

## IMPLEMENTATION OF INCLUSIVE EDUCATION IN KINDERGARTEN LEARNING (CASE STUDY IN PARI CITY, PANTAI CERMIN DISTRICT, SERDANG BEDAGAI DISTRICT)

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**Abstrak:** *This study aims to describe the application of inclusive education to group A kindergarten learning, in Pari City. The object of research is the learning process of group A Kindergarten in Pari City. This study uses a qualitative approach with a case study type of research. Research data obtained through interviews, observation, and documentation. The data collected was analyzed descriptively qualitatively using an interactive analysis model. The validity of the research data was re-tested using extended participation, observation persistence, and triangulation. The results of the study show that inclusive education serves all the needs of students regardless of differences. This can be seen from: (1) class composition consists of various aspects of diversity; (2) each learner gets treatment according to his needs; (3) SPMB is based on the age of the child and there is no test; (4) using an independent curriculum that is tailored to the needs of students; and (5) learning develops aspects: cognitive, language, physical-motor, social-emotional, and moral.*

**Keywords:** *Inclusive Education, Kindergarten Learning, Kindergarten Group A*

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### INTRODUCTION

NAEYC (National Association for The Education Young Children) (Tadkiroatun Musfiroh, 2008: 1) revealed that early childhood or early childhood are children aged zero to eight years. Children at this age are in the "golden age" because at this time there is a "sensitive period" which only comes once. This is in line with the opinion of Benjamin S. Bloom (Mudjito and Utju, 2010: 1) which states that 80% of students' mental and intelligence development takes place at that age.

Early childhood education is carried out to help physical and spiritual growth and development which is carried out on formal, non-formal and informal channels. Through education, children are expected to be able to get guidance for future provisions and not depend on the help of others.

One form of early childhood education in the formal education pathway is Kindergarten (Rusijono, 2010: 38). Kindergarten is a form of early childhood education in the formal education pathway for the age range of four to six years. Kindergarten education (TK) is not compulsory education, but its existence is able to contribute in helping children develop all aspects of their development (Heny Djoehaeni, 2005: 1).

Children have a variety of conditions, characteristics and cultures, so it is appropriate to be understood by many parties around the child, such as: parents, teachers and the community. Children who have differences (physical, intellectual, socio-emotional conditions, linguistics, and so on) have the same rights in getting a proper education. This is in accordance with the 1945 Law (which has been amended) article 31 paragraph 1 which reads that every citizen has the right to education. The government provides opportunities for all children to get educational services regardless of differences in children, one of which is through inclusion.

Inclusion is a system in which all citizens jointly realize their shared responsibility to educate all students so that they develop optimally according to their potential. Inclusion also includes students who are gifted with gifts, live on the margins, have disabilities, and whose learning abilities are below the average of their group.

Article 2 of the Government of National Education Regulation concerning inclusive education, namely paragraph (1), states that the purpose of implementing inclusive education is to provide the widest opportunity for all students from various conditions and backgrounds to obtain quality education in accordance with their needs and abilities. Paragraph (2) namely creating an education system that respects diversity, and is not discriminatory for all students.

Inclusive education aims to provide the widest opportunity and realize the implementation of education that respects diversity and is not discriminatory to all students who have disabilities (physical, emotional, mental, social) or have intelligence potential (special talents) to obtain quality education. according to their needs and abilities.

Researchers found that there was discrimination in children's education in the field. The results of observations of Kindergartens in January-March in Pari City, Pantai Cermin District, Serdang Bedagai Regency, did not find kindergarten learning activities that applied inclusive education. Many kindergartens do not accept students with different backgrounds. This causes children to not be able to get education at an early age properly (especially children who have special needs).

Teachers have not been able to accept the differences that exist in each student. Children with special needs should have the same opportunity to be able

to pursue education with other non-ABK children. There are still many teachers who do not have the skills to apply inclusive education to their students.

Basically education for all people regardless of ethnicity, culture, religion, and socio-economic status is a basic need to ensure survival so that life is more dignified. This has been guaranteed by the 1945 Law (which has been amended) article 31 paragraph 1. However, in reality, it is not that easy to provide educational services to students.

Pari City provides a conducive space for students to grow and develop optimally. This is because basically children have potential since they were born. A comfortable and safe place and atmosphere, full of children's joyful chatter, the great attention of the teacher is an ideal place and a second home for students. In addition, the learning activities provided through the play approach form the basis for implementing learning activities in Pari City.

Currently, early childhood education that implements inclusive education, especially in the Kota Pari area, is very rare. The advantages applied in Pari City amidst the current discrimination against children have made researchers interested in examining more deeply the kindergarten learning in group A which applies inclusive education. Therefore, researchers have the desire to conduct research in Pari City by raising the title "Implementation of Inclusive Education in Learning, Kindergarten case studies in Pari City, Pantai Cermin District, Serdang Bedagai Regency."

## **RESEARCH METHODOLOGY**

This research uses a descriptive method with a qualitative approach so that it will provide enlightening information in the form of words composed or expressed from individuals and real ways of behaving. This implies that the information examined in them is as riveting and not in a numerical framework as in quantitative exploration.

In accordance with the title, namely the Application of Inclusive Education in Kindergarten Learning (Case Study in Pari City, Pantai Cermin District, Serdang Bedagai Regency), this study uses a subjective technique because it describes, frames and describes the problems to be studied related to cycles, implementation, obstacles until results.

The research was conducted in Pari City, Kec. Pantai Cermin, Serdang Bedagai Regency, North Sumatra 22152. The research is planned to be conducted from October to February or after the research proposal is approved through the announcement of an internal grant for the Medan Panca Budi University Development Campus.

Parameter is the object of examination, or what is the focus point of a review (Suharsimi Arikunto, 2006). The functional meaning of the variable is a check component that suggests how to measure the limit. The functional

definition is a guideline for the implementation of the most proficient method for measuring limits (Masri Simangarimbun and Sofian Efendi, 1989). With respect to the functional limitations of the factors in this review, specifically “Application of Inclusive Education in Kindergarten Learning (Case Study in Pari City, Pantai Cermin District, Serdang Bedagai Regency)”.

The population in this study are all parents who have an early age of 4-5 years in Pari City, Pantai Cermin District, Serdang Bedagai Regency, North Sumatra 22152. However, not all of this population will be examined, but some will be tested from the entire population considered ready to handle and provide data related to the issue under review.

The procedure used to increase support for the implementation of inclusive learning education in Pari City, Pantai Cermin District, Serdang Bedagai Regency is a learning system that focuses on the needs of children who have different backgrounds.

## **ANALYSIS AND RESULTS**

### **3.1. Application of Inclusive Education in Kindergarten Learning Group A in Pari City**

The application of inclusive education in pre-primary schools is inseparable from the various components that support the achievement of learning objectives. Data in the field found that inclusive education was applied to group A kindergarten learning at PAUD Kota Pari.

Inclusive education accommodates all students from various backgrounds. Appreciate all differences and uphold the values of diversity. In kindergarten learning teachers also consider education that is integrated and accommodates education for all as stated by Tarmansyah (2008: 86) in one of the character schemes for an inclusive environment and friendly learning that learning must involve all students regardless of differences.

This fact is proven in the application of inclusive education in the learning process of group A Kindergarten. In the implementation of learning in Group A Kindergarten the teacher does not discriminate between students. All students with various backgrounds, different religions, social status, and special needs children play and study together in class. This fact is in accordance with the foundation of inclusive education put forward by Suparno (2010: 10) in government regulation number 70 of 2009, namely providing opportunities or opportunities for ABK to obtain education in regular schools.

#### **a. Inclusive Education Component**

The inclusive education component in PAUD Kota Pari is designed based on the needs of each student. All students are entitled to all proper education regardless of any differences. This is in accordance with the

opinion of Budiyanto (2005: 41) that in the principles of inclusive education, human differences are normal. Therefore learning must be adapted to the needs of children.

The background of PAUD Kota Pari implementing inclusive education is because it is inclusive respecting all differences. In 2008 schools began to accept a variety of ABK. Students who attend PAUD Kota Pari have the same learning opportunities. In accordance with the opinion of Johnsen and Skjorten (Mudjito et al, 2012: 37) that inclusive education as an education service system requires that all children with disabilities are served in nearby schools, in regular classes with their peers.

In PAUD Kota Pari, the curriculum used is the 2010 curriculum which refers to Permendiknas number 58 and is modified based on the stage of development and the interests of the students. Learning programs are developed through various forms of activity and are modified according to the characteristics of students. All students play and learn together. This is in accordance with the inclusive education curriculum put forward by Tarmasyah (2007: 168). The curriculum used in the inclusion class is the normal (regular) children's curriculum which is adjusted (modified) according to the initial abilities and characteristics of the children.

The role of school principals and teachers in PAUD Kota Pari that can be given is to develop a school activity program for one year. Program activities that are routinely carried out include: committee meetings with schools and parenting programs. These programs are expected to be able to educate students to become better individuals, independent, and able to accept the circumstances around them by respecting all diversity.

While the role that parents and school committees can give is to work together in organizing activities at school (workshops). Workshops are held twice a year. Discussions about the world of children. In addition, the school committee is expected to be able to bridge between the school and the child's parents. Apart from workshops, there are also other program activities, namely outing classes. This program teaches students to get to know the outside environment without the assistance of their parents. While the committee was asked as many as 3 people to participate in this program.

#### **b. Implementation of Learning**

Class teachers and GPK collaborate to monitor student progress and always motivate students in every activity carried out. GPK always

accompanies ABK while at school. GPK helps direct if ABK is not focused and provides individual programs that are right for ABK. In every activity that will be carried out by ABK has been adjusted to the design of the individual ABK program. This is in line with the opinion of George S. Morrison (2012: 330) that participation is required in planning and implementing IEP or individual program designs.

### **c. Child development**

Child development is the main learning goal in kindergarten. Through the implementation of inclusive education in PAUD Kota Pari, it is hoped that it will be able to improve aspects of child development properly and that children's needs can be met. Inclusive respects all differences. All children are not discriminated against and are entitled to proper educational services. Students with various backgrounds play and learn together at school. This is expected to improve development in children. Likewise with ABK and children with different religious backgrounds. ABK and other normal children will interact with each other. Children will appreciate diversity from an early age. This learning is very good for the development of children and their future.

## **CONCLUSION**

The application of inclusive education to group A kindergarten learning at PAUD Kota Pari, serves all the needs of students regardless of all differences. This can be seen from:

1. Class composition consists of various aspects of diversity, namely: non-ABK students, 2 ABK students, 2 class teachers, 1 Special Advisory Teacher (GPK), students from various religions and socioeconomic status. This aims to teach students to respect each other and be sensitive to their surroundings.
2. Each student is given treatment according to their needs. This can be observed when ABK learns and plays together in 1 class with non-ABK students who are accompanied by GPK. GPK provides individual program designs to ABK to assist in completing activities.
3. Implementation of learning includes; initial activities, core activities I, rest, core activities II, and final activities that develop 5 aspects development of students (cognitive, language, physical-motor, social-emotional, moral).
4. The role of school principals and teachers in implementing inclusive education is to develop an activity program for 1 year. Meanwhile, the roles of parents and school committees are: working together in workshop programs and outing classes.
5. Supporting factors in implementing inclusive education,

namely: human resources and parents. While the inhibiting factors in the implementation of inclusive education, namely: school buildings, GPK, and class teachers in handling ABK.

6. Ways to overcome obstacles in implementing inclusive education are: choosing students who are able to reach school buildings, selecting competent GPK, and sharing between class teachers and GPK.

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