



The Dynamics of Inclusive Education in the Multicultural Dimension in Indonesia

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ARTICLE INFO

ABSTRACT

Article history

Received

Revised

Accepted

Keywords

multicultural,

Education,

Inclusive Learning

Indonesia as a multicultural country has a variety of identities. Where this multicultural dimension is one of the central issues in education in Indonesia. This diversity potential can be part of national development efforts in the field of culture and human resources. However, education in Indonesia is also faced with various challenges, one of which is how to respond to and manage the diversity of ethnicity, language, religion and culture in Indonesia. The purpose of this research is to analyze the central issues of the multicultural dimension in inclusive education in Indonesia and to provide recommendations to overcome the challenges faced. This study uses the method of literature study with in-depth analysis. The results of the research show that the central issues of the multicultural dimension in education in Indonesia include inclusive learning, character education, understanding of children's rights, and the formation of national identity. The obstacles faced in managing the multicultural dimension in education in Indonesia include a lack of awareness of the importance of these issues, limited resources, and a lack of support from the government. Recommendations given to overcome these challenges include increasing awareness of the importance of these issues, increasing available resources, and providing greater support from the government.

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Introduction

Indonesia is a country consisting of various tribes, languages, religions and cultures. This diversity is one of Indonesia's assets, but it is also a challenge in managing this diversity. One area affected by this diversity is education. Education is one of the factors that can shape individual attitudes and behavior in the future. Education in Indonesia has a very important role in developing individual abilities so that they can contribute positively to national development. However, education in Indonesia is also faced with various challenges, one of which is how to respond to and

manage the diversity of ethnicity, language, religion and culture in Indonesia. (Wika Alzana et al., 2021). Until now there are still many inclusive children's education that have not optimally known how to deal with the problem of inclusive education as it should be done. Where inclusive children's education should be able to optimize how to overcome the problems that are happening at this time.

The central issues of the multicultural dimension in education in Indonesia include inclusive learning, character education, understanding of children's rights, and the formation of a national identity. Rahman (2016) said that multiculturalism as a national identity needs attention, because this branch of multiculturalism influences many aspects, including inclusive learning. Inclusive learning is a learning process that is able to include all children, regardless of ethnic, religious and cultural backgrounds, in the learning process. The significance of culture in education is important (Rahmawati et.al, 2021), it is through this culture that the values of the nation's character are taught.

Character education is education that is able to build individual characters that are tolerant, empathetic, and respect each other's differences. An understanding of children's rights is a process of understanding the rights that children in Indonesia have as children, regardless of ethnic, religious and cultural backgrounds. The formation of national identity is a process of building a strong national identity in children, in which each individual feels proud to be an Indonesian citizen. Even though they have a variety of religious backgrounds, Indonesian identity sticks and merges as a national identity. Religious identity that thrives and is maintained in Indonesia has been given free space in the social system in Indonesia (Rahman & Nuryana, 2019). This indicates a power that must be maintained, including how the mechanism is passed down in the education system.

Even so, ideally, it is undeniable that some of the problems that are currently occurring can be found in the field as follows: *first*, there are still differences between minority groups in Indonesia regarding religion, ethnicity and race which lead to disparities in accessing education which is one of the causes of social inequality in Indonesia. *Second*, there is still a lack of curriculum that pays attention to diversity in Indonesia so that minority groups are neglected. *Third*, the lack of awareness about the importance of multicultural education in Indonesia. With these problems, the government and the people of Indonesia need to address them. Handling is expected to help overcome problems and create a more just and inclusive education system for all Indonesian children.

There are several previous studies that discuss this matter with the title Application of Policies for the Implementation of Inclusive Education Services at Vocational High Schools in Surabaya (Widiastuti, 2015). Where in the article it is explained that the implementation of inclusive education services is stated to be 33.9% which means it is not good, where there are problems such as a lack of teacher training in carrying out learning for children with special needs

so that the method is not optimal and the facilities and infrastructure are still limited and the lack of accompanying teachers for children Inclusive. Apart from that, there is also research with the title of issues of education in relation to the development of teaching materials, where in this research it is explained that there are issues of multicultural education, one of which also discusses related to inclusive education. (Chiar, 2016). And research with the title Multicultural Education in Islamic Boarding Schools builds awareness of inclusive diversity which explains that Islamic boarding schools also function as fostering inclusive understanding for the harmonization of religion, culture and ethnicity in society, where people's perspectives that Islamic boarding schools are inclusive and intolerant will disrupt the harmonization of a multi-cultural society. ethnicity and religion (Kasdi, 2012). Based on the research above, what distinguishes this research is that it will provide solutions to problems that occur in inclusive education services, so this research is considered important so that readers can know how to provide the best service and not categorize inclusive children with normal children.

The purpose of this research is to analyze the central issues of the multicultural dimension in education in Indonesia and to provide recommendations for overcoming the challenges faced, including discussing the problems of inclusive education, factors that affect the lack of equal facilities, efforts to increase inclusive education in Indonesia. So that with this it can provide solutions for teachers of children with special needs to be better in the future, so that they can improve learning and can improve facilities and infrastructure in supporting the learning of children with special needs. With this in mind, this research is considered important because it can provide solutions to teachers or educators of children with special needs to improve how to educate children with special needs. So that inclusive learning can accept the right to facilities and infrastructure in education, thus there is no difference between children with special needs and ordinary normal children. Where, currently there are still no fair facilities for inclusive children.

Method

This study used the library research method (literary study) using qualitative descriptive. Collecting data by searching from various sources, both books, journals, or articles related to the research theme. And the researcher analyzes by reading each theme, then the writer maps and compares, then analyzes and provides conclusions about those being analyzed.

Result and Discussion

1. Definition of Inclusive Education

The word inclusion has the meaning of equality in matters such as economic, social, political, as well as education. In the field of education, inclusive education is a facility provided by the government aimed at children with special needs, to access learning facilities in schools where class placements are with children of the same age regardless of differences between them, in accordance with the opinion of Sapon-Shevin in O'Neil , 1994. In the KBBI, inclusion can be interpreted as the thought of building an environment that involves everyone regardless of social, economic status, characteristics and certain conditions, ethnicity, race, and religion.

As explained in Permendiknas RI No. 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents, inclusive education is a system of providing education that provides opportunities for all special students to attend education or learning in an educational environment together. with students in general. Education aimed at building an attitude of social tolerance, the outline of the opinion conveyed by (Abdul Rahim, 2016).

M. Takdir, (2016: 24) explains inclusive education which can be concluded that, thinking that accommodates all children who have special or difficult to read and write, it is hoped that inclusive education can provide flexibility in learning according to abilities and needs with Good.

Meanwhile, Arif Rahman (2015) explains that inclusive education is education for all who reject all forms of discrimination for students. That way, awareness of the importance of education which is realized as a process of educating the nation's children can also be felt for those who have all limitations, both physical, non-physical and those with special needs.

From some of these definitions, it can be concluded that inclusive education is a step taken by the government to provide facilities to all students who have privileges, have potential intelligence or special talents who are involved in learning activities with other children in the same educational environment.

2. Problems of Inclusive Education

Inclusive education in Indonesia is still faced with several problems. In general, there are several problems that still frequently occur in Indonesian schools that need to be looked at and then anticipated so as to maximize the implementation of inclusive education in Indonesia. (Wibowo & Anisa, 2017). Among them are understanding and implementation, school policies, learning processes, teacher conditions, and system support (Sudjak, 2018). The following is an explanation of the problems mentioned above:

- a. Understanding of inclusion and its implications

- 1) Inclusive education for children with disabilities is fully aimed at improving the quality of education.
 - 2) Inclusive education is still sidelined by making all children with special needs and normal ones equal. This can be seen by the opinion that children must adjust to the existing system at school.
 - 3) There are pros and cons in regular schools for children with special needs among teachers and parents.
- b. School policy
- 1) There are regulations in schools that do not support the implementation of inclusive education.
 - 2) Admission of new students still uses a competitive academic selection system.
 - 3) There is still a concern when implementing inclusive education will reduce the image of the school.
- c. Learning process
- 1) The teacher must be able to see the condition of the students when learning so that the method used is in accordance with what is the learning objective itself.
 - 2) There is an assumption that the ABK curriculum target cannot adapt student learning materials in general.
 - 3) Limited school facilities and facilities and infrastructure to help children with special needs while at school.
- d. Teacher condition
- 1) Teachers are less able to understand and master inclusive-based learning.
 - 2) Teachers are less sensitive and responsive to the problems of children with special needs.
- e. support system
- 1) Policy makers do not understand the education movement in general.
 - 2) Lack of support from various related elements. Such as the role of the family, school, teacher, and government (Ni'mah et al., 2022).
 - 3) Sekolah belum memiliki lisensi sebagai sekolah inklusif. Serta kurangnya pelatihan dan kegiatan yang mendukung untuk peningkatan pendidikan inklusi.

In addition to the influences above, the impact of changing uncertain situations is also part of the problem of inclusive education. This is because drastic changes such as Covid-19 from 2020 to 2022 have caused many problems in education. Biased educational policies sometimes lead to inequality for students (Sari et.al, 2022).

3. Factors Affecting Lack of Equality in Facilities

Among the factors that influence the lack of equality of facilities is due to the lack of participation from various parties such as the government, teachers, student guardians, etc. regarding support for inclusive schools. Apart from that, it can also be caused by the difficulty of getting the tools needed or the price is quite expensive, this will affect the smooth implementation of education. And among other factors that influence it are the problems that arise in the implementation of inclusive schools such as:

a. Educator

Several problems with educators, namely the lack of or lack of accompanying teachers so that teachers experience difficulties in the learning process, not only that but there are teachers who lack understanding regarding Children with Special Needs and inclusive schools, Educational History of an educator who is less qualified in his field and lack of patience an educator when dealing with ABK and the lack of support and cooperation from parents.

b. Parent

There are problems that arise regarding parents who are often the subject of complaints by a teacher, namely the lack of care from parents towards education and handling ABK, then the problem that arises is the lack of knowledge and understanding of parents towards ABK, the embarrassment of parents who expect their children to go to school like other children, the lack of equalization from ordinary student guardians to ABK, lack of patience from parents regarding ABK, single parent parenting.

c. Student

The emergence of a student problem presented by the educator is Children with Special Needs with a problem that is not the same and requires a solution that is not the same, the feeling of difficulty experienced by ABK when studying, the attitude of ABK which interferes with the KBM process because they cannot follow the rules of learning properly. well, and the number of Children with Special Needs which is more than the quota or capacity in each study room.

d. School Management

Some of the problems that arise from School Management that are conveyed by educators are the readiness of educational institutions or units that are not ready for inclusive school programs in terms of human resources and financial management, the teaching and learning process is not running optimally, and there are no regular meetings held by the school with parents.

e. Government

There are problems regarding the Government, namely the government's lack of concern and attention to education in inclusive schools, unclear policies regarding the implementation of

inclusive schools, inclusive school curricula that have not been modified, there has been no training for teachers regarding inclusive education, there has been no continuation of the programs government programs, and there has not been a special institution set up for teacher training in accompanying ABK.

f. Community

The emergence of problems from the community, namely the lack of knowledge and insight of residents regarding education in inclusive schools and children with special needs, many unfavorable views from residents towards inclusive schools and children with special needs, there is no attention from residents for the implementation of education in inclusive schools (Tarnoto, 2016).

4. Efforts to Improve Inclusive Education in Indonesia

The government's efforts to provide education services for ABK are also explained in Government Regulation (PP) number 72 of 1991 concerning special education, Permendiknas number 70 of 2009 concerning education including students with disabilities and intellectual abilities or special abilities regarding inclusive education for students who have abnormalities and have the potential for intelligence and or special talents, and Circular of the Director General of Basic and Secondary Education Ministry of National Education Number 380/C.C6/MN/2003 dated January 20 2003, that every region or city is obliged to organize and develop inclusive education and at least 4 schools with SD, SMP, SMA and SMK, currently there are many educational institutions that are developing education among them, given the large number of special ABK in Indonesia (Tanjung et al., 2022).

Greater commitment and participation can lead to better teaching and learning for all children. Friendship between children with or without constraints is the norm. Schools provide other resources to provide services to children who need more special assistance. The school offers a variety of curricula to accommodate different types of children. Leaders and employees must work together to provide support for the implementation of inclusive education. The program used must be quite flexible. Assessment is carried out to provide a final picture of the success and learning goals of each child. The evaluation process should be used to determine the success of the program and the staff and education involved. The participation of parents has the goal of being able to understand policies by creating an inclusive environment and being friendly to a child. The school also includes the surrounding community in an effort to foster the participation and acceptance of a child with special needs at school. From the various explanations described above, inclusive education can be interpreted as an education system that provides all children's services which are then non-discriminatory (discriminatory), respects diversity, and an attitude of

acceptance, acceptance, access and respect for children with temporary special needs. or persistent obstacles in meeting the needs of every child and increasing their potential (Dewi, 2017).

School institutions and the education office work together to try to implement changes to improve the implementation of the inclusive education system in schools. The efforts carried out are understanding parents or guardians of students that inclusive education really helps students to obtain their rights to education, training and workshops related to the management of children with special needs to improve the quality of inclusive education program services, the school can establish collaboration with the education office to carry out training on improving the curriculum model for inclusive schools, the school seeks to improve educational service infrastructure in inclusive schools by collaborating with the Education office (Munajah & , Arita Marini, 2021).

The implementation of inclusive education basically has to accept students with special needs based on the readiness of existing schools. Efforts to implement inclusive education include the availability of special teachers to supervise children with special needs in the learning process, the availability of infrastructure for children with special needs, and having program activities that can develop inclusive education. (Anzari et al., 2018).

The urgency of inclusive education has encouraged the education system in Indonesia to carry out reforms in various lines. The presence of inclusive education gives fresh breath to the marginalized, provides equality and the idea of elevating human values for all. By paying high attention to education, it has given a real sense of hope in life, in the sense that we can strive for the spirit of equality through education as the best vehicle for voicing it.

Conclusion

In this era of pluralism and multiculturalism, inclusive education in Indonesia is still faced with several problems. Problems that still frequently occur in Indonesian schools need to be examined and then anticipated so as to maximize the implementation of inclusive education in Indonesia. There are several factors, one of which is the government's lack of concern and attention to the implementation of inclusive schools, unclear policies regarding the implementation of inclusive schools, the inclusive school curriculum that has not been modified, the lack of training for teachers regarding inclusive education, the government's lack of attention and concern. towards professional staff who support inclusive schools both in terms of welfare and numbers, there has been no continuation of government programs, and there has not been a special institution formed to handle training for assistance with ABK. From these problems, there is a need for efforts from the government to improve inclusive education, especially in Indonesia. One of the efforts to improve inclusive education is to provide special teachers for children with special needs to

accompany the teaching and learning process. In addition, schools are required to cooperate with the education office in improving facilities and infrastructure that support students.

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