain why parents choose to be neutral towards inclusion programs.

At 13%, it was found that there were still some parents who did not agree towards the implementation of inclusion program even though the level of parents' understanding related to children with special needs was quite high. Some of the interviews gathered from parents who did not agree with the existence of an inclusive program gave some results that are the first from the place of residence of children and parents and the level of comfort. It was said that parents who live in remote areas of the city had a low level of understanding related to inclusion programs and some stated that they did not know if their children attended an inclusive school.

3. Parents' contributions towards inclusion programs

From a number of statements related to understanding related to children with special needs and views related to inclusion programs implemented in public and private schools leading to the contribution of regular students' parents to inclusive schools both to the school and directly to students with special needs. Some questions point to what regular parents have given to the inclusion program implemented at school. From the results of the questionnaire survey given, more than 57% of parents felt that they had not contributed anything to inclusive schools.

Besides the lack of direction from the school, there are still many parents who feel lay in being able to communicate and know more deeply related to children with special needs so that they have not felt maximized in giving contribution.

4. Discussion

The implementation of the inclusion program has a diverse impact on all parties involved, from students with special needs to the parents of regular students. Because the inclusion program is a new and long-term program, it is necessary to have an impact study on various students, families and educators needed to develop inclusion programs (Sindelar, Shearer, Yendol-Hoppey, & Liebert, 2006). In addition, the inclusion program implementation in Indonesia is not yet corresponding with stated concepts and guidelines organization, both from students, teacher qualifications, facilities and infrastructure, parents support, and society. The implementation of inclusion school in Indonesia at this time is still to be phenomenon (Darma & Rusyidi, 2015).

One of the impacts of inclusion that can be seen is for students with special needs and for regular students. The result of the study (Dewi, 2017) shows that the inclusion education program has benefits for both children with special needs and normal children in general. Inclusive education programs stimulate development and instill character values in children. In addition, the academic value of students with special needs and regular students is not disturbed by the existence of this inclusion program (Black-Hawkins et al., 2007); (Ainscow, 2008). Families, including parents, also have a role in advancing inclusion programs. Then, what about the parents of regular students or students without special needs?

From the results of a survey of parents of regular students attending school in an inclusive program, researchers looked for how parents of regular students understood children with special needs, inclusion programs, and the contributions that had been made to inclusion programs implemented in the school. The results of this study have their own limitations because first this study is based on describing the perceptions of parents of regular students. Second is this research in the form of a study conducted in the general context of people's values and expectations about what is felt by people, parents may have a reluctance to express negative views about "children with special needs" or acknowledge negative feelings. However, this research study can strengthen or contribute to the findings of previous studies.

The implementation of inclusive education policies is still a pro and contra in Indonesian society. The results of research from (Darma &

Rusyidi, 2015) state that the implementation of inclusion programs in Indonesia is still very difficult to realize because of several difficulties including those who have not been able to accept students with special needs and have not harmonized among parties in the implementation of inclusive schools. Based on the results of the study (Sudarto, 2016) the problem that needs to be re-examined is the policy implementer, human resources for educators because these things become their own urgency. The results of the survey conducted by the researchers stated that some parents did not understand the existence of inclusive education policies at the school. However, some parents who share an environment with children with special needs know enough about the policy of inclusion education in regular school. It can be attributed to previous studies which outlined several problems related to the implementation of inclusive education in regular schools. The impact of the uneven understanding of inclusive education policies makes parents of regular students still not understand the forms of contributions that can be given to students with special needs.

The results obtained by researchers In this study can add to the evidence that inclusion programs are supported by parents of regular students. Regular students' parents think that children with special needs are not a problem and can provide benefits to children's social development. From the data obtained as a whole the parents of regular students have a good understanding of the inclusion program which then leads to their contributions. Parents have difficulty communicating with children with special needs because different backgrounds in communication.

D. Conclusion

The results of the study on the perceptions of regular students' parents showed that the parents of regular students already understood the inclusion program and children with special needs. Many parents support this program because there are some positive influences on their children. However, related to the contributions, regular students' parents still have a lot of questions about what can be given to the inclusion program because there is still a lack of information from the schools themselves regarding inclusion programs. The most highlighted by parents of regular students is how to communicate with children with special needs.

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