

PROMOTING INCLUSIVE EDUCATION IMPLEMENTATION IN INDONESIA THROUGH CIVIL POWER

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ABSTRACT: *The Government of Indonesia noticed that an inclusive education system is the best option to address the diversity of students' need. It will open-up the access to education so all students can participate in learning process and maximize their potential. Inclusive education is about the achievement of highquality education for all learners and the development of more inclusive societies. However, to date, the implementation of inclusive education still struggle in Indonesia. Low of community, students, parents, teachers' understanding about children with special needs and inclusive as well as inadequate accessible infrastructure become major problems. One of the source of civil power that presence in Indonesia is Wahana Inklusif Indonesia. Wahana was established in 2013. Wahana supports the inclusive education implementation in Indonesia through the provision of inclusive education training for teachers, parents, education community and government officials; advocating children with special needs' right; conducting family counseling and consultation program; and public campaign. Wahana Inklusif Indonesia has established a good partnership with national and sub-national government in Indonesia and support 130 students with special needs, trained more than 100 teachers from 5 inclusive schools on inclusive education and disabilities specific knowledge. Wahana Inklusif Indonesia has assisted East Java Early Childhood Department in developing an inclusive education program for early education of children with special needs. Even though Wahana is relatively new but the organization has promoted various forms of substantial changes, structural, procedural, as well as public (sensitizing) for the implementation of inclusive education.*

Keywords : *Inclusive Education, civil power, Wahana Inklusif Indonesia,*

INTRODUCTION

Children with special needs have their own needs to function physically and socially as a result of their mental, physical, and sensory impediments (UNESCO, 2015). The limited by both physical and social barriers and unfriendly environment which does not accommodate children's needs often limit them to actively engage in social life or participate in the development of the country. UNESCO says that an estimated 140 million children worldwide drop out of school and most of them are children with special needs. Though education is the key to develop the potential of children to have a role and beneficial to the social environment.

In Indonesia, until 2015 out of 1.6 million children with special needs, only 164

thousand children receive education services (antaranews.com, 2015), so it can be concluded that until 2015, the participation rate of school children with special needs only 10-11 percent, whereas Director General of Primary Education Ministry of Education and Culture, Hamid Muhammad, said that 2015 has been set as the 12-year compulsory education year and applies to all school aged children, not excluding children with special needs (antaranews.com). The Indonesian government has tried to facilitate education for children with special needs by establishing special schools that located in the capital of districts but the number is not sufficient to accommodate all children with special needs. In addition, the existence of special school that does not exist in sub

district that make it difficult for children with special needs to receive education.

Indonesian government has seen inclusive education as one of the best solution to bring education to the children with special needs. Many regulation has been issued in order to support the implementation of inclusive education including Law No. 20 of 2003 on National Education article 5; Circular Letter of the Directorate General of Primary and Secondary Education of the Ministry of National Education No.380 / C.66 / MN / 2003 concerning Inclusive Education; Minister of National Education Decree Number 70 Year 2009 about implementation of inclusive education for children with special needs and children with gifted talented.

The inclusive education respects diversity and non-discrimination for all learners. Inclusiveness in education is a process to accommodate and respond to the diverse needs of students through increased participation in learning, community and culture, and reducing exclusiveness within and from education itself (UNESCO, 2015). Inclusiveness in education includes equal appreciation for students and teachers; Increased student participation and reduced exclusivity to culture, curriculum, and community; Restructure the culture, policies, and practices in schools to respond appropriately to the diversity that exists; Reducing barriers to learning and engaging all students in schools; Seeing students as a learning resource rather than a problem to be solved; Focuses on the role of schools in building communities and developing values in an effort to improve attainment; Developing a sustainable relationship between school and community; Recognizing that inclusiveness in education is an attempt to achieve inclusiveness in society (Booth & Ainscow, 2002). The implications of successful inclusion programs refer to planned interventions that will provide teachers and all students with the accommodation and support necessary for everyone's success in the classroom (Maertens in Schmidt and Venet, 2012).

Nonetheless, the theory is not always hand in hand with the practice. Many schools in Indonesia felt that they are not yet ready to implement inclusive education due to many factors such as the readiness of school management, lack of human resources' capacity, and inadequate infrastructure. In addition, this problem also arises because of lack of cooperation between the parents of learners in general and parents of learners with special needs, community, professional experts, and government (Tarnoto, 2016). Implementation of inclusive education requires lots of effort from school that includes adjustments in terms of curriculum, educational facilities and infrastructure, as well as learning systems tailored to the needs of diverse learners.

Based on Booth and Ainscow (2002), there are three interrelated dimensions in developing inclusive education in schools, which are creating an inclusive culture, producing inclusive policies, and evolving inclusive practices. These three dimensions play an important role in developing inclusive schools. An inclusive culture is a foundation that lead to policies development and the practice of inclusive education. The development of cultural values of inclusiveness in an institution, especially schools, is the key to sustaining the implementation of inclusive education. This dimension will create a sense of security, acceptance, collaboration, stimulation within the community, which everyone will feel valued as the basis of even greater accomplishments. The next dimension is the dimension of producing inclusive policies. This dimension ensures that inclusiveness is present in every school plan. The policy should support the participation of all students and teachers. All forms of support are built on the principles of inclusiveness and brought together in the same frame of mind. Two sections of this dimension are developing schools for all and organizing support for diversity. The last dimension is evolving inclusive practices. This dimension develops practices that reflect inclusive culture and policies in schools. Learning should be made to respond

to student diversity. Students are encouraged to actively engage in all aspects of their education that describe their knowledge and experience outside of school. Teachers and principals will identify resources, students, parents, and local communities that can support learning and participation in the inclusive education system. Two sections of this dimension are orchestrating learning and mobilizing resources.

The implementation of this system can not be separated completely on the school side, there needs to be good cooperation between various stakeholders of inclusive education such as government, schools, parents, students, and civil society. Booth and Ainscow (2002) say that inclusiveness is about creating a community that can encourage and appreciate every school's achievement in inclusiveness. Schools can work with other communities to increase the opportunities and social conditions that support inclusiveness in education in the immediate environment. In Law No.20 of 2003 Chapter IV also states that there are rights and obligations of parents, communities, governments and students in the education system. In Law 20/2003 article 7 explained that parents are entitled to participate in choosing educational units and obtain information about the development of their children's education and is obliged to provide basic education to their children. Furthermore, Article 8 describes the rights and obligations of the community, that is, the community is entitled to participate in the planning, implementation, monitoring and evaluation of education programs and Article 9 explains that the community is obliged to provide resources support in the provision of education. In chapters 10 and 11 Rights and obligations of the Government, namely the Government and the Regional Government entitled to direct, guide, assist, and oversee the implementation of education in accordance with applicable laws and regulations and are obliged to provide services and facilities, and ensure the implementation of quality education for every citizen without discrimination. Based on the above explanation, it appears that the

government as a policy maker also realizes the importance of cooperation from various education stakeholders, especially inclusive education in order to carry out maximum education for all Indonesian children, including civil society.

One component of civil society that can play a role in the implementation of government policy is civil society organizations or known as Non-Governmental Organizations (NGOs). NGOs can provide services and advocacy to ensure that the policies are consistent and provide broad changes. The results of several studies also suggest that the involvement of NGOs with a policy or policymaker can have a wider impact (Jones & Villar, 2008). One of the NGOs currently active in inclusive education in Indonesia is Yayasan Wahana Inklusif Indonesia (YWII). Although relatively new, the foundation has undertaken various movements to support the implementation of inclusive education system in Indonesia, especially Depok City. YWII as the learning resource of inclusive education has a role in bridging the government in supporting the implementation of this education system in schools. YWII is present to conduct the rights and obligations set forth in Law No. 20/2003, article 8 and 9, that is, the community is entitled to undertake the planning, implementation, supervision and evaluation of the education program and is obliged to provide resources in the provision of education

Yayasan Wahana Inklusif Indonesia (YWII) was established on 19 September 2013 in Depok, West Java. With the spirit of inclusiveness, YWII has undertaken three main programs there are tuition centre, training, and advocacy services. Tuition centre is established as a model for the implementation of inclusive education within the classroom but outside of school activities. Until now there have been approximately 200 students who become students of YWII tuition centre. In this tuition centre, YWII accepts both students in general and children with special needs. Learning process in this tutoring is a learning process that follows the development and

ability of individual students in a functional or academic. In addition to opening a tutoring service for children from early childhood (2-6 years) to adolescents (18 years), YWII tuition centre also helps students with vocational, compensatory, and academic assessments as well as helping parents with consultancy services and counseling. Through this service, YWII also helps the school by providing reports on the development and learning of students at YWII to the school. Student progress and learning reports are given to the school in an effort to assist the school in handling students with special needs.

The second service is training. The training program conducted by Yayasan Wahana Inklusif Indonesia has been provided to more than 100 teachers in five inclusive schools, there are Beji 2 Depok Elementary School, Klender 12 Elementary School, Citapen Elementary School, Center for The Development of Teacher and Vocation Competency East Jakarta and training of teachers at Junior High School of two Depok. Of the five schools, training for Center for The Development of Teacher and Vocation Competency and Junior High School of two Depok is a training organized by the government. In addition to training for teachers and principals, YWII also provides training for official in East Java Early Childhood Department, and NonGovernment Organization or Disabled Person Organizations members. In addition to the island of Java, YWII has also provided training outside Java Island precisely in Bantaeng District, Makassar in 2016 with the organizers of civil society organizations in Makassar.

The third YWII service is advocacy and mentoring services. These services are made on the complaint of many parents whose children do not get educational rights at school. YWII present to bridge the school, parents, and government in order to continue to fulfill the rights of children with special needs in formal education services. To date, there are approximately 130 students who have been assisted by YWII in the fulfillment of their rights at school. Advocacy in the fulfillment of rights such as

advocating students who are refused to be students in schools, make the appropriate test questions adjusting student level, reading test questions for children who have difficulty in reading, and make a lesson plan modifications. Attempt to advocate for the fulfillment of the student rights are also done by providing school assistance in the implementation of inclusive education, including the handling of children with special needs. So far, there have been 14 Elementary Schools, 1 Junior High School, 1 Vocational School, and 2 Senior High Schools in Depok, Jakarta, and Bogor which are the schools assisted by Yayasan Wahana Inklusif Indonesia.

In addition to the three services mentioned above, YWII has also conducted public campaigns through socialization for parents, social media such as websites, facebook, instagram, discussions with Disabled Person Organizations and Depok, Jakarta and Bogor city officers. YWII also cooperates with the Inclusive Education Working Group of Depok City to assist in the delivery of inclusive education in Depok, West Java. These are the efforts of YWII in supporting the implementation of inclusive education in schools.

Currently, the existing policy on inclusive education has regulated various issues related to the implementation of inclusive education in Indonesia. However, this policy has not necessarily created a system that can support the practice of inclusive education in Indonesia well, has an impact on school policy, especially creating an inclusive culture. In Depok City, for example, there have been several schools designated as inclusive education providers, but in their implementation have not received full government support such as budget and training. In addition, there are still a number of children with special needs who are experiencing difficulties or getting rejection attitude from certain person in school to enter public schools in Depok City, whereas the policy in Depok Mayor Regulation no. 50 year 2013 explains that special needed educative participant can follow education or learning in formal and nonformal education together with learners in general. In Article

5, paragraph 5 is explained that each grade level must receive at least one child with special needs. Based on these conditions, Yayasan Wahana Inklusif Indonesia is present to be able to assist the implementation of inclusive education in Indonesia, especially Depok City.

Based on the above explanation, the researcher is interested to know the effectiveness of service that has been done by YWII to help school develop inclusive education system in Indonesia, especially Depok City, West Java. We will also see the success of YWII's services in encouraging various forms of change. According to CIVICUS (2006), the influence of civil society strategies on change can be categorized into (1) substance, that is the degree of influence that can make changes to the implementation; (2) procedural, that is the level of influence that can provide changes to the implementation process; (3) structural, that is the level of influence that can make changes to the political institutions involved in the implementation process; (4) public perception (sensitizing), that the level of influence that can provide a change in public attitudes towards the issue that becomes the substance of implementation. This is an attempt to gain an overview of the impact of YWII services on the three dimensions of inclusive school development by creating inclusive culture, producing inclusive policies, and evolving inclusiveness practices in inclusive education. The results of this study are expected to be an evaluation for YWII in providing benefits for the advancement of inclusive education in schools, recommendations for governments in the development and implementation of inclusive education policies, advice for schools in the implementation of inclusive education, reference for non-governmental organizations that also engage in the issue of inclusive education, and certainly a great contribution to education in Indonesia.

CONTENT

This research is descriptive research with qualitative approach. Descriptive research is used to describe and interpret a phenomenon. The design of this study focuses on the

conditions or relationships that occur, constructive opinions, ongoing processes, visible consequences, or emerging trends. This research is looking at things that are happening right now, although they often take into consideration the past in relation to the current conditions (Best & Kahn, 2014). Characteristics of research in this research are the stakeholders involved either directly or indirectly in the implementation of inclusive education that is the parents of students with special needs, teachers, principals, supervisors, and the education officers. The data were collected using quota sampling technique. This sampling technique is selected based on the research needs that can be met by the representation of each stakeholder. The number of samples in this study were 10 people consisting of five parents, two teachers, one principal, one supervisor, and one staff of Depok City elementary education officers. Data collection was done by questionnaires and interview techniques. The questionnaire was developed by researchers based on the theory of inclusive education, an overview of the implementation of inclusive education in the field, and the purpose of the study itself. The questionnaire consists of ten open questions relating to an understanding of inclusive education and the service of Yayasan Wahana Inklusif Indonesia. The data were collected by distributing questionnaires to the participants to be filled in first, then the researcher conducted in-depth interviews on matters relating to the individual's personal experience of the inclusive education system. The researcher also elaborated the answers given by the participants on the questionnaire answer sheets if it felt that the answer given was not deep enough. The data processing procedure is carried out using analysis of interview results and questionnaires that will be classified and linked to three dimensions of inclusive school development: creating inclusive culture, producing inclusive policies, and evolving inclusiveness practices.

After all the data have been collected, the researcher grouped the data based on the question in the questionnaire and provided a

new category for the answer that has no question on the questionnaire. Furthermore, the researcher identifies each information into sub-sections that include an understanding of inclusive education, barriers in the field, resource mapping that can support the implementation of inclusive education, as well as aspects related to the Yayasan Wahana Inklusif Indonesian services, such as services that have been received, benefits, and hope to Yayasan Wahana Inclusive Indonesia for its role in inclusive education in Indonesia. The sub-sections, then elaborated in a conclusion, are further linked to the theory of inclusive school development dimensions. Each discussion will also be linked to the indicators of each dimension of inclusive school development, to see a picture of the impact of the Yayasan Wahana Inclusive Indonesia's service in the implementation of inclusive education especially in Depok City.

Result

a. Understanding of Inclusive Education Policy

The participant understanding on inclusive education policy can be classified into two views, there are the acceptance of the diversity and acceptance of children with special needs in schools. Participants who understand inclusiveness as diversity acceptance, see the education system as having to give priority to diversity without seeing the difference. Teachers should have the same concern for each student and treat them equally according to their needs. As for participants who understand inclusive education as the acceptance of children with special needs see that inclusive education is a condition where schools receive special needs children to attend school together with children in general.

b. Obstacles to Implementing Inclusive Education based on:

b.1 Parents

There are three things that participants see as obstacles from parents: understanding of children with special needs, the rejection of children with special needs, and cooperation

between related parties and parents who have children with special needs.

Some participants see that many parents can not understand the condition of children with special needs. Many parents are also less able to accept the existence of children with special needs in school. As a result of this lack of acceptance, it leads to parents' rejection of their existence. There are parents who think their child will be infected by children with special needs or feel their child are disturbed by their existence. The supervisor and teachers participant also said some parents demanded schools to move children with special needs to other schools. Participant supervisors said "Here, a lot of parents insist that children with special should be moved to other schools, they are afraid that their children are disturbed by their existence". Cooperation with the parents of children with special needs also impedes the implementation of inclusive education in schools. The teacher participant find it difficult to communicate the obstacles experienced by their children who are suspected of special needs to the parents. In addition, parents also often demand that their children be noticed but do not want to cooperate with the school in maximizing their child's education services at school.

b.2 Teachers

From the aspect of teachers, participants perceive obstacles to occur due to the lack of teachers' understanding of inclusive education, teacher skills in teaching and making lesson plans, and teacher rejection. From the teachers themselves or those who assess the performance of teachers, the fact that there are still many teachers who do not really understand the system of inclusive education, children with special needs, pedagogy and educational psychology. Inadequate training and dissemination of inclusive education is a major reason for teachers' lack of the system understanding and how to deal with children with special needs. The supervisory says that in the areas where she supervised, inclusive education training is only implemented twice a year. Two teacher participants also said that they only get two trainings so far. The training

they attended was also followed only by representative teacher assigned to spread their illusion to other teachers. Teachers who had attended the training admitted the difficulties of spreading the knowledge they had gained in training to teachers who did not attend the training. This difficulty is caused by many older teachers who do not want to feel being taught and accept change. In addition, the teachers who became representatives also felt that it is not easy to transfer the full knowledge they get in training. As a result, not all teachers get the same understanding of inclusive education, especially regarding the handling of children with special needs.

Training did not necessarily make their understanding and competence in implementing inclusive education system increased. Teachers who are fixated on the old habits will find it difficult to apply what they already get in training, such as making a lesson plan or curriculum modification. Moreover, the teachers who have not received any training or socialization from other teachers who had previously attended the training. Teachers will be confused with the steps that must be conducted because they have no background knowledge related to this matter. Lack of teacher's understanding and ability regarding inclusive and special needs education often creates teacher rejection of this system or children with special needs. This was stated by teachers who were also participants in the study. They said that before they learned about inclusive education and special needs children, they were worried about not being able to maximize the potential of all children. They also feel the burden and responsibility become increased because of the children with special needs that they must handle. As a result, there is an indirect refusal of themselves to deal with children with special needs. In addition, the school supervisor also acknowledged that there was a refusal from the teachers to be placed in an inclusive school because they felt they could not handle special needs children. The things mentioned above can be a major obstacle for teachers to implement inclusive education in schools.

b.3School

According to the participants, the barriers that come from schools are caused by lack of facilities and infrastructure and the refusal of schools to accept children with special needs. Participants of teachers, said that facilities and infrastructure both physically and nonphysically, have not been able to facilitate various diversity that exists. Some say there are no facilities such as braille books, road access for the disabled and the blind, and props. There are also those who say special counselor are indispensable but not available yet in schools. The education officer also acknowledged that the facilities and infrastructure in schools, whether schools that have been designated as inclusive schools or not, are still lacking to accommodate all needs. In addition to facilities and infrastructure, the barriers to the implementation of inclusive education also occur because of the refusal of schools to accept children with special needs. This is revealed by the parent participants who have children with special needs. Some of them said it was difficult to find schools that would accept special needs children. Although there has been a central or local regulation on the acceptance of children with special needs, it does not make schools immediately run the regulation.

b.4Government

Government as policy maker, did not necessarily expedite the implementation of inclusive education in the field. This comes out from the recognition of the elementary education officer who also acts as the chairperson of the inclusive education working group. He said " The education officer itself, do not understand about inclusive education. They still confused with this system. I also admit that the funds are not sufficient "and when he is asked about the performance of the inclusive education working group, the participant said" the work group members already have their own affairs. So, until now, our performance has not been maximized ". From the participant's statement, it can be concluded that the problem of implementation of inclusive

education originating from the service sector consists of understanding, budget and cooperation of the inclusive education working group. According to the participants, a poor understanding of inclusive education, hinders the government in providing support for inclusive education. The budget is recognized not enough to meet all the needs of inclusive education, both the budget to meet the facilities and infrastructure or to develop the human resources. The participant also said that the working group of inclusive education as the wheels of government in accelerating the implementation of inclusive education, has not run maximally. Beside that, the participants of supervisors and teachers felt there was little support from the government in facilitating training for resource development of implementing inclusive education. Supervisor who have submitted training to the government for all teachers in the schools where they work do not get permission from the government. She said that the schools only get training quota twice a year at the city level and only given to some teachers who are representatives of the school.

c. Resource Mapping

From the data collection, it was found that all participants had realized the important role of various parties in supporting the implementation of inclusive education. Parties that are perceived to have a role in the inclusive education system include parents, teachers, governments, communities, and non-school institutions concerned with inclusive education.

d. Benefits of Yayasan Wahana Inclusive Indonesia

For participants who have received services from Yayasan Wahana Inklusif Indonesia in the form of guidance, consultancy and counseling, advocacy, training and mentoring, the perceived benefits include increasing understanding, as a learning resource, handling children with special needs, ease of schooling, and changes their point of view about inclusive education. Increased understanding is felt by

participants who have received training or have consulted with YWII. Participants felt that YWII has provided much knowledge about the implementation of inclusive education, especially knowledge about children with special needs and ways of handling it. One of the participants said, "I did not have any idea how to deal with them (children with special needs), but after knowing YWII, I know that they do need special treatment". They also understand that children with special needs have the potential to be assisted in their development. In addition to improving understanding, YWII also felt very useful to be a learning resource for the implementation of inclusive education. This learning resource, felt by the participants through mentoring and cooperation with YWII. Through mentoring, YWII always provides the required information on students as well as the implementation of inclusive education. Participants of teachers said "Now, I enjoy handling children with special needs. Mentoring from YWII is my guidance ". Another benefit is direct service to children with special needs. The parents participants feel their children are greatly helped by the services of YWII. They said that YWII helped their children either at school or at home. Participants of parents also feel that YWII helps their children find it easier to attend school in the desired school. In addition, YWII also helps children to adapt and stay in school. Some parent participants even said their child, who was originally to be expelled from school, is now able to attend school because of YWII's help. The confession came out from one of the parents who had a child with autism, he said "my son had been asked to leave because the school can not handle and considered disturbing, but since my son studied at YWII and YWII came to my son's school, my son has undergone many changes and not be expelled from school ". These prove that YWII have benefits for the government, supervisors, schools, parents, even students themselves.

e. Hope for Yayasan Wahana Inclusive Indonesia

In providing its services, YWII certainly can not be separated from the shortcomings. There are still many expectations from the participant of YWII such as to improve services to the educators, including by providing training and socialization to schools on inclusive education, homeschooling services, improving the quality of faculty and services, and providing information about education Inclusive in social media.

Discussion

After conducting the translation of the data, the researchers will link the three dimensional indicators of inclusive school development, YWII services, and field conditions on inclusive education gained through the results of data collection.

1. Dimensions Creating an Inclusive Culture

1.1 Building Community

In an attempt to build an inclusive community, YWII has made several attempts, there are training that emphasizes the accommodation and participation of all students with diverse needs; Providing socialization to parents in one school in Depok City; Provide mentoring to schools and parents and participate in mediation of parents and school; Assisting the government in conducting training for school teachers in Depok, East Jakarta, Central Jakarta and Bogor; Introducing themselves and applying for cooperation with schools and government. These attempts, have touched on four of the seven indicators in helping the inclusive community, everyone is made to feel welcome, there is a partnership between staff and parents/carers, staff and governors work well together, and all local communities are involved in school activities. Nevertheless, based on the results of data collection, it was found that none of the indicators of the inclusive community development that has occurred in the field. Some parent participants feel that there is still a subtle rejection felt by them from the parents of the students. In addition, they also feel that it is not easy to find schools that are willing to accept and handle their children well. The cooperation of staff and parents

has not been seen. Supervisor participant said that parents tend to hand over their child's handling to the school and just demand that their child be cared for. Parents also find it difficult to work with schools to maximize education services for children in schools. Staff and government have not been able to cooperate well, even it is recognized by the officer itself. Education officer who are also the chairperson of the inclusive education working group feel unable to accommodate the inclusive education funding in schools. Local communities do not seem to be fully supportive yet. This is evident from the recognition of participants of the department, teachers, and supervisors who said that the community that has been helping them just YWII and Hellen Keller International NGO.

1.2 Establishing inclusive values

To be able to establish inclusive values in schools, YWII has sought to realize five of the six dimensional indicators setting inclusive values. Indicators of staff, government, students and all parents have the same philosophy of inclusiveness, endeavored by YWII through training, discussion and consultancy to schools, government, and parents. YWII seeks to instill the philosophy of inclusive education as an education service that accommodates and generates participation from all sides with diverse needs. Through this, YWII seeks to realize the second and third indicators that students are equally valued; staff and students treat each other as human being as well as occupants of a 'role'. The fourth indicator, the staff is always finding out how to eliminate the barriers to learning and participation in all aspects of the school is pursued by YWII through training on children with special needs, assessment, the development of lesson plan and curriculum modification, and adaptive learning methods. The last indicator is the school strives to minimize all forms of discrimination. This indicator is endeavored by YWII through inclusiveness campaign and education to parents in one of the pilot's inclusive schools in Depok, that is Depok Baru 8 Elementary School. Beside that, through inclusive

education training in schools, discussions with government and other communities, YWII always strive to instill the philosophy of inclusiveness in providing educational services both at school and in the community. Of the five indicators that have been pursued by YWII, one indicator has begun to be seen in several schools. The indicator is that the school tries to minimize all forms of discrimination. The evident can be seen from the efforts of the teacher participants who said that there is an explanation from them to the students and parents about the condition of children with special needs in school. The effort was also seen by supervisor participant who provided socialization to parents every new academic year. Beside that, the teacher's participants also accommodate the children who can not follow the indicators at school, by adjusting indicators on the lessons they feel are necessary. They also asked YWII to make the test questions so that students can still take the test according to their competence. Nevertheless, the four indicators are still a homework together to be realized. To date, the views on inclusive education are still divided into two views, there are accommodation and the participation of the diversity of needs and receiving children with special needs to attend school together with regular students. Students are equally valued is not yet apparent since there are still students who are left in the classroom and not provided with education services. The indicator staff is always finding out how to eliminate the barriers to learning and participation in all aspects of the school yet to be seen. This is acknowledged by the teaching participants who say that the old ways are still an option in teaching. Changes in implementing inclusive education are still a burden to teachers.

2. Producing inclusive policies.

2.1 Developing the school for all.

In the dimension of producing inclusive policies, there is a section of developing the school for all. Of the six indicators found in developing schools for all, YWII can seek the realization of two indicators. The first indicator is the school indicator will accept

all students. YWII's efforts to meet this indicator is through advocacy to ensure all children have their right to education. YWII also provides mentoring to schools and teachers to be able to handle children with special needs well and apply the principles of inclusive education. In addition, YWII provides understanding through consultancy and training provided to stakeholders at the school, in this case the principal as well as the teachers who are the technical implementers of education. Mentoring to the school is also a YWII effort to meet the second indicator that all new students are helped to survive in school. Not only mentoring, YWII also provides tuition centre to help students learn difficulties in school. Until now, these two efforts can be said to have paid off. YWII has successfully advocated more than 130 children in the fulfillment of their rights at school. YWII tuition centre that has been running for more than three years also has helped more than 200 students face academic or functional difficulties in school and society. Participants of parents also said that YWII has helped their children face academic problems at school. YWII also provides other skills that make children independent. This independence is required by students to be able to live in the community both at school and at society. Beside that, YWII's inclusive tuition centre can also be a source of learning and inclusive learning models for schools, so they have the benchmark to help all students survive in school.

2.2 Organising support for diversity.

In an effort to organize support for diversity, YWII has touched five of the eight indicators. YWII actively communicates to the school to coordinate all forms of support. Furthermore, YWII has provided training on exclusive education which includes inclusive education, lesson plan and curriculum modification, as well as training about children with special needs, to achieve the other three indicators: 'special education needs' policies are inclusion policies, to reduce barriers to learning and participation of all students using practices of special education, and linking behavior that supports

policy with curriculum development and policy in learning. One more indicator that YWII strives to achieve is reducing school bullying, either by parents, fellow students, or other school communities. This indicator was sought by YWII through stakeholder introduction training in inclusive education and its roles. So that each role is expected to work together to create an education and an inclusive environment in the school. From the efforts undertaken, it seems only one indicator that visible to achieve, that is reducing school bullying. This was conveyed by participants and supervisors who said that the involvement and understanding of parents and students in inclusive education creates a conducive situation for all children including children with special needs. Nevertheless, four other indicators have not seen satisfactory results in the delivery of inclusive education. Creating of lesson plan and curriculum modification can not be fully implemented by teacher participants, because it is still used to the old way. Participants of supervisors and teachers also acknowledged that the teachers still consider that facing children with special needs as a burden so that efforts to facilitate them, such as making lesson plan and curriculum modification, has not been able to run optimally.

3. Evolving inclusive practices

3.1 Orchestrating Learning

Of the eleven indicators contained in the orchestrating learning, YWII as an out-of-school community, can only touch four indicators. Seven other indicators, are indicators that fall outside the authority of YWII as an external support system. The four indicators are planned teaching with learning for all, the subject encourages the participation of all students, the students are actively involved in the learning, the assessment contributes to the achievement of all students. Indicator planned teaching with learning for all has been provided by lesson plan and curriculum modification training. As for the indicator of the subject encourage the participation of all students and indicators of students are actively involved in their learning, trying to be met by the training of adaptive media learning. Finally,

the assessment indicator contributes to the achievement of each student, attempted to be realized by the training of academic assessments and academic assessment services provided by YWII to schools. Nevertheless, it seems that the indicators of planned teaching with learning for all have not been properly implemented. There are still many teachers who are used to the old way, while in making lesson plan and curriculum modification, it means that teachers have to learn and change the way they normally do. As for the indicator of the subject encourage the participation of all students and students actively involved in the learning has been attempted by the teachers through the media adaptive learning. Assessment indicators contributing to student achievement have also been attempted by teachers, evident from the school's efforts to conduct its own academic assessments or ask YWII in doing so as a reference for teachers handling students.

3.2 Resource mobilization

In the resource mobilization section, there are two indicators of the five indicators that can be pursued by YWII. The first indicator is that staff develop resources to support learning and participation. This indicator seeks to realize YWII with the training of adaptive learning media which provides material on various resources that can be used as a learning resource for the participation of all children. Furthermore, the second indicator that resources from outside the school are known and can be mapped can be realized by YWII by providing inclusive education training about stakeholders in education, especially inclusive education. Of the two indicators, both have been seen in school. Participants of teachers said that they are better understood to handle all the children in the class including children with special needs. They also use learning media that can make all students follow the material. For the second indicator, it can be seen from the answers of all participants who have been able to mention the parties who can assist the implementation of inclusive education including their respective roles.

From the above explanation it can be seen that YWII's services mostly touch the indicators on the dimensions of creating an inclusive culture with a percentage of 69%. However, the implementation touches the smallest number with a percentage of indicator occurrence of 11%. The second largest dimension indicator pursued by YWII is the dimension of evolving inclusive practices. A 60% indicator of the dimension of evolving inclusive practices has been pursued by YWII and all its indicators or with a percentage of 100% perceived to have appeared on the implementation. The third dimension is to produce an inclusive policy in schools. In this dimension, YWII has sought 50% of all indicators. Of the 50% of these indicators, 42% of indicators have appeared on the implementation. It can be seen that YWII's efforts to assist the implementation of inclusive education in schools have largely touched the cultural dimension, the key dimensions that can influence the other two dimensions can run on an ongoing basis. As Booth and Ainscow (2012) suggest, development in cultural values, the inclusiveness and importance of collaboration will have an effect on other dimensional changes. The principles and values in inclusive school culture, will lead to decisions in a policy and practice of inclusiveness in schools, so that the development of inclusive schools will be a continuous process. Nevertheless, the change is not easy, as evidenced by the 11% success rate. This may be related to the too broad and in-depth indicators to be achieved in this dimension in producing continuous inclusive education. In contrast to the evolving practice of inclusive education, the percentage of success reached 100% of the 60% indicator that can be pursued by YWII.

This is understandable because the indicator that YWII can sustain on this dimension is that most of the subjects are teachers. It can also be seen from the explanation of the dimensions of evolving inclusive practices that teacher-created learning should be created to respond to student diversity. Teachers also encourage students to be actively involved in all aspects of their education that describe their knowledge and experience outside of school. In addition, teachers and principals will identify resources, students, parents, and local communities that can support learning and participation in the inclusive education system. This makes the indicators of this dimension less difficult in achievement. The least dimension YWII can strive for is the dimension of producing inclusive policies. In this dimension YWII can only earn half or 50%. This is because 50% of the other indicators, related to school management policies to the teaching staff. Admittedly, YWII has only recently focused on fulfilling educational services for students. From 50% that can be attempted by YWII, the percentage of success of the indicator can be said is not too small, that is equal to 42%. The fulfillment of this indicator, related to the services of YWII that either directly or indirectly influenced the school policy on inclusive education. Examples include student advocacy to school to create a school indicator willing to accept all students and tutoring services to help students stay in school. YWII's policy-related efforts are efforts to create policies that favor the fulfillment of students' educational rights.

YWII's effort scheme in encouraging the implementation of inclusive education in schools: can be seen in Figure 1

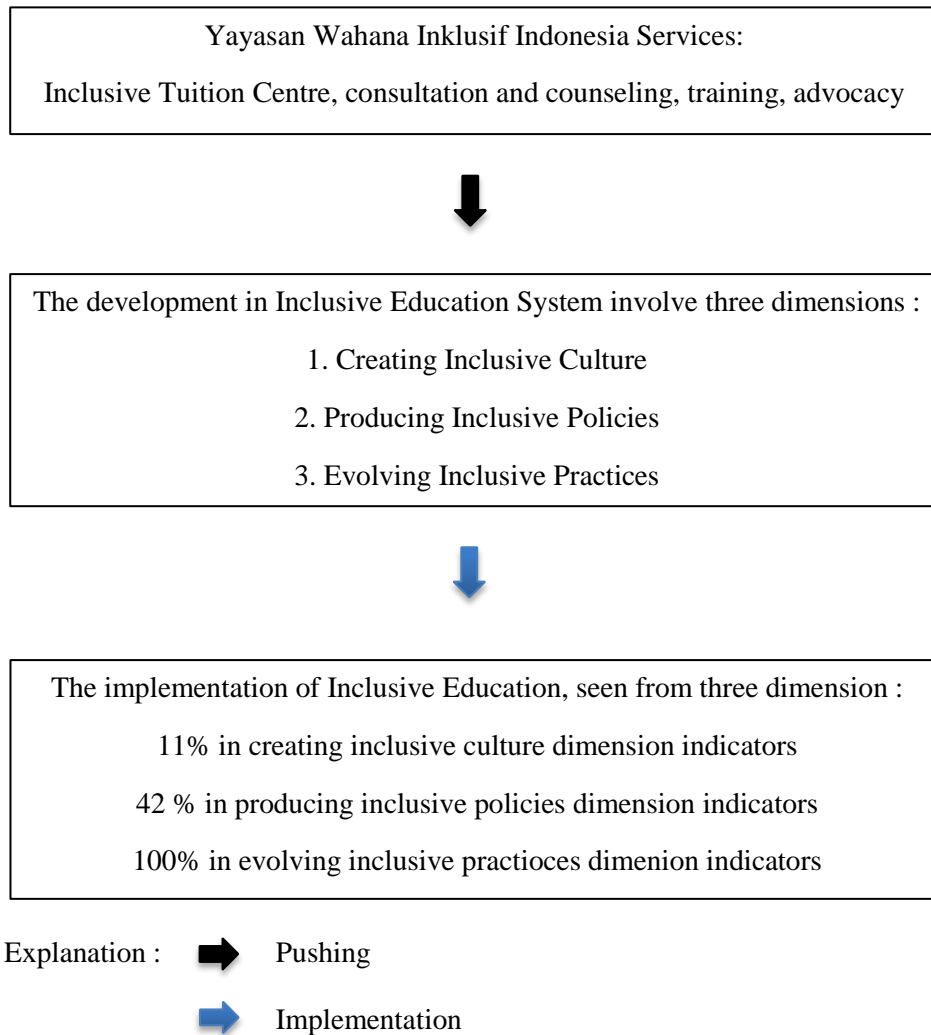


Figure 1-YWII's effort scheme in encouraging the implementation of inclusive education in schools

For further discussion, although the efforts and success rates of indicators have different percentages on each dimension, the efforts made by YWII in assisting the creation of inclusive education will be related and affect each other. The same effort even resulted in the realization of several indicators either of the same or different dimensions. This is in accordance with the theory of the development dimension of the inclusive education system which says that the three dimensions are a continuous dimension to one another and can not be separated. Training on the basis of inclusive education that emphasizes accommodating diverse needs can address three cultural indicators

and one policy indicator. For campaign services in the form of socialization of inclusive education to parents, touching two indicators on the cultural dimension. Training on children with special needs and inclusive learning methods, touching an indicator of cultural dimensions and three indicators of practice dimensions. For training on lesson plan and curriculum modification touching two policy indicators and one practice and training on stakeholder role material in inclusive education touch on policy and practice indicators. These efforts have led to substantial, structural, procedural, and sensitizing forms of change in the context of implementing inclusive education. Substantial changes can be seen from the

attempt of YWII to direct mentoring to schools and advocacy, procedural changes are pursued by YWII by conducting various trainings, then structural changes are made through discussions with the agencies, teachers, principals, or other communities, and the last is sensitizing, this form of change was encouraged by YWII through various campaigns.

Conclusion

Yayasan Wahana Inklusif Indonesia, as a civil society, plays a role in promoting the implementation of the inclusive education system in schools. In developing an inclusive education system in schools, it can involve three dimensions of creating an inclusive culture, producing inclusive studies, and evolving inclusive practices. Based on the results of the research, YWII's efforts have touched several indicators of the three dimensions. Of the three dimensions, the dimension of creating inclusive culture is the most pursued by YWII. Creating an inclusive culture as a key dimension can affect the other two dimensions. In other words, YWII seeks to promote inclusive education in sustainable schools. This effort is supported by the beginning of seeming indicators of cultural dimensions, policies, and practices in schools. The practice dimension has even appeared to be 100% of the indicators pursued by YWII. Although new, YWII has succeeded in promoting substantial, structural, procedural, and sensitizing forms of change in the context of implementing inclusive education. However, in practice, the implementation of the inclusive education system in schools has not been maximized, as seen from the few new indicators achieved. This is a sign that the services provided by YWII such as training, mentoring, consultancy, advocacy to the school have not been able to maintain the continuity of the inclusive education system so it is important for YWII to also conduct monitoring and evaluation together with the supervisors and working groups. Supervision and monitoring are conducted so that the services provided can be ensured

in the field, and there is direct control from the YWII to ensure the implementation of the inclusive education system in the school. This monitoring and evaluation can be a recommendation to the government, either the supervisor or the working group, on what other steps need to be taken to maximize the implementation of inclusive education. However, YWII can not work alone. As a civil society, YWII needs to build a strong network with fellow communities concerned about inclusive education, academics, and community leaders as part of the support community of the education system to be able to work together to help the school realize inclusive education. Given the strong network of educational supporters, YWII can share power and duties so that the given drive can be more diverse and touch various aspects.

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