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Implementation of Inclusive Education Program for Street Children in Filial School of SMA N 11 Palembang

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Implementation of Inclusive Education Program for Street Children in Filial School of SMA N 11 Palembang

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Abstract

Inclusive education is an effort to provide access to education for every citizen who belongs to one of the street children who are in school filial city of Palembang. This article aims to describe how the implementation of educational programs of inclusion on the school filial street children in SMA Negeri 11 Palembang city. The method used in this research is descriptive with a qualitative approach that would describe the state of the field. Data collection techniques using observation and in-depth interviews. The results of the research show that in the school of filial is in the implementation of the administration and learning in help by one person the head of school and ten teachers. The curriculum is used in the learning of the curriculum K13 but the material is customized with the street children. The street children are also given the skills so that when the graduate has the skills and is ready to work. The approach taken in learning in school filial to the street children using the approach of humanistic which is expected of street children can be oriented in the future.

Keywords

The Implementation Program, Inclusive Education, Filial School, Street Children

1 Introduction

Education is one of the important aspects and is a priority in human life. Education can guarantee the opening of the way for every human individual to achieve his purpose in life. In the life of the nation, education also plays an important role, namely as one of the means of achieving the objectives of the state. Education is the foundation for the formation of human resources (HR) quality. Availability of qualified human resources will have a positive impact on the ongoing development, which is an important step to achieve the goal state (Hery, 2014).

As mentioned in the UUD 1945 that "every citizen has the right to get an education", the juridical basis that the citizen is entitled to education is stated in the Law number 20 article 31, paragraph 1 and 2, which reads: "every citizen has the right to education, every citizen is obliged to follow the basic education and the government is obliged to finance it" (Law on the National Education System, 2003). This is in line with the objectives of UNESCO to provide educational services to all groups. But it is still many children who do not have an education, one of which is a child of the streets.

Barri in Daris (2017) stated that street children under the age of 18 years and spend the time at least 6 hours on the street to make a living. Street children can occur due to several factors, among them is poverty, war, and in some cases also due to the divorce of the parents.

Street children is one example of a child left behind better than parenting, and education. The existence and development of street children are one of the issues that need attention. A Street child is a child who spends most of his time performing activities of everyday life on the streets, either for a living or wandering in the street and other public places (Kementerian Sosial Republik Indonesia, 2005).

According to the law number 23 of 2002 about child protection article 1 (2) (Law on Child Protection, 2002) states that "the protection of children is all activities to ensure and protect children and their rights to live, grow, develop and participate optimally by the dignity of humanity, as well as protection from violence and discrimination". See law on the protection of children, street children also have the same rights but the phenomenon in the field that street children are not getting their rights. Street children like other children, namely have the same rights in terms of parenting and education.

The problem of street children who drop out of school is not just a problem in the central government but has already become the problem of the regional government is also better in terms of social,

economic, cultural, and security and order that must be completed together. Seeing this condition, in 2018 the Government of Palembang City through the Department of Education of the City of Palembang develop an alleviation program for dropouts and street children called the Service Program Cannot Quit School (Poltabes). Based on Regional Regulation no. 9 of 2013 on public order that coordinates with the Department of Social Palembang does the coaching follow-up of aiming at making them not back to the street. then the regulation of the Mayor of Palembang No. 17 of 2014 on procedures for outreach and development of street children, vagrants, and beggars (Peraturan Walikota (PERWALI) Tentang Penyelenggaraan Sekolah Filial Bagi Anak Jalanan Dan Anak Putus Sekolah, 2020).

Thursday, 12 September 2019 in the building of the studio the learning activities of the Department of Education of the City of Palembang and carve out a story of history in the world of education in the city of Palembang because Bumi Sriwijaya has inaugurated the school filial, namely the school which is intended for the street children who drop out of school. The school's programs are free. Interestingly, Palembang has become the only one in Indonesia that formalizes and has a school filial so that it becomes a project to be emulated in other cities. School filial is organized with a part of the 3 schools that are in the Palembang, namely the elementary school 238, SMP Negeri 19, and SMA 11. Due to the enthusiasm towards the program of the party for the government of Palembang city will attempt to set up the location of the school filial with more and if the good development of the school's parent will be improved again. School filial to accommodate as many who want to register to the location of the room and the school is not sufficient (Neni, 2020).

Mayor regulation number 20 of 2020 on the Implementation of the School Filial For Street Children and Children out of School Article I and II. "School Filial is a unit of formal education grade school far away which opened outside of school parent. Mayor regulation is intended to provide special education services in the form of School Filial for street children and children out of school"

Mayor regulation number 20 of 2020 on the Implementation of the School Filial For Street Children and Children out of School Article III and IV. "School Filial should do the technical and operational activities of the Department of Education in providing special education services for street children and children out of school. The implementation of teaching and learning activities of the School Filial as referred to in Article 2, located in the Studio the Learning Activities of the Department of Education of the City of Palembang".

The programs of Filial school is a program implemented by the Government of the city of Palembang to be able to educate street children who drop out of school so after coming out can get knowledge and get a diploma so that the same can go back to being individuals who function in society. According to the National Education Palembang, Akhmad Zulinto, all children in Palembang remain the same have the same opportunities to get rights in education. Because of this basis, the government of the city of Palembang wants to reduce the number of children who drop out of school (Munanjar, 2019).

The amount of data to street children in South Sumatra 2016-2018 recorded as much as 2702 consisting of men amounted to 2048 and women amounted to 654 people. (Dinas Sosial Sumatera Selatan).

Based on the data from the Data Center for Education Statistics (PDSP) City of Palembang numbers of Street children who drop out of school in 2018 reached 1.278 children. Based on this is the city government Was working to realize zero children out of school, especially street children. the street children are sent to school and given free access ranging from clothing, transportation and they are grouped based on age. Street children who were aged school age from Elementary School (SD) to high school (SMA) schooled in the school of the filial that have in school Formal, while street children who exceed the age of the school are placed in the SKB Kota Palembang to follow the program equivalent examination A, B, and C (Munanjar, 2019).

The concept of school filial in the City of Palembang is one of the implementations of inclusive education where the children from school formal combined in one school with the street children of different backgrounds with the other children. Salamanca Statement argues that inclusive Education is the education in which the schools should accommodate all children regardless of the state of physical, intellectual, social, language, or other conditions, including gifted children (gifted children) child labor and street children, children in remote areas, children from ethnic groups, and languages of minorities and children who are not lucky as well as children who are marginalized from society groups.

The theory of Edward III has 4 variables that can determine the success of the implementation of the policy named model of policy implementation. Agustino (2014) the first is a variable communication is influential in determining the success of implementation in a policy for the achievement of goals. If communication is established with good policy made will be transmitted well too anyway, especially to the implementor-implementor of the policy. Second, the Resource Variables in some of the elements including the staff, which is the main resource in the implementation of the policy because it plays a role

as implementers of policy. Information, there are two forms namely there is information that is associated with the way of implementing the policy in the implementation of the policy. As the executor of the policy implementor should know and understand what actions they should take when there is a command. The disposition or attitude of implementing this policy can specify the success of the implementation policy, fostering the cooperation that aims for policy success.

According to Mulyadi (2015), implementation refers to the action to achieve the goals that have been set out in a decision. This action attempts to convert those decisions into the operational pattern as well as trying to achieve the changes great or small, as had been decided earlier. The implementation is essentially also an attempt of understanding what is supposed to happen after the program is implemented.

Based on the various opinions above it can be seen that the understanding of the implementation is a process related to policies and programs that will be applied by an organization or institution, especially concerning the institutions of the state, and include the means and infrastructure to support the programs that will be executed.

Inclusive education stems from the statement of the UNESCO (2005) "Education for All" which means friendly education for all, using the approach of education for all people. Implementation of inclusive education in the underlying by international documents, namely the Universal Declaration of Human Rights tahun 1948, on the United Nations convention on the Rights of the Child 1989.

The term inclusive education a lot of people assume that inclusive education is another term of the education of children with special needs or special education (Special Education). The underlying concept of education of children with special needs is very different from the concept of inclusive education in other words, inclusion is not another term of the education of children with special needs or special education. The understanding of inclusive education that has been received by many of the parties that the definition is taken from a seminar on inclusive education held in Agra India, approved by 55 participants from 23 countries with the results, inclusive Education is defined as follows : (a) Inclusive education is a broader education than the formal education, which include home, community, non-formal, and informal system; (b) Inclusive education is to appreciate and recognize that all children can learn and can run into obstacles at a certain moment; (c) Education inclusion appreciates every child has a difference (UNESCO, 2009).

Inclusions are derived from the word "inclusion" which means involves or invites, which Antonina exclusion is derived from the word "Exclusion" which means to remove or separate. The definition of inclusion is used to foster a friendly environment for all people to invite and engage people from different diversity of ability, status, condition, background, ethnic, cultural, and other. In Indonesia, education is defined as a system of service education to include children with special needs learn together with the child peers in regular schools (Ilahi, 2013).

As stated by Sapon-Shevin in O'Neill (1994), the philosophy of inclusive education systems is an education system that appreciates that man was created as a being different, appreciate and respect that all people are part of the community. With the differences in each human can interact to complement its shortcomings Inclusive education is a system of educational services that require children with special needs to learn in school-school nearby in regular classrooms with friends of the same age.

School organizers inclusive education is a school that accommodates all students in the same class. This school provides educational programs that are worthy, challenging, but adapted to the abilities and needs of each student with the help and support that can be given by the teachers so that children succeed (Stainback et al., 1996).

An inclusive school is a new development of integrated education. Salamanca Statement argues that inclusive Education is the education in which the schools should accommodate all children regardless of the state of physical, intellectual, social, language, or other conditions, including gifted children (gifted children) child workers and street children, children in remote areas, children from ethnic groups, and languages of minorities and children who are not lucky as well as children who are marginalized from society groups.

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can run into obstacles at a certain moment; (c) Education inclusion appreciate every child has the distinction of; (d) Inclusive education has a curriculum, system, and methodology that meets the needs of all children; (e) Inclusive education is dynamic and is ongoing; (f) Inclusive education is one strategy to advance and to create a society of inclusion (Suzanti, 2014).

From the above opinion can be concluded that inclusive education is a system of educational services which includes children who have special needs and persons with barriers to learning together in the surroundings of regular schools without notice the difference. Education inclusion accepts children who have limitations in the curriculum, the environment, social interaction, and self-concept (vision and mission) of the school. Inclusive education stems from the statement of the UNESCO (2005) "Education for All" which means friendly education for all, using the approach of education for all people. Implementation of inclusive education in the underlying by international documents, namely the Universal Declaration of Human Rights tahun 1948, on the United Nations Convention on the Rights of the Child 1989.

Inclusive education at the school demanding to school to make adjustments in terms of curriculum, the infrastructure of education, and the learning system should be tailored to the needs of the child. The success of inclusive education urgently needs the cooperation and support of all parties, both from in and outside the school inclusion. The success of inclusive education will help to complete primary education and provide opportunities for all children to get a decent education. Implementing inclusive education is based on some of the legal basis, is as follows.

School students filial this all was financed by the Government of the City of Palembang, even they are assisted such as school uniform, bags, shoes and books for students who participate in school programs filial. Every teacher already provided information about how the condition of the school students filial such. Some students drop out of school for a long time and there are also out-of-school not too long, so they still need to be given motivation to the spirit in following the learning process. Teachers also should be able to understand the psychological students' filial to be able to adapt or interact well. The department of education also continues to strive to school program filial is producing quality graduates. Teachers, employees, staff, and another school filial will continue to strive to provide better service to the students of the filial. In addition, school programs filial this should continue to be developed, as well as in evaluation with the hope of learning outcomes of students at the school filial this can be accomplished both in school and outside of school." Therefore, this study refers to how the implementation of the program of inclusive education for street children in school filial on SMA Negeri 11 Palembang.

The purpose of this study is as preliminary data research to see how the implementation of educational programs of inclusion on the school filial, especially in SMA Negeri 11 Palembang.

2 Methods

The research method used is a descriptive research method with a qualitative approach to describe and describe the circumstances that exist in the field. The researchers used a technique of collecting data through direct observation and interviews and elaborated with the existing data in the field. When viewed from the source data, then data collection can use a primary source and a secondary source. The primary data source is a data source that directly provides data to data collectors. So the data was obtained from the source through the speakers the right and used the respondents in the study. The location of this study is SMA Negeri 11 Palembang as one of the schools into a schoolmaster for street children can go to school in formal school.

3 Results and Discussion

Implementation of inclusive education programs for street children in SMA Negeri 11 Palembang in terms of administrative activities and the learning process of inclusive education can be influenced by human resources that Educators, educational staff. SMA Negeri 11 is led by a head of school and help by 10 teachers. In line with the theory of Edward III that the success of the implementation of the program, can be seen from the human resources. Educators, educational personnel that is in SMA N 11 have this very important role in implementing the policy of implementation of the program. They also as the implementer should know and understand what actions they can take. Such an attitude is what will determine the success of the implementation of educational programs.

Learning inclusion on the school filial in SMA Negeri 11 using curriculum K13. But for learning material that is taught to street children in school filial is adapted to their abilities this is because the street children have been out of school so that the learning material is taught starting from the basic material first. In the implementation of inclusive education in schools filial street children are still placed in the same class but in some subjects others in the mix with school children, the other formal.

By the definition of inclusive education approved by 55 participants from 23 countries, namely that education inclusion appreciates that every child has the difference, the curriculum used that can meet the needs of all children and recognizes that all children have barriers at a certain moment. This proves that the implementation of inclusive education in schools filial is already running.

It also street children were given vocational education or skills such as automotive, sewing, training to make a cake with the aim that after graduating from the school they are more ready to work. In this case, the government of the city of Palembang in collaboration with the Department of Labor of South Sumatra Province as the distribution of labor students who graduate from the school of filial. Facilities at the school filial complete such as study spaces, libraries, teachers' room, living skills and so forth.

Then the approach used in the implementation of student learning school filial using the approach of humanistic where it is a picture of the individual who acts as a human activity, responsible and has the creative potential of free and able to be oriented in the future. To component output or output, the school itself filial hasn't issued the graduate because of this program a new run of 2 years.

4 Conclusions

From this Research it can be concluded from the results of the interviews and the analysis conducted on the implementation of the inclusive education program at the school of filial street children in SMA Negeri 11 Palembang in terms of the administrative process and the learning process can be influenced by educators and education personnel. The curriculum used in the implementation of learning here using curriculum K13 were to the material being taught adjust with the ability of street children in filial school this. The implementation of learning also uses a humanistic approach which is a picture of the individual so that the street children can be oriented in the future.

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