



Research Article

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Implementation of Inclusive Education in Schools Under Local Government Jurisdiction: A Study of South Kalimantan Province in Indonesia

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Abstract

This paper examines the practice of inclusive education in schools under the jurisdiction of South Kalimantan Province, Indonesia. According to law, the education system must be inclusive; therefore, schools are required to acknowledge all groups of kids, incorporating those with special educational needs (SEN). This study highlights the state of inclusive education in schools, which includes the implementation of its policies by school administrators, proper management by teachers, and the community's perception. Primary data were obtained from surveys and interviews with 100 school administrators, 500 teachers, 45 parents of SEN students, and numerous stakeholders. The study shows that local government policies have resulted in the development of inclusive education in schools located in South Kalimantan. It also indicates that, most school leaders and parents of non-SEN students support its utilization in classrooms, and are willing to work with SEN students. In practice, the implementation of inclusive education varies from one school to another depending on the perceptions of administrators and the will of teachers.

Keywords: Education, Inclusive, Disability, South Kalimantan, School

1. Introduction

Many countries already have legislative rules on inclusive education based on international human rights treaties, such as the Salamanca Statement and Framework for Action (The Salamanca Statement and Framework for Action, UNESCO 1994) and the United Nations Convention on the Rights of Persons with Disabilities (CRPD, United Nations 2006). This concept aims to include children with disabilities in regular classes, with teachers using a variety of teaching approaches, assessment methods, and working collaboratively (Rouse, 2007). The successful implementation of inclusive education is dependent on the existence of a support system comprising of teacher training, the right educational resources for schools, social support, and community participation. This would also include developing collaborative relationships amongst school administrators, parents, and organizations involved in the community (Kantavong, 2017).

Inclusive education cannot be implemented by schools alone, assistance is required from stakeholders such as administrators, teachers, parents, the community, and government. Appropriate training is required for principals and teachers as staff play an important role in its successful utilization and sustainability. Parents and communities also play an important role in facilitating this academic system (Forlin, 2012; Sharma et al., 2013).

According to Eleweke and Rodda (2002), in addition to teachers with supplementary education regarding SEN, academic prosperity of students with disabilities in inclusive schools

requires the involvement of professionals who can assist with identifying and providing referrals, with appropriate educational services. Ainscow et al. (2003) showed that the network built between inclusive education practitioners and academicians at local universities produced very strong teamwork, which in turn assists with building good inclusive practices. Rouse (2007) argues that schools must be able to manage classrooms to provide an accommodating and encouraging environments for students. Furthermore, teachers must utilize various teaching and assessment methods in order to achieve this (Rouse, 2007).

1.1 Obstacles

Inclusive education is often faced with obstacles owing to its complex nature. However, as a result of the 1990 World Conference on Education for All, inclusive education has picked up a lot more extensive definition over the past two decades with reference to students with disabilities, learning difficulties, and other marginalized groups within ordinary schools (Ainscow & Haile-Giorgis, 1999; Loreman, 2010). This system also regulates the rights of students with variety of needs to acquire the right education in the chosen educational institution (Forlin, 2010).

The regular schooling system is increasingly challenged to practice an inclusive approach. However, pressure from teacher unions and communities often leads to policy being determined by each school (Forlin, 2012). Rouse (2007) stated that a good number of countries are faced with challenges in implementing inclusive education practices such as irrelevant curricula, inappropriate assessment and examination systems, and inadequate teacher support. Ainscow and Haile-Giorgis (1999) agree with Rouse (2007), adding other barriers to include negative attitudes towards disable and marginalized disability groups.

Schools also face dilemma when utilizing this learning system because it is required to be responsible for increasing academic achievement of regular students through exam scores whilst also supporting the differing needs of SEN students. As a result of this, balancing the academic stability of SEN students seems difficult (Ainscow, Booth, & Dyson, 2006). Obviously, there are obstacles associated with increasing educational opportunities for children with disabilities when providing opportunities to study with others. According to Ainscow and Haile-Giorgis (1999), when schools opt for inclusive education practices, the challenges associated with it should be understood.

1.2 International Context

In developed countries, such as the United States, Britain, Finland, and Canada, inclusive education is usually intended for students different from others in terms of abilities or academic performance. In those nations, this arrangement emphasis on educator training for SEN students, and building systems among schools and colleges, in this manner, leading to sustainable development through research plans. Coordinated effort among schools and networks is likewise key to its success. In countries such as the United Kingdom, Australia and Hong Kong, building relevant networks between schools and organizations is an effective approach to establishing this educational practice (Salend, 2008; Hardy & Woodcock, 2015; Walton & Nel, 2012; Malinen & Savolainen, 2012).

In contrast to western countries with institutions specialized on training SEN teachers, there are no such places in Asia-Pacific regions. Although many teachers have received training and information on the principles of inclusive pedagogy in general, no specialized training for conditions such as autism and dyslexia was given, nor how to educate SEN students (Mintz & Wyse 2015). Sharma et al. (2013) examined this education system in 13 Asia-Pacific countries and concluded that, these countries generally experienced limited number of qualified teachers and recently trained teachers.

In Asia-Pacific regions, inclusive education is at its curriculum reform stage, with changes in academic structure, and introduction to the schooling system. The government also seeks to increase the number of public schools with such programs (Forlin, 2008). Forlin (2010) argues that training to prepare teachers for inclusive education is an important factor in improving attitudes and encouraging greater commitment. According to Forlin, when teachers are not well equipped to deal

with SEN students a negative attitude towards inclusive education is displayed.

Bailey, Nomanbhoy, and Tubpun (2015) reinforced Forlin's view and reported that teachers in Malaysia expressed negative views on children with disabilities. It was concluded that Malaysia was not prepared to include this academic system owing to limited support and the fact that teachers are likely to have negative attitude towards it. In general, the Asia-Pacific region still lacks qualified teachers ready to work in inclusive academic environment, with little or no collaboration among the professionals involved.

Based on the national education law in Thailand, schools are obliged to accept all kinds of children (Florian, 2012). However, Vorapanya and Dunlap (2014a) found that in most school administrators in this country, have little or no idea of students with disabilities. To comply with this rule, the trial and error technique from various sources by attending training or seminars was adopted. However, Thailand's erratic political state has a negative impact on budget allocations and on inclusive education.

Eleweke and Rodda (2002) examined the state of this educational system in developing continents such as Africa, Asia, Latin America, the Caribbean and the Middle East. It found that, even though there has been an approved legislation for its implementation at an early stage, teaching facilities, infrastructure, and the level of training available was still inadequate.

1.3 *Inclusive Education in Indonesia*

Inclusive education in Indonesia is regulated by Law No. 8 of 2016 concerning Persons with disabilities, however, it was replaced with Law 4 of 1997 because it was considered charity based with no human rights perspective. In previous regulations, the fulfillment of the rights of persons with disabilities was still considered a social problem as there was no opportunity for independent development.

With the adoption of the Convention on the Rights of Persons with Disabilities on November 10th 2011, the commitment and sincerity of the Government of Indonesia to respect, protect and fulfill them became validated. Law No. 8 of 2016 states that "persons with disabilities get all types of quality education in an inclusive and special way" (Article 10). In addition, such students have the right to adequate accommodation.

In Indonesia, the term 'inclusive education' began to gain attention in 2001 just as the government started a pilot project on it (Nasichin, 2001). Indonesia officially recognized this educational method in 2003 when parliament passed the National Education System Act, which stipulates that all citizens with a wide range of disabilities are obliged to take part. Around the same time, the government additionally issued a decision for children with cognitive and physical disabilities. This regulation stipulates that inclusive education guarantees equal access for students with all types of disabilities to be educated in public schools alongside those who are not disabled (Sunardi, 2010, p.28).

Law No. 8 of 2016 stated that the regional government must facilitate the establishment of a Disability Service Unit to support the implementation of inclusive education at the basic and secondary level. This unit functions to increase the competence of academicians and education staff in regular schools with respect to teaching students with disabilities, providing assistance for a smooth learning process, administering the right learning media and tools required, supplying consulting services, and cooperating with other parties or institutions in an effort to improve the quality of education (Article 42).

1.4 *Inclusive Education in South Kalimantan*

This study aims to determine the application of inclusive education within the Province of South Kalimantan (commonly abbreviated to Kalsel), which is an area located in the southeastern part of Borneo island with a population of 3.62 million people. South Kalimantan's territory comprises of two cities and eleven districts, and it is one of the thirty-four provinces of Indonesia. The local government reported that there were around two thousand or more children with disabilities in this area (Effendi, 2018). The reason for choosing this province is because in 2012 it was named a

pioneer in the implementation of inclusive education at the provincial level by the central government. This is because the South Kalimantan provincial government is committed and attentive to providing inclusive education. Following this stipulation, the governor formed two task forces: the South Kalimantan Provincial Inclusive Education Development Team, and the Inclusive Education Communication Forum (FKPI), in 13 districts/cities. The two task forces were formed to support the socialization of inclusive education in districts and cities in South Kalimantan, while also assisting in data collection and in resolving issues associated with its utilization.

Other duties of these task forces include carrying out technical guidance to increase the competency of elementary, junior, and high school teachers in teaching children with special needs in inclusive schools; cooperating with Lambung Mangkurat University to provide guidance and coaching to schools; providing facilities and infrastructure for inclusive education in schools. The task forces also issued a Regional Regulation on Management of Education in South Kalimantan, which regulates the education services of children with special educational needs.

Following the issuance of the Regional Government Law no. 23 of 2014, the authority to manage education is shared between the provincial and the district/city government. The provincial government is authorized to manage high school and special education, while the Regency/city government manages early childhood education, elementary and junior high school, including inclusive education. However, not all districts provide budgets for inclusive education.

1.5 Research methodology

This research makes use of a descriptive method which aims to explain the phenomenon and situation of actual inclusive education (Baxter & Jack, 2008) in schools under the supervision of local government. The research was conducted in the Province of South Kalimantan because this area has been assessed as a pioneer of this educational system in Indonesia, and can be used as a benchmark for other regions. Data was collected using a mixed methods approach (Creswell & Miller, 2000), which consists of face-to-face surveys and interviews. The questionnaire with structured interviews is divided into two sections: historical data, and questions aimed at studying the practice of this education management. Questionnaire-based interviews were directed with respect to teachers, school leaders, and parents of SEN and non-SEN students. In this study, primary data were obtained from surveys with a sample of 100 school administrators (principals, assistant principals, and other professionals who assist with operating schools), 500 teachers, and 45 parents of SEN students. Interviews were also conducted with numerous stakeholders in the region including the Education and Culture Office, Inclusive Education Communication Forum (FKPI), Teachers Association of the Republic of Indonesia (PGRI), Education Council, and Provincial House of Representatives (DPRD), Provincial Development Planning Agency (Bappeda), and Lambung Mangkurat University.

The questionnaire contained open and closed-ended questions using a five-point Likert scale. Interviews were conducted with eighteen schools, selected using sampling quotas based on school size. For the purposes of data validation and in increasing the credibility of the data collected, after each interview session, participants were asked to analyze conclusions drawn by the researcher (Krefting, 1991). Data analysis was carried out in the following ways: Data obtained from closed-ended questionnaire statements measured by a Likert scale were analyzed using descriptive statistics to find the mean and standard deviations, using the statistical program SPSS. Similarly, data obtained from questions which required answers in the form of a checklist were assessed to find out the frequency and percentage of responses. Finally data from open-ended questions and in-depth interviews were examined using content analysis.

2. Findings

The first part of this study explores the current situation of inclusive education practices in schools in South Kalimantan by answering the following three questions: (1) How do school administrators implement inclusive education policies? (2) How do school teachers implement it in classes? and (3) How do people assess its management in classes?

2.1 Implementation of inclusive education policies by school administrators

Based on the ratings given by school administrators in the questionnaire it can be concluded that schools are already of this education system and have utilized it in several practices. School administrators also stated that the local government supports its implementation which is in line with the views of most stakeholders who strongly agreed with the statement in the questionnaire. Local governments support the implementation of inclusive education (90% agree/strongly agree) However, diverse answers were provided on the adequacy and quality of teachers. According to these teachers, "South Kalimantan has enough qualified teachers to support inclusive education" resulted in 66% of the answers agreeing with the system with 30% not in support of it. With regards to the statement, it can be deduced that South Kalimantan has enough prospective teachers who are ready to work in this academic environment, with 55% of stakeholders not agreeing and 45% strongly disagreeing. In terms of collaboration with professionals, most stakeholders (88%) did not know whether inclusive schools in South Kalimantan work with professional organizations or with local universities to support the system.

In connection with efforts to create an environment that supports all students, most school administrators (63.6%) had sought to improve the understanding of school teachers and employees on inclusive education. They supported educational activities in which SEN and non-SEN students can participate and learn together. Almost all school managers beamed that limited number of teachers with inclusive education background in these schools. However, only 45.5% sent teachers for special training. According to one administrator,

"Proper inclusive training for school principals and teachers were not frequently held. The local government has indeed programmed special education training for teachers, but the numbers are still very limited. There was almost no involvement of professionals."

Some schools stated that special education graduates whom the school appointed as honorees. School leaders were also asked to rank the most significant parts of the capacity in overseeing inclusive education. The main three reactions were: (1) understanding the projects and supervising its implementation for SEN students and families; (2) creating a safe and conducive learning environment; and (3) understanding of the laws and public policies about SEN students and their families.

The most common answers given when asked about which inclusive education management strategy should be implemented in schools were 'Working as a team at school, creating a safe environment, providing a positive climate and good environment for learning'. This response had an average score of 3.72, SD = 0.602. The least common answer was 'Creating a good environment for effective communication with parents and the community'.

School leaders and teachers expressed concern for the insufficient personnel with special education backgrounds. Although, participation in training projects to improve teacher aptitude is the privilege of school administrators. Some of the statements, which should be highlighted relating to, this issue include:

- The types of training programs that teachers could participate in were decided by regional education office, with teachers not given the opportunity to contribute.
- Teachers felt knowledge and skills may become outdated if not opportune to update and advance it. Most teachers had not attended any training programs to help students with special needs recently when the study was conducted.
- Teachers assessed that no policy was put in place to recruit personnel in the special education field.

In some cases, the unavailability of budgets from the government encouraged several independent organizations to attempt to provide training to teachers to meet the needs of SEN students.

Respondents were asked to assess the achievements in inclusive education management, some 72.7% of school administrators stated that SEN students had the ability to interact with regular students in the classroom, and among staff, there was an increase in awareness, acceptance, and affection for SEN students. However, teachers and administrators often had the view that SEN students tend to delay class progress.

2.2 Management of inclusive education by teachers

In assessing the capacity of inclusive education staffs based on a 5-point Likert scale (with 5.0 being the highest score and 1.0 being the lowest), the school administrators analyzed that the ability of teachers to work as a team was high ($\bar{x} = 3.82$, $SD = 0.603$). These teachers also stated that school staff had used strategies and techniques to develop learning materials at a moderate level ($\bar{x} = 3.09$, $SD = 0.831$). According to school administrators, teachers are asked to make inclusive education programs for SEN students and families a top priority. Furthermore, staff development programs and assessment of inclusive programs and services were made a priority.

All schools surveyed were reported to have an average of 2-3 SEN students in each class. In special education classes, the teachers referred to the 'one school, two systems' arrangement, and after conducting screening tests, SEN students were placed in special education classes, and the classes have a student-teacher ratio of 5:1. There was a school with two educators holding degrees in special education, and three others were trained to teach SEN students, making it possible for special education classrooms to be managed without integrating SEN students into regular classes. Schools with special education classes seemed to implement inclusive education in a different. However, because of the advantages in terms of teacher and staff capacity, these types of schools could be developed as resource units for the future progress of inclusive education in other educational institutions.

Educators who worked in little and medium schools utilized the information management approach to deal with classroom problems. The director of one small school, who happened to be a trained special educationist and a psychologist, conducted inclusive education workshops for staff at his and other schools. In interviews, the teachers benefited from the training workshops received three or four years ago. According to these teachers, useful information was obtained from training workshops and seminars (48.9%) as well as from books and journal articles (29.6%). Teachers who had previously attended training workshops developed materials received to help SEN students. Some gained knowledge from networks and training organizations. Adequate class management is required to maintain functional inclusive classes. When asked which factors were able to improve inclusive classroom management, majority of teachers asked (90.4%) chose two items: 'Understanding from regular student parents' and 'school administrator support'.

Most teachers (54.8%) reported to have developed skills in classroom management by working together with peers. The results showed that teachers who had previously received special education training acted assisted others. It was found that collaborative work among teachers helped to better manage inclusive classes. In an interview, one teacher explained strategies in class management as follows:

"When we felt that we had a problem with SEN students we managed the class using co-worker support. I sometimes only used feelings and responsibility when I had to make a decision regarding treatment or assignments that must be given to SEN students."

Table 1: Teachers attitudes toward inclusive education

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
I have a strong desire to teach students with disabilities	281 56,20%	152 30,40%	-	67 13,40%	-	500 100%
I am interested in teaching students with disabilities	258 51,60%	190 38%	-	52 10,40%	-	500 100%
I often feel sorry for students with disabilities	275 55%	176 35,20%	-	49 9,80%	-	500 100%
I want to be responsible for the successful education of students with disabilities	305 61%	145 29%	-	50 10%	-	500 100%
I want to get appropriate training to better teach students with disabilities	305 61%	150 30%	-	45 9%	-	500 100%

Based on the data obtained from the questionnaire, most teachers agreed to the following statements: "I have a strong desire to teach students with disabilities" (87% agree/strongly agree); "I am interested in teaching students with disabilities" (90%); "I often feel sorry for students with disabilities" (90% agree/strongly agree); "I want to be responsible for the successful education of students with disabilities" (90% agree/strongly agree); "I want to get appropriate training to better teach students with disabilities" (91% agree/strongly agree). This shows that teachers have a strong interest, desire and commitment to teaching SEN students.

2.3 Community Perception

This study interviewed parents of SEN students to understand the community's perception of inclusive education. Teachers stated that were placed in a difficult situations when trying to convince parents of SEN students on issues associated with educating children. In addition to the desire to pick up knowledge and aptitudes to work in inclusive classrooms, the educators communicated the need to develop relational abilities to work with parents of these special students.

Parents of SEN students showed doubts on the effectiveness of inclusive education, however, as many as 25 interviewed parents agreed with this education system, with doubts on the success and ability of teachers in handling children.

Alternatively, the views of parents of non-SEN students on inclusive education turned out to positive with as many as 45 parents welcoming its incorporation into regular schools. 79.2% reported to participate in school activities, while 68.6% were of the opinion that inclusive classrooms provided a good environment for students to better understand individual differences. Only 1.2% was of the opinion that it created imbalances in the allocation of learning resources, with 84.6% not willing to change schools. Inclusive classrooms are a good opportunity for children to have diverse friend group.

3. Discussion

In South Kalimantan, most teachers have adequate knowledge on inclusive education from the activities of socialization organized by local governments. This was understood as the education for persons with and without disabilities. Data from questionnaires and interviews showed that about 80% showed positive attitudes towards SEN students, with willing ability to assist people. Previous studies by Ainscow and Haile-Giorgis (1999), Forlin (2010), Sharma et al. (2013) and Baily et al. (2015) has discussed the importance of teacher attitudes as one of the main factors driving the effectiveness of inclusive education.

Trained teachers and support for schools are influential in the success of inclusive education. However, as stated by Rouse (2007), its effectiveness is based and influenced on the teacher's knowledge, beliefs and attitudes. Although the teachers worked with inadequate support, insufficient resources, lacked training funds and skills, with a positive attitude and continued to show enthusiasm and willingness to carry out duties. This happens to be the strength of inclusive schools in South Kalimantan, which is different from other nations, where researchers, for example, such as Baily et al. (2015) have discovered that educators are not willing to work due to lack of adequate supporting infrastructure.

In Thailand, Vorapanya and Dunlap (2014a) noticed that the issue of special education must be seen through a social point of view, particularly as far as religion and family structure. In a investigation of 10 inclusive schools, it was discovered that 7 out of 10 had the value of affection as the core of professional practice. An interesting observation from the study reported that while parents of non-SEN students were ready to accept kids with disability, with main concern children studying with SEN students.

In Indonesia, the Islamic religion adopted by most of its population plays a role in encouraging the emergence of Muslim teachers with positive attitudes towards SEN students and support for inclusive education (Wathoni, 2013; Subekti. 2017). The holy Qur'an teaches that humans are created differently in order to know each other (inclusive) and that the glory of mankind in the sight

of God is his devotion (Qur'an 49:13). In addition, God does not see the (physical) form of a Muslim, but Allah sees his heart and deeds, and there is no primacy between one human being and another. In a story derived from the Qur'an surah Abasa (Qur'an 80: 1-4), God once rebuked the Prophet Muhammad because He was surly and turned away from the blind Abdullah bin Ummi Maktum who wanted to study with him. It can be seen that there is a similarity between inclusive education and Islamic teachings, and share the same philosophy. In the Islam perspective, education is a prerequisite obligation to understand other Islamic obligations as well as to develop culture/civilization, while in the perspective of educational inclusion it is a human right. The state of education as a right or obligation is not something which needs to be debated because the differences only lie in the point of view of the same substance: 'education as a right' is more anthropocentric, and 'education as an obligation' is more theocentric (Wathoni, 2013; Subekti, 2017). By looking at education as an obligation, every Muslim must not be marginalized or excluded from obtaining educational services with the aim of fostering a human personality by acknowledging the power and potential of all students.

In terms of school leadership, administrators have different ways to implement inclusive management. Furthermore, this study found that knowledge of the inclusion concept is not a major factor in pushing or inhibiting its effective classes. However, the level of government support, as well as the participation of SEN students' parents is becoming an important contributing factor. Teachers and school administrators stated that the government support was still inadequate as a result of the following: 1) Insufficient funding. Teaching materials, equipment and learning provided by the government do not meet the requested specifications; 2) there was considered to be a lack of government participation in its development.

In interviews with teachers and school administrators it was revealed that the government is expected to support inclusive education through, the periodic implementation of training programs for teachers by psychologists, physiotherapists, and experts in the field of special education; allowing for additional lesson periods for SEN students. The teachers showed an interest in learning methods of carrying out activities involving parents and government support.

In inclusive schools, teachers assessed SEN students to determine learning needs which are manifested in learning materials tailored to the curriculum. For non-SEN students the subject matter is generally taken directly from the curriculum. The inclusive learning design was devised specifically so that it can be applied together both for SEN and non-SEN students. The main components of the inclusive learning design consist of methods, material, media, and evaluation (Sunanto & Hidayat, 2016). These components must be modified to accommodate the diversity of all students, as suggested by Sternberg and Taylor (1986), including the regulation of the physical environment, teaching procedures, learning material/content, and the use of adaptive tools.

Due to the limitations of teachers with special education knowledge and skills, learning programs often cannot accommodate all the differences in children's abilities and development. All students with disability should receive appropriate education, however, there are a lack of supporting factors leading to weaknesses. Inclusive practices tend to focus more on SEN students with problems such as learning disability (LD), Attention Deficit Hyperactivity Disorder (ADHD), High Function Autistic Spectrum, and disruptive behavior.

Teachers have revealed problems communicating with parents of SEN students. However, the survey results showed that parents of non-SEN students seemed to comprehend the situation, and about 84.7% did not want to move children to another schools because of the rusted administrators and teachers. Parents of non-SEN children also mostly agreed that 'inclusive classes provide opportunities for their children to have more diverse friends and learn in an inclusive environment'. This view reflects the nature of non-SEN student parents who are willing to accept SEN students, possibly due to compassion for children with disabilities.

This study revealed that the practice of inclusive education varied greatly between schools in South Kalimantan. Teachers and school administrators believed that local governments had not given clear priorities for implementing inclusive education, which seems to conflict with international trends. In this case study, stronger collaboration between schools and the government is highly expected because it can prompt more full support with respect to educator training, materials of teaching, and other interventions for the development of inclusive education. In addition to the issue

of a lack of clarity for schools in South Kalimantan, this study also detected the problem of the lack of qualified teachers who were ready to work in inclusive education. Also, South Kalimantan still lacks in terms of constructive networks that can support inclusive schools, for example, proficient associations in related fields, networks between inclusive schools, and colleges or universities in the field of development and research.

A number of inclusive education literature indicates that building networks between relevant schools and organizations is an effective approach to establishing the practice of inclusive education in countries such as the United Kingdom, Australia and Hong Kong. Ainscow et al. (2003) show that the formation of a network between practitioners and academics at local universities will produce the potential collaborative strength for promoting inclusive practices. The approach that has become a trend between practitioners and university academics is participatory research (participatory action research). This is a research and development oriented approach, which is seen as more able to encourage the continuation of collaboration and professional development for both academics and practitioners. Knowledge picked up from such a methodology can give a greater comprehension of inclusive practices than survey research, such as conducted in this investigation.

4. Study Limitations

There are inherent limitations to survey-based studies. Respondents, in the form of teachers and school administrators, sometimes hesitate to provide answers believed to show poor performance, and likely to raise doubts on the reliability of answers. Similarly, some parents interviewed might be reluctant to say something negative about the school. In Indonesian culture, schools, teachers, and administrators are authoritative figures.

Using a mixed method design allows researchers to assess the validity of the data collected, and repeat visits to schools, thereby, allowing a level of trust between the participants and researchers, while minimizing the feelings of teachers and school administrators (Creswell & Miller 2000).

5. Conclusions and Recommendations

In conclusion, the state of inclusive education in schools located in South Kalimantan is steady and functions in the following ways: (1) most educators and school managers focus on inclusive education; (2) a great number of school teachers are eager to work with SEN students; and (3) parents of non-SEN students demonstrated positive feedback on inclusive schools.

Issues found which require attention include: (1) lack of inclusive education training for teachers, especially in the field of classroom management; (2) a lack of communication techniques with SEN students' parents and the community; (3) inadequate support in material development; and (4) poor cooperation between local schools, universities and professionals. Education policies in South Kalimantan have attempted to implement policies which provide education for every child, however, schools have not been able to achieve this 'education for all' standard because of the poor state of the classes which cannot fully service all children.

This study also shows that teachers manage classrooms based on feelings of affection and responsibility. In the international context, previous research has found that teacher attitudes are an important factor that can weaken or strengthen the development of inclusive classrooms (Sharma, Loreman, & Forlin, 2012). Thus, the fact that teachers in schools in South Kalimantan show strong commitment, with interest in teaching SEN students, and a strong desire to obtain appropriate training is a positive sign of potential development of an appropriate resource-inclusive education.

Schools in South Kalimantan, under the supervision of the local government, are generally managed by local organizations. School managers still rarely use research findings in the development of inclusive education. However, if local governments are willing to cooperate with academics researchers and practitioners it will be a good start to gain a better understanding of how to develop inclusive school practices in South Kalimantan in the future. Finally, knowledge and understanding of the implementation of inclusive practices in the province of South Kalimantan

might be valuable for the development a special education program in both national and international contexts.

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