



Fakultas Humaniora dan Industri Kreatif
Program Sarjana Desain Komunikasi Visual

SURAT TUGAS

Nomor: 05/ST/DKV/FHIK/UKM/I/2025

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Pembuat Karya Ciptaan sebagai berikut :

Nomor dan tanggal permohonan : EC00202503679, 9 Januari 2025
Jenis Ciptaan : Poster
Judul Ciptaan : Inclusive Education Practices in Bandung Schools

Demikian surat penugasan ini dibuat, untuk dapat dipergunakan dan dilaksanakan dengan baik.

Mengetahui,


Dr. Krisman Kusbiantoro, S.T., M.T.
Dekan Fakultas Humaniora dan Industri Kreatif
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Bandung, 10 Januari 2025

Hormat kami,


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Nomor dan tanggal permohonan : EC00202503679, 9 Januari 2025

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Pemegang Hak Cipta

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Judul Ciptaan : **Inclusive Education Practices In Bandung Schools**
Tanggal dan tempat diumumkan untuk pertama kali : **13 Desember 2024, di Bandung**
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Inclusive education was introduced in 2003 as a government initiative to deliver harmonious, equal, and just educational services to Indonesia's heterogeneous population. Examining inclusive education in elementary schools is critical to developing a viable model for its implementation in junior and senior high schools. However, field research demonstrates discrepancies between regulations and real practices.

This study focuses on public elementary schools in Bandung, with both education providers and recipients. The research takes a qualitative approach, examining regulations and implementation recommendations for inclusive education in elementary schools. The findings indicate that inclusive education in public elementary schools has not been implemented following rules and guidelines.

- This study aims to provide insights into implementing inclusive curricula in public elementary schools in Bandung

RESEARCH QUESTION

- What factors contribute to the mismatch in the implementation of inclusive education?

Data collection techniques

-  **Survey:** Collected data on inclusive education in elementary schools.
-  **Observation:** Three-month study of SDN-BD1, SDN-BD2, and SDN-BD3 in Bandung, focusing on classroom and extracurricular interactions.
-  **Interviews:** Conducted with teachers, principals, students, and parents.
-  **Literature Review:** Analyzed policies and research on inclusive education.
-  **FGD:** Engaged stakeholders to validate findings and develop recommendations.

FINDINGS AND DISCUSSION

Educational Unit Management Officials (Principals and Deputies)

- Implementation of Inclusive Education:**
 - Schools acknowledge implementing inclusive education by accepting diverse students, including Special Needs Students (PDBK).
 - Only SDN-BD1 uses limited special admission pathways due to having only one special accompanying teacher (GPK).
- Special Admission Process:**
 - Special pathways involve interviews with parents and require psychologist or doctor letters, though not all PDBK needs are addressed due to resource limitations.
 - Other schools (SDN-BD2 and SDN-BD3) admit PDBK through regular admissions due to the absence of GPK, leading to challenges when PDBK students are identified post-admission.
- Support and Challenges:**
 - Schools support government efforts for equity in education but lack resources like GPK to fully implement inclusive policies.
 - Collaboration with parents and the education office is crucial for acquiring additional support.

Parents of Students

- Parents of PDBK:**
 - Appreciate inclusive schools for providing learning opportunities at lower costs compared to extraordinary schools.
 - Concerns about progress due to challenges in supporting learning at home or obtaining medical assessments.
 - Some parents feel the need for additional school-provided services, such as medical assessments or behavioral support.
- Parents of Regular Students:**
 - Generally accept the presence of PDBK in schools but prefer limited numbers or separate classrooms to ensure minimal disruptions.
- Key Concerns:**
 - PDBK behavioral issues affecting classroom dynamics and learning for regular students.
 - Lack of sufficient school resources (e.g., GPK or facilities) to meet PDBK needs.

Students

- Positive Perspectives:**
 - Many students value inclusivity, expressing pride in learning together and mutual respect, citing unity in diversity (e.g., "Bhinneka Tunggal Ika").
- Challenges in the Classroom:**
 - Tantrums and behavioral disruptions by PDBK can halt lessons and create stress for both students and teachers.
 - Instances of teasing or disruptive behaviors (e.g., grabbing stationery, playing in water) require teacher intervention.

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INCLUSIVE EDUCATION

Practices In Bandung Schools: Policies, realities, and Aspirations

Teachers (Classroom, Subject, and Accompanying Teachers)

- Preparedness and Collaboration:**
 - SDN-BD1 teachers feel more prepared due to GPK support, even though there is only one GPK for the entire school.
 - Teachers use the independent curriculum but do not yet have PDBK-specific adaptations.
- Challenges Faced by Teachers:**
 - Difficulty managing tantrums and behavioral issues disrupt classroom dynamics.
 - Teachers find it hard to balance time and attention between PDBK and regular students.
 - Lack of training in PDBK-specific teaching methods and assessments.
- Examples of PDBK Challenges:**
 - Emotional and intellectual disorders (e.g., tantrums, lack of focus, inability to stay seated).
 - Unique strengths and weaknesses (e.g., a student excelling in badminton but struggling academically).
- Teacher Recommendations:**
 - Regular evaluations and collaborative discussions among teachers to identify solutions.
 - Need for PDBK-specific assessments and teacher training programs.

Bandung City Education Office and West Java Provincial Office

- Current Limitations:**
 - Inclusive education is not fully implemented due to:
 - Limited numbers of GPK or teachers trained in inclusive education.
 - Insufficient budget for training or recruitment of PDBK-specific teachers.
- Planned Improvements:**
 - Training programs for regular teachers and collaboration with universities for recruitment of psychology and teacher graduates.
 - Promotion of tolerance and acceptance to foster inclusive school cultures.
- Key Challenges:**
 - Reliance on parents to provide GPK or helpers for PDBK.
 - Lack of systematic coordination and collaboration among stakeholders.

CONCLUSION

- **Education comprises key components:** Diverse student inputs, a learning process with teachers suited to student needs, a curriculum tailored to various situations and characteristics, and expected learning outcomes as the output.
- **Key issues in implementing inclusive education include:**
 - Limited availability of special assistant teachers (GPK)
 - Exclusion of regular teachers from training programs
 - Inadequate infrastructure and facilities
 - Uniform curriculum application, disregarding diverse student needs
 - Inconsistent socialization, leaving teachers and students unprepared for PDBK
 - An uncondusive environment due to poor integration of regulations, socialization, and information.

- **Despite clear regulations,** inclusive education implementation is lacking. Educators have varying perceptions, and schools often admit PDBK out of obligation rather than readiness. Many fail to follow proper admission processes, neglect student assessments, and lack appropriate services, facilities, and curricula. Reviewing school readiness is essential for effective inclusion.