

# ***Increased Understanding of Principals and Deputy Principals Regarding the Implementation of Inclusive Education***

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**Abstract**—Equality has long been the main goal of education throughout the world. But in fact, the implementation in the field is still not optimal, it has not run smoothly and completely. Thus, mentoring activities are useful to improve the understanding of principals and vice principals in implementing an inclusive education system. Indicators of this activity can be seen from three aspects, namely the understanding of principals and vice principals on inclusive education, understanding of principals and deputy principals for children with special needs, and principals and deputy principals for improving policies in implementing inclusive education at their school. The target of this mentoring activity was the principal and deputy principal of the Mojokerto Middle School. Problems will be solved in three phases, namely preparation, implementation and evaluation. Preparations were made with a preliminary survey to look at the conditions in the field regarding the preliminary understanding of the principal and vice principal about inclusive education and children with special needs. The next phase is the service activity phase. In this phase, the development and provision of some material. The last stage is the evaluation stage. At this stage, evaluation of results is achieved by the mentoring participants. The results show that the understanding of principals and deputy principals has increased from 30% to 82% who have understood about inclusive education. In addition, school principals and deputy principals' understanding of children with special needs in schools also increased, out of 46% of school principals and deputy principals who did not answer children with special needs in school up to 82% answered that there were children with special needs at school. It is indicating that principals and vice principals must understand about children with special needs. the understanding of principals and deputy principals regarding inclusive education has increased, making the policies of principals and deputy principals on inclusive education increase too.

**Keyword**—*Inclusive Education; mentoring ; policy ; special needs.*

## I. INTRODUCTION

Equality has long been the main goal of education throughout the world. [1]. In the world; it has been declared as Education For All held in Jomtien; Thailand in 1990. And since 1948; the United Nations Universal Declaration of Human Rights Article 26 states that "everyone has the right to education" and "Education must be provided free of charge; at

least at the initial and basic stages." In line with the declaration; the government has taken various steps and actions to accommodate people who want to get proper education; including for children with special needs; one of them is inclusive education.

In Indonesia; especially inclusive education has been regulated in the Minister of National Education Regulation No. 70 of 2009[2]. This regulation states that inclusive education is the provision of an education system that provides opportunities for all students who have obstacles and have the potential for intelligence or special talents to pursue education or learning in an educational environment along with students in general. This shows that Indonesia has provided alternative education opportunities and services for disabled children through inclusive education.

But in reality; implementation in the field is not optimal; it has not run smoothly and completely. In 2008; Indonesia was ranked 63 and in 2009 was in position 71. At present; the implementation of inclusive education in Indonesia has decreased. Data in 2013 showed 2;450 schools with 89;000 students and 17;100 teachers. School enrollment rates for organized inclusion are still low; only 34.2%. [3] At present; the goal of inclusive education is not easily achieved.

In a preliminary study conducted in Mojokerto; one school in junior high school was designated as an inclusive school by the Ministry of Education. However; of the 40 principals and deputy principals; almost all; or about 95% of principals and deputy principals never received mentoring; socialization; and training. Furthermore; there are also schools that accept children with special needs at school; but in practice; the school still does not know how to implement inclusive schools. The knowledge of the principal and deputy principal about inclusive education is still lacking. It was found from the collected data that around 70% of the 40 principals and deputy principals in Mojokerto still did not understand about inclusive education. They only know that inclusive education is education for children with special needs without knowing how the education system is inclusive. But according to Stubbs [4] inclusion or inclusive education is not special needs education. According to him; these two things are different.

Inclusive education takes a different approach to identifying and trying to resolve the difficulties that arise in schools.

Benefits in an inclusive education system all students both regular students and people with disabilities can be educated with fixed gain education support services [5]. In addition; inclusive education systems have a positive impact on optimal learning outcomes; and there are no adverse effects on regular students [6]. Even inclusive education is a social learning tool to introduce regular students with children with special needs [7].

So; following up on the problem described above will need assistance with inclusive education activities in Mojokerto. This activity is expected to have a positive impact on education and children with special needs to make policies to implement inclusive education in schools and the success of inclusive education in Indonesia.

## II. METHOD

The problem raised was that principals and deputy principals still lacked understanding of inclusive education and children with special needs; as well as a lack of guidance; outreach and training in implementing inclusive education for school principals and deputy principals. In addition; inclusive education policies for school principals and vice principals about inclusive education are still low.

Implementation of services is carried out in three stages; where the first stage is the preparation stage. At this stage; the mentor group conducted a preliminary survey to look at the conditions in the field regarding the preliminary understanding of principals and deputy principals of inclusive education and special needs children. In addition; at this stage; problems faced by school principals and deputy principals on inclusive education were sought. The next stage is the implementation phase of service activities. At this stage development activities are carried out and the following material is given:

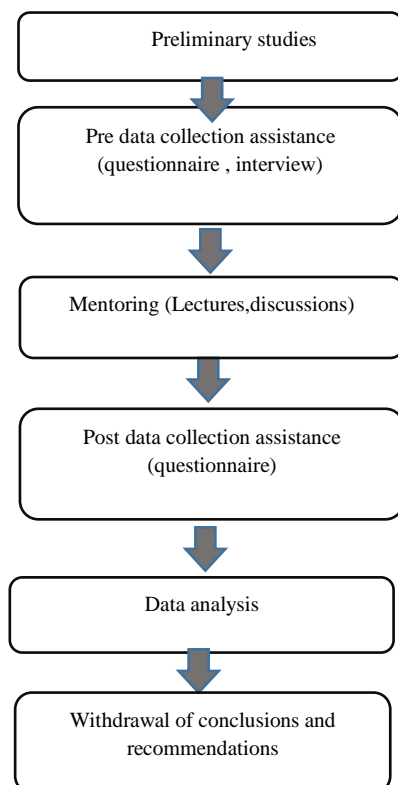


Fig 1. Stage Development Activities

The last stage is the evaluation stage. At this stage evaluation of mentoring participants was carried out. Further input and improvements can be made at this stage. Evaluation is given by collecting data obtained from inclusive education mentoring activities. The evaluation was filled with a questionnaire about the principal and vice principal in getting mentoring; socialization. In addition; the questionnaire also measures the understanding of principals and deputy principals about inclusive education and children with special needs after assistance. The questionnaire was also included in the implementation of inclusive education and junior high school principals in the city of Mojokerto. Data is taken from the principal and vice principal of inclusive education and children with special needs after providing mentoring. The questionnaire also includes education in the future.

Indicators of achieving service activities are that principals and vice principals understanding about inclusive education. In addition; there are 80% of school principals who understand about children with special needs; so students in their schools experience special obstacles or needs. And the last is that principals and deputy principals who have decided to implement policies in their schools have increased.

## III. RESULT AND DISCUSSION

Facilitation of inclusive education was conducted over two days in Mojokerto. From the results of the inclusive education assistance can answer the following five things:

1. Experience principals and vice-principals in participating in mentoring activities  
Experience of principals and vice-principals in participating in mentoring activities; socialization and workshop on inclusive education before joining the mentoring activities inclusive education in Mojokerto; principals and vice-principals as much as 95% still had not received training; socialization and workshop on inclusive education ; And after there is an increased mentoring principals and vice-principals who attended counseling regarding inclusion to 74%
2. Understanding of principals and vice-principals in Mojokerto related to inclusive education and children with special needs.  
Understanding of principals and vice-principals in Mojokerto related to inclusive education is increasing. Previously; as many as 70% of the 40 principals and vice-principals in Mojokerto still do not understand about inclusive education. And as many as 30% are aware inclusive education. However; following the inclusion education mentoring there is an increase in the understanding of inclusion which is increased to 82%. Understanding of principals and vice-principals Junior at Mojokerto about children with special needs are also

increasing. It can be seen from their experience in the encounter students with special needs in schools run before being held mentoring of inclusive education.

**3. Understanding of Principals and Vice Principals Regarding Children with special needs in their Schools**

Before the mentoring was conducted; a survey of 40 subjects showed that as many as 0% of subjects felt doubtful whether there were children with special needs at their school; while 46% of respondents said "yes; there are students with special needs". Then the subjects who answered "no students with special needs" were 54%. However; after being given mentoring subjects who were aware of the existence of children with special needs in school increased to 82%; while subjects who said there were no children with special needs decreased to 13%; then for those who doubted that there were children with special needs who were slightly increased in school 0% to 5%.

**4. The Policy for Implementing Middle School Inclusive Education by Principals and Deputy Principals.**

While this mentoring also affected the policy of implementing inclusive education by principals and deputy principals in Mojokerto City. This has a positive effect on the policies of principals and deputy principals in implementing inclusive education in their schools. From the data collected; before the mentoring there were 24% of 40 subjects who felt they were able to implement the policy of implementing inclusive education in their schools. Whereas; as many as 38% of subjects felt unable to implement inclusive education policies in their schools; and the remaining 38% answered doubtfully. But after mentoring the subject who answered hesitantly reduced to 23%. This indicates that the subject has been able to determine and measure whether their school is capable of implementing inclusive education. Whereas for subjects who answered that they have not been able to carry out inclusive education; it has also increased; namely to 42%. And for subjects who were able to implement inclusive education policies also increased 35% from 40 subjects. For more details; see Table 1.

TABLE 1 IMPLEMENT INCLUSIVE EDUCATION POLICIES

Participats	Result of survey		
	Indicators	Pretest (%)	Post test (%)
	The principal and deputy principal have never participated in mentoring activities	95	74

Participats	Result of survey		
	Indicators	Pretest (%)	Post test (%)
40 subject (Principals and vice principals of junior high schools at Mojokerto City)	Understanding of school principals and deputy principals in Mojokerto related to inclusive education and children with special needs	70	82
	Understanding of the Principal and Vice Principal that there are children with special needs at school	46	82
	Principals and deputy principals who feel able to implement inclusive education.	24	35

The implementation of inclusive education is a challenge for school principals; representatives; and teaching staff in schools. [8] state that the entry of education is a case of significant changes in education programs. students with special needs. This is also a challenge for principals as leaders and controlling schools. Determining regular schools to be inclusive schools is also a policy that must be taken by principals to achieve better education goals. The literature on inclusion has clarification about the roles and responsibilities of principals [9]. However; it is also determined by the attitudes and values held by administrators or principals to support change. Therefore; according to Ayres & Meyer [9] if inclusion is a viable alternative to education segregation; its success will depend heavily on the readiness and willingness of principals to make decisions that will provide perfect opportunities for students with special needs to continue to receive general education.

The aim is to achieve the goals that have been designed. Likewise in children with special needs for educational purposes. This is similar to what [9] stated that the preparatory programs and training programs for principals. Inclusive training can build a more positive attitude about inclusive education. It is clear that before mentoring the principal had not yet learned about inclusive education. However; after mentoring; school principals became more aware of inclusive education. With the holding of mentoring; understanding of principals and deputy principals about inclusive education and children with special needs increasing. So that after they have an understanding of children with special needs and inclusive education; they become more open to positive education policies in schools. [10] support this statement and conclude that when school principals are poorly trained to be involved in special education; teachers will also be unprepared in

implementing inclusive education. According to [10] more knowledge about inclusive education through formal principals such as mentoring; socialization; workshops; and activities such as courses (10% of the content will lead to a more positive attitude towards inclusive education).

#### IV. CONCLUSIONS AND RECOMMENDATIONS

Mentoring activities inclusive education for principals and vice-principals in Mojokerto has gone according to plan and is able to make a positive contribution to the understanding of principals and vice-principals of inclusive education. Principals previously did not understand about inclusive education and special needs children become aware of inclusive education and children with special needs. So with this mentoring activities also able to contribute positively to the policy of principals and vice principals to improving the quality of school to be inclusive schools. The school, which initially claimed not afford to be inclusive schools about 24%. And finally after mentoring; the school is capable of being inclusive to 35%. In addition to this; These activities can broaden principals and vice-principals of the main ideas of inclusive education.

#### RECOMMENDATIONS

##### 1. *for the Government*

We recommend that the Government through the Department of Education about providing socialization; mentoring or training regarding the implementation of inclusive education in Mojokerto so understanding of principals and vice principle about inclusive can increased. So that the interests principals and vice-principals for implementing inclusive education in school is higher. In addition; the Education Department provides facilities to principals to make the school as an inclusive school.

##### 2. *For the Headmaster*

Principals who have gained an understanding of inclusive education and children with special needs

should be more open in accepting children with special needs in schools and complete the necessary infrastructure to be inclusive schools.

##### 3. *For Teachers*

Teachers should be more receptive to the advantages and disadvantages of children and can receive the principal's policy mnejadikan inclusive schools. Furthermore; regular teachers should also attend training or socialization of inclusive education so that they can accept and be open-minded about inclusive education and be able to accept children with special needs.

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