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THE VALUATION OF INCLUSIVE EDUCATION WITHIN EASTERN ACEH (The Perspective and Expectation of Educational Elements in Langsa City, Aceh Tamiang Regency and Aceh Timur Regency)

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THE VALUATION OF INCLUSIVE EDUCATION WITHIN EASTERN ACEH

**(The Perspective and Expectation of Educational Elements in Langsa City,
Aceh Tamiang Regency and Aceh Timur Regency)**

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Abstract

This qualitative approach study was aimed at investigating views of three subjects in inclusive education, namely disabled and normal students; educational authorities and school committees; and parents of the student, which summed the challenges and issues of inclusive education implemented in the Eastern Aceh consisted of Langsa City, Aceh Tamiang Regency and Aceh Timur Regency. Observation, questionnaire and interview were deployed to collect the data from 207 respondents covering three provincial branches of Educational Departments, 12 regular schools, and 3 special schools. The data gathered were then analyzed in the form of data reduction, data display and conclusion drawing. The disabled and normal students had no problems sharing the same classroom with each other, including the teachers and other school facilities, although half of the normal students thought that their school had specific needs for the disabled pupils. Meanwhile, educational authorities had no strong power to support the development of inclusive education in the region. Fortunately, a high potential of its development occurred in a regular school in Aceh Tamiang Regency, where most of Acehnese disabled students were referred to a well-known special school. Most of the parents, in the meantime, had no idea what inclusive education was. Besides, their perspectives were reflected by the attitudes of the students, teachers' teaching methods and orthodox beliefs on disabilities. The challenges concluded were the maximizing new and existing special education teachers, socializing the needs of disabled children to earn the rights for education within communities and establishing special education center in the level of university. Those might overcome the issues of the lacks of human resources for special education sector, misguided management upon disabled children and unintegrated schools with inclusive education.

Keywords: *Disabilities; Eastern Aceh; Inclusive education; Perspectives; Policies on Education*

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Banda Aceh, August 2020

The Chief of Research,

Prof. Dr. Misri A. Muchsin, M.Ag.

TABLE OF CONTENT

ABSTRACT	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENT	vi
LIST OF FIGURES	viii
LIST OF TABLES	ix
LIST OF APPENDICES.....	x
CHAPTER 1: INTRODUCTION	1
A. Research Background.....	1
B. Research Problem	6
C. Research Objectives.....	6
D. Significance of Research	7
CHAPTER II: THEORITICAL BASIS	8
A. Literature Review	8
B. Theoretical Framework.....	9
1. The Needs of Equal Education.....	10
2. The Concept of Inclusive Education and Integrated Classroom System.....	11
a. Disability and Its models.....	13
b. Inclusive Education in Aceh	16
3. The Aspects of the Implementation of Inclusive Education	18
a. Disabled Students.....	18
b. Teacher's Competence	20
4. Organizing Inclusive Education	22
CHAPTER III: RESEARCH PROCEDURES	25
A. Research Design.....	25
B. The Research Subject and Object.....	25
C. The Research Location	26
D. Data Collection Technique and Instruments	26
1. Observation.....	27
2. Questionnaire	27
3. Interview	28
E. Methods of Data Analysis	29

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION.....	30
A. Result.....	30
1. The Analysis of Situation.....	30
2. The Perspectives of Disabled and Normal Students on Inclusive Education.....	38
a. The Perspectives of Disabled Students on Inclusive Education.....	38
b. The Perspectives of Normal Students on Inclusive Education.....	42
3. The Perspective of Local Educational Authorities and School Committees on Inclusive Education.....	48
a. The Perspectives of Local Educational Authorities on Inclusive Education.....	48
b. The Perspectives of School Committees on Inclusive Education.....	53
4. The Perspectives of the Parents of Disabled and Normal Students on Inclusive Education.....	61
a. The Perspectives of the Parents of Disabled Students on Inclusive Education.....	62
b. The Perspectives of the Parents of Normal Students on Inclusive Education.....	65
B. Discussion.....	68
1. Supports to Inclusive Education.....	68
a. Disabled Students Studying Together with Normal Students.....	68
b. Inclusive Education among Educational Authorities in Eastern Aceh.....	70
c. School Committees' Support Given to Inclusive Education.....	71
d. Parents' Engagements in Inclusive Education.....	73
2. Further Development upon the Implementation of Inclusive Education within Eastern Aceh.....	78
CHAPTER V: CONCLUSION AND SUGGESTION.....	86
A. Conclusion.....	86
B. Suggestion.....	87
REFERENCES	88
APPENDICES	94
AUTOBIOGRAPHY	116

LIST OF FIGURES

Figure 1. The Yellow Guiding Blocks in SDIT Darul Mukhlisin.....	35
Figure 2. The Yellow Guiding Blocks in SLB Pembina Aceh Tamiang	35
Figure 3. The List of Supporting Teachers for Inclusive Education in SDIT Darul Mukhlisin.....	36
Figure 4. The Condition of SLB Negeri Kabupaten Aceh Timur	37
Figure 5. The Classroom Condition of SLB Cahaya Peureulak.....	37
Figure 6. The Disabled Students' Opinions on Their Teacher.....	38
Figure 7. The Disabled Students' Opinions on Their Friends.....	39
Figure 8. The Disabled Students' Opinions on School Facilities	40
Figure 9. The Normal Students' Opinions on Their Teacher	42
Figure 10. The Normal Students' Opinions on Their Friends	44
Figure 11. The Normal Students' Opinions on School Facilities	46
Figure 12. The Perspectives of Parents of Disabled Students	63
Figure 13. The Perspectives of Parents of Normal Students	66
Figure 14. The Admission Brochures of SDIT Darul Mukhlisin	72

LIST OF TABLES

Table 1. The Table of the Detailed Research Location and Respondents.....	31
Table 2. The Number of Respondents	33
Table 3. Conditions of Schools.....	34
Table 4. The List of Respondents.....	48
Table 5. The List of Respondents.....	53
Table 6. The List of Respondents.....	61
Table 7. The Additional Perspectives of Disabled Students’ Parents on Inclusive Education.....	65
Table 8. The Additional Perspectives of Normal Students’ Parents on Inclusive Education.....	67
Table 9. Factors Influencing Perspectives of Parents on Inclusive Education in Schools	75
Table 10. SWOT Analysis	78

LIST OF APPENDICES

Appendix 1..... 94
Appendix 2..... 97
Appendix 3..... 99
Appendix 4..... 101
Appendix 5..... 103
Appendix 6..... 105
Appendix 7..... 107
Appendix 8..... 110
Appendix 9..... 113

CHAPTER 1

INTRODUCTION

A. Research Background

As all children grow up, no one can stop them from their stage of psychological development. The growing period will occur for all children without any exception, specifically for children with special needs. The issue has prompted and categorized children who have disabilities such as suffered from psychological disorders, head injuries, brain disability, hearing disability, vision disability, mobility and physical impairments, or spinal cord disability. However, like other normal children, both disable and gifted, children have certain basic need, the need for security, for belonging, for love, or need to be accepted as an individual. In addition, they really need the knowledge to be understood, the creativity to be improved, the ability or his or her exceptional ability to be develop, and the most important thing, the need for their actualization or self-expression to be supported.

Children in junior high school age is susceptible to failure in finding or identifying themselves, specifically when they were born as a gifted or disable children. In the case where there is no opportunity and the facilities for the realization on the above specific needs, children with special needs become disturbed mentally as well as emotionally. It leads to a sort of maladjustment and grows as a problem child.¹ The development of an individual is the result of his or her interaction with his social environment, the way in which the 'crisis' of each stage is resolved has a major bearing on the development of one's personality.² In the school age, from the period from 12 to 19 years (junior to senior high school), children are in the period of finding their identity and role confusion. Ericson also stated that teenagers were in the stage of anxiety and pressures related to their needs to make decision about their future education and career.³

¹Mangal, S.K. 2008. *Advanced Educational Psychology*, 2nd Edition. New Delhi: PHI Learning Private Limited, p. 104.

²Ibid, p. 106.

³Ibid, p. 109.

Failure in resolving the crises of this period will result in role confusion. Consequently, the individual will not be able to find their identity. The wrong treatment from parents or environment also can make the children as individuals who are not able to develop a sense of identity to find themselves. Moreover, school as the destination, which provides the services, facilities, educational environments, and social atmospheres, are needed by every child to help them on their development. This also applies for disable students. Therefore, the low self-esteem is not only experienced by the individuals with disabilities, but their families also feel the same way.

Inclusive classroom situation has a crucial role to play in ensuring children not to be distinguished in their development. Initially, inclusive education means that students with disabilities are served primarily in the general classroom settings, under the responsibility of a regular classroom.⁴ When it is necessary and justifiable, students with disabilities may also receive some of their instruction in another setting like a resource room. As the program progressed, many models of service delivery evolve with the sole aim of providing supportive learning environment to children with special needs. This is known as an integrated classroom system as the special part of inclusive education.

Every child has their own potential, which can be explored and learned despite their shortcomings such as lags or other obstacles. Therefore, the researchers intend to elaborate issues on inclusive education. More importantly, it is crucial to examine the perspective and expectation of people who involved in education in eastern Aceh, specifically the inclusive education one. As part of region in Aceh province, which already had implemented the inclusive systems, it is necessary to expose the real condition of its inclusive education established. It addresses the consideration of some subject matter, idea, or purpose. Reviews of its current condition toward the students involved in the regular school program called as the inclusive education are crucial to tackle the discrimination existing

⁴Mastropieri, Margo, & Thomas Scruggs. 2000. *The Inclusive classroom: Strategies for Effective Instruction*. Upper Saddle River: Merrill.

toward disable students in the school life. It is also believed that by specifically exploring the readiness of the community and discovering the perspective or any issues and challenge of the implementation of inclusive education, it might help the school committees involving in inclusive teaching learning process to generate the better support for their students during this challenging time.

In worldwide, at the meantime, there are approximately 106 million children with disabilities. A recent analysis conducted across 30 countries and hosted by International Plan sponsorship programs found that children with disabilities were far less likely to attend school, had less accumulated schooling and were more likely to report a serious illness in the last year.⁵ As people are living in a globalized age, most of whom strive to educate their children in order to gain the knowledge that is believed would help them in the future. That is, education is the treasure that nobody can take away and the key that will allow us to open many doors.

Every child is allowed and guaranteed to possess the basic knowledge they need, and it is supported by any constitutions. However, the existence of disable children is seen as a failure. Disability is strongly linked with poverty and marginalization. Children and youth with disabilities are among the most marginalized. They are excluded of the normal people in the world. Government of any countries has stipulated that school is the right place to transfer the knowledge and other information. School is the best place to mold the children to be a potential human, while inclusive education is considered as an important system to aid children with special needs to obtain useful knowledge in formal schools.

Indonesia currently has adopted the inclusive educational system, which gives the students with special needs the availability to attend regular schools. Historically, parents who have children with special needs strive to put their children in the regular schools.

⁵United Nations Educational, Scientific and Cultural Organization. 2018. Global Education Monitoring (GEM) Report Summary on Disabilities and Education, Retrieved on July, 6, 2019, from <https://unesdoc.unesco.org/ark:/48223/pf0000265353>

However, the number of children with special needs is minority in community and they are being marginalized. Yet, the situation has changed. The Government of Indonesia issued political commitments at the World Education Forum in 2000 entitled “Achieving Basic Education for All”. The law has its roots in the 1945 Constitution of Indonesia, article 31, and section 1, which coin that each citizen has the fundamental rights to have education.⁶

The Government of Indonesia had tried to implement this system in all the regular schools spread in all province. Aceh, formerly known as Nanggroe Aceh Darussalam, is one of the special autonomous provinces of Indonesia, in addition to Yogyakarta Province. With its status, Aceh has many regencies and cities, which are still needed to be concerned.⁷ Based on the report from Data Collection Survey on Disability and Development in Indonesia, its final report in 2015 stated that Aceh had 4,280,284 as its total population. In details, 4,061,267 were the normal people, while 219,017 were the disabled ones. Therefore, 5.12% from the total population of Aceh province were disabled people who spread in all its regencies.⁸ In particular, eastern Aceh covering two regencies (East Aceh and Aceh Tamiang Regency) and one municipality (Langsa City), is still developing areas of Aceh. There are many issues happened related to the educational fields, specifically regarding the phenomenon of inclusive education, in which the special needs students are placed in the regular school system.

The special autonomous status of Aceh brought the special treatment and status, which was different from other provinces in

⁶Ediyanto, Iva Nandya Atika, Norimune Kaawai, & Edy Prabowo. 2017. Inclusive Education in Indonesia from the Perspective of Widyaiswara in Centre for Development and Empowerment of Teachers and Education Personnel of Kindergartens and Special Education. *Indonesian Journal of Disability Studies (IJDS)*, 4 (2), p. 104-116.

⁷Gaur, Aakhanksha. 2018. Center for International Development and Conflict Management - Aceh, Indonesia. Encyclopedia of Britannica. Retrieved on July, 12, 2018, from <https://www.britannica.com/place/Aceh>.

⁸Japan International Cooperation Agency (JICA). 2015. Data Collection Survey on Disability and Development in Indonesia. Retrieved on August 8, 2018, from open-jicareport.jica.go.jp/pdf/12245775.pdf

Indonesia, including the issue of education.⁹ The local government put the big effort to support the societies for getting the best education. The idea of making the inclusive schools to the disabled children is still questioning and hardly ever being discussed. Therefore, it is essential to investigate this issue since schools as the best destination to gain the formal knowledge are regulated in specific and well-managed systems that offer all students the best knowledge, mostly for normal ones.

It is the researchers' contention that through perspective and expectation of disabled students, who move from special schools to integrated schools, can enlighten the issues related to inclusive education. In addition, the similar points of view from other educational elements such as the Department of Education, the school committees and the students' parents, can encourage them to fulfill their potentials and grow the expected developments.

This study will be accomplished by analyzing the perspective of normal and disabled students reflected on their experiences, particularly their motivation to study in the class, their participation in any programs at school in terms of using work preparation programs, their necessary accommodations necessary, and all facilities and services at schools. This study also will examine the challenge of the school committees to have the disabled students. Besides, it will evaluate the obstacles that happen, of which require to be supported by the authorities.

As noted earlier, by depicting the overview of inclusive education in eastern Aceh, the researchers intend to use the findings of this study to suggest a more useful support system for the implementation of inclusive system, chiefly for disabled students. By being more aware and sensitive about the needs of students with disabilities, the professionals, who work with them, may position themselves into the correct role, so they aid them during their competitive and independent environment into a successful and more

⁹Yunis, Tabrani. 2016. Menyelamatkan Pendidikan Aceh, Serambinews.com. Retrieved on July 28, 2018, from <http://aceh.tribunnews.com/2016/11/29/menyelamatkan-pendidikan-aceh>.

supported atmosphere after school age. Additionally, by doing so, the enhancement will assist all students to understand the communities they live in, and it will earn them a good and respectful understanding toward their societies.

B. Research Problem

Based on the research background, three main outlines of the issue become the foundation of this research are listed below.

1. How does the perspective of disabled and normal students toward the inclusive education or any integrated schools existing in eastern Aceh?
2. How do the perspective of local educational authorities and school committees toward the inclusive education or any integrated schools in eastern Aceh?
3. How does the perspective of the parents of disabled and normal students toward the inclusive education or any integrated schools existing in eastern Aceh?
4. What challenges and issues does the inclusive education or integrated school have on its implementation process in eastern Aceh?

C. Research Objectives

The objectives of this research, which are based on the formulation of the problem mentioned above, are as follows:

1. To discover the perspective of disabled and normal students toward the inclusive education or any integrated schools existing in eastern Aceh
2. To discover the perspective of local educational authorities and school committees toward the inclusive education or any integrated schools in eastern Aceh
3. To discover the perspective of the parents of disabled and normal students toward the inclusive education or any integrated schools existing in eastern Aceh

4. To expose the challenges and issues the inclusive education or integrated school has on its implementation process in eastern Aceh, which suit with the education system in Aceh province

D. Significance of Research

The main objective of this research is to expose the challenges and issues the inclusive education or integrated school has on its implementation process in eastern Aceh, which suit with the education system in Aceh province. In more details, this research also has several significances that will be useful for issuing policy related to education for students with special needs. They are as follows:

1. This research will act as a consideration for the authority to suggest a more useful support system for implementation of inclusive system for disabled students.
2. This research will be inputs for the schools, which have established the integrated school system, and the schools, which are ready to implement the inclusive education.
3. This research will be the references for other further studies associated with the issues of disabled students.

CHAPTER II

LITERATURE REVIEW & THEORETICAL FRAMEWORK

A. Literature Review

There are several relevant studies related to inclusive education. The policy analysis toward education provision for disabled children in Indonesia had been projected by Suwaryani.¹⁰ It revealed that disabled children were excluded, not only from mainstream schools but also from the education system at large. The failure of education policies that was indicated by the lack of clarity and inconsistency was one of the main factors contributing to that exclusion. Another factor was the poor dissemination of policy. To move toward inclusion, there was a need to change the current policy documents, which did not take into account disabled children's right to attend mainstream schools. Community awareness campaigns, providing ongoing support and developing practical guidelines were some of the implementation strategies that need to be considered. Priority should also be given to encouraging every school, not only pilot schools, to increase disabled pupils' participation in learning together with their non-disabled peers within their available resources.

Moreover, Pudaruth, Gunpath and Gingham sought to answer some pertinent questions regarding university students with disabilities, including their sufficient facilities, their awareness toward the facilities and their perspectives upon the equal education offered for them.¹¹ It exposed that most students were not aware of existing facilities and were often neglected in terms of supporting structures and resources. ICT facilities were found to be the best support that was provided at the university. The right legal framework for tertiary education was also missing.

¹⁰ Suwaryani, Nanik. 2008. *Policy Analysis of Education Provision for Disabled Children in Indonesia: A Case Study of Eight Primary Schools in Kecamatan Jatiwulung*, Doctoral Dissertation, Institute of Education, University of London.

¹¹ Pudaruth, Sameerchand, Ranjemdra Gunpath & Upasana Gingham. 2017. Forgotten, Excluded or Included? Students with Disabilities: A Case Study at the University of Mauritius. *African Journal of Disability*, 6, p. 1-12.

In addition, another previous study that can be taken into reference was a study projected by Mwanza.¹² It aimed at investigating views of parents on the inclusion of learners with disabilities in mainstream schools in Lusaka urban district of Zambia with a gender dimension. This aim was achieved by reviewing relevant literature with the purpose of finding out what other authorities regard as the views of parent/guardians (females and males, respectively) of learners both with and without disabilities. The study discovered that there was lack of collaboration between the school and the parents' or guardians with more females than males registering ignorance of the program and a lot of females also indicating that they did not participate in the activities of the school where their children were learning in an inclusive set up. There was a gender gap between females and males on their involvement with the school. Furthermore, an equal number of females and males indicated that that did not favor the idea of inclusive education citing the incompetence s of some teachers in handling both learners with and without disabilities in the same classroom.

On the regard above previous studies, this research covers to evaluate the inclusive education within eastern Aceh. Instead of focusing on one element as three studies above, this research will cover four elements related to inclusive education, namely disabled and normal students, local educational authorities, school committees, and parents of disabled and normal students. The output of this research is projected to offer the overview and solution for a better model of inclusive education in eastern Aceh, or even other regions and provinces.

B. Theoretical Framework

This section encloses the theories to framework the appropriate implementation of inclusive education based on its needs, concepts, aspects, and managements.

¹² Mwanza, Helen. 2010. Views of Parents on Inclusive Education for Children with Disabilities: A Gender Dimension Case Study of St. Lawrence Basic School in Lusaka Urban District. Doctoral Dissertation. The University of Zambia.

1. *The Needs of Equal Education*

Discussing the experience of the students in inclusive educational system is the main aspect in this research. It is based on their thoughts, ideas or opinions formed or a remark made because of meditation during the process. As the academic means, the schools are positioned to accommodate all the needs of both normal and disabled children. This is essential since some disabled ones require a protected, supporting scope. As it is stated in article 1 of Convention against Discrimination in Education, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given. Moreover, the term includes no distinction, exclusion, limitation or preference, which has the purpose or effect of nullifying or impairing equality of treatment in education.¹³ This discovery will be enriched by digging the similar experience from the principals, teachers, school staff, or even the students' parents. The educational authority working in the government also will suggest the new insight and finding related to the concept of inclusive education.

In the meantime, parents, who have disabled child, are worry to put their children in the regular school due to the idea that their child has no place to mingle with the normal child. Ignoring the right of their child, they let alone their child to the special school and they bring their children to special schools, and, even some do not go to school. The bitter reality is that the society in every nation is still infected by the ancient assumption that people with disabilities are less than fully human. They are considered not fully eligible for the opportunities, which are available to other people as a matter of right.¹⁴

¹³United Nations Educational, Scientific and Cultural Organization. 1960. Convention against Discrimination in Education 1960. Retrieved on July 18, 2019, from http://portal.unesco.org/en/ev.phpURL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁴Council of Administrators of Special Education (CASE). 2005. The Newsletter for the Council of Administrators of Special Education. 47(2).

Furthermore, students themselves sometimes express doubts on their ability to succeed academically. Students with learning disabilities sometimes refer to themselves as 'stupid' or 'lazy' rather than addressing the lack of accommodations given to them by institutions.¹⁵ Those perceptions should be vanished, because all children have a right to perceive a good education. To accomplish their developmental age for each life, either normal children or disable children need to adjust themselves in the real environment. Regular school is the right place to put the children with special needs so that they can understand how to interact with others.

Next, the idea of inclusive education will help at least to reduce the disproportionately excluded children with disabilities from any school institution. Although many ignore the problems and issues of inclusive education, there must be high expectation from a small proportion of people who have children with special needs. Expectation is a logical belief which possessed by human being. In the theory of motivation, expectancy theory comes as a part of the most influential psychology trait. It is a key assumption of behavior, which is 'pulled' by expectation and desired outcomes rather than 'pushed' from within by biological based drives.¹⁶ It focuses on cognitive process in motivation consistent. Hence, it can be concluded that the environment supply an enormous affect toward the feeling expectation. Then, when it link to the environment, the better the environment is, the good and positive the societies will be. Thus, if all the expectation of the societies can be filled, then the better life will create.

2. *The Concept of Inclusive Education and Integrated Classroom System*

Children with special needs are not a disappointment thing to have. They are a gift from the God to mold the societies around them

¹⁵Maconi, Melinda Leigh. 2016. I'm not Broken: Perspectives of Students with Disabilities on Identity-making and Social Inclusion on a College Campus. Master Thesis. The University of South Florida.

¹⁶ Baron, Robert. 2005. *Psychology*, 5th Edition. New Delhi: Pearson Education.

to have a good behave and attitude to be a human and treat human as a real human. Frederick Miller stated that Pacific people are urged to note that inclusive education, as defined by UNESCO, it is 'a process of concerning and replying to the diversity of needs of all apprentices through growing involvement in learning and decreasing segregation within and from education'.¹⁷ The ideas address the expectation of a regular school that adapts to the needs of all learners and where all children can participate and they can be treated equally. It is, hence, authoritative that the world all effectively includes children with disabilities.

Furthermore, everyone born has the rights to live and be together in one community. Guaranteeing that each individual has an equivalent chance for educational progress remains a worldwide challenge. This was supported in the United Nations Educational, Scientific and Cultural Organization (UNESCO) issuing the Convention against Discrimination in Education.¹⁸ The convention discussed the term 'discrimination' including any differences, segregations, boundaries, or partialities, which were being based on race, skin color, sex, language, religion, political or different opinions, national or social origin, economic condition or birth. The resolution debated the purpose or effect of invalidating or damaging equivalence of treatment in education and in particular. Besides, all nation under the United Nation, which agreed to this idea, were free and welcome to execute the rule to authorize their institutions to agree to allow the admission to all pupils in their institution, with no exception to the disabled ones.

In the course of inclusive education, all students are sit into one class atmosphere. Both disabled and normal students acquire the knowledge in the same time and situation utilizing the facilities and

¹⁷Miller, Frederick. 2007. Inclusive Education: A Pacific Perspective, *Inclusive Education in the Pacific*, 1, p. 32.

¹⁸United Nations Educational, Scientific and Cultural Organization. 1960. Convention against Discrimination in Education 1960. Retrieved on July 18, 2019, from http://portal.unesco.org/en/ev.phpURL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

services provided by the school institution. However, the term of integrated education system put a little difference. The terminology of integrated educational system is also essential to be put into account. It is different based on the needs of educational institution. The integrated schools adopted refer to educate children in an environment, where self-esteem and independence are enhanced as priorities. The students are encouraged to advance their self-respect and it is nurtured to ensure inclusion of people from different religions, cultures, genders, abilities and socio-economic backgrounds.¹⁹ There are also many 'integrated education' model implemented as if there is a jargon spread, whenever is possible, students with disabilities attend a regular school. The emphasis, however, is upon the student to fit the system rather than the system to adapt to meet the educational needs of a student.²⁰ In some countries like India, for instance, the term integrated means providing the educational facilities, mainly to students with mild disabilities who are considered 'easy' to include into regular school programs. Students with severe disabilities, in a common of cases, do not attend a school, or, in infrequent cases, they go to a special school. Nonetheless, children learning together in the same classroom, using materials appropriate to their various needs and participating in the same lessons and recreation, exist in some school institution. In Indonesia, the integrated educational system varies. Those depend on the needs of environment. A number of regular schools also run the inclusive system even though those have less disabled students who are then in the end studying in inclusive school. In several cases, some with special needs are hardly to be found in the process of learning.

a. *Disability and Its models*

¹⁹ Integrated Education Fund. 2019. What is integrated education? Retrieved on August 16, 2019, from <https://www.ief.org.uk/about-us/integrated-education/>

²⁰ Sharma, Umesh & Joanne Deppeler. 2005. Integrated Education in India: Challenges and Prospects, *Disability Studies Quarterly*, 25(1), p. 2.

Learning-disabled children are those children who suffer from serious learning disabilities. These children demonstrate remarkably inferior qualities and capacities in term of learning and understanding in comparison to the normal children of their age or class. Manggal stated that the Association for Children with Learning Disabilities in the United States of America (USA) believed that a child with learning disabilities was one with tolerable mental ability, sensory processes and emotional stability who had an inadequate number of exact deficits in perpetual, integrative or expressive processes, which severely impaired learning efficiency.²¹ This included children who had dominant anxious system dysfunctions, which were conveyed mainly in impaired learning efficiency.

Normally, learning-disabled children essentially suffer from severely impaired learning inefficiency. They look for special attention, care and even remedial programs of learning in the educational environment. Therefore, to implement educational measure for the learning to disabled students, it is vital not to emphasize segregation, in terms of separate schools or classes for special needs students. It is suggested to offer care attention within the existing educational setup by adopting remedial and educational programs, restructuring and improving the existing environment setup to meet the disabled children.²²

More than that, there are several types of students are considered to be included in the regular school system. It is explained by Claudio Castillo that a qualified individual with a disability is a person who meets authentic skill, experience, education, or other requirements of an employment position that she or he holds or seeks, and who can achieve the indispensable functions of the position with or without reasonable accommodation.²³ A qualified individual with a disability can be categorized to have the admission in the integrated or inclusive

²¹ Mangal, S.K. 2008. *Advanced Educational Psychology*, 2nd Edition. New Delhi: PHI Learning Private Limited, p. 487.

²² Ibid.

²³Castillo, Claudia. 2016. Students with Physical Disabilities-Reflections on their Experiences with Work Preparation Programs, Services and Accommodations in a Higher Education Institution" (2016). p.20

system. Disability is harder to define than the aforementioned social distinctions since it covers such a broad range of conditions. This is also because of the fact that the line between ability and disability is blurred. Due to the significance to categorize the disabled children with the normal ones, the following topics are several prominent disabilities model.²⁴

1. *The moral or religious model disability as an act of God*; it is the oldest model of disability and this model is found in a number of religious traditions, including the Judeo-Christian tradition. Another prominent form of the moral or religious model of disability is the idea that disabilities are essentially a test of faith or even salvific in nature.
2. *Social model of disability*; disability is caused by the way society is organized, rather than by a person's impairment or difference. It looks at ways of eliminating barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.²⁵
3. *The identity model: disability as an identity*; this model promotes the understanding of social model that the experience of disability is socially created, but it differs to the extent that it 'asks for disability as a positive identity'.
4. *Medical model of disability*; the medical model of disability describes disabled people by their impairments or differences. The medical model patterns what is 'wrong' with the person and not what the person requires. It directs to low expectations and leads to people misplacing independence, choice and

²⁴Retief, Marno & Rantsoa Letšosa. 2018. Models of disability: A Brief Overview,' *HTS Teologiese Studies/Theological Studies* 74(1).

²⁵Disability Nottinghamshire. 2019. The Social Model vs The Medical Model of Disability Retrieved on August 30, 2019, from <http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/>

control in their own lives. Disability should result in medical attention or curative treatment.²⁶

Understanding the model of disability is planned to promote a client's identity development of a practitioner by giving awareness into their possible perceptions and struggles. In most circumstances, the Government of Indonesia has conducted compulsory education to all school-aged children, including disabled children. However, the participation rate of children with special needs is still low.²⁷

b. Inclusive Education in Aceh

At present, 32 thousand regular schools have become Inclusion Schools in various provinces of Indonesia. A reduction in the number of special school that the Ministry of Education and Culture built in 2017 was reduced due to the budget reason. Another issue was also because of the administrative process like land certificates. Of the 1.6 million children with special needs in Indonesia, only 18 percent had received inclusive education services. Around 115 thousand children with special needs had attended to *Sekolah Luar Biasa* (the school for special needs), while special needs students, who attend regular schools implementing inclusion education, were around 299 thousand.²⁸

In Indonesia, there are two types of school services for children with special needs – *Sekolah Luar Biasa* (abbreviated as SLB, special

²⁶Disability Nottinghamshire. 2019. The Social Model vs The Medical Model of Disability Retrieved on August 30, 2019, from <http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/>

²⁷Ediyanto, Iva Nandya Atika, Norimune Kaawai, & Edy Prabowo. 2017. Inclusive Education in Indonesia from the Perspective of Widyaishwara in Centre for Development and Empowerment of Teachers and Education Personnel of Kindergartens and Special Education. *Indonesian Journal of Disability Studies (IJDS)*, 4 (2), p. 104-116.

²⁸Desliana, Maulipaksi. 2017. Sekolah Inklusi dan Pembangunan SLB Dukung Pendidikan Inklusi, Retrieved on July 19, 2019, from <https://www.kemdikbud.go.id/main/blog/2017/02/sekolah-inklusi-dan-pembangunan-slb-dukung-pendidikan-inklusi>

school) and inclusive education (also called integrated school). The former are established only for students with special needs. There are eight types of special schools in Indonesia. They are Special School for Visual Impairment (SLB-A), Special School for Hearing Impairment (SLB-B), Special School for Mild Intellectual Disability (SLB-C), Special School for Moderate Intellectual Disability (SLB-C1), Special School for Physical Impairment (SLB-D), Special School for Emotional Social Behavior Difficulties (SLB-E), Special School for Multiple Disabilities (SLB-G), and Special School for Autistic Children (SLB-M). In details, those special schools have four education levels, namely Kindergarten (2 years), Primary School (at least 6 years), Junior Secondary School (at least 3 years), and Senior Secondary School (at least 3 years).

Meanwhile, the latter, inclusive education, allows children with special needs as same as general classroom in regular schools. In 1999, the Directorate of Special Education, supported by the Director of General Primary and Secondary Education, decided to start the process toward inclusion to increase the enrolment of children with disabilities and other special needs in regular school.²⁹ Moreover, the implementation of inclusive education in Aceh was also supported by the local government in Peraturan Daerah (Local Regulation) in the form of the Letter of Decision, Number 12 of 2012, which was issued by the Governor of Aceh. Besides, it was also supported by the Canon of Aceh, Number 11 of 2014 that stipulated inclusive education in Aceh. Specifically, the canon listed that inclusive education schools were under the direct supervision of Aceh Governor, which was assisted by the Education Department of Aceh Province.³⁰

²⁹Wardhani, Purna. 2006. Country Report: Development of Special Education in Indonesia, in 26th Asia-Pacific International Seminar on Education for Individual with Special Needs. Retrieved July 27, 2019 from: http://www.nise.go.jp/kenshuka/josa/kankobutsu/pub_d/d-252/d-252_8.pdf.

³⁰Sabrina, Nadia & Sansrisna. 2017. Teachers' Beliefs in Practicing Inclusive Education (Case Study of Elementary Schools in Banda Aceh). Master Thesis. University of Tampere.

Inclusive education, however, is not really implemented in all Aceh regencies and municipalities.³¹ The present of children with special needs in small or large group communities still has a negative stigma. Nonetheless, Aceh is one of the provinces chosen as a pilot area of inclusive education in Sumatra, Indonesia. Since then, Aceh government has demonstrated a strong commitment and hard work in supporting inclusive education movement in Indonesia. The local law of inclusive education was enacted in 2012. Inevitably, study toward the inclusive education and other issues, which probably emerge in other part of Aceh province, which still under cover is essential.

3. *The Aspects of the Implementation of Inclusive Education*

School services currently include recognizing students and those of all ages as individuals who have the same basic needs and desires. Equal treatment in schools, private and government facilities, and community activities, is eventually transferred to students with disabilities in succeeding in their life. Inclusive education is available as a developmental approach to address the learning needs of all children, youth and adults, majorly those who are vulnerable to be marginalized and excluded. These concerns must be taken seriously and dispelled by showing examples of positive experiences, which clearly demonstrate that inclusive education most definitely addresses quality issues in education.³² Some aspects affecting the success of inclusive education can be described in details, for instance its main aspects. Those can be mentioned as something that makes challenges or obstacles in the implementation of which.

a. *Disabled Students*

Accepting one's presence as an individual means accepting the uniqueness, weaknesses and strengths of the person. Interest in personality is frequently questioned on why individuals were unique

³¹Efendi, Mohammad. 2018. The Implementation of Inclusive Education in Indonesia for Children with Special Needs: Expectation and Reality, *Journal of ICSAR*, 2(1), p. 142-147.

³²Yadava, Shalini. 2013. Inclusive Education: Challenges and Prospects in India. *Educationia Confab* 2(4). p. 39-46.

and why they differed from each other in so many ways.³³ In the study of inclusive education, the prominent object that most being discussed is students with special needs. In many cases, the category of disabled students varies depended on the school regulation in opening the admission. Types of disabilities include various physical and mental impairments that can hamper or reduce a person's ability to carry out his or her day-to-day activities. From the model of disability, in general, students with disability also can be broken into some categories as follows:

1. *Mobility and physical impairments*; this category of disability includes people with varying types of physical disabilities in the following body parts, namely upper and lower limb(s) disability, manual dexterity, disability in co-ordination with different organs of the body, an in-born or acquired. Disability in mobility either can be an in-born or acquired with age problem. It could also be the effect of a disease. People who have a broken bone also fall into this category of disability.
2. *Spinal cord disability*; spinal cord injury (SCI) occasionally can lead to lifelong disabilities. This kind of injury mostly occurs due to severe accidents. The injury can be either complete or incomplete. In an incomplete injury, the message conveyed by the spinal cord is not completely lost, while a complete injury results in a total dysfunction of the sensory organs. In some cases, a spinal cord disability can be a birth defect.
3. *Head injuries - brain disability*; a disability in the brain occurs due to an injury to the brain. The magnitude of the brain injury can range from mild, moderate and severe.
4. *Vision disability*; there are hundreds of thousands of people suffer from minor to various serious vision disability or impairments. These injuries can also result in a person experiencing serious problems or diseases (e.g. blindness and ocular trauma).

³³Baron, Robert. 2005. *Psychology*, 5th Edition. New Delhi: Pearson Education, p. 448.

5. *Hearing disability*; hearing disabilities may result in people, who are completely or partially deaf. Ethically, it is the correct term for the people having hearing impaired. They prefer to live with the similar community. People who are partially deaf often use hearing aids to assist with their hearing.
6. *Cognitive or learning disabilities*; cognitive disabilities include impairments present in people who are suffering from dyslexia and various other learning difficulties and include speech disorders.
7. *Psychological disorders*; it includes effective disorders consisted of disorders of mood or feeling states, either short or long term, and mental health impairment, which is the term used to describe people who have experienced psychiatric problems or illness.³⁴

b. Teacher's Competence

Teachers' competence affects their orientation toward educational progression. A teacher with low instructional skills tends to have a negative performance to inspire the student with lack of motivation, to control classroom behavior and to strict regulation, such as negative sanction to make expected a good learning objective. More than that, a teacher needs someone who possesses piratical knowledge and skills to be demonstrated in a depth understanding of the content of his or her feed and theories related to developmental pedagogy in the subject area.

In addition, teachers with strong effectiveness are believed to have a supportive way to support students' development. They likely implement a persuasive approach in comparison to the authoritarian control of pupils.³⁵ Hence, a teacher's responsibility to create a learning

³⁴Castillo, Claudia. 2016. Students with Physical Disabilities-Reflections on their Experiences with Work Preparation Programs, Services and Accommodations in a Higher Education Institution" (2016). p.20.

³⁵Sabrina, Nadia & Sansrisna. 2017. Teachers' Beliefs in Practicing Inclusive Education (Case Study of Elementary Schools in Banda Aceh). Master Thesis. University of Tampere.

design by formulating the topic of subject into specific and understandable for any types of students will measure the student's bright future career.

1. *Classroom context*; The management of inclusive educational system cannot be separated from the classroom aspect. Classroom management aims at establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic achievement, teacher's skills, and behavior of teacher and student are directly linked with the concept of classroom management. Another thing is the basic needs to demonstrate the teaching learning process, which is done via the availability of classroom, in which all the facilities are covered. Moreover, the role of a teacher is not to grade a student and to control but the main role of the teacher is to help every student reach the highest possible level of achievement. The long-term goal expectation of any classroom management program is self-management.³⁶ Then, it can be inferred that the success of student's achievement will be obtained through each control of self-management, which lets teacher in for all normal and disabled students.
2. *Professional Development*; It includes, but is not limited to teachers, principals and administrators, the knowledge and skills in providing students with the opportunity to meet challenging state academic content standards and student academic achievement standards.³⁷ The professional development also can be mentioned as the school committee since the people who will be involved in the same atmosphere in inclusive education are teachers, principals and administration staffs. To make the inclusive or integrated

³⁶Chandra, S. 2015. Classroom Management for Effective Teaching. *International Journal of Education and Psychological Research (IJEPR)*, 4(4) p. 13-15.

³⁷Efendi, Mohammad. 2018. The Implementation of Inclusive Education in Indonesia for Children with Special Needs: Expectation and Reality, *Journal of ICSAR*, 2(1), p. 142-147.

school run the system comprehensively, then the adjustment toward the regulation need to be established and the professional or the school committee should be given the understanding toward the regulation needed.

3. *School admission*; Effective inclusive school is not established without the selection process. For the sake of good management system, admission process should be done to create a good portray of inclusive classroom situation. A standard selection will enhance the good control and confidence of teacher in the classroom management.³⁸ In the field of education, understanding learning disable is functioned to apprehend the identification of disable children. There are some identifications of learning disable children so that they can get the admission.³⁹ The first one is the non-testing device, which includes techniques like observation, rating scale, checklist, interview and so on. The second one is testing device that can be applied as diagnostic measures for identification. It is categorized by the following types, namely standardized diagnostic test, ability test or process test, achievement test, and daily assessment system.

4. *Organizing Inclusive Education*

Naturally, the aim of inclusive education is to give chance for the disabled children to get access and being treated similar to the normal children. Therefore, all students need to be supported to have learning experiences in line with the same learning goals. It is not merely running the system to get the inclusive class without the supporting elements. Then, it is believed that facilities are also a crucial part of implementing such system at a school. Facilities and infrastructures provided by the school should be aligned to the needs of the students.

³⁸ Chandra, S. 2015. Classroom Management for Effective Teaching. *International Journal of Education and Psychological Research (IJEPR)*, 4(4) p. 13-15.

³⁹ Mangal, S.K. 2008. *Advanced Educational Psychology*, 2nd Edition. New Delhi: PHI Learning Private Limited.

For instance, students with visual impairment may need guide blocks and specific signs to indicate rooms and other facilities; students with hearing impairment need some visual signs, students with physical disabilities need ramps and spacious room in order to make them move freely.⁴⁰ In addition, there are several things to consider related to facilities and infrastructures in inclusive school. They are stepping ramps, width, opening and closing speed, and positioning of doors, furniture arrangements, classroom clutter (games, bags, rugs, toys, sporting equipment, so on), the height of table, bench and shelf, lighting, unobscured lines of vision, distraction, access to sinks, specialized classroom equipment, drinking fountains, and other school areas like hall, sporting fields, playground, so the like, and the visibility of hazards.

In addition, other important aspects to that should be provided are the availability educational documents, teachers and staff. Educational documents refer to various types of document including assessment result and curriculum or individualized educational program (IEP). Educational documents also play an important role in learning process of students with special needs.⁴¹ Furthermore, teachers and staffs play significant roles in making the inclusion succeed. In order to be able to work with special needs students, teacher and staff need to be equipped with relevant and professional competencies. Inclusive school may need teachers, who have the background of special needs education, while, for specifics special needs students, schools may need paraeducators.⁴² Determining the class service for each student with special needs, through discussions between the classroom and special education teachers, in the other sides, will aid them to find a better teaching method. The collaborative teaching practice also needed to support teaching learning process. Besides, adequate support from school members includes principal, classroom teachers, subject teachers,

⁴⁰Azizah, Nur. 2011. Managing Inclusive School: What Should School Provided to Help Students with Special Needs. *Jurnal Pendidikan Khusus*.

⁴¹Ibid.

⁴²Ibid.

regular students, as well as school employees. Further support from the Education Board through training programs is also sufficient to support the inclusive school system.⁴³

⁴³Sujarwanto, Yuliati, Yatim Riyanto, Budiyanto, & Muhammad Nurul Ashar. 2018. The Management of Beginning Literacy for Children with Special Needs in Inclusive School. In *2nd International Conference on Education Innovation (ICEI 2018)*. Atlantis Press.

CHAPTER III METHODOLOGY

A. Research Design

This research was done by applying a qualitative approach. This approach is intended to describe and analyze the phenomena, social activities, attitudes, perceptions, beliefs and thoughts of people both as individuals and as groups.⁴⁴ The research was carried out as a survey that revealed the perspective of related school regarding the implementation of inclusive systems, including the conditions and constraints that were happening in the field. The concept of the method was conducted in accordance with the concept presented by Vredenburg, aiming to reveal the ideas contained in the community related to certain issues.⁴⁵ The results of this research were presented as descriptive exposure associated with the object examined.

B. The Research Subject and Object

The subject in this study referred to normal students, students with special need, and the school committees such as their parents, teachers and principals in the integrated or inclusive school. Additionally, the representatives of the Department of Education were also be involved; in this case, their Head of the department is needed. The whole subjects in the study were the population. Therefore, the population in this research was all educational elements in formal institution associated with inclusive education in eastern Aceh, East Aceh, Langsa City and Aceh Tamiang Regency, precisely. Because of the many individuals in the population involved, sampling was necessary. Sample withdrawal methods used was clustered sampling, namely the withdrawal of samples based on the categorization of the case and targeted respondents of the sample

⁴⁴Muhajir, Nong. 1996. *Metode Penelitian Kualitatif*. Yogyakarta: Rake Serasin, p. 30.

⁴⁵Vredenburg, J. 1978. *Metode dan Teknik Penelitian Masyarakat*. Jakarta: PT Gramedia, p. 45.

candidates.⁴⁶ The clustered sampling groups the research participants into several levels. The students both normal and disabled ones were divided into Elementary School, Junior High School, Senior High School and Special School. This included to the parents of normal and disabled students. As for the representatives of Education Department, they were grouped based on the demographic area where they worked. While being the object of study in this research was the perspective of the disabled students, normal students, the school committees, the officials of the Department of Education, and the parents of disabled and normal parents.

C. The Research Location

Eastern Aceh was selected as the focus of data retrieval on this research. It covers three regions, namely East Aceh, Langsa City and Aceh Tamiang Regency. Those regions were chosen based on the consideration that their vast area. As has been mentioned in the research background, in 2015, out of 4,280,284, there were more than 200,000 disabled Acehnese people listed, including children. The increased number of population in Aceh in 2017, 5,189,466, certainly contains the children special needs. The highest number of population is shown by the density of eastern Aceh compared to other parts of Aceh. The trio regions – East Aceh, Langsa City and Aceh Tamiang Regency, have 878,175 people in totals. This density was taken into a consideration for selecting it as the research location. Additionally, the geographical location, distance, time, and human resource in eastern Aceh, became as other elements that suggested it as the focus of this issue.

D. Data Collection Technique and Instruments

To obtain the data related research issues, there were several methods of data collection were employed used, as described below.

⁴⁶Singh, Arun Kumar. 2017. Tests, Measurement and Research Methods in Behavioral Sciences. Bangalore: Bharati Bhavan, p. 16.

1. *Observation*

The first data collection method used in this study was direct observation, as presented by the study of Ediyanto, Atika, Kaawai, and Prabowo.⁴⁷ The observation was done at various school, especially related to the school implemented inclusive systems. The observation checklist was constructed based on the aspects of the readiness of students and school committees, understanding the challenge toward the school management in accordance with the inclusive education, as well as the expectation of the surrounding environment. Those are then designed into five consideration parts, namely: general learning rooms, special learning spaces, learning materials, supporting teachers, and supporting rooms.

Moreover, to simplify the classification based on the aspects of observation, the observation scale table was designed as an instrument of observation. This table contained the real conditions in the field concerning the aspects observed having three scales of availability – poor, enough or good ones.

2. *Questionnaire*

The questionnaire implemented in the study was a structured list of questions, which referred to the enclosed questionnaire presented by Nazir.⁴⁸ In this questionnaire, the respondents were students in the integrated, special and regular schools within eastern Aceh, as have been described before. They were handed and guided toward the questionnaire, which was based on the theoretical framework of Pudaruth et.al, asking for their responses toward three aspects, namely their teachers, friends and school facilities.⁴⁹ The responses were

⁴⁷Ediyanto, Iva Nandya Atika, Norimune Kaawai, & Edy Prabowo. 2017. Inclusive Education in Indonesia from the Perspective of Widyaiswara in Centre for Development and Empowerment of Teachers and Education Personnel of Kindergartens and Special Education. *Indonesian Journal of Disability Studies (IJDS)*, 4 (2), p. 104-116.

⁴⁸Nazir, Mohammad. 2003. *Metode Penelitian*. Jakarta: Ghalia Indonesia, p. 77.

⁴⁹Pudaruth, Sameerchand, Ranjemdra Gunputh & Upasana Gingh. 2017. Forgotten, Excluded or Included? Students with Disabilities: A Case Study at the University of Mauritius. *African Journal of Disability*, 6, p. 1-12.

screened through the Likert Scale consisting five preferences – strongly agree, agree, neutral, disagree, and strongly agree.

The questionnaire was also distributed to students' parents whose their children study in integrated, special, or regular schools). The interview was in the form of yes or no questions, meaning it was categorized into an ended questionnaire, although one of questions contained was in the form of open one. It was drafted based on the framework and theories in the study of Mwanza.⁵⁰ In this case, the respondents were asked for their responses toward their insight, decision and expectation, in sending their children to the any specific schools.

3. *Interview*

Interview is a discussion with open answers. In this research, the interview was conducted against the educational elements associated with the integrated, special or regular schools. They will be clustered into two groups, namely Group 1 (the Heads or officials of Education Department) and Group 2 (principals and teachers in special or regular schools). The selected respondents are domiciled in eastern Aceh. Each group has their own specific interview schema. The questionnaire for both groups was in the form of opened one.

The interview for Group 1 was designed based on the study of Suwaryani, seeking for the descriptions of the respondents' responsibility, support, argument, obstacles, and suggestions related to inclusive education.⁵¹ The interview for Group 2 was also constructed based on the aforementioned study.⁵² It also relates the

⁵⁰ Mwanza, Helen. 2010. Views of Parents on Inclusive Education for Children with Disabilities: A Gender Dimension Case Study of St. Lawrence Basic School in Lusaka Urban District. Doctoral Dissertation. The University of Zambia.

⁵¹ Suwaryani, Nanik. 2008. *Policy Analysis of Education Provision for Disabled Children in Indonesia: A Case Study of Eight Primary Schools in Kecamatan Jatiwulung*, Doctoral Dissertation, Institute of Education, University of London.

⁵² Ibid.

similar topics as in the questionnaire for Group 1; however, it focuses more on the condition of the schools and students.

E. Methods of Data Analysis

Technique of data analysis was conducted following the guidelines of the qualitative data analysis that includes stage data reduction, data display, and conclusion drawing, as presented by Miles and Huberman.⁵³ In the data reduction, the collected data were verified as well as trimmings in check. For data that were obtained through a questionnaire, in this stage, those were be conducted in the form of descriptive statistical quantification process by means of seeking an average answer of respondents. As for the data obtained through interviews, data reduction process covered transcription in the form of writing. At the stage of data display, data from the results of the questionnaire were presented in the form of diagrams, whereas the data from the results of the interview were presented in the form partial critical parts of the interview. The last stage, namely conclusion drawing, was based on the stage of the withdrawal. It was the exposure data, which were done in the form of a descriptive narrative.

⁵³Miles, M. B. & Huberman H. M.1992. *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru* .Jakarta: UI Press, p. 11.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This part displayed the current state of inclusive education implemented in the targeted research area, Eastern Aceh covering the municipalities of Langsa City, Aceh Tamiang Regency and Aceh Timur Regency. The description is based on the data collection including observation, interview and questionnaire.

1. *The Analysis of Situation*

As has been mentioned earlier, this research focused on the eastern part of Aceh. It covers one municipal, Langsa City, and two regencies, Aceh Tamiang Regency and Aceh Timur Regency. Those regions have different total areas. Langsa City has 262 kilometers per square, Aceh Tamiang Regency has 1.939 kilometers per square, and Aceh Timur Regency has 6.286 kilometer per square. It is clear that the last mentioned area has the biggest area, making it was quite hard to cover all spots related to this research.

During the research progress and based on the information obtained from the Education Department of Langsa City, Aceh Tamiang Regency and Aceh Timur Regency, the researchers found that only 12 schools implemented inclusive education in eastern part of Aceh. In details, Langsa City has three elementary schools (*Sekolah Dasar*, abbreviated as SD) and three junior high school (*Sekolah Menengah Pertama*, abbreviated as SMP), while in Aceh Tamiang Regency; it has one elementary school, one junior high school, and two vocational high schools (*Sekolah Menengah Kejuruan*, abbreviated as SMK). Poorly, Aceh Timur Regency only has one elementary school and one senior high school (*Sekolah Menengah Atas*, abbreviated as SMA). Almost of those are public schools, which are fully funded by the government, except the elementary school in Aceh Tamiang Regency. It is in the form of Integrated Islamic Elementary School (*Sekolah Dasar Islam Terpadu*, abbreviated as SDIT). Nevertheless, each municipal and regency has its state special education schools. Only

Langsa City and Aceh Timur Regency respectively have a private special education school.

However, when the researchers visited several schools implementing inclusive education, which are marked with asterisks in the Table 1 below, they currently did not have disabled students.

Table 1. The Table of the Detailed Research Location and Respondents

No.	Municipal/ Regency	Inclusive Education	Schools	Names of School
1	Langsa City	Implementing Inclusive Education	Elementary School	SD Negeri 1 Payabujok
				SD Negeri 5 Kota Langsa*
				SD Negeri 11 Kota Langsa*
			Junior High School	SMP Negeri 2 Kota Langsa*
				SMP Negeri 5 Kota Langsa*
				SMP Negeri 12 Kota Langsa*
		Senior High School	-	
Special School		SMP & SLB Kota Langsa		
2	Aceh Tamiang Regency	Implementing Inclusive Education	Elementary School	SD Islam Terpadu Darul Mukhlisin
			Junior High School	SMP Negeri 1 Karang Baru*
			Vocational High School	SMK Negeri 1 Bendahara*
				SMK Negeri 1 Karang Baru
		Special School		SLB Negeri Pembina Aceh Tamiang

3	Aceh Timur Regency	Implementing Inclusive Education	Islamic Elementary School	MI Negeri Paya Meuligoe*
			Junior High School	-
			Senior High School	SMA Negeri 1 Darul Amal*
		Special School		SLB Negeri Kabupaten Aceh Timur
				SLB Cahaya Peureulak

From those schools, the researchers took the data by interviewing several principals and teachers in selected schools. The researchers also distributed the questionnaire to normal and disabled students. Last, the researchers asked their parents to share the opinions on inclusive education through the same form of research instrument, a questionnaire.

The numbers of all respondents were 207 persons from three regions mentioned. To be specific, the research results were collected from 5 representatives of Education Department, 2 school principals, 6 teachers from special and inclusive education schools, 20 disabled students, 77 normal students, 20 parents of disabled students, and 77 parents of normal students. Those details are shown in Table 2.

Furthermore, conditions of schools were varied considering several aspects, such as general learning rooms, special learning spaces, learning materials, supporting teachers, and supporting rooms. The aspects comprised of sub-aspects were then assessed by remarking Not Available (N/A), Poor, Enough, and Good. The detailed descriptions of schools' conditions are revealed in the Table 3.

Table 2. The Number of Respondents

No.	Municipal / Regency	Insitution	Names of Institution	The Head of Institution	School Principal	Regular and Special Education Teachers	Disabled Students	Normal Students	Parents of Disabled Students	Parents of Normal Students
1	Kota Langsa	Elementary School	SD Negeri 1 Payabujok				2	8	2	8
			SD Negeri 5 Kota Langsa*				6		6	
			SD Negeri 11 Kota Langsa*				6		6	
		Junior High School	SMP Negeri 2 Kota Langsa*				0	6	0	6
			SMP Negeri 5 Kota Langsa*					6		6
			SMP Negeri 12 Kota Langsa*					6		6
		Senior High School	-		-	-	-	-	-	-
		Special Education School	SLB Negeri Kota Langsa SLB Kota Langsa			2	5	0	5	0
Education Department	Dinas Pendidikan Cabang Provinsi	2								
2	Aceh Tamiang	Elementary School	SD Islam Terpadu Darul Mukhlisin			2	2	8	2	8
		Junior High School	SMP Negeri 1 Karang Baru*				0	6	0	6
		Senior High School	SMK Negeri 1 Bendahara*					6		6
			SMK Negeri 1 Karang Baru				1	7	1	7
		Special Education School	SLB Negeri Pembina Aceh Tamiang		1		5	0	5	0
		Education Department	Dinas Pendidikan Cabang Provinsi	1						
3	Aceh Timur	Elementary School	MI Negeri Paya Meuligoe*				0	6	0	6
		Junior High School	-		-	-	-	-	-	-
		Senior High School	SMA Negeri 1 Darul Amal*		1		0	6	0	6
		Special Education School	SLB Negeri Kabupaten Aceh Timur							
			SLB Cahaya Peureulak			2	5	0	5	0
		Education Department	Dinas Pendidikan Cabang Provinsi	2						
Number of Respondents				5	2	6	20	77	20	77

Remarks:

* The schools currently do not have disabled students

207

Table 3. Conditions of Schools

Aspects	Sub-aspects	Langsa City							Aceh Tamiang Regency							Aceh Timur Regency			
		SD Negeri 1 Payabujuk	SD Negeri 5 Kota Langsa	SD Negeri 11 Kota Langsa	SMP Negeri 2 Kota Langsa	SMP Negeri 5 Kota Langsa	SMP Negeri 12 Kota Langsa	SLB Negeri Kota Langsa	SDIT Darul Mukhlisin	SMP Negeri 1 Karang Baru	SMK Negeri 1 Bendahara	SMK Negeri 1 Karang Baru	SLB Negeri Pembina Aceh Tamiang	MI Negeri Paya Meuligo	SMA Negeri 1 Darul Amal	SLB Negeri Kabupaten Aceh Timur	SLB Cahaya Peureulak		
Learning Rooms	Classroom	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Enough	
	Library	Good	Good	Good	Good	Good	Good	Good	Enough	Good	Good	Good	Good	Good	Good	Good	Poor	Enough	
Special Learning Spaces	Orientation and mobility room	N/A	N/A	N/A	N/A	N/A	N/A	Good	Enough	N/A	N/A	N/A	Good	N/A	N/A	N/A	Enough		
	Ramps where there are steps	Enough	Enough	Good	Enough	Enough	Enough	Good	Good	Enough	Enough	Enough	Good	N/A	N/A	N/A	N/A		
	Table, bench and shelf height	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
	Distraction	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
	The visibility of hazards	Enough	Enough	Enough	Enough	Enough	Enough	Poor	Good	Enough	Enough	Enough	Good	Enough	Enough	Poor	N/A		
	Width and positioning of door and doorways, opening and closing speed	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
	Unobscured lines of vision	N/A	Good	Good	N/A	N/A	N/A	N/A	Good	N/A	N/A	N/A	Good	N/A	N/A	N/A	N/A		
	Access to sinks and other specialized classroom equipment	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Enough	Enough		
	Development room	N/A	N/A	N/A	N/A	N/A	N/A	Enough	Good	N/A	N/A	N/A	Good	N/A	N/A	N/A	N/A		
	Speech development room	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Perception and rhythm room	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Self-development and activity room	N/A	N/A	N/A	N/A	N/A	N/A	Good	Good	N/A	Good	Good	Good	N/A	N/A	N/A	Enough		
Learning Materials	Personal and social building room	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Skill room	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Use an overhead projector to show step-by-step instructions	Enough	Enough	Enough	Enough	Enough	Enough	Enough	Enough	Enough	Good	Good	Good	Enough	Enough	Poor	Poor		
	Audiotapes, videotapes, and other auditory materials	Good	Good	Good	Good	Good	Good	Enough	Good	Good	Good	Good	Good	Good	Good	Good	Poor		
Supporting Teachers	Maximize the use of visual media	Enough	Enough	Enough	Enough	Enough	Enough	Enough	Good	Enough	Good	Good	Good	Enough	Enough	Enough	Good		
	Braille books	N/A	N/A	N/A	N/A	N/A	N/A	Good	Good	N/A	N/A	N/A	Good	N/A	N/A	Enough	Good		
	Regular print, large print, Braille, or cassette, depending on the students' optimal mode of communication	N/A	N/A	N/A	N/A	N/A	N/A	Good	Good	N/A	N/A	N/A	Good	N/A	N/A	Enough	Good		
	Teachers who experts to inclusive class	N/A	N/A	N/A	N/A	N/A	N/A	Good	Good	N/A	N/A	N/A	Good	N/A	N/A	Good	Good		
Supporting Rooms	Special teacher as a partial teacher in teaching inclusive class	N/A	N/A	N/A	N/A	N/A	N/A	Good	Good	N/A	N/A	N/A	Good	N/A	N/A	Enough	Good		
	Special staffs to help disable students	N/A	N/A	N/A	N/A	N/A	N/A	Good	Good	N/A	N/A	N/A	Good	N/A	N/A	Enough	Good		
	Principal's room	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
	Teacher's room	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Enough		
	Administration room	Good	Good	Good	Good	Good	Good	N/A	N/A	Good	Good	Good	Good	Good	Good	N/A	N/A		
	Pray room	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Enough	Enough		
	Medical room	Good	Good	Good	Good	Good	Good	N/A	Good	Good	Good	Good	Good	Good	Good	N/A	N/A		
	Counseling room	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Enough		
Students	Toilet	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Enough		
	Playing area	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Poor	Enough		
	Students organizational rooms	N/A	N/A	N/A	Good	Good	Good	N/A	N/A	Good	Good	Good	N/A	N/A	Good	N/A	N/A		

Several schools like SDIT Darul Mukhlisin and SLB Negeri Pembina Aceh Tamiang represented the needs of disabled students in at first sight due to the existence of yellow guiding blocks in the alley of their schools as depicted in Figure 1 and 2.



Figure 1. The Yellow Guiding Blocks in SDIT Darul Mukhlisin



**Figure 2. The Yellow Guiding Blocks in
SLB Negeri Pembina Aceh Tamiang**

Based on the observation of the researchers, SDIT Darul Mukhlisin quite focuses on the development of inclusive education. It could be

witnessed from the list of teachers and their roles on the information board in the principal room, which also became as the administrative room. As displayed in Figure 3, there were four supporting teachers including the principal, who also acted as the evaluators of inclusive education within their school.

	Pendidikan Terakhir	Tugas pokok dan fungsi (tupoksi)	Tugas tambahan
5	Master of Inclusive and Special Education - Monash University	Kepala Sekolah	Ketua tim akreditasi
6	Sarjana PAI	Asisten guru kelas	Asisten guru kelas
6	SMA IT	Bendahara dan tahfidz	
8	S1 Pendidikan Bahasa Inggris	Guru Pengembang Pendidikan Inklusi	
8	S-1 Pai	Guru kelas	
7	S1	Guru kelas	Tim akreditasi
8	S1 MIPA Matematika	guru kelas	guru tahfidz
8	S1 Pendidikan Agama Islam	guru kelas	
8	SI Bahasa Inggris UNIVERSITAS UNSAM	guru kelas	tim akreditasi
16	Unsyiah Jurusan Pendidikan Kimia	Guru kelas, guru tahfidz	Wakil kurikulum, tim akreditasi
18	S1. (STAIN Zawiyah Cot KalaLangsa / Tarbiyah PAI)	Guru Mapel BTQ dan Halaqoh	
16	Sarjana PAI	Guru PAI	Ketua tim akreditasi
18	Universitas Negeri Padang, Jurusan Pendidikan Seni Rupa	Guru Pengembang Pendidikan Inklusi	
18	S1	Guru kelas	
16	Pesantren	Guru Tahfidz	
16	SMA	Guru Tahfidz dan Guru Tahsin	Wakil bidang kerohanian dan ibadah
16	Pesantren	Guru tahfiz	
17	SMA	Guru Tahfiz	
18	S1 Bimbingan dan Konseling - IAIN Cot Kala	Layanan Bimbingan dan Konseling	Guru Pengembang Pendidikan Inklusi, Tim Akreditasi,
	S1 Teknik Industri	Operator Dapodik	Sarana Dan Prasarana
	Madrasah aliyah, IPA	Tata usaha	
	SMA IT	Guru halaqah	

Figure 3. The List of Supporting Teachers for Inclusive Education in SDIT Darul Mukhlisin

Moreover, a special school visited, SLB Negeri Kabupaten Aceh Timur, did not have fences to keep the disabled students away from the national road of Banda Aceh-Medan. This is crucial for their safety, which needs to be renovated.



**Figure 4. The Condition of
SLB Negeri Kabupaten Aceh Timur**

Furthermore, SLB Cahaya Peureulak as a private special school, which means it does not fully funded by the government, has a well-built classroom having stored various trophies won by their students inside as depicted in Figure 5.



Figure 5. The Classroom Condition of SLB Cahaya Peureulak

2. *The Perspectives of Disabled and Normal Students on Inclusive Education*

The questionnaire distributed consisted of three topics to suggest the perspectives of disabled and normal students regarding the inclusive education. The instrument covered their opinions toward their teachers, friends and school facilities. This section is divided into the responses of normal and disabled students.

a. *The Perspectives of Disabled Students on Inclusive Education*

The questionnaire for collecting 20 disabled students' opinions towards their teachers, friends and school consisted of 25 items. The result is displayed in three figures detailed below. To ease the illustration in the figures, statements in the questionnaire are abbreviated with S. Those were ranged by using the Likert scale comprising Strongly Agree, Agree, Normal, Disagree, and Strongly Disagree. These findings are illustrated in Figure 6, 7 and 8.

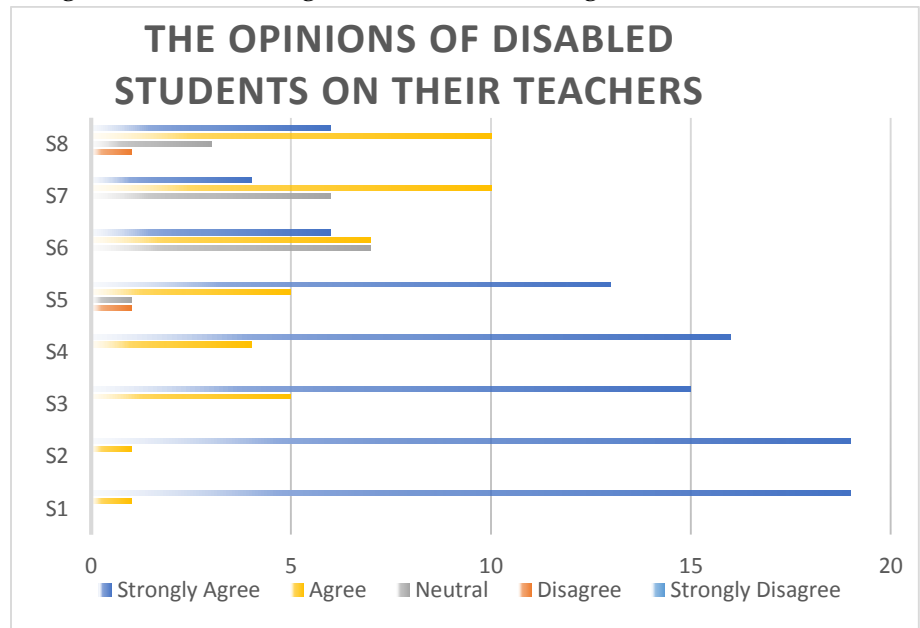


Figure 6. The Disabled Students' Opinions on Their Teacher

In Figure 6, the Statement 1 (S1), '*I like my teacher*', in Figure 2, was 95% agreed by 20 disabled students. Only one student (5%) did not like his teacher. The same finding also occurred in the Statement 2 (S2), '*My teacher is very good to me.*'

Similarly, 75% of the disabled students believed that the Statement 3 (S3), ‘My teacher explains the lesson very well’, was suitable with them. Yet, five students (25%) rejected such statement. Providentially, all the disabled students agreed with the Statement 4 (S4), ‘I understand the lesson taught by my teacher’.

In the Statement 5 (S5), ‘Teachers have been supportive and helpful when I have approached them with concerns about to disability-related barriers I have experienced’, 85% of the disabled students agree with it, while only one students (5%) did not feel the same way. One student (5%) did not share their view.

Next, the Statement 6 (S6), ‘I can answer the assessments/tests/examinations easily’ was agreed by fourteen disabled students (65%). The rest (35%) selected neutral. The Statement 7 (S7), ‘It is easy to me to understand the lesson’, was also positively responded by 14 students (70%), although six persons (30%) gave no opinions.

In the Statement 8 (S8), most of the disabled students (80%) agreed with its description, ‘My score is very good in the class’. However, three of the total (15%) did not bring their thought. Additionally, only one student did not experience a good score in the class.

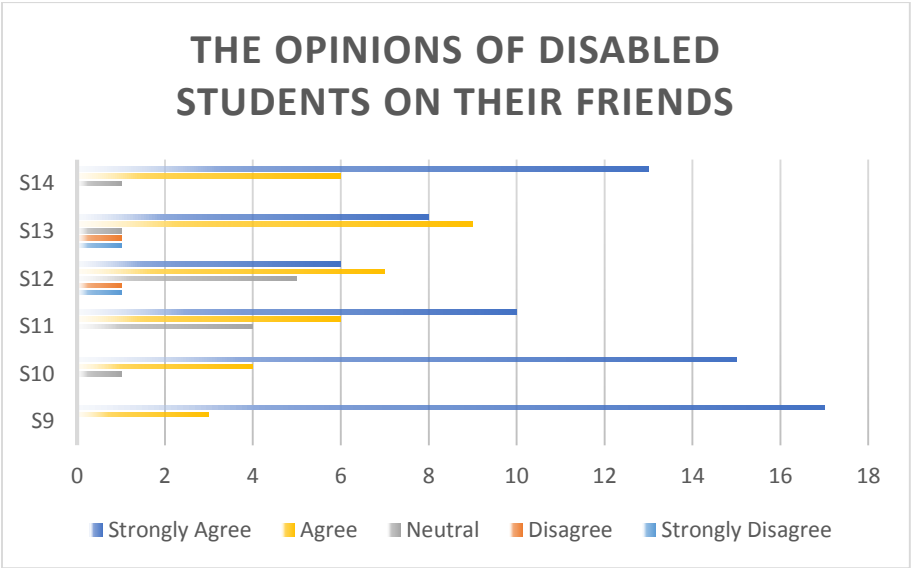


Figure 7. The Disabled Students’ Opinions on Their Friends

In Figure 7, all disabled students (100%) agreed with the Statement 9 (S9), ‘I like my friends’. This is similar with the result of the Statement 10 (S10), ‘My friends are very good to me and always help me’. S10 only filtered one student (5%) who chose neutral.

In the Statement 11 (S11), sixteen disabled students alleged it. Only four students preferred neutral in expressing ‘I have many normal friends’. The Statement 12 (S12), ‘I also have many disabled friends’, was responded variously. Out of 20, 13 disabled students admitted that they have friends with disabilities. Five students (25%) preferred not to say about it, while only two (10%) did not have such.

Then, there were 17 students (85%) who agreed with the Statement 13 (S13), ‘I spend my time playing with all my friends’. A same number was shown by three students (15%) who respectively selected Strongly Agree, Disagree and Neutral.

In the last section of discovering the disabled students’ opinion toward their friends, the Statement 14 (S14), ‘I can study in a group with my friends in anywhere at school’, was almost agreed by all of them. In details, 19 students (95%) acknowledged it. Thus, only one pupil (5%) did not provide response.

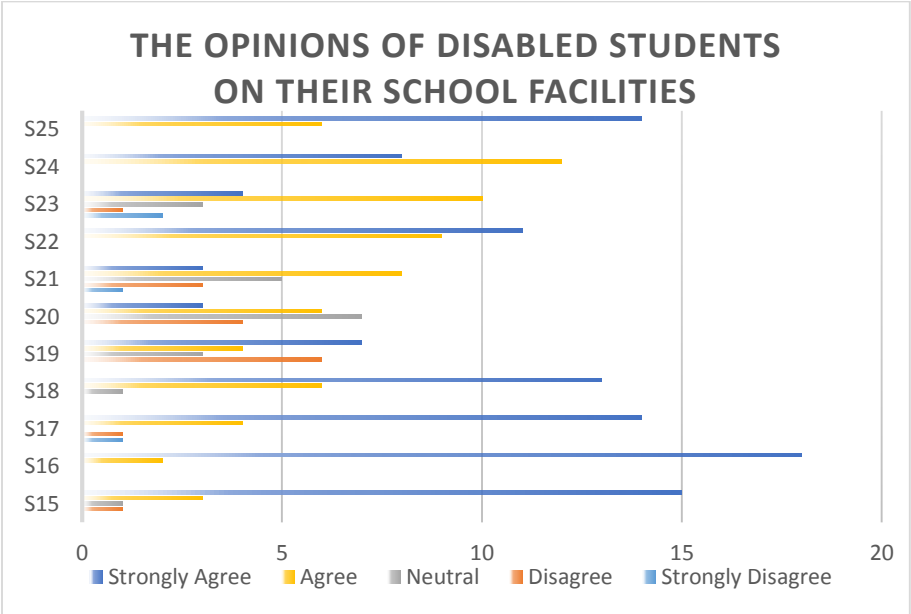


Figure 8. The Disabled Students’ Opinions on Their School Facilities

Figure 8 represents the opinions of disabled students' opinions regarding their school facilities. The Statement 15 (S15), *'I like my school'*, was responded positively by 18 students (90%). Only one (5%) had no opinion. Surprisingly, one student (5%) did not like his school. Luckily, all disabled students agreed with the Statement 16 (S16). *'I like my classroom'*.

The Statement 17 (S17), *'I choose to study at this school because it offers support for disabled students'*, was accepted by almost all disabled students (90%). Yet, two pupils (10%) did not think the same. The Statement 18 (S18), *'Academic staffs (teachers, principal and other people at school) have been supportive and helpful when I have approached them with concerns about to disability-related barriers I have experienced'*, also brought positively by 19 students (95%), although one (5%) did not provide particular opinion.

Then, various responses were resulted from the Statement 19 (S19), *'All the facilities in my school are complete'*. Eleven (55%) disabled students agreed with it, while six (30%) denied the statement. Additionally, three students (15%) did not share their opinion.

Another varied finding was obtained from the Statement 20 (S20), *'I can use the school facilities like computer'*. Out of 20 disabled students, there were nine ones (45%) who agreed the statement, while four students (20%) felt that they could not use the school facilities. Others (35%) had no opinions to deliver.

Similarly, the Statement 21 (S21) – *The library in my school is accessible for disabled students* – was responded by 20 disabled students in a different way. Eleven students (55%) believed that the facility was open for them. Reversely, four pupils (20%) did not think as those eleven. Five persons (25%), in the meantime, had no argument.

Furthermore, the Statement 22 (S2), *'I can freely walk and get access to many places in my school'*, resulted a dominant response. All disabled students selected the options Strongly Agree and Agree as 55% and 45% for their percentages respectively. In contrast, the Statement 23 (S23), *'We have a special class to help disabled children'*, collected different opinions. Fourteen (70%) disabled students approved the statement, but

3 students (15%) disapproved it. The rest (15%), meanwhile, took Neutral option as their response.

Both Statement 24 (S24) and 25 (S25) had a similar finding. The former statement, *‘The facilities in my school can help me to play and study’* earned a positive response (40% Strongly Agree and 60% Agree) by all disabled students. The latter, *‘The sport facilities are accessible for all students’*, also collected the same response (70% Strongly Agree and 30% Agree).

b. The Perspectives of Normal Students on Inclusive Education

The questionnaire for collecting 77 normal students’ opinions towards their teachers, friends and school consisted of 27 items. The result is displayed in Figure 9, 10 and 11 detailed below.

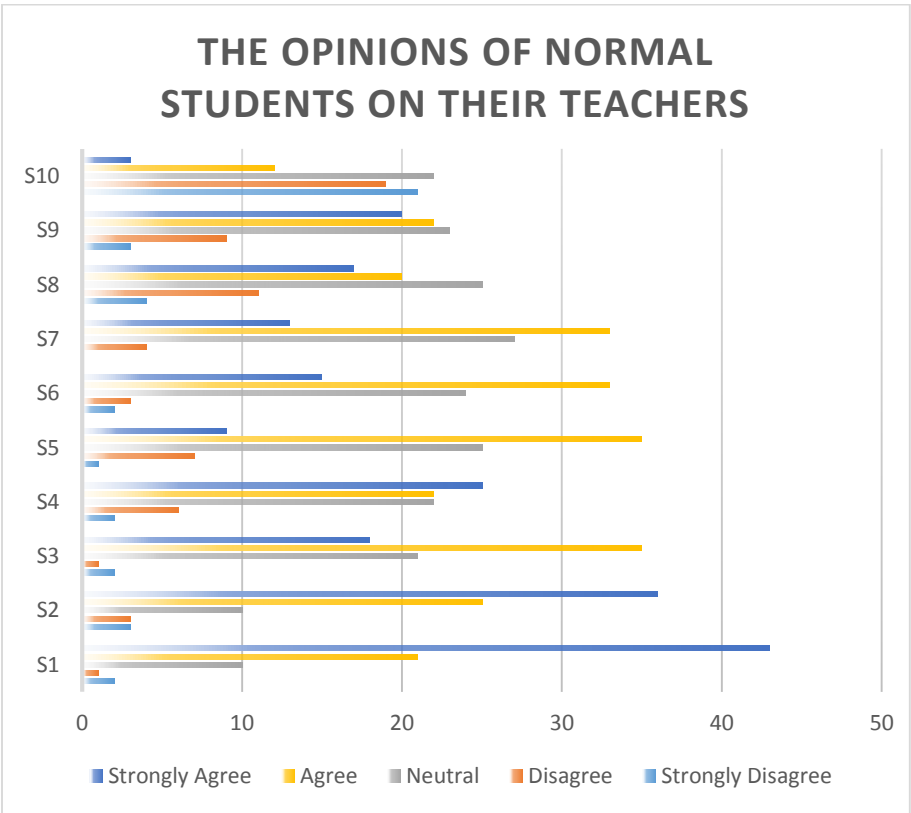


Figure 9. The Normal Students’ Opinions on Their Teacher

In Figure 9, the Statement 1 (S1), *'I like my teacher'*, which was exposed to 77 normal students, 55.8% of them were strongly agreed and 27.3% of them agreed to the statement. Meanwhile 13% of them were neutral and 1.3% and 2.6% of the total respondents were respectively disagreed and strongly disagreed.

For the Statement 2 (S2), there were normal students who 46.8% strongly agreed and 32.5% agreed with this statement, *'My teacher is very good to me'*. At the meantime, 13% of the pupils were still neutral while 7.8% of them disagreed about that.

The Statement 3 (S3) was responded with 23.4% of strongly agreed scale and 45.5% of agreed choice. Twenty-seven-point-three percent of the normal students, however, said neutral to this statement, *'My teacher explained the lesson very well'*, and while 1.3% and 2.6% of them felt, their teacher did not explain the lesson in a good way.

The Statement 4 (S4) having statement *'Teachers have been supportive and helpful, specifically when they help my disabled friends'* was strongly agreed by 32.5% of the normal students, whereas some (28.6%) also agreed the statement. Meanwhile, 7.8% of the students disagreed and only 2.6% strongly agreed with it. The rest (28.6%) was neutral (28.6%).

Forty-four normal students (57.2%) agreed to the Statement 5 (S5), *'I can answer the assessments/tests/examinations easily'*, while only eight students (10.4%) disagreed. Additionally, 25 students (32.5%) did provide a specific selection.

There were big percentages of the normal students who strongly agreed and agreed to the Statement 6 (S6). It was 62.4%. Only 3.9% and 2.6% correspondingly disagreed and strongly disagreed toward the statement, *'It is easy to me to understand the lesson'*. Yet, 31.2% of them chose neutral.

The Statement 7 (S7), *'My score is very good in the class'*, was proudly agreed by 46 students (59.8%). Temporarily, only four students (5.2%) disagreed with the statement, while 27 students (35.1%) preferred not to answer.

Then, almost half of the normal students (48.1%) agreed with the Statement 8 (S8), *'My teacher is wasting too much time helping those*

disabilities in the teaching process'. However, 15 students (19.5%) believed their teacher could manage their time to the disabled students, although 25 students (32.5%) did not respond the statement.

A slight, different number of responses were found in the Statement 9 (S9), 'I can study in a group with my disable friends in anywhere are school'. Twenty normal students (26%) agreed and 22 of the others (28.6%) strongly agreed with it. Similarly, 23 students (29.9%) had no argument. However, 12 students (15/6%) admitted that they were unable to study with the disabilities.

Last, more than half of the normal students (52%) disagreed toward the Statement 10 (S10), 'My teacher does not prepare the lesson to assist my friends with disabilities'. On the other hand, 19.5% of the students agreed with that statement and the rest (28.6%) had no opinion.

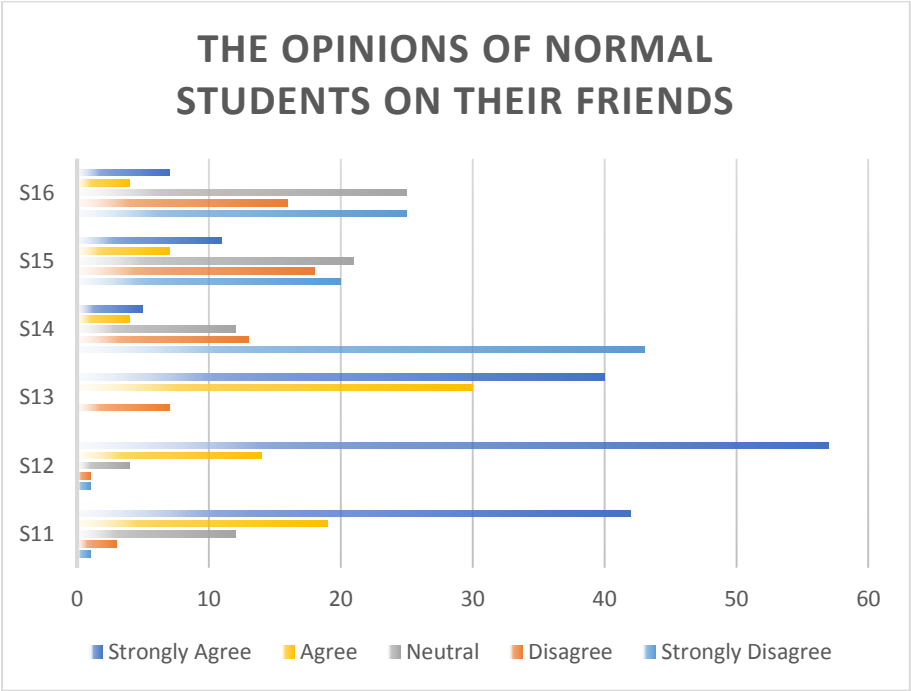


Figure 10. The Normal Students' Opinions on Their Friends

In Figure 10, there were six statements discovering their opinions toward their friends. In the Statement 11 (S11), 'I like my friends', most of the normal students (79.2%) could not agree more with it. Only 5.2% of

the students did not like their friends, while the rest (15.6%) still confused to answer.

A great number also found in the Statement 12 (S12), '*I have many normal friends*'. Almost all the normal students (92.2%) agreed with the statement. There were only two students (2.6%) disagreed and four students (5.2%) had nothing to admit.

Next, 25 normal students (32.5%) agreed with the Statement 13 (S13), '*I have disabled friends*'. Even 20 of the total (26%) strongly agreed with it. However, 21 students (27.3%) denied the statement, while 11 students (14.3%) were neutral.

Fortunately, almost half of the normal students (55.8%) strongly refused the Statement 14 (S14), '*My disabled friends are very annoying*'. Thirteen students (16.9%) also disagreed with the statement. Yet, nine students (11.7%) might have such and 12 students (15.6%) did not respond.

The Statement 15 (S15), '*Most of my disabled friends have assistance in the classroom such as teachers' aide*', was agreed by 18 normal students (25.4%). On the contrary, 38 students (49.4%) believed that their disabled friends did not have to such. Twenty-one students (27.3%), in the meantime, preferred not to answer.

Lastly, more than half of the normal students (53.3%) declined the Statement 16 (S16), '*My friends with disabilities cannot achieve good competence as much as who do not have disabilities*', while 11 students (14.3%) believed in the statement. Around one-third of total (32.5%) did not deliver any response.

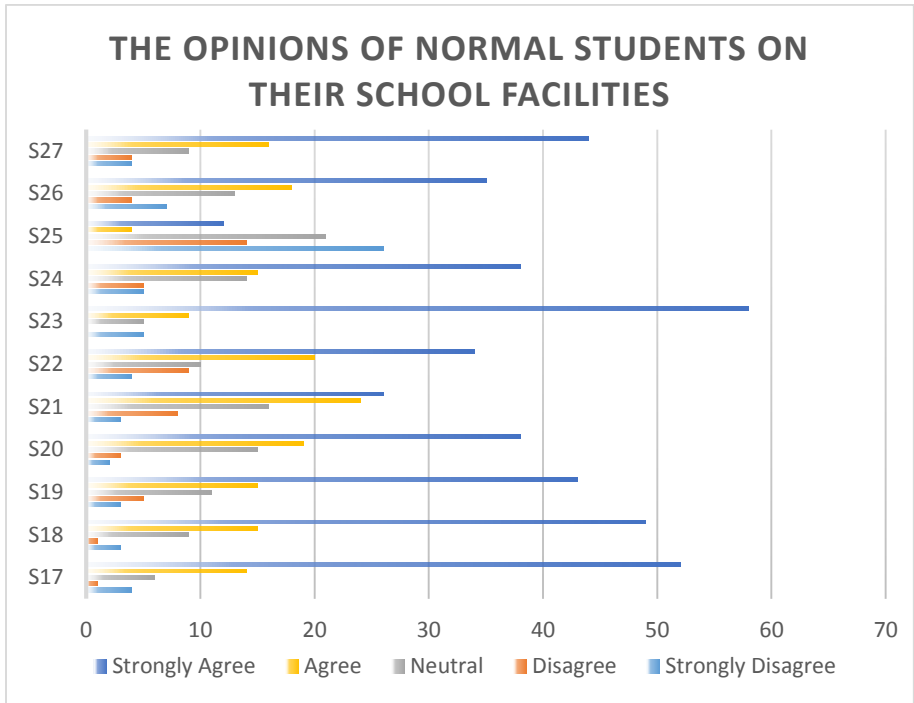


Figure 11. The Normal Students' Opinions on Their School Facilities

Figure 6 displays the specific opinions of normal students toward their school facilities. In the Statement 17 (S17), '*I like my school*', most of the normal students (85.7) agreed with it. Only four students (6.5%) disliked their school, while six students (7.8%) were neutral.

A similar finding was also discovered in the Statement 18 (S18), '*I like my classroom*'. Sixty-six normal students (83.1%) loved their classroom whereas four students (5.2%) disliked theirs. Nine students (11.7%), however, had nothing to say regarding their classroom.

The Statement 19 (S19), '*It is fine for me study in this school even though it offers support for disability students*', was agreed by more than half of the normal students (75.3%). Meanwhile, eight students (10.4%) did not feel comfortable with it and 11 students (14.3%) brought no specific responses.

Next, 49% and 24.7% of the normal students were strongly agreed and quite agreed with the Statement 20 (S20), '*Academic staffs (teachers, principal and other people at school) have been supportive and helpful when I*

have approached them'. Only five students (6.5%) disagreed with the statement, while 15 students (19.5%) were neutral.

Most of the normal students (65%) agreed with the Statement 21 (S21), '*All facilities in my school are complete*', even though eleven students (14.3%) argued with it. Sixteen students (20.8%) did not put their definite opinion.

The Statement 22 (S22), '*I can use the school facilities such as computer*', was replied by 54 normal students (61.2%) with a positive response. Meanwhile, 13 students (16.9%) sent a negative response and 10 of the total (13%) had no response.

A big of percentage of normal students who agreed with the Statement 23 (S23), '*The library in my school is accessible for all students*', was found. It was about 87%. Interestingly, a same percentage, 6.5%, was obtained that it represented the students who strongly disagreed and neutral with the statement.

The Statement 24 (S24), '*I can freely walk and get access to many places in my school*', was 49.4% strongly agreed by the normal students. In addition, 19.5% of the students quite agreed with it. Yet, 10 students (13%) did not support with the statement, while the rest (18.2%) did not provide any responses.

Afterward, the Statement 25 (S25), '*We have a special class to help disabled children*', was disagreed by 40 normal students (52%). Sixteen students (20.8%) believed their school had such feature, while the others (27.3%) did not know about it.

Most of the normal students (68.9%) responded with agree scale to the Statement 26 (S26), '*The facilities in my school can help me to play and study*'. Thirteen students (16.9%) doubted it. The same number also reflected the disagreement with the statement.

'*The sport facilities are accessible for all students*' as the Statement 27 (S27) was agreed by 60 normal students (77.9%), but 8 students (10.4%) rejected the statement. Besides, nine students (11.7%) did not provide their response.

3. *The Perspective of Local Educational Authorities and School Committees on Inclusive Education*

The perspectives of local educational authorities and school committees are presented in a descriptive way by displaying the details of respondents and attaching their research-related excerpts. This part is divided into two parts based on the position of the respondents in terms of education level.

a. *The Perspectives of Local Educational Authorities on Inclusive Education*

There were five local educational authorities from the Education Department interviewed for this part. Two officials were from Langsa City, one was from Aceh Tamiang Regency and two left were from Aceh Timur Regency as displayed in Table 4.

**Table 4. The List of Respondents
Representing Local Educational Authorities**

No.	Code	Date of Interview	Institution	Position	Area
1	O1	February 21, 2020	The Provincial Branch of Education Department	The Division Head of Administrative Affairs	Langsa City
2	O2	February 21, 2020		The Division Head of Teachers, Education Staffs and Students	
3	O3	February 24, 2020		The Head	Aceh Tamiang Regency
4	O4	February 26, 2020		The Division Head of Administrative Affairs	Aceh Timur Regency

5	O5	February 26, 2020		The Head	
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They had one thing in common, the nescience of inclusive education implemented in schools within their working areas, particularly in elementary and junior high schools. Interestingly, they did not acknowledge the exact high schools implementing inclusive education as in E1 and E2 below (E refers to Excerpt from the interview and O refers to Official).

(E1) O3: *Tidak tahu. Sudah beberapa tahun tidak ada* ((I) do not know. There are no such for years)

(E2) O4: *Hmmm. Nampaknya kurang kita pantau kalau di Aceh Timur. Ada ga, Putri? Kalau di sekolah umum?* (Hmmm. We do not quite list (inclusive education) in Aceh Timur Regency. Do you know (inclusive education) in regular schools, Putri?)

Interestingly, the official in Langsa City asked the researchers to another regional official to have the further information of schools implementing inclusive education as in E3.

(E3) O1: *Kami tidak ada memiliki data itu. Mungkin bisa ditanyakan ke Dinas Pendidikan Aceh Tamiang* (We do not have the data. Perhaps, (you) can ask it to the Education Department of Aceh Tamiang Regency).

The researchers confirmed the suggestion of O1 to investigate further information of schools implementing inclusive education to Education Department of Aceh Tamiang Regency. However, it was found that management system of schools handled by the educational authorities was already divided into two. First, information related to kindergartens, elementary schools and junior high schools were managed and supported by the local Education Department, while senior high schools, vocational high schools and special schools – including special elementary and high schools – were managed and supported by the provincial branch of Education Department. Yet, the

official in Aceh Tamiang Regency, O3, and the directed department offered different suggestion as in E4.

(E4) O3: *Jika SMP tidak di bawah kami, itu di bawah Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Tamiang. Kalau kita kan, hanya SMA, SMK, dan SLB. Ketiga itulah sama kami. Lain tidak ada. Jika memang ingin mendapatkan data lebih lanjut, mungkin bisa mendatangi SLB* (SMP is not under our authority, it is under the management of the local Education Department of Aceh Tamiang Regency. We only manage SMA, SMK and SLB. If you want to obtain further information, you should visit directly to SLB (in Aceh Tamiang Regency)).

Unfortunately, when the researchers reconfirmed this to the local Education Department of Langsa City, in this case, the officials admitted that they did not know exact numbers and details of schools implementing inclusive education. Even they asked me to visit a special school in Aceh Tamiang Regency, SLB Negeri Pembina Aceh Tamiang, to have further information from its principal. He might provide all related information covering the three regions. Therefore, officials from local education departments were excluded in this research since they could not provide any information.

In addition to those nesciences, O4 in E5 admitted that the supports for inclusive education in regular schools, specifically for the teachers, were absence. They were aware that the skills to detect disabilities in students among normal students should be trained in the first time.

(E5) O4: *...karena untuk menangani hal itu, tidak ada tenaga kita. Pertama, karena tidak dilatih. Kedua, itu kan susah untuk menangkapnya. (...)(we) do not have special teachers to handle that issue. First, (the regular teachers) are not trained. Second, (the potency of disabilities on students) is difficult to detect).*

Moreover, regarding the facilities to the inclusive education to the schools, mainly in Langsa City, the Education Department asserted that

those were still under the authority of the Central Education Department of Aceh in Banda Aceh City as said by O2 in E6.

- (E6) O2: *Ini belum ada kewenangan kita. Masih di Dinas Pendidikan Aceh. Karena kalau pengadaan itu, itu dijalankan oleh Kabid Saranaba Dinas Pendidikan Aceh Pusat* (This issue (facilities to inclusive education in schools) is not under our authority. It belongs to the Central Education Department of Aceh Province. This provision has been undergone by the Head Section of Infrastructure of the Department).

Additionally, O2 added that their department only offered the management of inclusive education.

- (E7) O2: *Kita hanya manajemen saja. Ini mungkin disebabkan oleh pelantikan dan pengesahan cabang dinas yang baru. Kami juga melihat pengadaannya tidak ada di dalam susunan kerja* (We only manage the support instructed by the central department. This might be caused by the inauguration and legalization of this new provincial branch. Also, we do not see the facility provision in our working list).

The Education Department aimed for the quality improvement of education only for students since the support for the facilities were not their authority. They admitted that financial supports, like holding competitions and special trainings for disabled students who were in special and regular schools, were provided by the Central Education Department of Aceh until the end of 2020.

- (E8) O2: *Kita hanya mengarah pada peningkatan mutu. Ini berlaku juga pada siswa untuk kegiatan Olimpiade, perlombaan, dan sebagainya. Selama ini anggaran kegiatan itu belum ditempatkan di kita, masih oleh dinas pusat di Banda Aceh. Untuk 2021, barulah kita yang adakan anggarannya. Kegiatan itu di dilakukan bergantian di satu gugus* (We only aim at improving quality. This also applies to students for participating Olympiad competitions) and others. So far, the budget for these activities has not been handed to us, it is still with the central department in Banda Aceh. We can have the authority to handle the budget in 2021. The aforementioned activities are carried out alternately in one cluster).

Nevertheless, in Aceh Timur Regency, Peureulak precisely, the local government of Aceh had planned to establish a new special school in 2016, even though it was officially opened in 2019 due to the land issue. Yet, it does not fully supported by the government since it has the lack of teachers, secured infrastructures and standardized facilities as proposed by O4 in E9.

(E9) O4: *Ada itu dibangun. Ya tapi gitu. Asal jadi. Pagar ga ada. Sarananya lah harus dibangun dan harus sesuai standar.* (A new special school has been built. However, you know, it is just like that. There is no fence. At least, the infrastructures must be well built and has proper standards).

In fact, the local government had piloted a full support to potential fresh graduates from Aceh Timur Regency to study in Universitas Pendidikan Indonesia (abbreviated as UPI, the University of Education Indonesia), Universitas Negeri Padang (the State University of Padang) and other universities having the Special Education major. This was promoted by O4 in E10 below.

(E10) O4: *Dulu ada. Anak-anak afirmasi Aceh Timur yang bagus dikirim beberapa ke UPI Bandung, UNP Padang, ke Jawa lah, walaupun proses pengumuman dan penyeleksian tidak mencuat ke publik* ((The scholarship for the potential graduates from Aceh Timur Regency) was existed. This affirmation program sent them to UPI Bandung, UNP Padang or (other popular universities) in Java Island, even though the process of announcement and selection did not transparent).

Nonetheless, according to O5 in E11, the essential point to integrate inclusive education in Eastern Aceh or other areas is by empowering the existing teachers and producing the fresh graduate who are able to offer suitable approaches, methods and techniques of teaching for disabled students.

(E11) O5: *Sebenarnya, yang intinya adalah gurunya. Ga bisa guru sembarangan. Kalau saya, misalnya tamatan FKIP atau tarbiyah, di hadapin sama anak-anak itu, maka ga bisa apa-apa karena ga*

punya keahlian (The truth and the main key (to implement inclusive education) is the teachers. They should be the real teachers for that purpose. As an instance, if I am a graduate from the Faculty of Teacher Training and Education (abbreviated as FKIP, *Fakultas Keguruan dan Ilmu Pendidikan*) or the Tarbiyah (the Islamic version of FKIP), and I am faced with the disabled students, I may not be able to do something since it is not my specialties).

The lacks of having potential teachers for disabled students, both in special schools and regular schools may be caused by the low salary offered by their schools. In addition, the needs to upgrade their profession also contribute to this lacks. Additionally, almost no training or support provided by the government also made this issue. These were revealed by O5 as in E12.

(E12) O5: *Kemarin, ada yang kuliah lagi untuk PPG. Ada juga yang gajinya 500,000 Rupiah. Jangankan yang lain, untuk minyak saja, tidak cukup. Ga ada pelatihan untuk mengajar untuk guru-guru ini* (Yesterday, there was a man asking permit to take the Program for Teacher Profession (*Program Profesi Guru*, abbreviated as PPG). There was also a teacher having IDR 500,000 as his salary each month. By earning such nominal, do not ask for other necessities. Even, such do not cover his accommodation. There is no training to teach the existing teachers (in regular schools)).

b. The Perspectives of School Committees on Inclusive Education

There were eight school committees from the three regions interviewed to share their perspectives on inclusive education. They were two principals – each one from a special school and an integrated school, four special schoolteachers and two regular schoolteachers. To ease the data display, the committees are abbreviated; of whom are, P refers to Principal, SS refers to Special Schoolteacher and RS refers to Regular Schoolteacher. The details are listed in Table.

Table 5. The List of Respondents Representing School Committees

No.	Code	Date of Interview	Institution	Position	Area
1	P1	February 24, 2020	SLB Negeri Pembina Aceh Tamiang	Principal	Aceh Tamiang Regency
2	P2	February 26, 2020	SMA Negeri 1 Darul Amal		Aceh Timur Regency
3	SS1	February 21, 2020	SLB Kota Langsa	Teacher	Langsa City
4	SS2				
5	SS3	February 26, 2020	SLB Cahaya Peureulak		Aceh Timur Regency
6	SS4				
7	RS1	February 25, 2020	SDIT Darul Mukhlisin		Aceh Tamiang Regency
8	RS2				

As a principal for almost 16 years, P1 rendered that the problem on the implementation of inclusive education was the impatience of teachers in regular schools to face the disabled students. When the training offered by his special schools to several regular schools, some asked the trainers to stay for a long time or even move their trainers' working place to theirs. In fact, the trainers were also needed in the school where they were from.

(E13) P1: *Inilah yang susah. Guru-guru yang dilatih tidak sabar. Bahkan ada yang meminta untuk tinggal untuk waktu yang lama. Ya tidak bisa lah. Kami saja kerepotan dengan sekolah sendiri* (This becomes our dilemma. The teachers trained were impatient. Even some asked to stay for a longer time. That is impossible since we also need to manage our students and other matters in our school).

Furthermore, P1 criticized in E14 the curriculum applied to the disabled students in regular schools. In fact, they need an appropriate curriculum based on their needs and ability.

(E14) P1: *Oh tidak seperti itu. Kurikulum di inklusi itu menyesuaikan dengan kebutuhan dan kemampuan si anak. Jika yang di sekolah umum itu, itu berarti memaksakan* (Oh it is not like that. The curriculum in inclusive education adapts to the needs and ability of the disabled students. It will force them if the regular curriculum is applied).

The inappropriate curriculum corresponds with the confirmation of P2. In E15, he noticed that several regular schools accepting disabled students were not treated in a quite special method, including his school.

(E15) P2: *Perlakuannya kan tidak khusus-khusus juga. Mereka kan ga punya tenaga khusus.* (The treatments are not appropriate. This is due to the unavailability of special teachers in the regular schools).

In reality, the government has issued the curriculum for disabled students for special schools or those implementing inclusive education. However, it is in the form of particular pattern, so the schools should adjust the pattern as P1 did to his institution.

(E16) P1: *Kurikulum harus dibuat sendiri. Dari pemerintah kan memberikan rambu-rambu, yang di lapangan yang menyesuaikan. Kan ga mungkin pemerintah mendetail semua keperluan sekolah* (The curriculum should be made and modified by the schools. The government has provided the framework, which should be adjusted by the schools. It is impossible that the government detailed all their needs).

In fact, according to P2, the regular schools had applied special hours to teach the disabled students expressly, yet, they did not fully comprehend, even a bit.

(E17) P2: *Mereka dipanggil pada pagi hari selama dua jam menghadap guru BP. Namun, tidak ada hasilnya setelah enam bulan. Dia cuma bisa menggambar* (They (disabled students) are called in the morning by the counselling teacher for two hours. However, we do not have a good result, even after six months).

In the meantime, SS1, SS2, SS3, and SS4 in special schools in Langsa City and Aceh Timur Regency admitted that they had several trainings related to special education, both conducted in their institution and in Banda Aceh and Medan, the capital of North Sumatra Province. The same thing was experienced by RS1 and RS2 in SDIT Darul Mukhlisin as revealed the excerpts below.

(E17) SS1 & SS2: *Iya. Sudah beberapa kali ikut pelatihan. Ke Banda Aceh. Kadang ke Aceh Tamiang. Dan ganti-gantian* (Yes. We had joined several trainings (related to special education). We (went) to Banda Aceh. Sometimes, we (went) to Aceh Tamiang Regency. We (did) it reciprocally).

(E18) SS3 & SS4: *Ada empat kali ikut. Di Aceh Tamiang. Di Medan juga. Ada yang dibuat oleh Dinas* (We had it four times. Some were Aceh Tamiang Regency. The Education Department had organized it once).

(E19) RS1 & RS2: *Sekali di sekolah. Pernah juga jadi perwakilan sekolah ke Medan* (We had it once in this school. We also have become the representation of this school to Medan City).

Whether the trainings helped or not, teachers in special and regular schools – SS1, SS2, SS3, SS4, RS1, and RS2, had the same method to solve problems in classrooms, follow the intention of the disabled students. Additionally, P1 shared his experiences that the point of helping disabled students was to develop their confidences as he turned off the suicide intention of a master-degree pupil in his school because of having total blind in his 27-years old age.

(E20) P1: *Dia mengalami buta total pada usia 27 tahun. Ini salah satu kesulitan dalam menangani disabilitas, terutama dalam hal orientasi mobilitas. Hargai pendapat mereka. Ketika mereka jatuh, baru kita berikan solusi dari kita. Pupuk terus dengan semangat dan kepercayaan diri* (He earned his total blind in 27. This becomes one of difficulties in handling the disabled, particularly the mobility orientation. Appreciate their opinions. When they fail, we offer our solution while nourishing them spirit and self-confidence).

Indeed, the disabled students have their own specialties. SS1 and SS2 E21 coined that some of their students won several competitions in drawing, painting, dancing, and singing. One of their students even wanted to study in a university where she developed her skills in designing shirts. In addition, SS3 and SS4 in E22 proudly shared their students' achievement in speech and dancing. They were also directed the researchers to the classroom where one of their students, who was deaf, was practicing his speech.

(E21) SS1 & SS2: *Mereka menang lomba menggambar, melukis, menari, dan menyanyi. Mereka ada bakat, bahkan ada yang ingin menyambung ke perguruan tinggi untuk mengembangkan bakatnya. Dia ingin mendesain pakaian* (They won several competitions, such as drawing, painting, dancing, and singing. They actually have their own talents. One of them wants to study in a university. She wants to improve her skills in designing clothing)

(E22) SS3 & SS4: *Ada siswa kami yang menjuarai perlombaan menari dan pidato. Sekarang, si anak juga sedang latihan berpidato* (Our students have won dancing and speech competitions. Right now, the student is practicing his speech).

Excerpts in E21 and E22 are in line with the responses of P1. Three of his alumni had become independent. He stressed that disabled students were gifted by their unrevealed talents. P1 quoted that turning their weaknesses into their strengths was the main key to promote their self-confidence as recorded in E23 below.

(E23) P1: *Mereka tidak diminta untuk dilahirkan demikian. Jadikan kelemahan mereka menjadi keunggulan mereka. Tiga murid di sini telah membuktikan bahwa mereka bisa. Ada yang low vision menjadi juara nasional cerdas cermat dan sekarang kuliah di Unsyiah. Ada alumnus kami, yang tuna grahita, yang telah pindah ke SMK Negeri 1 Karang Baru menjadi juara pemijahan lele. Bahkan, ada siswa kami yang hiperaktif, ditolak sekolah di mana-mana, kini telah menjadi tulang punggung keluarga di bidang kelautan. Intinya, yang dibutuhkan sebenarnya hanyalah cara membentuknya* (They (disabled students) do not asked to be born like that. Turn their weakness into their strength!

Three students here have proved it. First, a low vision pupil had become a national winner in quick and smart quiz, who is now a student of Universitas Syiah Kuala (in Banda Aceh). There was our alumnus having intellectual disability had become a winner in catfish spawning. Now, he studies in SMK Negeri 1 Karang Baru. Even our hyperactive student has become as the backbone of his family in maritime. The point needed is the ways to shape their talents).

P1 also added another key that should be concerned by parents of disabled students as displayed in E24. This contradicts with the comments obtained from SS4 in E25.

(E24) P1: *Orang tua anak berkebutuhan khusus seharusnya membawa anaknya ke SLB terlebih dahulu. Bisa dilepaskan ke umum untuk berinteraksi sosial dengan sesama, namun setelah dibekali* (Disabled children's parents should send their them to special education first, then, it will be okay to release them in a regular (school) for a normal social interaction with their peers after the treatment fulfilled in the special school).

(E25) SS4: *Ada orang tua yang enggan memberikan anaknya yang berkebutuhan khusus ke SLB, padahal sekolah umum yang dituju sudah menyarankan. Bahkan ada yang sampai menangis-nangis meminta kepada Kepsek sekolah tersebut untuk menerima anaknya* (Some parents were reluctant to send their disabled children to a special school. In fact, the regular school where they want to administer their children had suggested so. Even, one sobbed to the principal requesting her child being able to study in that school).

The above excerpts, thus, made the reflection upon the disabled students' advancement is significant. Several schools selected in this research have been evaluated their progress, either each month or year. Even, SDIT Darul Mukhlisin evaluated immediately when an issue of their students is emerged as uttered by RS2 in E26.

(E26) RS2: *Ketika terjadi masalah, misalnya, siswa tiba-tiba tantrum, maka pada saat itu juga akan dievaluasi oleh para guru dan kepala*

sekolah (When a problem occurs, students becoming tantrum, for instance, an evaluation will be conducted immediately by involving teachers and the principal).

On the regard the admission of students, the responses were varied. Normally, the regular schools open students' enrollment each year, specifically in June. Meanwhile, the special schools open students' registration in all times. Surprisingly, several special schools like SLB Kota Langsa and SLB Cahaya Peureulak needed to look for their students, even to rural areas, as summed by SS1 in E20.

(E20) SS1: *Kami harus mencari siswa ke rumah-rumah ke pelosok-pelosok. Kadang semester sekali atau setahun sekali. Kami tanya-tanya ke perangkat desa* (We look for new students to their houses in rural areas. Sometimes, we did it once a semester or year. We asked the village officials for it).

However, the last mentioned school sometimes had negative responses from the communities, even from the local forum of teachers, as detailed by SS3 in E21.

(E21) SS3: *Kami ada kunjungan ke sekolah-sekolah, semacam penjangkaran tiap ajaran baru. Tapi, ada pembahasan di MGMP bahwa guru-guru kami tidak boleh ke rumah atau sekolah. Itu namanya Home Visit. Ini berarti semacam mengharapkan anak-anak masyarakat seakan-akan anak berkebutuhan khusus. Bahkan, masyarakat di sini tidak senang dengan keberadaan sekolah karena asramanya bercampur antara laki-laki dan perempuan, padahal ada pengawasnya* (We had visited to schools. Those like a student recruitment in each new academic year. Yet, there was a discussion in *Musyawarah Guru Mata Pelajaran* (abbreviated as MGMP, the Forum of Subject Teachers), that our teachers should not visit to the houses or schools. That is called Home Visit. It means that you expect children in societies as if they are disabled ones. Even more, the communities here dislike our school since male and female students stay in a dormitory. In fact, it is guarded by our officials).

This finding is unexpected since most of special schools visited do not charge the students to pay their tuition. It means that their visit to the student candidates' houses or schools were not merely for getting income. The worst case was the surrounding communities, particularly in Aceh Timur Regency, did not put respect to the school where disabled students may develop their cognitive and motoric skills. This is in contrast with SLB Negeri Pembina Aceh Tamiang since it is well known as the referred school for disabled students. It also requires the students to pay nothing. P1 promoted that his school has the biggest number of disabled students in Aceh Province. He added that most of people in Aceh Tamiang Regency have recognize inclusive education. They know how to send their disabled students as listed in E22.

(E22) P1: *Dulu kami mencari siswa. Sekarang, orang-orang sudah tahu. Sekolah ini menjadi rujukan anak berkebutuhan khusus. Jadi, tidak heran, sekolah ini memiliki siswa anak berkebutuhan khusus terbanyak se-Aceh* (In the past, we looked for new students. Now, people acknowledge this school. It gets its popularity. Therefore, it is not a surprise that this school has the largest numbers of disabled students in Aceh Province).

Nonetheless, inclusive and special education implemented in their area made these school committees proposed their expectation for a better education for disabled ones. Almost principal and teachers agreed that the formation for being official teachers should be increased due to the lacks of teachers in special or regular schools implementing inclusive education, represented by P1 in E23 and SS1 in E24.

(E23) P1: *Harusnya ada lembaga tentang pengembangan anak berkebutuhan khusus. Membuka jurusan Pendidikan Luar Biasa di Aceh Tamiang, misalnya. Kemudian, penambahan formasi untuk pendidik yang berkebutuhan khusus, terlepas dari jurusan yang dimilikinya* (An institution focusing on disabled children's development should exist, opening Special Education Program Study in Aceh Tamiang, for instance. Then, (the government) increase the position to work as a civil servant for teacher having special education background, regardless what program study he or she ever took).

(E24) SS1: *Ya kalau bisa dibuka lebih banyaklah formasi guru untuk di SLB* (If it is possible, the government should open more vacancies for teachers in special schools).

P1 in E23 also mentioned that the existence of an official institution, like a university, was essential in Aceh Tamiang Regency. Considering the geographical location of which, the university students' candidates would select the program study of special education if it were opened. Such program is only available in Padang City, West Sumatra Province, and others in Java Island, which is far from Aceh Province. Therefore, the establishment of the program study will invite its candidates not only from Aceh Province, but a high percentage is from North Sumatra Province. P1 also added further advantage of special education program in a university in E25.

(E25) P1: *Jika ada program tersebut, peluang kerja di SLB sangat besar nantinya. Bahkan, jika implementasi pendidikan inklusi benar-benar diterapkan di sekolah umum* (If the study program (of special education) is existed, the working possibilities in special schools are high. Imagine that if the implementation of inclusive education is applied in regular school in an appropriate way).

4. *The Perspectives of the Parents of Disabled and Normal Students on Inclusive Education*

The fourteen closed-ended questions plus one open-ended question in the questionnaire distributed to the parents of disabled and normal students discovered their perspectives of inclusive education, their participation in their children's school activities and disabled students. There were 97 parents gathered from various schools as attached in the Appendix 12 to represent this issue. They were 56 males and 41 females. The oldest parent was 53 years old and the youngest one was 28. This made the average age of the parents was 41. The brief list of the parents is displayed in Table.

**Table 6. The List of Respondents
Representing School Committees**

No.	Area	Parents	Total
1.	Langsa City	Disabled students' parents	7
		Normal students' parents	38
2.	Aceh Tamiang Regency	Disabled students' parents	3
		Normal students' parents	27
3.	Aceh Timur Regency	Disabled students' parents	5
		Normal students' parents	12
Total parents			77

To ease the data display, this section is separated into the perspectives of the parents of the disabled students and the parents' perspective of the normal students.

a. The Perspectives of the Parents of Disabled Students on Inclusive Education

Twenty parents of disabled students were asked to suggest their perspectives of inclusive education. The questions in the questionnaire are abbreviated as Q. The obtained data are displayed in the Figure 12 as follows.

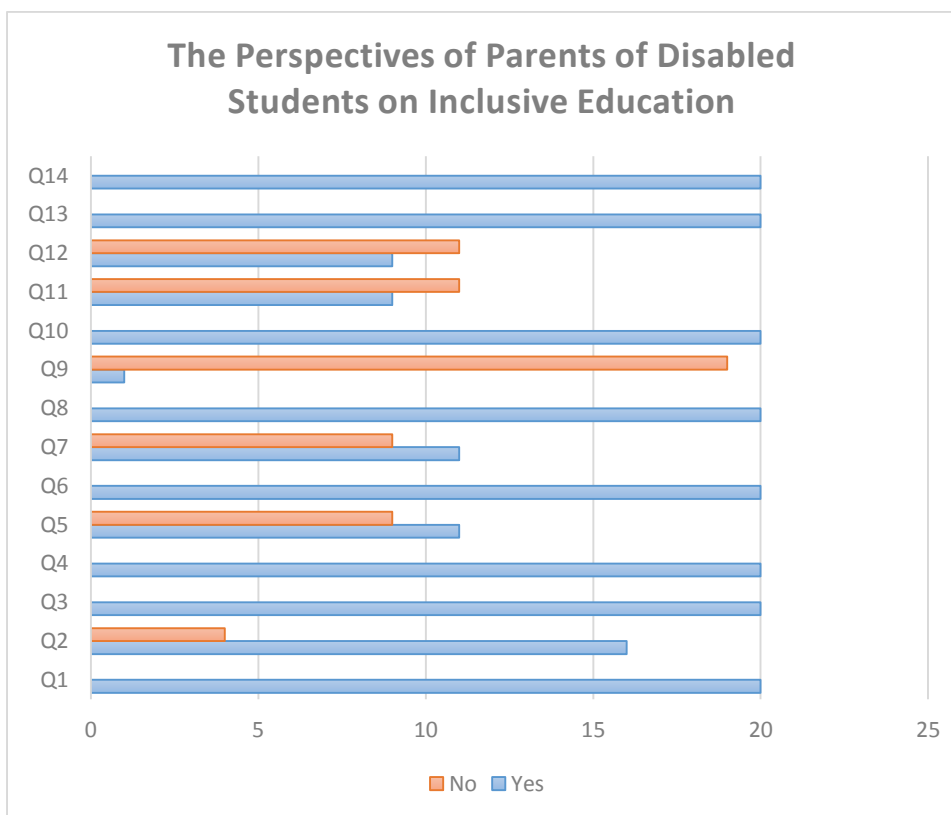


Figure 12. The Perspectives of Parents of Disabled Students on Inclusive Education

Figure 12 showcases the numbers of responses of disabled students' parents regarding the inclusive education. In the Question 1 (Q1), Question 3 (Q3), Question 4 (Q4), Question 6 (Q6), Question 8 (Q8), Question 10 (Q10), Question 13 (Q13), and Question 14 (Q14), all twenty parents (100%) of disabled students acknowledged the inclusive education, joined their child's school activities and had no problem when disabled students shared the same seat with the normal ones. They also got informed by their child's school on the regard of certain programs implemented. The parents also loved to be involved in decision making for their children in the school. In addition, the twenty parents believed that their child has experienced personal life's change due to learning with the normal students. Thus, they agreed that all students should be facilitated regardless of inclusive education. By

getting facilities, the competence of students, specifically the disabled ones, can be improved as the parents' view.

Furthermore, in the Question 2 (Q2), sixteen parents (80%) of disabled students thought that students with special needs like their child should be enrolled in the same school with the normal one. Yet, this belief was rejected by four of the parents (20%).

Next, the same result was obtained in the Question 5 (Q5) and Question 7 (Q7). In Q5, there were eleven parents (55%) of disabled students perceived that schools in their area opened the admission for the disabled pupils. The rest, 9 parents (45%) did not think schools nearby their residence willing to accept the disabled ones. Similarly, in Q7, 55% of the parents got involved in the initiation of inclusive education in their child's school, while 45% of the rest did not get the invitation of which.

Contrarily with the Q5 and Q7, the Question 11 (Q11) and Question 12 (Q12) had 45% positive answers and 55% negative answers. In Q11, 11 parents of the disabled students felt that their child's behavior had been affected by the inclusive education, while nine of the total had seen nothing about it. Likewise, in Q12, the same number of parents required guidance to handle their child at home, whereas the rest might handle their child at home by their own way.

Last, the Question 9 (Q9) enquiring the discrimination encountered by the twenty parents of disabled students during the school enrollment was responded 'Yes' by only 1 person. It means 19 parents had no discrimination by both their child and themselves.

The last open-ended question was responded varied by only seven parents. Two of them asserted that all schools in Indonesia, specifically in Aceh, should cover the needs of all students, mostly for the disabled students. Another parent conveyed that each school must have at least three to five teachers who have specialties for disabled children, particularly in the regular schools. Besides, the two others suggested that inclusive education must be socialized within schools and communities. Another mentioned that the knowledge transfer from the teachers to their children was too fast and hard to understand.

Meanwhile, the last two complained about their financial condition to fulfill their children' needs. The details of replies are shown in Table 7.

Table 7. The Additional Perspectives of Disabled Students' Parents on Inclusive Education

No.	Arguments
1	<i>Pendidikan inklusi harus menyeluruh di Aceh</i> (The inclusive education in Aceh should be comprehensive)
2	<i>Fasilitas belajar untuk siswa harus dipenuhi, khususnya siswa berkebutuhan khusus</i> (The learning facilities for the students should be fulfilled, particularly for disabled students)
3	<i>Harus ada tiga atau lima guru pendamping siswa berkebutuhan khusus, terutama di sekolah umum</i> (There must be three to five supporting teachers in regular schools)
4	<i>Penyelenggaraan pendidikan inklusi ini seharusnya disosialisasikan di sekolah-sekolah dan pada kalangan masyarakat</i> (The implementation of inclusive education must be socialized in schools and among communities)
5	<i>Terkadang ada beberapa perlengkapan atau keperluan anak tidak bisa dipenuhi karena terkendala dana</i> (Sometimes, there are few necessities of students that cannot be afforded due to the financial support)
6	<i>Pelajaran yang diajarkan terlalu susah dan cepat untuk dipahami anak berkebutuhan khusus</i> (The materials taught are too difficult and fast to be understood by the disabled students)
7	<i>Sangat membahagiakan ketika anak berkebutuhan khusus diajarkan kemampuan tertentu</i> (It is good to see when disabled children are taught certain skills)

b. The Perspectives of the Parents of Normal Students on Inclusive Education

Seventy-seven parents of normal students gave their perspectives on inclusive education. The same questionnaire distributed to the parents of disabled students was also distributed to them. The result is displayed in the Figure 13 below.

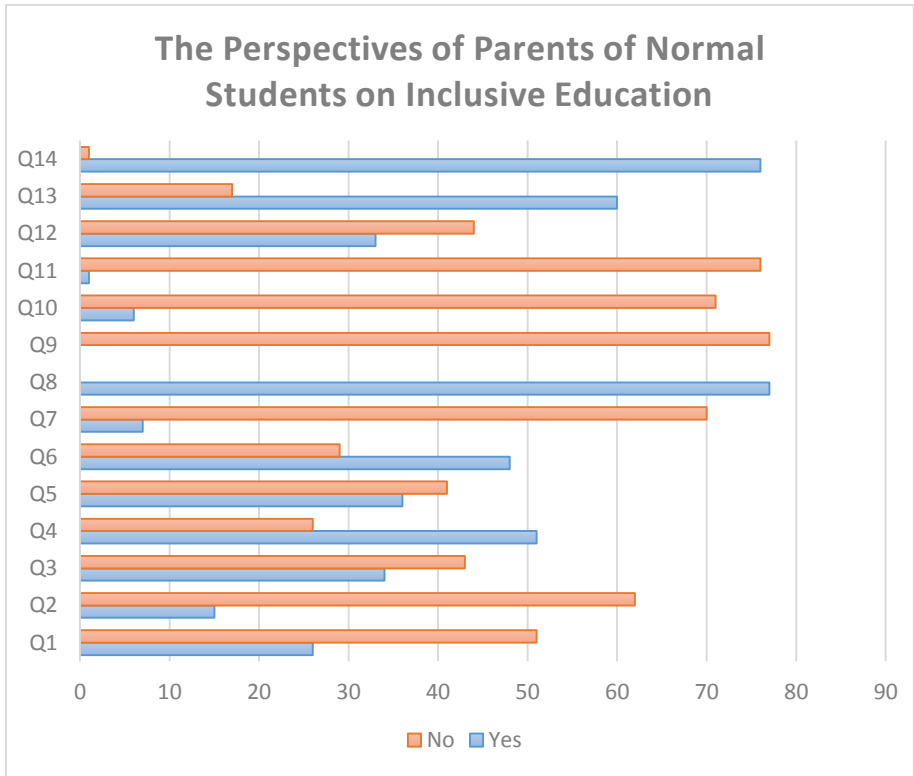


Figure 13. The Perspectives of Parents of Normal Students on Inclusive Education

In Figure 13, responding the Question 1 (Q1), twenty-six parents (34%) of normal students knew inclusive education, while fifty-one (66%) did not such. The Question 2 (Q2), *'Do you think disabled children should study in the same school with normal children?'* was reacted 'Yes' by 15 parents (19%), while 62 parents (81%) did not think so. Then, as in the Question 3 (Q3), 34 normal students' parents (44%) participated their child' school activities, whereas 43 parents (56%) did not join such events. Personally, in the Question 4 (Q4), more than half of the normal parents (66%), 51 people exactly, thought that their children had no problems sharing the same class with the disabled students. Unfortunately, 26 parents (34%) did not want that happened.

Furthermore, in their views for reacting to Question 5 (Q5), 36 parents (47%) of normal students assumed the schools in their areas did not open admission for disabled students, yet, 41 parents (53%)

presumed the contrary belief. In the Question 6 (Q6), 48 parents (62%) of normal students were contacted by their child' schools related to certain programs being implemented. However, 29 parents (38%) did not get information about any school programs. Awkwardly, in the Question 7 (Q7), almost no parents (91%) of normal students got involved in the initiation of inclusive schooling. Only seven parents (9%) admitted that they were involved in the program. This what made all the parents of normal students intended to contribute in decision-making issues of their child, as proved in the Question 8 (Q8).

Moreover, in the Question 9 (Q9), there were no parents of normal students getting discrimination in the school enrollment. In the Question 10 (Q10), 71 parents (92%) of normal students did not see the changes of their child's personal life due to learning with disabled students, although six parents (8%) saw such within their child. This was reflected in the Question 11 (Q11), where only one parent (1%) of normal student saw her child's behavior affected by the inclusive program. Nevertheless, in the Question 12 (Q12), thirty-three parents (43%) of normal students needed guidance to handle their child at home and 44 parents (57%) could handle their child at home without particular guidance.

Additionally, in the Question 13 (Q13), most of the parents (60%) of normal students agreed that all students should have facilities and supports, whether it applied inclusive education or not. Unfortunately, 17 parents (22%) did not think the same. Nevertheless, 99% of the parents of normal students felt that their child's competences always improved regardless the inclusive education being implemented. However, only one parent supposed different view.

The open-ended question in the Question (Q15) was responded only by six parents as displayed in Table 7 below.

Table 8. The Additional Perspectives of Normal Students' Parents on Inclusive Education

No.	Arguments
1	<i>Orang tua menganggap anaknya tidak kekurangan</i> (Some disabled children's parents think that their children are normal)

2	<i>Guru-guru seharusnya tidak menerima</i> (Teachers in regular school should not accept disabled students)
3	<i>Sebaiknya difabel bersekolah di tempat khusus</i> (I think disabled students should study in specific schools for them)
4	<i>Beberapa sekolah memilih-milih pekerjaan orang tua</i> (Some schools have a preference for the occupation of the students' parents)
5	<i>Bagi sebagian orang tua yang tidak berilmu, mereka tidak menyekolahkan anak-anak difabelnya, bahkan ke sekolah khusus sekalipun</i> (Some parents with low educational background, they will not send their disabled children to schools, even the special schools)
6	<i>Ada orang tua yang tidak menerima kenyataan bahwa anaknya berkebutuhan khusus</i> (Some parents refuse to the fact that their children are disabled ones)
7.	<i>Pendidikan inklusi seharusnya disosialisasikan agar para orang tua paham mengenai keuntungannya</i> (The inclusive education needs to be socialized so parents may understand its advantages)
8.	<i>Tidak akan menjadi masalah bagi siswa normal untuk belajar bersama siswa berkebutuhan khusus</i> (There will be no big deal for normal students studying with disabled ones)

B. Discussion

The result of research reveals the fact that the inclusive education in Eastern Aceh still faces many challenges and constraints. The Strength, Weakness, Opportunity, and Threat (SWOT) analysis matrix was applied to analyze the strength, weakness, and threats upon the inclusive education. Then, the further development can be proposed based on the matrix.

1. *Supports to Inclusive Education*

This part elaborates the support to inclusive education concerning the three subjects in this study, namely students, educational authorities as well as school committees and the students' parents.

a. *Disabled Students Studying Together with Normal Students*

As has been mentioned earlier, the questionnaires distributed to the disabled and normal students in this study covered their preferences to their teachers, friends and school facilities. Based on Figure 6, the disabled students mostly loved their schoolteachers, including their personality, the way of teaching, their aids regarding the students' needs, and the achievements gained from the teachers. These findings correspond to the preference of the normal students. As in Figure 9, almost of the normal students loved their teachers and other matters of them, such as their characters, their supports, their teaching methods, and the achievements reached from the students' tests. However, as proved in the result of Statement 7 in the questionnaire for normal students, some of normal students thought that the focus of teacher was disturbed by the existence of disabled students. This reflects by their responses that half of the normal students felt all right as in result of the Statement 9 in the questionnaire. Fortunately, the normal students still believed in the professionalism of their teachers to prepare the lesson regardless the existence of disabled students.

Furthermore, in the Figure 7, almost all disabled students loved their friends who have disabilities and those who have not. They agreed that their friends were decent to them. Therefore, the disabled students had no worries to play or go anywhere at schools. The reciprocal perspectives were delivered by the normal students (See details in Figure 10). They loved their friends, including with disabilities ones. This finding was then strengthened by the result of Statement 14 in the questionnaire for normal students, where they did not feel their disabled friends were irritating. By summing the result of Statement 16 in the questionnaire, the normal students also believed in their disabled students that they might have same possibilities to reach good achievements as same as they did.

The disabled and normal students also have similar views on the school facilities. Both Figure 8 and 11 reflected that the two groups loved their schools covering their classrooms, computers, libraries, and sport facilities. They also agreed that school staffs were helpful and allowed them to get access to many spots in their schools. The Statement 19 in the questionnaire for normal students marked that they had no problem

to study with the disabled ones, although half of normal students did not think that their school had a special class for disabled students as in the Statement 25 in the same research instrument. Hence, referring a school implementing inclusive education should be no problem with the disabled students as it turned into a dominant response of the Statement 17 in the questionnaire for the disabled students.

b. Inclusive Education among Educational Authorities in Eastern Aceh

The three regions being researched in this study – Langsa City, Aceh Tamiang Regency and Aceh Timur Regency – had their own local Educational Authorities. In addition, the provincial branch of Education Department is also located in each regencies and cities of Aceh province. They are responsible to formulate, implement and evaluate other functions in terms of education, including inclusive education within their regional areas. These made them autonomous. Rationally, the double institution under the same minister indeed would have double power to execute problems and improve the quality of education. Yet, based on the interviews scripted in E6, E7 and E8, the departments seemed having no authority to allocate funding for the development of inclusive education. This includes the power to recruit and place teachers having background in special education. Interestingly, the information related to the availability of schools implementing inclusive education, the number of disabled students and special education teachers and the current condition of support and facilities to the disabled students in special and regular schools were hard to retrieve. Their role should be more on administrative aspects by compiling data from schools on pupils – disabled and normal ones, teachers – special education and regular ones, and facilities regarding to the support of inclusive education. In fact, each of department has their own team to inform policies or assess the process of education running.

With regard to the education of disabled students in regular schools, since there was no written policy established by the three local Education Department, no policy needed to be implemented despite the fact that many disabled students had been attending regular schools without any official parties filtering. SDIT Darul Mukhlisin as a part of

the integrated education project was unrecognized by the educational authority in Aceh Tamiang Regency upon their trainings shared to other schools. In reality, supporting other schools by conducting training for the teachers who do not have experience in handling disabled students can be one of aids in developing inclusive education in Eastern Aceh.

Nevertheless, the efforts of organizing training were not something new for SLB Pembina Aceh Tamiang. This school has become a reference for its special education management, both regular and special schools, as SLB Cahaya Peureulak did. Unfortunately, it was found that some regular schoolteachers had little motivation to join the training as revealed by P1 in E13 above. This suggests that informing regular schoolteachers on the need to accept and support disabled students is not sufficient to change the way in which teachers perceive their disabled students, which subsequently had little or no impact on increasing disabled students' participation in learning. This, amongst other reasons, was due to ineffective communication spread by the educational authority. The response for the Education Department committed is to attract teachers to learn more about the inclusive education while waiting other potential policies of implementing inclusive education in each sub-regency, which is at least one school. A real action in the form of instructions may draw a positive trend instead of disseminating *himbauan* (suggestion)

c. *School Committees' Support Given to Inclusive Education*

One of the chief questions being asked to schoolteachers and principals during interviews was whether they have issued policies pertaining to support for disabled students. The responses were surprising; where all of them delivered similar answers that they had, particular disabled-students-related policies existed in their schools. In SDIT Darul Mukhlisin, for instance, even though the teachers had been trained, disabled students had their own supporting teachers, but there was no written policy. They relied more on oral communication to inform societies nearby that their schools supported disabled students, even in their brochure of school admission as in Figure 14. The school only attaches the words '*...memberikan dukungan tambahan bagi siswa*

dengan kebutuhan khusus (...providing additional supports to the students with special needs)' without promoting it as a big label.

"Pertama dan Utama"

Mukaddimah

Memiliki anak-anak yang taat kepada Allah SWT, berpegang teguh pada Al-Quran dan Sunnah baginda nabi Muhammad SAW, serta menebarkan kebaikan di muka bumi dengan akhlak yang mulia merupakan dambaan setiap orang tua. Untuk mencapai hal tersebut diperlukan kerja sama yang baik dan intensif dari berbagai pihak.

Untuk mendukung tercapainya visi tersebut, SDIT Darul Mukhlisin hadir memberi dukungan terbaik bagi para ayah dan bunda untuk pemenuhan pendidikan formal ananda. Kami berusaha mengembangkan karakter peserta didik, yang tidak hanya cakap dalam menghafal ayat-ayat Allah SWT, tetapi lebih jauh lagi dapat menerapkannya dalam perilaku sehari-hari.

Mengingat usia sekolah dasar merupakan saat-saat penting dalam pembentukan karakter mulia tersebut, kami berusaha sebaik mungkin dalam menanamkan kemampuan berpikir kritis dan logis yang memadai, sehingga ananda dapat menjadi individu yang siap melanjutkan pendidikan formal yang lebih tinggi dan siap menghadapi tantangan hidup dimasa depan.

Untuk itu, bersama kita wujudkan generasi muda yang berakhlak benar, tangguh dalam menghadapi persoalan kehidupan, dan aktif menyebarkan Islam yang ramah bagi sesama makhluk di dunia, sesuai dengan yang dicontohkan oleh baginda nabi Muhammad SAW.

Kepala Sekolah

Lugmanul Hakim Muttagin, M.Ed.

Tempat terbatas
Hanya untuk
24 peserta didik

Contact Person
Ustadzah Fatimah : 0833 7093 4293 (A & Telp) Unduh formulir:
Ustadzah Khairul : 0823 7956 8529 (A & Telp) bit.ly/pdbeditma2020

Pendaftaran Peserta Didik Baru Dimulai April s/d Juni 2020

Informasi Pendaftaran Peserta Didik Baru Tahun Ajaran 2020/2021

Visi

Menumbuh kembangkan peserta didik untuk menjadi insan yang beriman, berakhlak mulia, dan berilmu pengetahuan.

Misi

1. Melatih peserta didik untuk mengembangkan habitak manusia sebagai khalifah dimuka bumi
2. Membimbing peserta didik untuk meniatkan Allah SWT, Rasul dan sesama manusia.
3. Membina peserta didik untuk mengelola alam dan lingkungan sekitar
4. Memadukan kurikulum nasional dan kurikulum pendidikan Islam.
5. Membiasakan peserta didik untuk melakukan pendidikan.

Tujuan

1. Mengabdikan kepada Allah SWT.
2. Berakhlak kepada orang tua
3. Berbuat baik kepada sesama
4. Membutuhkan menambah ilmu pengetahuan
5. Berperilaku bersih, sehat, dan beradab

Guru dan Tenaga Kependidikan

1. Ustadah Hafiz Al-Quran.
2. KBM dibimbing oleh 2 orang wali kelas.
3. Guru Pengembangan Pendidikan berbasis (OPPI), memberikan dukungan tambahan bagi siswa dengan kebutuhan khusus/disabilitas.
4. Konsultan pendidikan dan psikologi

Fasilitas

Ruang Kelas full AC.
Lapangan Outr raga.
Perpustakaan.
UKS.
Musalla full AC.
Ekstrakurikuler.
Rilah mengenal alam Allah SWT.
Dakwah program-program ke-Islaman.

Galeri

Syarat Pendaftaran

Persyaratan Peserta Didik:

1. Berusia 7 (tahun) pada bulan Juli 2020 atau minimal berusia 7 (tahun) pada bulan Desember 2020.
2. Pengucapan syarat usia paling rendah 6 (enam) tahun pada bulan Juli 2020 diserahkan bagi calon peserta didik yang memiliki kecerdasan istimewa/berbakat istimewa yang wajib dibuktikan dengan rekomendasi tertulis dari psikolog profesional yang memiliki tetr praktik.
3. Mengisi dan mengembalikan formulir pendaftaran.
4. Menyediakan fotokopi:
 - a. Ijazah TK atau surat keterangan sudah terdaftar di DAPDOK PAUD (jika memiliki);
 - b. Pas foto 3x4 warna 5 lembar;
 - c. Kartu keluarga (KK) 2 lembar;
 - d. Akta kelahiran 2 lembar;
 - e. KTP orang tua/wali masing-masing 2 lembar;

Tempat terbatas
Hanya untuk
24 peserta didik

Rincian Biaya

1. SPP bulanan termasuk biaya buku tema: Rp. 500.000
2. Uang Pembangunan (dapat ditangguhkan)
 - a. Bagi PD yang mendaftar pada Gelombang 1 (Mei 2020): Rp. 1.200.000;
 - b. Bagi PD yang mendaftar pada Gelombang 2 (Juni 2020): Rp. 1.500.000;
 - c. Bagi PD yang diterima dalam semester berjalan: Rp. 1.500.000;
3. Seragam Kotak-kotak SDIT Darul Mukhlisin:
 - a. Ukuran S - L: Rp. 125.000;
 - b. Ukuran XL: Rp. 135.000;
4. Seragam Pramuka SDIT Darul Mukhlisin:
 - a. Ukuran S - L: Rp. 125.000;
 - b. Ukuran XL: Rp. 125.000;

Jadwal Pendaftaran

Gelombang 1:
(1) Pendaftaran calon PD 13 s/d 15 Mei 2020
(2) Pengumuman hasil administratif dan jadwal wawancara orang tua/wali 16 Mei 2020
(3) Pengumuman hasil wawancara dan daftar ulang Gelombang 1 14 s/d 16 Juni 2020

Gelombang 2:
(1) Pendaftaran calon PD 13 s/d 15 Juni 2020
(2) Pengumuman hasil administratif dan jadwal wawancara orang tua/wali 13 Juni 2020
(3) Pengumuman hasil wawancara dan daftar ulang Gelombang 2 15 s/d 30 Juni 2020

Sekretariat Pendaftaran: Dusun Bukit Kampung Dalam
Kecamatan Karang Baru Kabupaten Aceh Tamiang

Informasi Pendaftaran Peserta Didik Baru Tahun Ajaran 2020/2021

Kegiatan Belajar Mengajar

- a. Memadukan Kurikulum Nasional dengan Pembelajaran Al-Qur'an.
- b. Belajar Sesuai Bakat dan Minat Peserta Didik.
- c. Pembelajaran Ekstrakurikuler untuk Membangun Karakter dan Kepribadian.
- d. Budaya Islam, Sapa, Senyum, Santun dan Saudara(SB).
- e. Mengembangkan kehidupan saling bantu membantu serta gotong royong (TBM) dan ketahanan (Bergemar) karena manusia adalah makhluk sosial.
- f. Menghargai keberagaman & perbedaan (Manusia adalah makhluk unik).
- g. Sholat Dinuha setiap hari.
- h. "Full Day Islamic School". Senin-Jum'at 08.00 s/d 15.30 WIB.

Target Pendidikan

1. Siswa mampu membaca Al-Qur'an dengan tajwid dan makhrj.
2. Siswa mampu menghafal Al-Qur'an sampai 3 Juz dengan baik.
3. Siswa mampu menghafal Hadist Arbain.
4. Siswa mampu menghafal do'a dan wirid harian yang masru' kemudian berusaha mengamalkannya.
5. Siswa mengerti dan memahami nilai-nilai Islam yang diajarkan, selanjutnya berusaha mengamalkan sesuai dengan perkembangannya.
6. Siswa mampu memiliki keterampilan berbahasa yang memadai, baik bahasa Indonesia, Arab, dan Inggris.
7. Siswa menguasai dasar-dasar membaca, menulis, & berhitung (Calistung). Selanjutnya belajar memanfaatkan untuk kemaslahatan umum sesuai kemampuannya untuk melanjutkan pendidikan yang lebih tinggi.

Galeri

Figure 14. The Admission Brochures of SDIT Darul Mukhlisin

Oral culture together with the small size of schools and the close neighborhood seems to make school committees felt that it was not necessary to have a written policy of supporting disabled students. Nevertheless, accepting all students in the neighborhood is in line with the national policy, which constitutes part of the effort to achieve the education for all national goal.

Another possible explanation for the non-existence of written policies at the school level was partly since there was no policy at the regency or municipal level that could be used as a basis for the establishment of the policy at the school level. Therefore, if the consequences of the policy were to have, to illustrate, financial resources, there was no guarantee that they would be allocated. As demonstrated earlier, no policy related to education provision for disabled students in regular schools was in place at the regency or municipal level. This means that there would be no resources allocated in this area.

Accordingly, as a result of the absence of written policies at the regency or municipal level, no program was implemented and no resources were allocated in regular schools, apart from those involved in the integrated education project. This would certainly influence the way in which teachers dealt with the disabled students.

d. Parents' Engagements in Inclusive Education

Based on Figure 12 and 13, the number of parents who indicated lack of knowledge of the existence of inclusive education or related program in their children's school was higher than that of the respondents who had knowledge of the existence of the program. The ignorance and uncertainties about inclusive education among the parents could be that the school had not put in place strategies for sensitization to them who had children learning in their own schools.

There is great need for publicity, as this would help parents of the children with and without disabilities, and even the communities around to develop a positive attitude and commitment towards the program. This finding is in line with the study of Ysseldyke, who argued that reasons for non-involvement of parents in decision-making programs involving the education of their children may be that the major decision have already been made and a meeting is held just to inform them.⁵⁴

⁵⁴ Ysseldyke, J.E. & Algozzine, B. 1995. *Special Education*. Boston: Houghton, Mifflin Company.

Turbull and Turnbull also suggest that even when parents are involved they only listen, rather than contribute to decision-making programs.⁵⁵ They argue that this may be as the result of lack of preparedness by parents for the meetings, the technical jargon typically used and confusion about their role.

Gascoigne also argues that in many cases the participation of parents in school programs is additional.⁵⁶ UNESCO also points to the fact that parental involvement in the education of their children provides opportunities for the parents and children to learn about each other by sharing pleasure and struggle.⁵⁷ This leads to self-esteem, which unlocks children's hidden potential.

Based on the interview with the principals (P1 and P2), and the teachers (SS1, SS2, SS3, SS4, RS1, and RS2), it was found that schools in Eastern Aceh have for a long time been including children with disabilities in regular schools and parents know about this, although some kept their disabled children at home doing nothing. The reasons for most of them indicating that they did not know about inclusive education could have been the actual word 'inclusive', which for most of them was a strange word. Additionally, after the researchers had simplified the term by actually explaining that the word 'inclusive' meant the actual learning of both children with and without disabilities in the same classroom, respondents understood.

This shows that inclusive education will continue to be topical unless professionals learn to collaborate with parents. It, therefore, remains that collaboration between professionals and parents in decision-making is central not only to the development of the school but the nation as a whole. An informed parent can have increased recognition of the child's needs. This would in turn have a positive effect on the child's academic as well as social achievement. However, despite most of the respondents lacking knowledge about inclusive education,

⁵⁵ Turnbull, A. P., & Turnbull, H. R. 2001. *Families, professionals, and exceptionality: Collaborating for empowerment*. New York: Prentice Hall.

⁵⁶ Gascoigne, E. 1996. *Working with parents as partners in SEN: Home and school, a Working Alliance*. London: David Fulton Publishers.

⁵⁷ UNESCO. 1994. *The Salamanca Statement and framework for Action on Special Education: Access and Quality*. Salamanca: UNESCO.

they said it could work well in Eastern Aceh. As in Table 7 above, they suggested that more schools should introduce the program, especially for those children who did not have severe disabilities.

There are many factors influencing views of parents on the education of children with disabilities in regular schools. The main factors that were identified by the respondents in this study were as follows:

Table 9. Factors Influencing Perspectives of Parents on Inclusive Education in Schools

Parents of disabled students	Parents of normal students
Attitudes of normal students	Ignorance of the inclusive education or related programs
Persistent transfer of teachers	Beliefs, traditions and myths about some disabilities/conditions
Lack of financial support	Behavior of disabled students

Normal attitudes shown by normal students toward disabled students were cited by all parents of the disabled ones. Occasionally, some normal students teased or insulted the disabled students, yet, after they were advised by the teachers, they stopped the teasing or insulting.

The parents of disabled students also complained about the persistent transfers of teachers from the school. They said that this left pupils with a lot of psychological and emotional stress. They also said they were not able to buy school requirements for their children due to a number of issues, such as large family size.

On the other hand, parents of normal students cited persistent transfers of teachers, beliefs and traditions, as some of the factors that influenced their views on education of children with disabilities in regular schools. They suggested that it would be better for such children to learn in their own separate environments, such as special units. They also cited behaviors of the children with disabilities to be affecting their children, as they tended to copy those behaviors such as lying on the floor and pretending to be under seizure.

However, this group of respondents did not have any complaint about other disabilities. They agreed that children with other disabilities could learn together in inclusive classes. This finding is in line with Booth, who said that inclusive education should be accepted as an education, which provides opportunity for a person with a disability to participate fully in all educational, employment, recreational, community, and domestic activities that typify everyday society.⁵⁸ The findings revealed that most of the parents who represented the community from where the children came, favored inclusive education. However, the findings are contrary to Kasonde-Ng'andu who observed the attitudes of various respondents, teachers, head teachers and parents were predominantly negative with parents of children with disabilities manifesting the most negative attitudes.⁵⁹ The high positive number of respondents advocating for inclusive education could be that respondents were able to see the benefits of inclusive education in their children's achievements both at school and home as well as in positive behavior change especially for the parents of disabled students. When they learn together with the normal ones, they tend to feel accepted socially, physically and emotionally, thereby developing their self-esteem. The other reasons for the positive attitude could be that most of the respondents had formal education. This finding is in agreement with Kasonde-Ng'andu whose data in the study showed a substantial number of people seemingly believing in the philosophy of inclusive, especially among those with formal education and the young ones.⁶⁰

Furthermore, the researchers observed that the perceptions of parents on the education of their children had different effects on the different respondents. On the parents of disabled students, they were very happy that their children were being encouraged to learn and to

⁵⁸ Booth, J. 2000. *Progress in Education*. In H. Savolainen, H. Kokkala & Alysutari (Eds). Helsinki: Ministry of Foreign Affairs & Niilo Mäki Institute.

⁵⁹ Kasonde-Ng'andu. 2001. *Aspects of the up bringing and education of the children with Special Education in a rural Bemba culture*. Doctoral Dissertation, the Institute of Education, University of Zambia.

⁶⁰ Kasonde-Ng'andu. 2001. *Aspects of the up bringing and education of the children with Special Education in a rural Bemba culture*. Doctoral Dissertation, the Institute of Education, University of Zambia.

take up skills oriented subjects. The skills were found to be critical in that disabled students would not have trade skills if they did not acquire them whilst at school. This finding is in agreement with Kalabula who argues that separate schooling is seen as being alien; ending up being a more serious disability than the disability itself to people with disabilities themselves.⁶¹ Hence, inclusion advocates education in which diversity in individuals is not only tolerated but is also seen as a source of richness.

Children should appreciate each other and learn from their differences. Parents, in this category, were also encouraged in their children's education by actively escorting them to school as well as taking them back home when school hours were over. They helped their children in collecting materials to be used in skill subjects such as sacks, waste paper as well as materials for Activities for Daily Living (ADL) such as toilet tissues, toothbrushes among other things. Children were now able to do some simple house chores such as sweeping the house and cleaning plates. The only problem that they experienced was the long distance to the school as it was the only one of its kind in the area. However, despite this, they were encouraged to take their children to school.

Other interested parties also encouraged the parent by provision of free materials for skills training such as computers, sewing machines as well as school exercise books to the children. The parents/guardians commended this gesture and hoped that many other donors interested in the special education would come to the aid of the children. These findings are in line with Gascoigne who argued that encouraged into partnership appropriately, most parents of children with disabilities would be able to influence positively a whole host of education and schooling.⁶²

⁶¹ Kalabula D.M. 2005. *Inclusive Education for Children with Visual Impairment: Situational Analysis*. Doctoral Dissertation, the Institute of Education, University of Zambia.

⁶² Gascoigne, E. 1996. *Working with parents as partners in SEN: Home and school, a Working Alliance*. London: David Fulton Publishers.

According to their child’s special needs, they can help the professionals understand the implication of their child’s difficulties. They can also advise on aspects of individual behavior management, devise and implement joint home/schools strategies, give guidance on physical management of the child in the classroom and wider classroom environment; and help with homework – reading practice and other things that ‘active’ parents get involved with.

2. Further Development upon the Implementation of Inclusive Education within Eastern Aceh

The result of research reveals the fact that the inclusive education in Eastern Aceh still faces many challenges and constraints. The Strength, Weakness, Opportunity, and Threat (SWOT) analysis matrix was applied to analyze the strength, weakness, and threats upon the inclusive education. Then, the further development can be proposed based on the matrix. Table 10 shows the SWOT analysis on inclusive education within Eastern Aceh. It displays strengths and weaknesses upon the factual condition of inclusive education in Western Aceh, including opportunities and threats as well as their strategies.

Table 10. SWOT Analysis

Internal Factors	Strengths (S)	Weaknesses (W)
	<p>Disabled students in special schools visited by</p> <p>1. researchers had their own achievements and specialties.</p>	<p>Only few disabled students were well-trained to sharp their unrevealed skills</p> <p>1.</p>
	<p>Eastern Aceh has many disabled children who should be registered in schools, either in regular or special schools</p> <p>2.</p>	<p>Presumably, a number of disabled children were kept in their home to do nothing as if they did not need to get education. In addition, their locations were</p> <p>2.</p>

		hard to found, not to mention their parents' supports.
	3. The Government of Aceh had been specified the implementation of inclusive education in regular schools	3. The implementation of inclusive education in Eastern Aceh was not practically implemented by examining the supports of the government
	4. Eastern Aceh has a potential role model of school to employ a proper inclusive education in Aceh Tamiang. It may guide other schools, or even the government. Moreover, it acts as a center of education and motivation for the disabled children, even for adults.	4. The existence of the school has been ignored in some ways – lacks of information and supports provided by the government toward the school to enhance the synergy with other schools
	5. Some special schools offered dormitory for students, which made them get trained in a full day freely	5. The facilities in the dormitory offered by special schools are poor, specifically in the private special school observed in Aceh Timur Regency
External Factors	Opportunity (O)	
	1. The implementation of inclusive education in regular schools is encouraged and supported by the Government of Indonesia	

	2. Aceh Province has a special autonomy to conduct certain policies, including education	
	3. The Government of Aceh had been specified the implementation of inclusive education in regular schools	
	4. There are two state universities in Eastern Aceh	
	5. A wide area possessed by Aceh Province, particularly Aceh Timur Regency	
	Strategies upon Opportunity (SO)	Strategies upon Weakness (SW)
	<p>As the implementation of inclusive education in regular schools is encouraged by the government, maximizing</p> <p>1. the human resources, especially the existing teachers, would be a great step of the development of inclusive education.</p>	<p>Providing counselling and frequent workshops could be</p> <p>1. done to aid the potential disabled students shaping their skills</p>
	<p>Issuing specific policies in the educational sector related to the supports for disabled children</p> <p>2. would turn back the perception of communities that education is for all individuals.</p>	<p>The government might collaborate with the village officials to list, invite and socialize the</p> <p>2. importance of sending disabled children to special or regular schools implementing inclusive education.</p>
	<p>Establishing a new program study of Special Education in one or two state university in Langsa City would aid</p> <p>3.</p>	<p>Restructuring the section for inclusive education in each local Education Department by unifying the teachers and</p> <p>3.</p>

	the better development of inclusive education	practitioners of special education
	4. The lacks of supporting teachers in regular schools should be seen as a golden ticket for fresh graduates and existing special education teachers to be attached officially in the schools implementing inclusive education	4. Promoting the schools implementing inclusive education through social media, mass media or visual banner in strategic locations
	5. Socializing the inclusive education for all school committees, students' parents and surrounding communities, would enhance its development	5. Increasing funding by establishing micro enterprises involving disabled students as a medium to learn
	6. Increasing access in rural and isolated areas in order to integrated education, not only in special schools, but also in regular schools	
External factors	Threats (T)	
	1. The implementation of inclusive education in Eastern Aceh was not practically implemented by examining the supports of the government to the several special and	

	regular schools found in Eastern Aceh.	
2.	Some communities in areas like in Aceh Timur Regency are not aware of inclusive education or schools related to disabled students. Some even prefer the establishment of traditional Islamic schools instead of which.	
3.	The spread of inclusive education would take time due to the few number of facilitators, the awareness of communities and the locations of schools in rural areas.	
4.	The lacks of teachers who have specialties in special education	
5.	The lacks of official job vacancies for disabled or normal teachers having specialties in special education	
	Strategies upon Threats	
1.	Issuing legalized regulation that every sub-regency should have at least two to three schools implementing inclusive education	

2.	Integrating the existing special and regular schools with the Islamic teachings considering Aceh as a Sharia-based province	
3.	Forming special teams to accelerate the spread of inclusive education socialization	
4.	Empowering potential existing teachers to study in universities having the program study of special education	
5.	Opening the job vacancies for disabled or normal teachers with appropriate salaries	

The findings above proved that only disabled students in regular schools were accepted by both normal students and their parents. Nonetheless, not every regular schools in Eastern Aceh promote inclusive education within their institutions. During unintentional observation, the promotion of which was remarked as an absence since information boards giving information for various communities that the schools accept disabled students and implement inclusive education are none. In fact, this is indispensable, so parents having disabled students will not reluctant to send their children.

In addition, the unstandardized curriculum in schools implementing inclusive education contributes to the inefficient the jargon of the program – all students have equal position to absorb the educational transfer. Even though the government has prepared the framework as P1 mentioned E16, where the schools adjust it based on their needs, the coordination among regular schools implementing

inclusive education is necessary. Teachers may share their problems found and at the same time, they will obtain certain inputs from other teachers. This is important since disabled students are special, thus, they require special methods.

The Ministry of Education and Culture of Indonesia expected that the commitment of local governments to the implementation of inclusive education might continue to be improved. The Director of Special Education Development, Sanusi, revealed that local governments are key in increasing access to education services for disabled children with special needs. That can be done through both special schools and inclusive schools in accordance with *Peraturan Menteri Pendidikan Nasional* (abbreviated as Permendiknas, the Regulation of the Minister of National Education) Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and Special Talents.

Permendiknas Number 70 of 2009 requires district or municipal governments to appoint at least one primary school and one junior high school in each sub-district. In addition, a secondary education unit to organize inclusive education, which was obliged to accept disabled students, had indeed been ten years. The director asked to keep monitoring and evaluating. Besides, he admitted that the change in authority regarding the management of special education, in accordance with Law Number 23 of 2014 concerning Regional Government, was a challenge in itself. Currently, special schools are managed by the Provincial Government, after previously being managed by the Regency or Municipal Government. Budget allocation is one of the issues in maintaining the quality and provision of special education facilities. Thus, through the education zoning policy, the Government is trying to be swifter in intervening and affirming in increasing access and quality of education for children with special needs, particularly in promoting inclusive education. From the 80 percent zoning, a quota is required for students with special needs and for poor students. This policy has a target that in each zone there is at least one inclusive school.

Inclusive education is an education delivery system that provides opportunities for all disabled students having the potential for

intelligence and special talents to participate in education or learning in an educational environment together with students in general. This is inevitable since every child has the right to get proper education as a basic service that must be provided by the state. Education should not be discriminated against since it is for every individual. Even though a child has special needs, he must have the same rights.

The students referred to in the ministerial regulation include students with visual impairments, deaf, impaired speech, disabled mental; quadriplegic, unsociable emotion, learning difficulties, slow learning progress, autism, motoric problems, victimized drug abuse, and multiple disabilities. The name of special education should be handled specifically with special teachers and funding.

Schools that provide inclusive education can work together and build networks with special education units, universities, professional organizations, rehabilitation institutions, hospitals, community health centers, therapy clinics, businesses, non-governmental organizations (NGOs), and the community.

Kementerian Pendidikan dan Kebudayaan (abbreviated as Kemendikbud, the Minister of Education and Culture) puts an expectation that those working group team of inclusive education can continue to promote the importance of special education in their respective regions. Based on the monitoring of Kemendikbud, accessibility for children with special needs still needs to be improved, in both public schools and those that have implemented inclusive education. Each representative should provide inputs to improve services for disabled students regarding increasing accessibility in inclusive schools.

CHAPTER V

CONCLUSION

A. Conclusion

The nature of this research is concerning the facts that very few disabled children receive support in Eastern Aceh. In the process of understanding why and how those children are excluded, many issues emerged, especially at the stage of writing the literature review and analyzing the findings from the fieldwork. Those issues are often very complicated as they involve many interconnecting factors, which can be conflicting and contradictory to each other. Unravelling the causes and the ways in which exclusion of disabled children takes place, is therefore not easy, especially for a researcher who does not have intense interaction with disabled people or children and does not have direct involvement in the education provision for disabled children.

The first conclusion of this study is that disabled children are not only excluded from the mainstream schools but also from the education system as a whole. They are excluded because of the absence of explicit statements in legislation that would ensure the right of disabled children to be educated in regular schools is exercised. The exclusion from the education system takes place because despite having segregation as the main feature in the provision of education for disabled children, there are not enough special schools available for these children. Meanwhile, poor dissemination of the existing policy also plays a very important role in the low participation of disabled pupils attending regular schools. This low participation is also affected by a regulation, which subsequently excludes a large number of pupils because only those who are seen to have average or above intelligence can be supported. The recent initiative on inclusive education, unfortunately, also has the same position. In addition, the understanding that inclusive education as well as segregated and integrated education is a static condition rather than a process makes matters worse. The realization of the goal to meet the 2008 target to provide nine-year basic education for all thus becomes problematic.

The above conclusions strongly suggest that promoting inclusive education based on the social model of disability is very challenging.

Therefore, without changing the current policy on education provision for disabled children, changing the way in which officials and teachers perceive disabled children will be much slower. Criticizing their perception as if the Indonesian context, particularly in Eastern Aceh, is the same as that in developed countries where the concepts of inclusive education were first developed could be 'paralyzing'. The researchers argue that, while changing people's conception of the right of disabled children to be educated in mainstream schools in their neighborhoods is a formidable task, high priority should also be given to encouraging every school to attempt as much as possible, with support from the education authorities, to increase disabled children's participation in learning together with their non-disabled peers.

B. Suggestion

For a more comprehensive understanding of the issues of inclusion and exclusion of disabled children, a number of further research projects need to be carried out. The followings are some suggestions that are based on the findings, as well as the limitations, of this study.

To make sure that policy on support for disabled children will be in accordance with their needs, it is crucial to have research on how disabled people and disabled children perceive the way in which education is being provided, given their particular concerns and what they feel needs to be changed. This research should reflect the voices of disabled people and disabled children, which are hardly represented in the existing policies. One way to do so is by having disabled people directly participating in the research. Some of the areas that need to be examined include how disabled people or children perceive their experience of schooling, how organizations for disabled people represent their voice in the development and implementation of educational policy, and what parents of disabled children think about sending their children to mainstream or special schools.

Another research that can be conducted is on the regard education provision for disabled students in regular schools, particularly in urban areas. Primary schools in urban areas, where it is common to have 40 pupils in one class, who come from more heterogeneous social economic, religion and ethnic backgrounds, obviously have some differences in the way in which disabled children are excluded or included. Parental aspiration is another aspect that is likely to be different between those who live in urban and rural areas. Understanding of those issues is important, especially in the development and implementation of policies at the national and regional levels.

In addition, a research on the national curriculum may suggest that one main factor affecting the exclusion of disabled children is the lack of skills amongst teachers, especially skills relating to how to deal with pupil diversity. One of the factors that influenced their teaching practice could be the national curriculum that might not require teachers to pay enough attention to meet individual pupil needs. A study to investigate to what extent the previous and existing curricula respond to the diverse learning needs of pupils is important. The previous curriculum also has to be investigated to find out whether the change of the curriculum from time to time has had any positive impact on the way in which pupils, including disabled pupils, have been supported. Some areas that need to be included in this research are the system by which pupils are grouped (i.e. mixed-ability or same-age grouping). A study of the promotion system is important to address the dilemma faced by teachers at the end of the school year. Findings of this study show that it was always difficult for teachers to decide whether a disabled pupil or other pupils with very low attainment and challenging behavior would be promoted or not. Research into the latter area is also important because understanding different kinds of grouping and in what situation those groupings are appropriately applied in classes will be useful in addressing pupils' differences.

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APPENDICES

Appendix 1

INSTRUMENT OBSERVATION CHECKLIST

Place :

No.	Aspects	Not Available	Poor	Enough	Good
1.	General Learning Rooms				
	a. Classroom				
	b. Library				
2.	Special Learning Spaces				
	a. Orientation and mobility room				
	b. Ramps where there are steps				
	c. Table, bench and shelf height				
	d. Distraction				
	e. The visibility of hazards				
	f. Width and positioning of door and doorways, opening and closing speed				
	g. Unobscured lines of vision				
	h. Access to sinks and other specialized				

	classroom equipment				
	i. Development room				
	j. Speech development room				
	k. Perception and rhythm room				
	l. Self-development and activity room				
	m. Personal and social building room				
	n. Skill room				
3.	Learning Materials				
	a. Use an overhead projector to show step-by-step instructions				
	b. Audiotapes, videotapes, and other auditory materials				
	c. Maximize the use of visual media.				
	d. Braille books				
	e. Regular print, large print, Braille, or cassette, depending on the student's optimal mode of communication.				
4.	Supporting Teachers				
	a. Teachers who experts to inclusive class				

	b. Special teacher as a partial teacher in teaching inclusive class				
	c. Special staffs to help disable students				
5.	Supporting Rooms				
	a. Principal's room				
	b. Teacher's room				
	c. Administration room				
	d. Pray room				
	e. Medical room				
	f. Counseling room				
	g. Toilet				
	h. Playing area				
	i. Students organizational rooms				

Note:

The above instrument is based on the framework designed by Ediyanto, et.al. (2017)

Appendix 2

INSTRUMENTS INTERVIEW GUIDANCE

Semi-structure Interview Schedule

Respondents:

1. School Supervisor
2. Head of Educational Office at the Regency/Municipal Level
3. Head of Educational Office at the Provincial level

.

1. Name:
2. Institution:

1. How long have you been in your position?
2. What is your educational background?
3. What are the main tasks of your institution in relation to education for children with learning difficulties in general and disabled children in particular?
4. What is the support needed for these tasks (inclusive education)?
5. To what extent is there adequate support for these tasks?
6. How do you view the role of head teachers/ principal in engaging with diversity?
7. Has the local government produced a policy with regard to education provision and practice?
8. Has the local government produced a policy with regard to education for disabled children? If yes, how are you implementing the policy?
9. What are some of the difficulties involved in implementing the policy?
10. Is there anything else that you want to add that you have not said?

Note:

The above instrument is based on the framework designed by Suwaryani (2008)

Appendix 3

INSTRUMENTS INTERVIEW GUIDANCE

Semi-structure Interview Schedule

Respondents: Principals from regular schools implementing inclusive education

1. Name:
2. School:

1. Number of students in your school:
2. How long have you been as a principal?
3. What is your educational background?
4. Do you aware of inclusive educational system when you sit as a principal?
5. Did you receive any further training for this post? If yes, please specify?
6. How does this school recruit new students?
7. Do you also teach in class? What grade do you teach?
8. Are there any students in your school who are viewed as having learning difficulties?
9. If yes, how many of them?
10. What kind of difficulty do they have? Please specify!
11. What are some of the difficulties involved in teaching children with different needs? Please specify!
12. Has the school ever refused to accept a disabled child? If yes, why?
13. Are you aware of the current policy with regard to children with learning difficulties in general and disabled children in particular in regular schools?
14. What do you think about disabled students studying in regular schools?

15. What relationship do you have with the special school?
16. How do you view the role of teachers in your school institution in engaging with diversity?
17. Is there any support from the school supervisor, local government and/or central government for students with learning difficulties in your school? Please specify!
18. Is there anything else that you want to add?

Note:

The above instrument is based on the framework designed by Suwaryani (2008)

Appendix 4

INSTRUMENTS INTERVIEW GUIDANCE

Semi-structure Interview Schedule

Respondents: Principals in special schools

1. Name:
2. School:

1. How long have you been as a principal?
2. What is your educational background?
3. Did you receive any training for this post? If yes, please specify!
4. How many teachers do you have? Please specify!
5. What is the number of students in your school?
6. What are fees involved?
7. Where the funding for this school does comes from? Please specify.
8. Where do the students come from?
9. How does this school recruit new students?
10. What kind of impairment do students in your school have? Please specify!
11. Are there any disabled children in this area who refused to attend this school? If yes, why?
12. Have you ever refused access to disabled children in your school?
13. Do you have any students who used to study in regular school?
14. If yes, were they excluded from their former schools? Why?
15. What are some specific difficulties involved in teaching children with different needs?
16. What relationship do you have with regular schools in your area?
17. What do you think about the purpose of this school?

18. In what ways do you see government policies supporting teachers' work in this school?
19. What do you think about the future of special schools?
20. What do you think about disabled children studying in regular schools?
21. Is there anything else that you want to add that you have not said?

Note:

The above instrument is based on the framework designed by Suwaryani (2008)

Appendix 5

INSTRUMENTS INTERVIEW GUIDANCE

Semi-structure Interview Schedule

Respondents: Teachers in the regular schools implementing inclusive education

1. Name:
2. School:
3. Class teacher in grade:
4. Number of students in your classroom:

1. How long have you been a teacher?
2. What is your educational background?
3. Did you receive further training for this post? If yes, please specify?
4. Are there any students in your class who are defined as having learning difficulties?
5. If yes, how many of them?
6. What kind of difficulty do they have? Please specify!
7. What are some of the difficulties involved in teaching children with different needs? Please specify!
8. Do you prefer the child/children with learning difficulties to be in your class? Please elaborate!
9. Are you aware of the current policy with regard to children with learning difficulties in general and disabled children in particular in mainstream school?
10. What do you think about disabled students studying in mainstream schools (for inclusive system)?
11. Do you have support from the head teacher?
12. Do you have support from the school supervisor?
13. Is there anything else that you want to add?

Note:

The above instrument is based on the framework designed by Suwaryani (2008)

Appendix 6

INSTRUMENTS INTERVIEW GUIDANCE

Semi-structure Interview Schedule

Respondents: Teachers in the Special Schools

1. Name:
 2. School:
 3. Class teacher in grade:
 4. Number of students in your classroom:
-
1. How long have you been a teacher?
 2. What is your educational background?
 3. Did you receive any training for this post? If yes, please specify!
 4. Number of students in class:
 5. Where do they come from?
 6. Has this school ever refused access to a disabled child?
 7. If yes, how many times and why?
 8. What kind of impairment do your students in your class have?
Please specify!
 9. Is there any disabled child in this area who refused to study in this school? If yes, why?
 10. Do you have any students who used to study in regular school?
If yes, were they excluded from their former schools? Why?
 11. What are some specific difficulties involved in teaching children with different needs?
 12. What relationship do you have with regular schools in your area?
 13. What do you think about the purpose of this school?
 14. In what ways do you see government policies supporting teachers' work in this school?
 15. What do you think about the future of special schools?

16. What do you think about disabled children studying in regular schools?
17. Is there anything else that you want to add?

Note:

The above instrument is based on the framework designed by Suwaryani (2008)

Appendix 7

INSTRUMENT QUESTIONNAIRES

Respondents: Disabled students

Personal Identity:

1. Name :
2. Age :
3. Gender :
4. Grade :
5. Address :
6. School name :
7. Do you suffer from any disability :
8. Which of the following categories best describes your disability? :

No.	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I like my teacher					
2	My teacher is very good to me					
3	My teacher explains the lesson very well					
4	I understand the lesson taught by my teacher					
5	Teachers have been supportive and helpful when I have approached them with concerns about to disability-related barriers I have experienced					

6	I can answer the assessments/tests/examinations easily					
7	It is easy to me to understand the lesson					
8	My score is very good in the class					
9	I like my friends					
10	My friends are very good to me and always help me					
11	I have many normal friends					
12	I also have many disabled friend					
13	I spend my time playing with all my friends.					
14	I can study in a group with my friends in anywhere are school.					
15	I like my school					
16	I like my classroom					
17	I choose to study at this school because it offers supports for disabled students.					
18	Academic staffs (teacher, principal and other people at school) have been supportive and helpful when I have approached them with concerns about to disability-related barriers I have experienced					
19	All the facilities in my school are complete					

20	I can use the school facilities like computers					
21	The library in my school is accessible for disable students					
22	I can freely walk and get access to many places in my school					
23	We have a special class to help disabled children					
24	The facilities in my school can help me to play and study					
25	The sport facilities are accessible for all students					

Note:

The above instrument is based on the framework designed by Pudaruth, et.al (2017)

Appendix 8

INSTRUMENT QUESTIONNAIRES

Respondents: Regular school students

Personal Identity:

1. Name :
2. Age :
3. Gender :
4. Grade :
5. Address :
6. School name :

No.	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I like my teacher					
2	My teacher is very good to me					
3	My teacher explained the lesson very well					
4	Teachers have been supportive and helpful, specifically when they help my disabled friends					
5	I can answer the assessments/tests/examinations easily					
6	It is easy to me to understand the lesson					
7	My score is very good in the class					
8	My teacher is wasting too much time helping those disabilities in the teaching process					

9	I can study in a group with my disable friends in anywhere are school					
10	My teacher does not prepare the lesson to assist my friends with disabilities					
11	I like my friends					
12	I have many normal friends					
13	I have disabled friends					
14	My disabled friends are very annoying					
15	Most of my disabled friends have assistance in the classroom such as teachers' aide					
16	My friends with disabilities cannot achieve good competence as much as who do not have disabilities					
17	I like my school					
18	I like my classroom					
19	It is fine for me study in this school even though it offers support for disability students					
20	Academic staffs (teacher, principal and other people ate school) have been supportive and helpful when I have approached them					
21	All the facilities in my school are complete					
22	I can use the school facilities like computers					

23	The library in my school is accessible for all students					
24	I can freely walk and get access to many places in my school					
25	We have a special class to help disabled children					
26	The facilities in my school can help me to play and study					
27	The sport facilities are accessible for all students					

Note:

The above instrument is based on the framework designed by Pudaruth et.al (2017)

Appendix 9

INSTRUMENT QUESTIONNAIRES

Respondents: Parents of disabled and normal students

1. Name :
2. Age :
3. Gender :
4. School of the children :
5. Grade your children :
6. Status of your child :
 - a. Without special needs
 - b. With special needs
 - c. Not sure
7. Please specify if your child :
with special needs!

No	Question	Yes	No	Not Sure
1.	Do you know what inclusive education is?			
2.	Do you think children with special needs should be enrolled in the same school with children without special needs?			
3.	Do you participate in activities at the school where your child is learning?			
4.	Do you think it would be all right for your child to learn side by side in the same classroom with children with disabilities and those without disabilities?			

5.	In your personal view, are schools willing to enroll children with disabilities in your area?			
6.	Does the school where your child is learning inform you of any program that the school would like to undertake or implement?			
7.	Did the school where your child is learning involve you in the initiation of inclusive schooling?			
8.	Would you like the school where your child is learning to involve you in decisions making issues involving your child?			
9.	Do you experience discrimination in the school enrolment among children with special needs?			
10.	Has your child's personal life changed because of learning in the same class with children with, and those without disabilities?			
11.	Has your child's behavior at home been affected by the introduction of inclusive education?			
12.	Do you require guidance to cope with your child at home?			
13.	Do you think all students should be facilitated regardless of inclusive education, which implemented?			

14.	Do you think your child's competence always improve even though the introduction of inclusive education implemented in the school?			
15.	Please give you opinion about inclusive education, is there anything else that you want to add that have not asked?			

Note:

The above instrument is based on the framework designed by Mwanza (2010)

AUTOBIOGRAPHY



BIODATA PENELITI PUSAT PENELITIAN DAN PENERBITAN LP2M UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

A. Identitas Diri

1.	Nama Lengkap <i>(dengan gelar)</i>	Prof. Dr. Misri A. Muchsin, M. Ag.
2.	Jenis Kelamin L/P	L
3.	Jabatan Fungsional	Guru Besar/ IV/d
4.	NIP	196303021994031001
5.	NIDN	2002036302
6.	NIPN <i>(ID Peneliti)</i>	
7.	Tempat dan Tanggal Lahir	Samadua, 2 Maret 1963
8.	E-mail	misrimuchsin@yahoo.com/ Misri.muchsin@ar-raniry.ac.id
9.	Nomor Telepon/HP	08126974866
10.	Alamat Kantor	Fakultas Adab dan Huamniora UIN Ar-Raniry
11.	Nomor Telepon/Faks	-
12.	Bidang Ilmu	Sejarah Pemikiran Modern Dalam Islam
13.	Program Studi	SKI
14.	Fakultas	Adab dan Humaniora

B. Riwayat Pendidikan

No.	Uraian	S1	S2	S3
1.	Nama Perguruan Tinggi	Fak. Adab IAIN Ar-Raniry	PPs. IAIN Ar-Raniry	PPs. IAIN Sunan Kalijaga
2.	Kota dan Negara PT	Banda Aceh, Indonesia	Banda Aceh, Indonesia	Yogyakarta, Indonesia
3.	Bidang Ilmu/ Program Studi	Pemikiran Islam	Pemikiran Islam	Pemikiran Islam
4.	Tahun Lulus	1988	1995	2003

C. Pengalaman Penelitian dalam 3 Tahun Terakhir

No.	Tahun	Judul Penelitian	Sumber Dana
1.	2020	The Valuation of Inclusive Education within Eastern Aceh (the Perspective and Expectation of Educational Elements in East Aceh, Langsa and Aceh Tamiang)	DIPA UIN Ar-Raniry
2.	2019	Public Responses toward the Sufi Tenet Of Syekh Amran Waly and Al-jili Sufism (A Study of Public Responses Within Northern And Eastern Area of Aceh toward MPPT and Rateeb Siribee)	DIPA UIN Ar-Raniry
3.	2018	Cosmopolitanism of Samudra Pasee (Socio-historical Study of the Nature of the Earliest Islam in Southeast Asian)	DIPA UIN Ar-Raniry

D. Pengalaman Pengabdian Kepada Masyarakat dalam 3 Tahun Terakhir

No.	Tahun	Judul Pengabdian	Sumber Dana
1.	-	-	-
2.			
3.			
dst.			

E. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun/Url
1.	Public Responses toward the Sufi Tenet of Syekh Amran Waly and Al-jili Sufism (A Study of Public Responses within Northern and Eastern Area of Aceh toward MPPT and Rateeb Siribee)	ADDIN: Media Dialektika Ilmu Islam	14/no. 1/ tahun 2020/Journal iainkuydus.ac.id
2.	The Role of Local Political Parties as Political Education in North Aceh: A Study of Aceh Party	Opcion Journal,	Universidad del Zulia, 2019, Venezuela
3.	Taxes in the Early Periods of Islam:A Historical Analysis	Journal of Al-Tamaddun	vol 2, Desember 2019, University Malaya
4.	Art and Entertainment in Islam	Peuradeun, Media Kajian Ilmiah Sosial, Politik,	vol. 3, no. 1 Januari 2015 (terakreditasi

		Hukum, Agama dan Budaya	internasional), Banda Aceh.
5.	Palestina dan Israel: Sejarah, Konflik dan Masa Depan	Miqot: Jurnal Ilmu-ilmu Keislaman	Vol. xxxix, no. 2 Juli-Desember 2015 (Terakreditasi Nasional), UIN Medan

F. Karya Buku dalam 5 Tahun Terakhir

No.	Judul Buku	Tahun	Tebal Halaman	Penerbit
1.	Perjuangan Muslim di Negara Konflik	2019/2020	225	<i>Ar-Raniry Press-Naskah Aceh</i>
2.	Trumon: Sebagai Kerajaan Berdaulat dan Perlawanan Terhadap Kolonial Belanda di Barat-Selatan Aceh	2019; cet. 1 2014, oleh BPNB		Cet. 2, Dinas Kebudayaan dan Pariwisata ; Aceh, 2019.
3.	Ensiklopedi Kebudayaan Aceh: Sistem Kepercayaan, at al.	2018		Dinas Kebudayaan dan Pariwisata.

G. Perolehan HKI dalam 10 Tahun Terakhir

No.	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
1.	Public Responses toward the Sufi Tenet of Syekh Amran Waly and Al-jili Sufism (A Study Of Public Responses within Northern and Eastern Area of Aceh toward MPPT and Rateeb Siribee)	2019	Laporan Penelitian	EC00201977784, 24 Oktober 2019

Demikian biodata ini saya buat dengan sebenarnya.

Banda Aceh, 21 September 2020
Ketua Peneliti,



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