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## **INCLUSIVE EDUCATION SERVICE MANAGEMENT TO REALIZE PAMEKASAN REGENCY AS A FRIENDLY CITY FOR CHILDREN**

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### **ABSTRACT**

The way of providing for a child with special needs or education inclusive is one of indicators of the realization of Pamekasan regency as a child friendly city. This study tries to give explanation to the form of the management of education services which used in Pamekasan especially in order to realize the Pamekasan regency as a child friendly city and the ability of the district government Pamekasan in adjusting the implementation of local regulation No.14 years 2015 about the city to children friendly. In this study use research methodology descriptive with qualitative approach. The method of analysis of the data use the interactive model of analysis) Miles and Huberman. One of the ways express its strongest the sensibility of the government to the society is means of providing some selection planes study on public service delivery. The choices that were given by the government for a child with special needs disabled athletes in education sector promised to supply maintains its inclusiveness a case where a school who are widely dispersed across 13 sub-districts in Pamekasan. Through a program called the implementation of education inclusive school expected will be able to modify the curriculum to balance of learning which the activity is by children are given with special needs disabled athletes and the son of normal. In fact, the project of this curriculum has not been able to applied in every school, that runs education inclusive in Pamekasan. The local government of Pamekasan has been to inform about law on Number 14 of 2015 about children friendly in principle as a commitment of written in the holy scriptures, initiative between the governments of the regions with the local parliament. In an effort to create children friendly area. On the concept of children friendly area, the developed system of driven development is the rights of the child, through master class in collaboration our productive resources development of the regional governments, from people and business that are set out in the form of clear policies, programs and activities in order to ensure the places would remain unfilled and the rights of the child.

### **KEY WORDS**

Service, management, inclusive education, child friendly city.

One of the government's efforts in children protection activities is through the development of Child Friendly Cities (KLA). KLA is a district / city that have a child rights-based development system through the integration of planned and comprehensive government and community commitments and resources in a comprehensive and sustainable manner in policies, programs and activities to ensure the fulfillment of children's rights.

Law Number 23 of 2002 concerning Child Protection explains that child protection is all activities to guarantee and protect children and their rights so that they can live, grow, develop and participate; optimally based on human dignity, get protection from violence and discrimination. The government has responsibility of providing services to adults as well as to children. Children are the next generation of the nation. Therefore service to children is very important prioritized in order to create a quality future generation. The new Child Protection Act includes articles on Special Protection, Article 59 states: "Governments and other State

Agencies are obliged and responsible to provide special protection to children in emergency situations, children who are faced with the law, children from minority groups and are isolated, economically / sexually exploited children, trafficked children, children who are victims of narcotics, alcohol, psychotropic, and other addictive substances (drugs), children abducted, sold and trafficked. Children who are victims of physical and mental violence, children who have disabilities, and children as victims of mistreatment and neglect”.

Protection for children, both of normal and children who have special needs, which are protection in the field of education. Getting proper education for children is a right for all children. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System provides another color in the provision of education for children with disabilities. Also encouraged by Local regulation especially concluded on Number 17 of 2010 concerning management and implementation of education. Inclusive education is basically an educational delivery system that provides opportunities for all students who have abnormalities and have potential. Intelligence and / or special talents to participate in education or learning in an educational environment together with students in general. Along with the development and progress of this era, institutional reforms that serve children who have abnormalities have been widely carried out, in the past the institutional forms that served children with special needs were many that were separate from the community in general and one of the activities needed to realize a decent city in the Regency Pamekasan is the availability of education for children with special needs, this has been stated in the Pamekasan District Regulation Number 14 of 2015 concerning Eligible Cities, providing education for children with special needs is proof of accountability from the Pamekasan Regency government.

Accountability can be interpreted as an external responsibility or can be interpreted as a responsibility to the creditor. To meet the requirements of achieving accountability, an organization must be able to implement 3R, namely Responsibility, Responsiveness and Representativeness. Responsibility or can be interpreted by the responsibility of the individual in carrying out the tasks given as well as possible. While responsiveness is responsiveness to public problems. Responsiveness must be followed by the provision of services in accordance with the wishes or expectations of the community. Therefore, an alternative education system is also needed which is provides an opportunity for the expansion and improvement of the quality of education services for children with special needs or possessing potential intelligence or special talents.

To improve the quality of education services for children with special needs, the inclusive education service model is needed, where there is a model or education system that provides opportunities for all children to obtain quality, humanist and democratic education services. Providing services for children with special needs or inclusive education is one of the things that have become an indicator of the realization of Pamekasan Regency as a Child-Friendly City.

This study tries to describe the form of education service management used in Pamekasan specifically in realizing Pamekasan as a Child-Friendly City. John Stuart Mill 1926 in (Thoha, 2008: 121) adds altruistic behavior, meaning that in determining problems and public interests must be based on behavior that emphasizes the interests of others relating to awareness, sympathy, or other impulses.

## **METHODS OF RESEARCH**

This study uses a descriptive research method with a qualitative approach. The data sources used are primary data and secondary data. The techniques of collecting data with interview and documentation. The instruments used are researchers, interview guidelines and field notes. The method of data analysis used Interactive Model of Analysis) Miles and Huberman which has been developed by Johnny Saldana (2013) which has four main components, among others; data collection, data reduction, data presentation, and drawing conclusions / verification. In this study the location of the study is Pamekasan, with data collection in the Regional Devices Organization, among others; Pamekasan Regency

Bappeda, Pamekasan District Education Office and Women's Empowerment and Family Planning Empowerment Office, Pamekasan Regency. With the focus of research on Management of inclusive education services in Pamekasan Regency and how the ability of the Pamekasan Regency government to adjust and implement Regional Regulations Number 14 of 2015 concerning the City of Eligible Children.

## RESULTS AND DISCUSSION

Ratminto (2010) said that another factor that is also very important in public service management is the operation of a service system that focuses on the interests of the community. Services can be very inadequate if the system implemented does not favor the interests of service users. So the existence of a public service management that will be able to help every institution to maximize in providing optimal service. The paradigm of administering a government that prioritizes service to the community as the goal of regional autonomy today is also emphasized in Law No. 25 of 2009 concerning public services. It is stated that public service is an activity or series of activities in order to fulfill service needs in accordance with the laws and regulations for every citizen and resident for the goods, services, and / or administrative services provided by public service providers (article 1 paragraph 6)

*Inclusive Education Program Realize Pamekasan as a Child-Friendly City.* Pamekasan Regency has prepared various programs for children. The involvement of several Regional Organization Organizations (OPD) to realize Pamekasan Regency as a Children Friendly City has been carried out. In terms of education, the Pamekasan Regency government has assigned the Education Office as the Leading Sector program for these children. One way to show government sensitivity to society is by providing several service options. The choice given by the government for children with special needs in the field of education is the existence of inclusive schools spread in 13 sub-districts in Pamekasan Regency. In addition to the spread of inclusive schools, the government still maintains exceptional schools. This is in accordance with one of the principles of the new public service, Serve citizens, not customers. That the public interest is the result of dialogue about shared values rather than the aggression of individual personal interests, the public servant does not merely respond to the demands of the customer but instead focuses on building trust and collaboration with and among citizens.

The inclusive education program in Pamekasan begins with a step to mandate the Pamekasan Education Office in charge of coordinating various activities to support the implementation of inclusive education in Pamekasan. One of the efforts made by the Pamekasan Education Office in realizing inclusive education services by coordinating school readiness - schools in implementing inclusive education services in Pamekasan and formulating flexible curriculum (teaching materials).

The Pamekasan's Government has provided access to facilities so that children with special needs are able to adapt both of the environment and learning. So through the Pamekasan Education Office, elementary and junior high schools that have students with special needs, a workshop is held for special guidance teachers (GPK). This event was attended by 78 GPK from 13 sub-districts. They will be a companion of children with special needs in their respective schools. Both children are slow in learning, blind, speechless, mentally disabled and others. The material taught in the workshop. Among other things, identification of children with special needs and learning assessment for students with disabilities. This activity was held at Bugih Elementary School 1, Pamekasan City. Through this workshop or program the school is expected to be able to modify the curriculum to balance learning activities given to children with special needs and normal children. Modification of the curricula is to adjust the existing curriculum with the ability of students with special needs. Modification of the curriculum consists of:

1. Modification of objectives, namely the learning objectives in the general curriculum is changed to suit the conditions of students with special needs. Modification of contents,

namely subject matter for regular students is changed and adapted to the conditions of students with special needs.

2. Modification of processes, namely differences in learning activities undertaken by students with special needs with students in general.
3. Modification of evaluation, namely changes in the scoring system to suit the conditions of students with special needs. Modification of the curriculum is not always applied to all children with special needs, but only some children with special needs are considered to need curriculum modification. In addition to the modification of the curriculum, the access provided is also in the form of additional classes. This additional class is useful for children with special needs who experience difficulty following the lessons given in class. Additional classes are held outside of class hours

In its implementation in Pamekasan this modification of the curriculum still cannot be applied comprehensively in elementary and junior high schools in Pamekasan. This condition is due to the understanding of the Principal and the teaching staff in the school that they still have a poor understanding of inclusive education. Difficulties in implementing this Inclusive education provider in this case inclusive schools have also been given information about the inclusive education system. Information is not only given to teachers, but also school employees. Information aims for teachers and employees to know about inclusive schools. Information can be notified directly by the relevant agency through the inclusion coordinator. An inclusive coordinator is a teacher who is appointed as the responsibility in the implementation of inclusive education. In addition, information related to inclusive education continues to be provided by the Pamekasan District Education Agency through various activities in the form of trainings or comparative studies to other districts.

*Services from Educators in organizing Inclusive Education in Pamekasan Regency in the Public Service Perspective.* Ratminto said that a good service management model consists of elements such as: service resources, organizational culture, service systems and customers. So the concept of service can be measured properly because of the standard of service provided. Referring to the statement, there is a bargaining interest in the service that is balanced between service providers and service recipients in their position as citizens who are entitled to good and correct services in accordance with the New Public Service concept, namely assuming that service recipients are not mere consumers, but rather leads to the fulfillment of rights as citizens (Denhardt & Denhardt, 2003).

Things needed in inclusive education services are professional educators (teachers); have knowledge of skills and attitudes about the material to be taught or trained; understand students. In Pamekasan the quality of teaching staff that are competent in inclusive education is still low. The services they provide are still the same or do not have special competencies to deal with disabled students. This is due to the output of education personnel printed by universities not provided with knowledge of inclusive education. In addition, teachers or teaching staff for children with special needs in Pamekasan Regency only get training or training related to the implementation of inclusive education in Pamekasan District, but education personnel have not received special training related to children's rights, training or training has not been realized in Pamekasan Regency due to budget constraints owned by Pamekasan Regency.

*The Role of Educators and Education in Organizing Inclusive Education in Pamekasan Regency in the Public Service Perspective.* Educators and education is one of the important elements in inclusive education. Education personnel in inclusive education receive a clearly different portion of responsibility from education staff on inclusive education. Education staff generally has roles such as implementing teaching activities, managing, developing, researching, training and providing technical services in the field of education. The roles and positions of each are described below:

1. Principal. In education units provide inclusive education. Principles have the task of accommodating, coordinating and organizing teaching and learning activities in schools. Starting from planning, implementing, and evaluating activities. In this case, principle becomes a key role in consolidating all school equipment, especially classroom teachers in the service of children with special needs.

2. Classroom and subject teacher. In the classroom, the teacher is responsible for managing learning and administration in his class. Internal subject teachers in providers of inclusive education have the same tasks as subject teachers in general, but for subject teachers in schools provide inclusive education needs to be equipped with additional knowledge about special education. In this case subject teachers, together with special education teachers arrange adaptive learning designs in accordance with the conditions of their students without neglecting the substance of the next subject to teach, monitor and evaluate student learning outcomes. Class teachers and subject teachers create conducive classroom management, learning atmosphere and interesting strategies.

3. Special education teacher. Special education teachers are teachers who have a special educational background or extraordinary education or who have received training in special / outside education assigned to inclusive schools. During the education process, special education teachers have roles and positions and authority. The role of exceptional education teachers as supervisors, advisors, directs service providers. To support their duties and roles, special education teachers have identities, self-confidence and professional personalities to be applied in inclusive education.

4. Committee. In the implementation of inclusive education, the role of the school committee as a consideration in determining the implementation of education policies, providing support to schools in the form of thought, energy, finance and controllers in the context of accountability and transparency in schools, as well as mediating between the government and the community at school.

*The Government's Capability in Adjusting and Implementing Regional Regulations Number 14 of 2015 Concerning Eligible Cities for Children.* It is said that Child-Friendly Districts / Cities are districts / cities that prepare everything that is needed by children, both physical and non-physical needs. Whereas the Eligible Child District also means that Districts that meet indicators (there are 35 indicators) or interpret the district / city development model integrative in order to fulfill children's rights means that all development such as education, health, infrastructure, family and community environment are right really according to the needs of the child. The Pamekasan District Government has socialized the Regional Regulation No. 14 of 2015 concerning Child-Friendly Districts in principle as a form of written commitment, between the Regional Government and the DPRD, in order to realize a Child-Friendly District.

In the concept of Child-Friendly Districts, a Child Rights-based development system is developed, through the collaboration of local Government, community and business resources as contained in policies, programs and activities to ensure the fulfillment of children's rights. In the theoretical level, the fulfillment of the Rights of the Child includes 5 (five) Clusters, namely:

1. Civil and Freedom Rights;
2. Family environment rights and alternative care;
3. Basic health and welfare rights;
4. Educational rights, utilization of leisure time, and arts and cultural activities; and
5. Special protection rights.

Regional Device Organizations that have been designated as task forces in the implementation and realization of the KLA of Pamekasan Regency based on the Decree of the Regent of Pamekasan Number 188/622 / 432.131 / 2013 dated December 13, 2013 must really understand their respective duties, then understanding the task will be fast what are the needs and rights of children. The objectives of the Eligible District / City policy are:

- To increase the commitment of the government, the community and the business world in districts / cities in an effort to realize development that is responsive to the rights, needs and best interests of children;
- To integrate the potential of human resources, finance, infrastructure, methods and technology that exist in the government, society and business in the district / city in realizing children's rights;

- To implement child protection policies through the formulation of strategies and district / city development plans in a comprehensive and sustainable manner in accordance with KLA indicators; and
- To strengthen the role and capacity of district / city governments in realizing development in the field of child protection.

More and more people are utilizing services and more choices are given by the government. It needs to be accompanied by the regulation of service delivery in the form of regulation. The Government's Capability in Adjusting and Implementing the Pamekasan Regency Regulation Number 14 of 2015 concerning Child-Friendly Cities, conducted by selecting the Office of Women's Empowerment, Child Protection and Family Planning to become a Leading sector in realizing child-friendly cities, providing various supporting services prepared by the District Government Pamekasan, both from program planning to program implementation. One of them is an inclusive education program managed by the Pamekasan District Education Office.

### CONCLUSION

Pamekasan has prepared various programs for children. The involvement of several Regional Organization Organizations to realize Pamekasan as a Child-Friendly City has been carried out. In terms of education, the Pamekasan Regency government has assigned the Education Office as the Leading Sector program for these children. Pamekasan Regency Government has provided easy access so that children with special needs are able to adapt both in the environment and in learning, to realize the best inclusive education so that Pamekasan Regency becomes a decent city Government children ask schools to be able to modify the curriculum to balance learning activities given to children with special needs and normal child. The Pamekasan District Government has socialized the local Regulation No. 14 of 2015 concerning Child-Friendly Districts in principle as a form of written commitment, between the Regional Government and the DPRD, in order to realize a Child-Friendly District. In the concept of Child-Friendly Districts, a Child Rights-based development system is developed, through the collaboration of local Government, community and business resources as contained in policies, programs and activities to ensure the fulfillment of children's rights.

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