

The Implementation Of Partnership Management On Inclusive Education In Kebumen

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Abstract : One important aspect of inclusive education management is the partnership aspect. This study used the qualitative-normative-formative methods, tries to uncover the implementation of partnership management in inclusive education. Inclusive education cannot be done partially by educational institutions, but must be comprehensive with the support of all components of society. Partnership management is intended to build support for inclusive education so that it can be implemented to the fullest. This involves all components of education both internal and external and is carried out on an ongoing basis. Partnership management as a solution to the obstacles faced in inclusive education in order to be able to synergize the inclusion program with the involvement of various parties both in planning, implementing and evaluating and advocating. As part of the evaluation of inclusive programs in Kebumen district, this study illustrates the implementation of partnership management that has been carried out in the inclusion program and produces several outputs in accordance with the expected targets. This partnership involves broad community participation, from academics, community organizations and NGOs as well as local governments in the effort to realize inclusive communities in Kebumen district.

Index Terms: Key word : patnership, management, inclusive education.

1. INTRODUCTION

Education in Indonesia provides fully guarantees of students with special needs (disabilities) or have the potential for intelligence and / or special talents to obtain quality education services. This is accordance with the mandate of the 1945 Constitution article 31 paragraph 1 and Regulation Number 20 of 2003 on the National Education System. Students with special needs or have the potential intelligence and / or special talents of school age in fact there are still many who do not have access of education, especially those who live in rural areas. According to data from the Central Statistics Agency (in Indonesia is BPS) in 2017, the number of children with special needs in Indonesia reaches 1.6 million. Reporting from the website Kemdikbud.go.id of 1.6 million children with special needs (ABK), out of 30% ABK who have received education, only 18% of them have received inclusive education, both from special schools (SLB), and schools usual implementing inclusive education. The number of 18% there are 115 thousand children go to SLB and 299 thousand go to regular schools implementing inclusive schools. The low number of ABK who get education is caused by various factors, ranging from the lack of adequate school infrastructure, the lack of special teaching staff, and also the community's negative stigma of difable student. Inclusive education interests collective effort to give every student in the school community the right [1]. It is different from the segregation education paradigm that separates students difable and offers conditional acceptance based on ability measurements. Inclusive education aims to embrace all people and make schools a place for all students [2]. Inclusive education assumes that life and learning together benefit everyone, including disabilities of students, who have traditionally been excluded from the public environment. inclusive education strategies can be designed and implemented in inclusive settings [3]

Inclusive Education provides more opportunities for the expansion and improvement of the quality of educational services for diffable children and or children who have special intelligence and / or talent potential. Inclusive education is an education system that provides opportunities for all students to obtain quality, humanist and democratic education services. Quality education produces good quality in both process and output, and has a humanist environment in accepting children with special needs [4] Inclusive education is one of the educational services that is expected to be able to provide friendly education for all children including children with special needs [5]. This is different from special education which only facilitates children with special needs with special classes. Inclusive education allows all children to get the same education without discrimination. Various government policies on inclusive education have given tasks to each component of education to be able to implement inclusive education as regulated in the policy. But this can not be done just like that given the various obstacles faced in the field that sometimes are not in line with expectations.. Education is together responsibility between the school, parents, the society and the government, therefore the implementation of education is expected to be able to empower all elements involved in education in order to realize good education. The implementation of inclusive education requires good management in order to achieve the expected results. Management of inclusive education needs to be done by paying attention to all aspects both internally and externally. Components or scope of inclusive education management include: curriculum management, students / students, learning, education / Human Resources, Sarpras, financing / funding, environment (partnerships and special services) [6]. It is difficult of propose concrete curriculum to school administrators to certain that students can not learn together with all students receive effective education in public schools. However, Praisner [7] (2003) believes that school administrators have the power to model school staff and students to influence school culture in ways that include attitudes, beliefs, and inclusive practices. In addition, Ainscow and West [8] (2006) believe that educate students with disabilities in public schools is a challenging task to manage;

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requires changes and improvements in existing school conditions and depends on the role of the administrator in management, communication, and organization. The perception of the society who have not been able to understand inclusive education has caused gaps in looking at diffable children. This makes one of the obstacles in the implementation of inclusive education. Developing an inclusive, regular school environment is now a must. Many schools that have pioneered inclusion programs try to ensure all of students feel valued by providing all their learning needs and helping them achieve their full potential. This is what underlies the importance of building partnerships and cooperation with related parties in order to support inclusive education programs. The partnership involves all parties in the education process both directly and indirectly involved. Regular schools with inclusive orientation are the most effective institutions for resolve discrimination, creating friendly communities, building an inclusive society and achieving education for all [9]. For inclusion to become a reality, inclusive education must be able to change and guarantee all parties to prove the success of education. So the duties and obligations of schools that carry out inclusive education as stated [10]. Education paradigm changes include school-based management, educational autonomy, learning design, learning strategies, and assessment of learning outcomes, environmental adaptation, job creation, and company owners are needed, and partnership cooperation (government, schools, parents, communities). The factors mentioned above are interrelated and interdependent between one factor with other factors. The implementation of inclusive education is very dependent on attitudes, knowledge, flexibility and creative ability to solve problems and decentralize decision making to individual teachers, parents and diffable students. Management and leadership at the school level, determine the success of inclusive education, school leaders have influence on the planned and provided educational patterns [11] (Sakiz 2017). Internally the school leadership holds control in managing inclusive education which includes authority in aspects of curriculum, sarpras, funding, students, human resources and the ability to collaborate with outside parties which will greatly assist the implementation of inclusive education. For example, by forming and leading a committee that is responsible for following up on the identification process and results. As well as partnerships with parties involved and needed in inclusive education. Partnership cooperation at various levels will be very important. Collaboration between teachers in Special Schools and teachers in both public and inclusive schools is needed in an effort to improve children's learning [12]. Cooperation between teachers and parents and collaboration between parents among the parents themselves will enrich all those involved and ensure better inclusive education. Collaboration with the community such as community leaders, organizations with disabilities, other social organizations in the field of sharing is needed and provides enrichment in the implementation of inclusive education [13]. Community participation and role in providing inclusive education include (1) planning, (2) providing relevant experts /professionals, (3) decision making, (4) implementing learning and assessment, (5) funding, (6) supervision, and distribution of graduates. To optimize community participation in inclusive education, it can be accommodated through a forum: school committees, education councils, and forums for caring unions or observers of inclusive inclusion. The community (parents,

other family members, or all people who live in the school environment) will contribute to the learning of students with special needs in an inclusive and learning-friendly environment (in Indonesia is LIRP) so that the school will become a child-friendly school (in Indonesia is SRA) . Schools need to create a learning environment for all children, that is a child-friendly environment, parents and community members need to work together to implement it. Society is a comprehensive context, including students with special needs living and learning and applying what has been taught in school. The involvement of families, community leaders and other community members is very important in the implementation of inclusive education. The inclusive education program in Kebumen district was initiated by an organization that concentrated on education under the coordination of Nahdlatul Ulama of Central Java LP Maarif education institutions by involving local governments as policy makers and stakeholders involved in inclusive education. This is a new hope in realizing an inclusive environment that is friendly of disabilities that has often been ignored. Kebumen Regency as a pilot project in the inclusion program, felt that an evaluation of the implementation of partnership management in inclusive education in madrasas in the Kebumen District was needed to see the extent to which the program was accepted by the community, the participation of the partners and its implications for the achievement of the goals of inclusive education in Kebumen District.

2. METHODS

This study uses a qualitative-naturalistic-formative approach methods. This approach is used to evaluate programs that are being developed that are innovative and focus on improving the program, facilitating implementation to be more effective and revealing tangible results [14]. This approach also sees and places the program as a dynamic and developing activity (dynamic and developmental perspective) and process oriented (process oriented) able to capture and monitor not only the expected results but other possibilities that were not anticipated previously including differences in treatment and program implementation in a broad context. This study contains a detailed description of the program about implementing partnerships in inclusive education, analyzing the program in macro and participant description and the level of community participation in supporting inclusive education as well as the changes or impacts caused as well as analyzing the strengths and weaknesses [15]. The research subjects included teachers, Parents, headmaster, school committees, education and culture offices and several stakeholders involving organizations and NGOs concerned with disabilities as well as several community organizations that participated in the implementation of inclusive education in Kebumen district. The instruments used in this study varied according to the variables to be revealed. Other instruments use questionnaires, observation guides, interview guides, and documentation. Sources of research data in the form of documents, people's perceptions and observations.

3. RESULT

The pattern of school, government, community and parent collaboration in the implementation of inclusive education in Kebumen district has implications and has logical consequences for the delivery of education. These consequences include that schools must be more open,

friendly to children, and non-discrimination. Regular/ regular schools that implement inclusive education, naturally have received students with special needs in their schools, but support from all parties must continue to be pursued in order to realize the expected education [16]. The presence of students with special needs in schools with inclusive education settings has an impact on the acceptance, attitudes of headmaster, teachers, administrative staff, students, parents, other students and the surrounding community to the existence of students with special needs. Thus the presence and inclusion of students with special needs in schools in the setting of the teaching learning process will have an impact on the process of class change. In addition to being confronted with classical classrooms teachers are also given new responsibilities to educate, foster and guide and teach material with the diverse needs of learners. In connection with this, the inclusive education provider schools must prepare themselves as well as possible. The activities that have been carried out in an effort to implement inclusive education in Kebumen Regency include:

1. Workshop on the preparation for the implementation of inclusive education at the school level.
2. Forming an Inclusive Education Team at the school level.
3. Coordination meetings (school principals, teachers, other staff, school committees / parents' representatives, elements of the village / kelurahan, elements of the district education office, community leaders, religious leaders, and elements of the source / support system).
4. Preparation of short-term, medium-term and long-term programs / activities
5. Socialization of inclusive education both internally (at school) and externally (in the environment around the school / community) in collaboration with resource centers.
6. Formation / assignment of the PDBK and ABK data collection team in the community
7. Implementation of data collection / selection
8. Administering the results of data collection / selection
9. Validation of data collection / screening results
10. Mapping / placement / follow-up of ABK / PDBK data collection / selection results
11. Mapping / determining resource centers with SLB schools to help deal with problems of children with special needs and share services with inclusive schools.
12. Inclusive education training at the school level (in house training)
13. Collaboration with Working Groups Inclusive and LPTK on District / City / Province
14. collaborate with related agencies in providing services for children with special needs in inclusive schools, health services with the doctors or puskesmas, counseling and therapy services, as well as special services needed according to the needs of children.
15. The development/improvement of the quality of educators and education personnel through activities such as: (a) Assistance in learning from resource persons (on the job training), (b) Study of teacher learning (lesson study), (c) Discussion, (d) Book review, (e) Seminars, (f) Visits to schools that have first implemented inclusive education and to special schools (comparative studies), etc.
16. Monitoring and evaluation of the implementation of inclusive education (internal and external)
17. Workshop on monitoring and evaluation results
18. Follow up plan
19. reports on the implementation of monthly / semester / annual inclusive education activities to the parties concerned / stakeholders (including the District / District / Province / Central Education Office).
20. Compilation of an inclusive education implementation program for the next period.
21. Arranging agreements / partnerships by making MoUs involving stakeholders that are oriented to the inclusion program

4. IMPLEMENTATION OF PARTNERSHIP MANAGEMENT IN INCLUSIVE EDUCATION

Successful partnership management implemented in this inclusion program includes activities that involve competent parties and support the implementation of inclusive education in Kebumen district.

- a. Inclusion campaign activities as an effort to socialize the community by involving several components that have influence in the community. This activity involved three institutions from mass organizations, academics and other NGOs; PC fatayat NU Kebumen, IAINU and the Inclusion House.
- b. Campaign with PC Fatayat NU Kebumen. This activity is in the form of socialization to young mothers, PKK administrators and Posyandu representatives from 26 sub-districts in Kebumen Regency. Participants in this activity are 350 people from 26 sub-districts of Kebumen Regency who are young mothers and posyandu cadres expected to be information connectors to the wider community to campaign for the inclusion of education. in 26 districts of the PCNU Management Board, the NU Autonomous Agency, and the Kebumen NU Institution. The outputs of this activity are: giving awareness to parents, especially mothers about the importance of inclusive education, the importance of the role of parents in mentoring diffable children, and the importance of FC fatayat, PKK and Posyandu community institutions in campaigning for inclusive education in the wider community.
- c. Campaign with the Kebumen NU Islamic Institute (IAINU). This program is a socialization conducted to teachers, madrasa principals, lecturers and students. The study is the declaration of IAINU as an inclusive campus, the signing of a petition of community support for inclusive education in Kebumen District, both by the government, schools and madrasa and the campus. The program attended by 2500 members of societies of religious studiues and declaration was able to provide a new color of inclusive education in the terrain of higher education. The output of this activity is; IAINU Kebumen is ready to become an inclusive campus, inviting madrasa and schools to prepare themselves to become inclusive schools and madrassas and to promote inclusive education to the wider community.
- d. Campaign with Kebumen inclusive house.

Campaign activities with inclusive homes are targeting groups and communities of people with disabilities, inclusive care organizations / NGOs, interfaith organizations, young people and young people. This activity is filled with batik activities, playing together with children with disabilities and discussions. The output is: uniting community movements in all segments to jointly bring the issue of inclusion kebumen together.

Making pilot madrasa/schools and dissemination

The next partnership activity is to establish piloting schools and source schools. There are 4 targets madrasa as piloting madrasas, namely: 1. MI Maarif Ambal, 2. MI Maarif Kemanggau, 3. MI Maarif Jatinegara and 4. MTs Maarif Karang continued. These madrasas are trained intensively to be ready to become inclusive madrasa. Involve all madrasa / school components, including teacher, head, and tendik. The training uses 5 inclusions madrasa modules that are trained: change management, planning and budgeting, curriculum, learning, and adaptive inclusive sports. The module used is the result of the development of a previous inklui program which was adapted from other districts that had successfully implemented inclusive education.

e. Advocacy activities.

This activity is a very long process, almost for two years since 2017. Partnership established with policy makers succeeded in spawning several agreements that will support the implementation of better inclusive education in Kebumen district. These activities include sector discussions, conducting FGDs, festival seminars and other skills activities to develop the potential of persons with disabilities. The output produced is:

- i. Kebumen Regency makes Pergub (regent regulations) regarding the protection and fulfillment of the rights of persons with disabilities.
- ii. The Kebumen Regent forms a Working Group on the protection and fulfillment of the rights of persons with disabilities.
- iii. Kebumen District has appointed 20 piloting schools / madrasas in 2019
- iv. Kebumen Regency, budgeting for inclusive education in the 2019 Regional Budget and beyond.
- v. Kebumen District held a declaration on the inclusion district

5. DISCUSSION

Education as an integral system in the social system of society needs to build a common understanding in understanding inclusive education. The quality of human resources (HR) is also determined by the large level of community participation in education. Therefore the community should always be involved in the development of region education. Collaboration between parties in education needs to be established in order to jointly realize the expected educational goals. The relationship between schools and the community in the implementation of inclusive education is one of the keys to the success of inclusive education, because without the support of the community, inclusive education cannot be carried out

properly. The less of community on understanding of inclusive education makes obstacles in the implementation of inclusive programs, for example about people's perceptions about diffabel of children which often causes limited access to education and the success of education in which there are diffable children . In addition, the lack of parental understanding of children diffable knowledge results in a lack of stimulation that should be given to children diffable, so that it does not get adequate services. There are even some parents who feel ashamed to have children diffable, even ignored or not noticed so that the child does not get services that meet their needs. In implementing inclusive education it is necessary to have a support system needed in an effort to accelerate the fulfillment of access and quality of education for all (Educational for All). The support system is in the form of support in the form of regulations or policies of the Government and Regional Governments (Provincial and Regency / City) which are clear about inclusive education, for example in the form of "Government Regulations", "Ministerial Regulations", "Regulations for Private Provinces / Regencies / Cities" regarding inclusive education, facilities and infrastructure support, financial support, staff support (educators and education staff) and support from supporting institutions. These support institutions include the Inclusive Education Working Group (National, Provincial, Regency / City), Resource Centers for public schools that hold inclusive education, professional teacher containers, school principals, and school supervisors such as the SD / SLB cluster (KKG, KKKS, and KKPS), MGMP, MKKS, and MKPS). Support from other institutions, namely LPTK, P4TK TKPLB, and Balai / Diklat Agency, and community support. The following is the implementation of the inclusive education partnership in Kebumen district.

TABLE 1.

Partnership management built in inclusive education

Partnership	Implementation of the activities	Out put /produced
IAINU Kebumen	Inclusion Campaign The FGD	the seminar invited academics to prepare themselves to become inclusive schools and madrasas and to promote inclusive education to the public
Other Organization (PC Fatayat NU Kebumen, Ansor)	Inclusion Campaign	provide awareness to parents, especially mothers about the importance of inclusive education, the importance of the role of parents in mentoring of diffable children
PKK	Inclusion Campaign	
Posyandu	Inclusion Campaign	
Hospital, puskesmas, therapy center	agreement and services	center for medical services, therapy, psychology and special services
Madrasa and School	Inclusion Campaign of FGD	Become a piloting project and disseminate inclusive education
Government	Policy advocacy	The existence of policies (Perbup) that support inclusive education, the existence of working groups that deal with disabilities, as well as ABPD budgeting for inclusive programs
NGOs /	FGD, seminar	Forming an inclusive house,

organizations care about inclusion	and mentoring	bringing together community movements in all segments to jointly bring the issue of inclusion kebumen
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Source: activity report data and direct observation

The building of collaborative with several stakeholders is expected to be able to support the implementation of better inclusive education. With the policies that support inclusive education and the existence of working groups that will help its implementation, it is expected that the obstacles that have been experienced by educational institutions in the inclusive program can be overcome properly. Likewise, the wider community that increasingly understands inclusion can continue to work closely with schools in order to create an inclusive environment that supports of diffable children. The involvement of partners outside the school environment is very important to support the implementation of inclusive education, because the responsibility of education does not only lie with educational institutions but also the whole community. Partnerships that are established will be able to assist the implementation of inclusive education from various aspects, both from the aspects of the curriculum, school facilities and infrastructure, aspects of funding, aspects of HR personnel, aspects of students, and also aspects of special services needed by diffable children in inclusive education. Partnership is the key so that all components of inclusive education can work together because it is not possible for schools to be able to implement it themselves without the support of other parties.

6. CONCLUSION

Based on the results of research and discussion that has been described, the conclusions of this study are that partnership management in inclusive education is an important thing that must be done in order to synergize all components of education to realize inclusive education. Although it is still the process of producing the expected outputs, at least the established partnership has been able to open a discourse of knowledge and awareness for the community in understanding the education of inclusion. Partnership management needs to be maintained and carried out on an ongoing basis so that evaluations can be carried out with those involved in inclusive education. The partnership program carried out is able to build an inclusive community environment so that the implementation of the inclusive education programmed can be supported by all components of the community. Inclusive education cannot actually be carried out without good synergy between the government as a policy maker, schools or educational institutions as implementers in the field and community participation that supports both material and non material in creating a conducive environment for children with needs in the scope of inclusive schools.

7. SUGGESTION

Other institution also need to be carried out broadly in order to be able to engage with other parties who may not have been touched in the inclusion scheme in Kebumen District. The expansion of arable areas also needs attention, because from 26 sub-districts in Kebumen there are only 4 assisted madrasas as pilot projects for inclusive education. This percentage is still too small when viewed in terms of the geographical area of Kebumen. Collaboration developed in inclusive education needs to be carried out continuously so

that the process of the monitoring and evaluation program can be carried out until the expected goals are achieved. Policies resulting from this partnership need to be followed up properly and carried out together with other components involved in order to create an inclusive community in Kebumen district.

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