



ANALISIS KEBIJAKAN PELAKSANAAN PERATURAN MENTERI PENDIDIKAN NASIONAL NOMOR 70 TAHUN 2009 TENTANG PENDIDIKAN INKLUSIF DI PROVINSI ACEH

Harri Santoso¹, T Hafliyah², Fajriani³ dan Noor Aini Ahmad⁴

Fakultas Psikologi UIN Ar-Raniry Banda Aceh¹
Fakultas Hukum Universitas Syiah Kuala², Fakultas Kependidikan dan Ilmu
Pendidikan Universitas Syiah Kuala³ dan Fakulti Pendidikan dan Pembangunan
Manusia Universiti Pendidikan Sultan Idris Malaysia⁴

Penulis Korespondensi: Harri Santoso (harri.santoso@ar-raniry.ac.id)

Abstract: *Inclusive Education is education that provides opportunities for students with disabilities to attend public schools. This study aims to look at the extent of the policies contained in the Minister of National Education Regulation No. 70 of 2009 concerning the implementation of inclusive education in Indonesia carried out in Aceh province. Aceh provinces through Aceh Governor's Regulation number 92 of 2012 concerning the administration of inclusive education require education providers in Aceh to accommodate students with disabilities to study in public schools. The study was conducted on training participants conducted by the Ministry of Education and Culture of the Republic of Indonesia in collaboration with the Pionir Nusantara Foundation on the Teaching Model for children with disabilities in December 2019. Participants are shadow teachers who work in each District/City implementing inclusive education in Aceh, including: Banda Aceh, Aceh Besar, Bireun, Pidie and Pidie Jaya as many as 25 person. Data collection techniques through Focus Group Discussion on 7 aspects of implementation in the Regulation of the Minister of National Education Number 70 Year 2009, namely: Receiving student with disabilities according to needs and abilities, Availability of at least 1 Inclusive School for each level in each sub-district, Availability of shadow teacher, Support from the government and various parties, Guidance and Supervision, Awards and sanctions. The results showed that the implementation of inclusive education in 5 cities in Aceh was still not running optimally with a variety of challenges both from the government, the*



community and the school itself. The researcher suggests the need for an inclusive education working group at every level, both provincial and district/city, to provide guidance and supervision on the implementation of inclusive education in each district/city.

Keywords: *Inclusive Education and Policies Analysis.*

Introduction

Education is a process of transforming knowledge and values that people do in order to build the character of a nation. In the National Education System Law Number 20 of 2003 stated that education is a conscious and planned effort to create a learning atmosphere and learning process so students actively develop their potential to have religious spiritual, self-control, personality, intelligence, integrity and skills that they need in the community, nation and state. The goal of national education is to develop the potential of students to become people who believe and righteous Allah YME, have a good character, healthy, knowledgeable, capable, creative and independent, and also can be democratic and responsible citizens. The implementation of education in Indonesia must be obtained by all Indonesian citizens regardless of race, ethnicity, and economic background.

Children with special needs are children who have one or more disorders, including attention deficit disorders and hyperactivity, mental retardation, physical disorders, sensory disorders, speech and language disorders, autism spectrum disorders as well as emotional and behavioral disorders (Sanrock JW., 2014) Furthermore, Dedy (Milla I., 2018) mentions that children with special needs are those who have differences from the average child of their age or children in general. Eka Sari (Yunita, 2019) states that children with special needs are conditions where children have differences with the condition of children in general either in physical, cognitive and psychological factors, and require proper treatment according to the needs of the child.



With the conditions of the children with special needs above, the government must ensure that they can receive education according to their background and conditions. In the Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities, persons with disabilities have 22 rights, one of which is the right to education. Several forms of education for children with special needs or persons with disabilities are special education and inclusive education. According to the General Director of Primary and Secondary Education of the Ministry of Education and Culture, Hamid Muhammad (Wahyudi and Kristiawati R., 2016) said that the number of children with special needs in Indonesia in November 2015 was 1.6 million children, but only 10-11 percent of them who received education services.

Inclusive education is a concept of education that restructures educational settings to build a sense of belonging in all children (Avramidis, Bayliss & Burniden, 2000 and Friend & Bursuck, 2002 and Woolfolk A., 2009 and Lipsky & Gardner in Bowe, F., 2005) state that inclusive education is the provision of services to students with disabilities including children with severe intellectual disability. With essential support and adequate assistance, both of students and teachers have an important role in learning success, either academically, behaviorally and socially as well as prepare the children to fully participate and contribute as members of society. Adhi MK and Seniwati NP (2017) stated that inclusive education is an educational concept that provide the widest possible opportunities and realize the implementation of education that respects diversity, do not discriminate the students who have physical, mental and social disabilities or with potency. Sakti S.A. (2020) stated that the concept of inclusive education always provide its own color for the creation of access to educational services without discriminating the conditions and backgrounds of its students. Regulation of the Minister of National Education number 70 of 2009 states that inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and or special talents to participate in education or learning in an educational environment together with other students in general.



Background of the Problem

Aceh Province had declare as one of the provinces that provide inclusive education in Indonesia. It is based on the national education system law number 20 of 2013 concerning the national education system and the regulation of the national education minister number 70 of 2009 regarding the implementation of inclusive education in Indonesia. Based on the laws and ministerial regulations, the Aceh government has the responsibility to implement and has a commitment to the implementation of inclusive education for children with special needs. Furthermore, this commitment has been stated in each regulation starting from Qanun Number 14 of 2014 concerning the implementation of education in Aceh Article 41 paragraph 2 states that special education is education for students who have difficulty in participating in the learning process due to physical, emotional, social and mental disorders and or have the potential for intelligence and special talents. Henceforth, inclusive education is regulated in detail in the Governor's Regulation Number 92 of 2012 concerning the implementation of inclusive education. Henceforth, city and district governments implement inclusive education in educational units in their responsibility area by making mayor/district regulations as the legal basis for implementation and other support in the implementation of inclusive education. Based on the explanation that author has conveyed above, the author is very interested to see the implementation of the regulation of the minister of national education number 70 of 2009 regarding the implementation of inclusive education in the City/Regency that has been appointed as the implementing area of inclusive education in Aceh.

Research methodology

This study aims to determine the extent of the implementation of Ministerial Regulation No. 70 of 2009 concerning the implementation of inclusive education in Indonesia. This study uses a qualitative approach with focus group discussion techniques to collect data on 25 training participants conducted in December 2019. The research questions are centered on 7 things, which are: aspects of implementing the implementation of the Minister of National



Education Regulation Number 70 of 2009 such as: Accepting children with special needs (ABK) according to needs and abilities, Availability of at least 1 inclusive school for each level in each sub-district, Availability of GBK, Support from the government and various parties, Guidance and Supervision, Awards and sanctions. The training participants who are teachers from 5 cities and districts implementing inclusive education and the Aceh Autism Service Center are the main sources in this study.

Research result

There are several important findings from the research that has been done, including:

Pidie Jaya

Pidie Jaya is one of the districts in Aceh which consists of 9 sub-districts. Pidie Jaya Regency already has a Regent Regulation that specifically regulates the implementation of inclusive education, which is the Pidie Jaya Regent Regulation Number 29 of 2017 concerning Inclusive Education. Furthermore, the district has also issued the Pidie Jaya Regent Regulation Number 29 of 2017 concerning the Implementation of Inclusive Education which mandates 26 schools as providers of inclusive education in Pidie Jaya, consisting of 18 elementary schools and 8 junior high schools. Availability of 63 GBK, Inclusive Education Working Groups (POKJA) that actively carry out guidance and supervision of the implementation of inclusive education through Teacher Working Groups (KKG) and Subject Teacher Consultations (MGMP) for GBK also monitoring and evaluation on a regular basis as well as providing awards for outstanding GBK . However, sanctions have not been implemented yet for schools that do not implement inclusive education properly.

Banda Aceh

Banda Aceh is the capital city of Aceh province which consists of 9 sub-districts. Banda Aceh has appointed 20 schools as providers of inclusive education in Banda Aceh, this is stated in the Mayor's Decree number 256 of 2016



concerning schools that provide inclusive education (Anzari M, 2018). However, Banda Aceh city does not have specific rules that regulate about inclusive education. Although they have appointed several schools as providers of inclusive education, these schools do not have GBK. There is no POKJA for inclusive education so there are no groups or teams that carry out guidance and supervision the implementation of inclusive education in Banda Aceh city. In addition, there is no appreciation for the implementation of good inclusive education and sanctions for schools that do not implement inclusive education properly.

Aceh Besar

Aceh Besar is a district that directly bordering to Banda Aceh city. Aceh Besar district consists of 23 sub-districts. Aceh Besar has carry out declaration as a district providing inclusive education by appointing 80 Elementary Schools (SD)/Madrasah Ibtidaiyah (MI) and 13 Junior High Schools (SMP)/Madrasah Tsanawiyah (MTS) as schools providing inclusive education in 2015. With these conditions, there is at least 1 inclusive school in each sub-district and has received ABK with needs and abilities. However, GBK is not available yet in every school. Aceh Besar already has a POKJA for inclusive education and has started to collect data on ABK students in every inclusive school and give awards to schools that provide inclusive education well. However, sanctions are not given to schools that are negligent in implementing inclusive education.

Bireuen

Bireuen is the capital city of Bireuen district which consists of 17 sub-districts. This district has established schools that provide inclusive education by accepting ABK. Bireuen Regency also has several regent decrees related to the implementation of inclusive education, including the Bireuen Regent Regulation number 22 of 2014 concerning the implementation of inclusive education, Bireuen Regent Decree Number 11 of 2014 concerning Inclusive Education Organizing Schools in the Bireuen city, Bireuen Regent Decree Number 57 of 2016 concerning the Establishment of the Implementation



Committee for the Bireuen Declaration as the Implementing District for Inclusive Education (Ferizaldi and Fazlina, 2020). There are GBK in schools that provide inclusive education, POKJA of inclusive education has been formed, giving awards to GBK who have accomplishments yet inclusive education KKG has not been formed.

Pidie

Pidie Regency is a district with Sigli as its capital city and has 23 sub-districts. There are 32 schools providing inclusive education in Pidie district but GBK is not available for each of these schools. The POKJA for inclusive education has not been established and the guidance and supervision as well as the provision of awards and sanctions for the implementation of inclusive education in Pidie district have not been implemented.

Discussion

Aceh Province is a province consisting of 5 cities and 18 regencies (PPID Aceh, 2021). In 2013, Aceh has declared 9 regencies/cities as pilots for the implementation of inclusive education in the province of Aceh (Yusuf, NM 2013). In this study, researchers conducted research on teachers in 5 cities/districts which are Banda Aceh, Aceh Besar, Pidie, Pidie Jaya and Bireun. Pidie Jaya has complete elements of implementing inclusive education compare to these five cities/regencies, starting from the acceptance of students with special needs, the availability of schools that provide inclusive education, at least 1 school in each sub-district at each educational level. There are 63 GBK throughout Pidie Jaya which is placed in 23 inclusive education schools. Support from government is in the form of Pidie Jaya Regent Regulation Number 29 of 2017 concerning the implementation of inclusive education which contains aspects of professional support for planning, implementation, monitoring and evaluation, operational assistance for acceptance, identification and assessment, prevention, interventions, compensation and advocacy services for participant as well as professional assistance in the form of curriculum modifications, individual education programs, learning,



assessment, media and learning resources as well as facilities and infrastructure. The Pidie Jaya Education Office also carries out coaching and debriefing of GBK every year. This is in accordance with the regulation of the minister of national education number 70 of 2009 concerning the implementation of inclusive education.

Beside Pidie Jaya, the other district that already has elements of implementing inclusive education is Bireuen Regency, with the Regent's Regulation on inclusive education, the Regent's Decree on the organizing committee for the declaration of inclusive education in Bireuen and the decree on the schools that provide inclusive education. Meanwhile, in other regions such as Banda Aceh, Aceh Besar and Pidie, the implementation of inclusive education in these areas is still not supported by mayor/regent regulations. In its implementation, schools that provide inclusive education are equipped with a decree from the mayor/regent as the schools that provide inclusive education. Furthermore, the availability of GBK has been fulfilled in Pidie Jaya and Bireuen, while in Banda Aceh, Aceh Besar and Pidie, have no GBK who can support the implementation of inclusive education. In the aspect of accepting children with special needs, all schools in every city/district have accepted ABK to attend schools that provide inclusive education.

Indonesia as one of the countries that has signed the Convention on the Rights of Persons with Disabilities and the Optional Protocol to the Convention (2006) has an obligation to guarantee and promote the fulfillment of human rights and fundamental freedoms for all persons with disabilities without discrimination in any form on the basis of their disability. Furthermore, in article 24 it is stated that states parties recognize the right of persons with disabilities to education with a view to realizing this right without discrimination and on the basis of equal opportunity, states parties shall ensure an inclusive education system at all levels and lifelong learning.

In realizing this, states parties must ensure that persons with disabilities are not excluded from the general education system, can access an inclusive, quality and free primary education and secondary education, provide the necessary



accommodations and receive support to facilitate their education effectively. In addition, as a country that has committed to achieving the Sustainable Development Goals, there are several achievements that must be achieved by 2030 (Report SDGs, 2016) which is at point 4 ensuring fair and quality inclusive education and promoting opportunities for lifelong learning for all groups.

In Aceh Province context, this province has declared as an implementing province of inclusive education in Indonesia since 2013. 8 years of inclusive education in Aceh, the number of districts implementing inclusive education still 40%, which is 9 cities/regencies. Even 9 cities/regencies that implement inclusive education also do not have the same achievements, thus, serious efforts are needed to realize education for all Indonesian citizens, especially people with disabilities.

Conclusion

Research that has been conducted on 25 teachers in 5 districts that provide inclusive education in Aceh has given the fact that even though these 5 cities/districts have been declared as pilot areas for the implementation of inclusive education in Aceh in 2015, yet it has not done as mandated by the world's citizens that listed in the Sustainable Development Goals and national mandates that stated in the law of national education system number 20 of 2003, law number 8 of 2016 concerning persons with disabilities, ministerial regulation number 70 of 2009 concerning the implementation of inclusive education, Aceh Qanun number 11 of 2014 concerning implementation of education and governor's regulation number 92 of 2012 concerning the implementation of inclusive education in Aceh.

Acknowledgment

The author would like to express our deepest gratitude to the Chairperson of the Pionir Nusantara Foundation, Mr. Anas M Adam and Mawardi Hasan who have given the author the opportunity to participate in activities that carried out by the Pionir Nusantara Foundation while also can do the research. The Faculty of Psychology UIN Ar Raniry that has given permission to participate in



this activity. Ministry of Religion of the Republic of Indonesia Director General of Islamic Education through the 2021 Annual International Conference Islamic Studies Committee. Through this activity, this article can be presented at the annual international forum of the Ministry of Religion of the Republic of Indonesia. Furthermore, to all the authors involved in the writing this article so it can be completed properly.

Reference

- Anzari M, dkk. (2017) *Hak Memperoleh Pendidikan Inklusif bagi penyandang disabilitas*. Syiah Kuala Law Jurnal Fakultas Hukum Universitas Syiah Kuala. Volume 2 April 2018 hal 57-73
- Adhi,M.K dan Seniwati, N.P (2017) Buku Panduan Pelaksanaan Pendidikan Inklusif Sekolah Dasar. IKIP Saraswati Tabanan Bali
- Bowe, F. (2005) *Making Inclusion Work*. Pearson Merril Prentice Hall. United State of America
- Ferrizal dan Fezlina (2020) *Implementasi Program Pendidikan Inklusi di Kabupaten Bireuen*. Jurnal Humanis Sekolah Tinggi Ilmu Administrasi Nasional.
- Gambaran Sekolah Inklusif di Indonesia Tinjauan Sekolah Menengah Pertama. Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan dan Kebudayaan, Jakarta 2016
- Konvensi Hak-hak asasi Penyandang Cacat dan Protokol Opsional terhadap konvensi (2006). Terjemahan Tidak Resmi oleh Komisi Nasional Hak Asasi Manusia Indonesia.
- Khausar (2014) Pemetaan Sekolah Inklusif Berbasis Welcoming Schools Untuk Anak Berkebutuhan Khusus Di Sdn Luar Biasa Kabupaten Aceh Barat Daya. Jurnal Bina Gogik:
- Milla, I (2018) Pengaruh Pendidikan Inklusif Terhadap keterampilan sosial dan *self esteem* siswa berkebutuhan khusus di sekolah dasar se kecamatan lowok Waru Kota Malang. Thesis Universitas Islam Negeri Maulana Malik Ibrahim Malang



-
- Peraturan Gubernur Aceh Nomor 92 Tahun 2012 *Tentang Penyelenggaraan Pendidikan Inklusif di Aceh*
- Peraturan Menteri Pendidikan Nasional Nomor 20 Tahun 2009 *Tentang Pelaksanaan Pendidikan Inklusif di Indonesia*
- Peraturan Bupati Pidie Jaya Nomor 29 Tahun 2017 *Tentang Penyelenggaraan Pendidikan Inklusif*
- Peraturan Bupati Bireuen nomor 22 tahun 2014 *tentang penyelenggaraan pendidikan inklusif*
- Pedoman Penyelenggaraan Pendidikan Anak Usia Dini Inklusif (2018) Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat. Direktorat Pembinaan Anak Usia Dini
- Qanun Aceh Nomor 11 Tahun 2014 *Tentang Penyelenggaraan Pendidikan di Aceh*
- Surat Keputusan Bupati Bireuen Nomor 11 Tahun 2014 *Tentang Sekolah Penyelenggara Pendidikan Inklusi di kota Bireuen*
- Surat Keputusan Bupati Bireuen Nomor 57 Tahun 2016 *Tentang Pembentukan Panitia Pelaksana Deklarasi Bireuen Sebagai Kabupaten Pelaksana Pendidikan Inklusif*
- Surat Keputusan Walikota Nomor 256 Tahun 2016 *Tentang Penunjukan Sekolah Penyelenggara Pendidikan Inklusi di Kota Banda Aceh*
- Sustainability Development Goals Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1)
- Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional Indonesia*
- Santrock.,J.W (2014) *Psikologi Pendidikan Educational Psycholgy* Edisi 5 buku 1. Salemba Humanika. Jakarta
- Sakti,S.A (2020) *Implementasi Pendidikan Inklusif pada lembaga pendidikan anak usia dini di Indonesia. Jurnal Golden Age Universitas Hamzanwadi.*Volume 4 Nomor 2 Desember 2020. Hal 238-249
- Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 *Tentang Penyandang Disabilitas*



-
- Woolfolk, A. (2009) *Educational Psychology Active Learning Edition Edisi Kesepuluh Bagian Pertama*. Pustaka Pelajar
- Wahyudi dan Kristiawati, R. (2016). *Gambaran Sekolah Inklusi di Indonesia Tinjauan Sekolah Menengah Pertama*. Kementerian Pendidikan dan Kebudayaan. Pusat Data dan Statistik Pendidikan dan Kebudayaan, Jakarta
- Yunita, E.I (2019) *Manajemen Pendidikan Inklusi Dalam Proses Pembelajaran Dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus*. *International Journal of Education* Volume 3 Number 3 2019. Hal 267-274
- Yusuf, M. (2016). Pendidikan Inklusif Di Perguruan Tinggi: Antara Peluang Dan Tantangan. *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 15(2). <https://doi.org/10.32939/islamika.v15i2.46>
- Yusur N. M (2013) Gubernur Deklarasikan Aceh Provinsi Pendidikan Inklusi. Serambi Indonesia. Diakses dari aceh.tribunnews.com/2013/12/21/gubernur-deklarasikan-aceh-provinsi-pendidikan-inklusi