Management On The Integration Of Tolerance At Inclusion School

Saidah Oktariyati, Suyatno, Yoyo

Abstract: This research aims to describe the management and implementation of tolerance aspect cultivation in Taman Muda Ibu Pawiyatan Elementary School, which is an inclusive school for approximately ten years. This research is a descriptive study through a qualitative approach. The research subjects were principal, special education teacher, classroom teacher, and grade 5 students. The results of the research showed that the tolerance value cultivated in Taman Muda Ibu Pawiyatan Elementary School is respect, acceptance, and appreciation. The strategies carried out in the cultivation of tolerance aspect are through guidance, not only in the classroom but also outside, the habituation of heterogeneous classes, and the active role of parents or shadow teachers in learning, and continuous socialization of inclusive school programs. In addition, through understanding the students’ characteristics, treatment is applied in accordance with what was needed. The management of inclusive school includes two things, namely the management of human resource and the management of infrastructure facilities for inclusive school aimed at facilitating the students movement in learning.

Index Terms: Inclusion school, Integration of tolerance, Management, Tolerance

1. INTRODUCTION

Ethnic, race, and religious diversity should not be a limitation for someone to get an education. As in the Law of the Republic of Indonesia Number 20 of 2003 [2] concerning the national education system, which is the principle of administering education in a democratic and righteous manner, and not discriminatory by upholding human rights, religious aspect, cultural aspect, and national plurality. In response to this, the first thing to do is to cultivate the tolerance value to students early on. The tolerance value is a part of character education. Students can shape their character by seen, heard, felt, and done things. Character will not be formed by itself without support from the environment, especially the school environment. For this reason, integration of tolerance should be gained by students when taking their first formal education, namely elementary school [11]. At this time, students are given an understanding that different is not a problem. The introduction of tolerance can be initiated by bring around the students to realize, that there are others who are certainly not the same. That differences requires us to get used to applying tolerance aspect. The tolerance value aims to establish the formation of the children's identity, so that the children will better understand who they are, and confidence in what they believe. Tolerance value certainly lead to the education pattern applied in inclusive schools. Inclusive schools have the perspective that each child is different, and his/her needs should be fulfilled. During the implementation of education, inclusive school are required to make changes, especially from the perspective of the educational process which is oriented towards the needs of students without conversion. Inclusivity is also considered a positive effort to unite children more realistically and comprehensively [20]. Based on the results of observations and interviews conducted at Taman Muda Ibu Pawiyatan Taman Siswa Elementary School Jogjakarta, it showed that tolerance value cannot be obtained without good management. This school has implemented inclusion schools for the past 10 (ten) years so the school has a good management. This can be seen from the availability of special guidance teachers in mentoring inclusion students. In addition, the availability of good facilities and infrastructure is greatly impacted the smoothness of the implementation of this inclusion school founded by Ki Hajar Dewantara. The background above made the researchers interested in exploring more about the management of cultivating tolerance aspect in inclusion school. In detail, there are three questions that will be answered in this research, which are:

1.1. How are the tolerance aspect at Taman Muda Ibu Pawiyatan Taman Siswa Elementary school Jogjakarta?
1.2. What is the strategy for integration of tolerance at Taman Muda Ibu Pawiyatan Taman Siswa Elementary school Jogjakarta?
1.3. How is the inclusion school management at Taman Muda Ibu Pawiyatan Taman Siswa Elementary school Jogjakarta?

2 LITERATURE REVIEW

2.1 The Development of inclusion schools in Indonesia

Inclusion schools have long been introduced and implemented in Indonesia. This has been further strengthened since the issued of Education Law number 12 of 1954 [1] namely education for children who have physical and mental disorders are legally guaranteed. The education guarantee was strengthened when the 1984 government program was launched on a six-year compulsory education program. This program requires all primary school-age children to attend school and complete a minimum of six years of education. Then it was proven by the Law Number 20 of 2003 [2] concerning the national education system, namely education held in democratic and righteous manner and not discriminatory by upholding human rights, religious aspect, cultural aspect, and national plurality. This is the basis for organizing education in inclusion schools. In addition, considering the education implementation in Indonesia is based on the basic principle of nationality of Bhinneka Tunggal Ika (Unity in Diversity) [3]. The implementation of inclusion schools is influenced by several factors such as social politics,

---

Saidah Oktariyati, University of Ahmad Dahlan, Indonesia, E-mail: saidahoktariyati66@gmail.com
Suyatno, University of Ahmad Dahlan, Indonesia, E-mail: suyatno@pgsd.uad.ac.id
Yoyo, University of Ahmad Dahlan, Indonesia, E-mail: yoyo@tafsir.uad.ac.id

---
parent initiatives, human rights movements, judicial cases, and educational legislation [4]. The impact of the inclusion schools is not only felt by special needs children, but also for regular children. In public school learning environments, the special needs children can forget for a moment the shortcomings they experience. Likewise, regular children who become their classmates become more tolerant, prioritizing the interests of their friends who are more in need.

2.2 Principles of Inclusion Education
The education principles in inclusion schools are directly related to the guarantee of obtaining education for all children, regardless of the children's background. As Sheehy said [5] that all children have the right to education with their peers. Education is a human right [6]. According to Nguluma, Mustafa, and Osman [7], minority children with special needs may be being separated from the general population. The curriculum in education should be able to play a role in releasing the thinking of minority students during learning in class [8].

According to Botha and Elias [9] several things need to be done in supporting inclusive schools, which are:

a. The school prefers teachers to develop forms of learning to be more effective.

b. Complete participation or support of the school environment in obtaining students' knowledge and abilities.

2.3 Integration of tolerance in Inclusion Schools
Tolerance aspect area part of character education. Character education should be obtained by students when taking their first formal education school, namely elementary school. This is in line with the research of Milson and Lisa [10], which stated that most of the high success rates for character education were achieved during elementary school. Berkowitz and Mary [11] said that character education often incorporates strategies in fostering diversity regarding groupings and relationships. Integration of tolerance is not a difficult thing to do. Learning approaches without tolerance value are very unlikely to be done in school [12]. Tolerance plays an important role in avoiding bullying carried out by regular students to friends with special needs. According to Mitchell [13], tolerance can be in the form of recognition, respect and appreciation. According to Mu'in [14] ordinary respect is shown by a polite attitude and reciprocating with kindness, can be in the form of treatment or gift. While acceptance means the attitude shown by giving an opportunity to others to be present in front of us to voice their interests and goals, even though we disagree with them, but still be kind [14]. In addition, other forms of acceptance are giving the freedom to speak to others [15]. While appreciation is to give an assessment or even acknowledgement of an activity. Tolerance aspect is always present in inclusion schools, because it leads to education patterns applied in inclusion schools. According to Shaw [16], inclusivity is beneficial for creating a society that is equal and free from discrimination. This illustrates that inclusion schools are inseparable from the value of tolerance. Inclusion schools have the perspective that each child is different, and their needs should be fulfilled. This difference must require the teacher as a guidance so that students can reach their development. As stated by Malak [17], inclusions are considered as agreed by students in regular classes. Inclusivity is also considered a positive effort to unite children more realistically and comprehensively [18].

2.4 Management on the Integration of Tolerance at Inclusion School
An inclusion school well being can also be seen from its management. Drossinou [19] said that schools that implement inclusivity must first understand the characteristics and uniqueness of students individual. The research conducted by Suyatno, et al. [20], one way to build communication between teachers and students is to treat students according to their needs. According to Jez and Kakoma [21] schools that require inclusive school programs must also provide several things, which are:

a. Continuous teacher training
b. Prepare administrative support relevant to inclusion
c. Provide facilities that suit the needs of diverse students

Educators in inclusion schools are classroom teachers, subject teachers, and special guidance teachers. Special guidance teachers not only consist of teachers who are indeed prepared by the school but also students’ parents in assisting children with special needs during learning takes place. The study conducted by Bayrakli and Bulbin [22] explained that parents of children with special needs in inclusion schools were important to the effectiveness of the inclusion school. In addition, classroom teachers also have an important role in creating a conducive classroom atmosphere so that students feel comfortable when studying in class. Also, the classroom teachers, with the help of a special counselor, are assigned to compile and carry out the assessment of all students. The purpose of doing this is to determine the extent of the students' abilities and needs [23]. A study conducted by Hook and Don [24] showed that humility affects attitudes and behavior towards people who are different from them. Therefore, good management of inclusion schools, can be seen from the extent to which students have applied tolerance aspect in the school environment.

3 METHOD
The type of the research was qualitative research, and then being described. This research aimed to reveal events, phenomena, and circumstances that occur when the research takes place by presenting what happened. The subject of the research was conducted purposively which was chosen with specific objectives. The data obtained by using observation sheet instruments and interview guidelines, then analyzed by triangulation. The analysis based on Miles and Huberman's model [25].

![Data Reduction](source: Miles, Michael and Johnny)

4 FINDINGS
The results of this research are presented based on subtopics that appeared when conducting research at the school. Based on the results of the research found three sub-topics as follows:
4.1. Tolerance aspect at Taman Muda Ibu Pawiyatan Elementary School
Interview with Grade 5 teacher who stated that: The tolerance aspect cultivated in Taman Muda Ibu Pawiyatan Elementary school, does not specifically instill the aspects of respect, acceptances and appreciation but these three aspects are implanted directly into the participants. This can be seen from the behavior of students. Respect is reflected by the child that is not cutting off the conversation, respecting older people, and peers because there is an older special need child, even though classmates keep calling him with "mas" (older brother). Acceptance is seen from children who are accustomed to not laughing or being ridiculed even accepting friends who are diverse in character. This can be seen from the way they help friends with autistic tendencies, who do not make eye contact, but regular children actually help by asked the child to see the other person when talking. Appreciation is often shown by children such as when reading, regular children who are already fluent in reading do not necessarily boast themselves, while their friends who have not read fluently actually get a big round of applause while encourage them to read, and invite other friends to give applause too. Similar with the results of interviews with the Principal who said that: Integration of tolerance, including respect, acceptance, and appreciation, should indeed exist, because this is in accordance with the rules of Ki Hajar Dewantara who was the founder of the Taman Siswa school and in accordance with government regulations, so that was also implemented in this school. Based on the results of the interview above, it can be concluded that the aspects of tolerance aspect cultivated in Taman Muda Ibu Pawiyatan Elementary School are respect, acceptance, and appreciation. This is also reinforced by the results of observations made in the Grade 5 Taman Pawiyatan Elementary School, in which the classroom teacher always reminds students of caring for others, and the students themselves have applied tolerance aspect, this is indicated by the absence of "mocking" culture especially in terms of someone's physical or other limitations. Even, when students issued an opinion they were greeted with appreciation in the form of lively praise and applause.

4.2. The Strategy for integration of tolerance at Taman Muda Ibu Pawiyatan Elementary School.
Interview with Grade 5 teacher who stated that: The strategy used in integration of tolerance consists of two stages. Guidance in the classroom, which is already included in each lesson. Therefore, there is no special learning about tolerance but from the beginning until now Grade 5 children are always taught to accept each other whatever the conditions of their friends and give appreciation to any friend. This is reflected in the attitude of the child to treat his or her friend, which is to have the initiative to help the friend without having to be told first. Coaching outside the classroom is often held floating classes that are carried out every month, by visiting places that have cultural aspect, so that when carrying out activities outside of this class, the children understands what to do with their friends with special needs. Similar answers are also obtained based on the results of the Interview with the special guidance teacher that: The strategy carried out by the school in integration of tolerance is that children are accustomed to carrying out heterogeneous learning between regular children and special needs children. For special needs children, they must also go through an assessment first, with the help of a psychologist provided by the Education Office. This is the determinant of whether or not the use of shadow teachers is needed in helping learning in the classroom. In addition, students' parents also often involved in workshop activities so that socialization continues to be carried out as a form of school seriousness in implementing inclusivity. Based on the results of the interview above, it can be concluded that the strategy of integration of tolerance in Taman Muda Ibu Pawiyatan Elementary School consists of:

a. Coaching is not only from the classroom, but also outside the classroom
b. There is a habituation of heterogeneous class to regular and special needs students
c. The involvement or active participation of parents or shadow teachers in learning
d. Socialization continues in order to minimize the rejection from parents towards the inclusion school program

4.3. The Management of inclusion school at Taman Muda Ibu Pawiyatan Elementary School
The Elementary School Principal stated that: The management of inclusion school starts with a conscience. We also direct the classroom teachers to have a heart first, so that it will create a fun class. Only then will it be followed by finding talent for students, so that it is not focused on academics. Each student, according to the indicator of inclusion children, is passing assessment first. Coaching the special guidance teachers, but not only for special guidance teachers, but the whole routine of mutual sharing by involving the government, other agencies, even universities. Aiming to find out exactly in coaching so as to not getting wrong in providing education for children. Our special guidance teachers are 25 people, with 2 special guidance teachers indeed from our own school, then 1 from the government, and the rest from parents or what we call shadow teachers. Management of infrastructure by striving for various parties ranging from the government to the private sector in order to complete the inclusion school facilities. Until now we have an elevator as an effort of the school to facilitate access to the 2nd floor, then each street corner is equipped with ramp or commonly known as the diffable bridge. In addition, toilets have also been equipped with special standards for inclusion school. But this is far from enough, because there is no facility to support the participants' talent in the training. Besides the infrastructure that still needs to be fulfilled is there is still no therapeutic space for students that equipped with therapeutic tools and even various kinds of games. The hope we want to achieve from inclusion schools is that children can live independently. It is similar to the interview with a special guidance teacher who said that: All participants must pass the assessment, both regular and special needs students. This is to find out what kind of treatment students need when participating learning in the classroom. Based on the results of the interview above, it can be concluded that the management of inclusion schools includes two things, management of human resources and management of school facilities and infrastructure. Management of human resources is formed through good coaching and coordination between principal, special guidance teachers, classroom teachers, and parents. Besides, the school also has shadow teachers who functions as a special companion for special needs students during learning in the classroom. Then the management of school...
facilities and infrastructure, including procurement, considering that there are still many more infrastructures needed to facilitate the students' movement in learning.

5 DISCUSSION DAN CONCLUSION
The tolerance aspect applied at Taman Muda Ibu Pawiyatan Taman Siswa Elementary School are respect, acceptance, and appreciation. This can be seen from the students' behavior while carrying out learning in class. Similar to the statement of Mitchell [14] aspect of tolerance includes respect, acceptance, and appreciation. The strategy of integration of tolerance at Taman Muda Ibu Pawiyatan Taman Siswa Elementary School includes guidance not only in the classroom, but also outside the classroom, the habituation of heterogeneous class, and the active role of parents or shadow teachers in learning, as well as continuous recognition towards inclusive school programs. Therefore, school must first understand the students' characteristics. As said by Suyatno, et al. [23], one way to build communication between teachers and students is to treat students according to their needs. The management of inclusive school at Taman Muda Ibu Pawiyatan Taman Siswa Elementary School includes two things, namely human resource management and management of school facilities and infrastructure. As Jez and Kakoma said [24] schools that implement inclusive school programs must also provide full teacher training, administrative preparation that is relevant to inclusion, and provide equipment according to the needs of diverse learners.

ACKNOWLEDGMENTS
This article is presented to all those who have big hearts accepting the differences around us. The authors also express their deepest gratitude to Taman Muda Ibu Pawiyatan Taman Siswa Elementary School, Jogjakarta as the setting for conducting research and Education Management Postgraduate Program, Ahmad Dahan University for provided a means for article writing guidance.

REFERENCES


