

Implementation of Mayor Regulation No. 76 Of 2020 at Kalipancur State Elementary School 02 Concerning The Implementation Of Inclusive Education

Vanda Estetika Siswandari*, Erni Suharini, Sungkowo Edy Mulyono, Titi Prihatin

Doctoral Program in Educational Management, Universitas Negeri Semarang, Indonesia

*Corresponding Author: vandaestetikasis@students.unnes.ac.id

Abstract. The Semarang City Government has established Semarang Mayor Regulation No. 76 of 2020 concerning the Implementation of Inclusive Education as an effort to minimize accessibility limitations for Children with Special Needs in obtaining education. This research aims to analyze the implementation of inclusive education policies through Mayor regulation No.76 of 2020 at Kalipancur State Elementary School 02 Semarang city and the factors that influence the implementation process. The research method used is descriptive qualitative with data collection techniques, namely interviews and documentation. Implementation of Mayor regulation No.76 of 2020 at Kalipancur State Elementary School 02 Semarang city is seen from the dimensions of students, curriculum, educators, infrastructure, financing, role of community, guidance, control, supervision. In looking at the influencing factors, the theory of Mazmanian and Sabatier is used which consists of target groups, stakeholders, authorized bodies, implementing bodies. The implementation of inclusive education at Kalipancur State Elementary School 02 Semarang city has been running in accordance with existing regulations even though there are still obstacles in its implementation, as well as There are factors that hinder its implementation, namely differences in the economic types of parents/guardians of children with special needs, limited human resources at the Mental Revolution Ambassador's House (RDRM), limited budget from the Education Department, as well as limited knowledge and quantity of teachers for inclusive education students at Kalipancur State Elementary School 02 Semarang city.

Keywords: policy implementation, inclusive education

INTRODUCTION

The Unitary State of the Republic of Indonesia is a unitary state whose citizens have equal status before the law. According to the Constitution, no citizen has any special privileges under the law. In Indonesia, people with disabilities have the same status as other citizens and have the same rights in all aspects, including education. The Indonesian government confirmed its commitment through RPJMN IV 2020-2024. One of the efforts made is to improve the quality of human resources through increasing access to quality educational services. In practice, there are still several obstacles in increasing the uptake of quality education services.

1. Based on school enrollment figures in 2022, there is still a gap in the proportion of the population aged 5 years and over. This means that the disabled group still occupies the top rank in this category compared to the non-disabled group, but is a group that has never attended school. Even among those undergoing training, the proportion of people with disabilities is lower compared to the healthy population.

2. In 2022, there will still be an imbalance in the proportion of children aged 7 to 12 years who are not in school, with the proportion of groups with disabilities being higher than those without disabilities. Because of this problem, the

government is trying to guarantee the rights of people with disabilities to quality education at the primary level or equivalent through implementing inclusive education policies. The policy regarding inclusive education is explained in Minister of National Education Regulation Number 70 of 2009. This policy aims to provide opportunities for all students with disabilities and candidates with special intelligence or talents to participate in education and study together. Inclusive education is expected to facilitate access to education for children with special needs (ABK) by participating in the educational environment with other students.

Minister of National Education Regulation Number 70 of 2009 explains that each district/city must complete at least one basic education unit to provide inclusive education. As of 2020, there are around 400 people with disabilities and various disabilities living in Semarang City (), the capital of Central Java Province. The Semarang City Government has issued Mayor Regulation Number 76 of 2020 concerning the Implementation of Inclusive Education. The regulation explains that the implementation of inclusive education takes place in formal education units. Elementary school is a formal education unit that provides basic general

education. Parwal Number 76 of 2020 concerning the Implementation of Inclusive Education in the City of Semarang is supported by the Regional Regulation on Disability Inclusive Schools which was passed by the Semarang City DPRD in 2021. In this regulation it is stated that all schools must be ready to provide inclusive schools with the desire to: This makes it easier for people with disabilities to go to school.

Kalipancur State Elementary School 02 Semarang city Semarang City is one of the basic education units that implements inclusive education in Ngaliyan District, Semarang City, but there are still many obstacles in its implementation, such as there is no special curriculum for inclusive education students, there are no special facilities and infrastructure that are friendly to people with disabilities.

The problem formulation in this research is as follows, how is the implementation of Mayor regulation Number 76 of 2020 concerning the Implementation of Inclusive Education at Kalipancur State Elementary School 02 Semarang city Semarang City, what are the obstacles to implementing inclusive education policies at Kalipancur State Elementary School 02 Semarang city Semarang City?

The research aim is to describe and analyze the implementation of Mayor regulation Number 76 of 2020 concerning the Implementation of Inclusive Education at Kalipancur State Elementary School 02 Semarang city Semarang City and the obstacles to implementing inclusive education policies in Semarang City.

METHODS

The research method used is descriptive qualitative research type, Kalipancur State Elementary School 02 Semarang city Semarang City as the research site. This research was carried out in the period July 2023 to December 2023, while the research subjects are the Principal of Kalipancur State Elementary School 02 Semarang city Kota Semarang, Master of Kalipancur State Elementary School 02 Semarang city Kota Semarang, Guardians of Inclusive Education Students at Kalipancur State Elementary School 02 Semarang city Semarang City, Psychologist Coordinator of the Semarang City Mental Revolution Ambassador House, & Sub Coordinator of Elementary School Curriculum and Assessment Semarang City Education Office, The type of information used is qualitative, textual in nature with the information source divided into

two, namely groundwork & secondary information. The information collection techniques used are interviews and documentation which are then analyzed by reducing information, presenting information and conclusions. The quality of the information used is the triangulation technique.

RESULTS AND DISCUSSION

Implementation of Mayor regulation No. 76 of 2020 at Kalipancur State Elementary School 02 Semarang city Semarang City. The policy implementation process in this research is seen from aspects of the dimensions contained in Mayor regulation No. 76 of 2020, namely students, curriculum, educators and education personnel, facilities and infrastructure, financing, community participation, and guidance, control, supervision. Learners In this research, the aspects looked at in the learner dimensions which are based on CHAPTER IV Mayor regulation No. 76 of 2020 are the Criteria, Rights and Obligations of Learners in Providing Inclusive Education at Kalipancur State Elementary School 02 Semarang city , Semarang City. Kalipancur State Elementary School 02 Semarang city Semarang City has made efforts to observe students who have special needs and also act as an intermediary for carrying out Psychological Assessments for children who are indicated to have special needs. The inclusive education students at Kalipancur State Elementary School 02 Semarang city , Semarang City, numbering 1 (one) student and occupying class 4 and 1 person in class 5 and one person in class 2, are classified as a Moderate Learner specification.

Inclusive Education Students at Kalipancur State Elementary School 02 Semarang city have not received treatment that suits their needs, namely Slow Learners (Moderate Learners) which require longer time and repeated understanding, so that the education they receive is only in the form of individual learning by a master at the same time and place with other customary students. which is supported by an educational environment that supports the learning of Inclusive Education Students. Curriculum In this research, the aspects looked at in the Curriculum dimensions are based on Mayor regulation No. 76 of 2020, namely Types of Curriculum and Types of Assessment in Implementing Inclusive Education at Kalipancur State Elementary School 02 Semarang city , Semarang City. Kalipancur State Elementary School 02 Semarang city , Semarang City, as an

inclusive school, has made an effort by providing special regulations regarding the handling of Inclusive Education Students in the 2013 curriculum used. However, these efforts have not been optimal because the curriculum used is not a special curriculum, which influences the readiness of Kalipancur State Elementary School 02 Semarang city Semarang City as an inclusive school in the future. In the assessment aspect, Kalipancur State Elementary School 02 Semarang city Semarang City uses special assessment standards for Inclusive Education Students in the form of KKM scores which are the same quantity as Regular Students, but with different qualities.

Educators and Education Personnel In this research, the aspects looked at are Types of Educators, Duties of Educators at Kalipancur State Elementary School 02 Semarang city Semarang City and Procurement of Educators by the Semarang City Education Office. Kalipancur State Elementary School 02 Semarang city implements teaching and learning activities for inclusive education students by educators with master qualifications from the State Civil Service (ASN) and PPPK masters with PGSD backgrounds. The implementation of educator qualifications in the implementation of inclusive education at Kalipancur State Elementary School 02 Semarang city Semarang City has not run optimally, due to the absence of a Special Master Supervisor (GPK) who has special educational qualifications. Masters who handle inclusive education students have carried out coordination as described in Mayor regulation No. 76 of 2020, which is proven by coordination of student learning outcomes between Masters and Parents/Guardians of students. However, there are still obstacles in this dimension, namely that the Semarang City Education Office has not yet provided GPK due to budget constraints, while the community cannot actively participate in the procurement of Special Master Supervisors (GPK).

Facilities and Infrastructure In this research, the aspect looked at is Special Facilities and Infrastructure that are disability friendly for Students in Providing Inclusive Education at Kalipancur State Elementary School 02 Semarang city , Semarang City. In terms of special facilities and infrastructure, wheelchair access is available, but there are still deficiencies in its equipment. **Financing** In this research, the aspects looked at are Sources of Financing and Management of Financing in the Implementation of Inclusive Education at Kalipancur State Elementary School

02 Semarang city , Semarang City. Financing related to inclusive education at Kalipancur State Elementary School 02 Semarang city Semarang City which uses sources originating from BOS funds for operational costs. The BOS costs are allocated to the needs for facilities and infrastructure, equipment. So that the management of inclusive education financing at Kalipancur State Elementary School 02 Semarang city Semarang City has fulfilled the components of using BOS funds which are based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No.2 of 2022. **Community Participation**

In this research, the aspects looked at are dimensions of Community Participation which are based on Mayor regulation No.76 of 2020, namely Psychosocial Handling and Recommendations, as well as aspects of cooperation in the Implementation of Inclusive Education at Kalipancur State Elementary School 02 Semarang city , Semarang City. Kalipancur State Elementary School 02 Semarang city Semarang City has implemented aspects of psychosocial treatment and recommendations by involving the Mental Revolution Ambassador's House (RDRM) Semarang City in terms of Psychological Assessment services, and also providing psychoeducation to children

The Special Needs (ABK) concerned, the Parents/Guardians and the Master who handles the child. Then regarding collaboration, Kalipancur State Elementary School 02 Semarang city Semarang City has collaborated with several universities, but in different ways, not in terms of inclusive education. **Guidance, Control and Supervision** In this research, the aspects looked at are guidance, control and supervision in the implementation of inclusive education at Kalipancur State Elementary School 02 Semarang city, Semarang City. The Semarang City Education Office as one of the partners in the implementation of inclusive education at Kalipancur State Elementary School 02 Semarang city Semarang City has provided guidance and training for masters who do not have a special educational background. The Semarang City Education Office has also conducted observations every year in order to check information and facilities and infrastructure related to inclusive education at Kalipancur 02 State Elementary School, Semarang City. Evaluation was also carried out by the Semarang City Education Office in the form of a Gathering Gather Discourse (FGD) along with coaching which aimed to see the

progress of learning carried out by masters of inclusive education students in learning at Kalipancur State Elementary School 02 Semarang city Semarang City. B. Inhibiting Factors for the Implementation of Inclusive Education Policy at Kalipancur State Elementary School 02 Semarang city , Semarang City.

The process of implementing inclusive education policy in this research was also seen from the inhibiting factors, namely Target Groups, Partners, Authorized Bodies, Implementing Bodies. Target Group In this research, the aspect looked at in the target group dimension is the type of economy. It is known that the economic types of parents/guardians of students with special needs (ABK) are diverse, namely there are Pre-Prosperous and Prosperous economic categories, both of which have different perceptions regarding the importance of Inclusive Education Policy. Parents/Guardians of Children with Special Needs (ABK) in the Pre-Prosperous category can have important opinions regarding inclusive education policies at Kalipancur State Elementary School 02 Semarang city , Semarang City. This can be seen from the absence of obstacles during the implementation of the Psychological Assessment for ABK, because of the convenience provided by the Semarang City Education Office for Pre-Prosperous families to carry out the psychological assessment. These conveniences are in the form of an easy flow in the Psychological Assessment carried out by RDRM Semarang City which is free of charge. There are priority regulations for pre-prosperous families in carrying out psychological assessments by the Semarang City RDRM so that parents/guardians in the prosperous category must carry out psychological assessments for the crew members concerned independently.

However, in reality, the awareness of the parents/guardians concerned is not yet evident from not carrying out the independent psychological assessment. Partner In this research, the aspect looked at in the partner dimension is the constraints faced by the partner, where in this case the partner in question is an institution that collaborates with Kalipancur State Elementary School 02 Semarang city Semarang City regarding the implementation of inclusive education, namely the Mental Revolution Ambassador House (RDRM) Semarang City . It is known that there are limited Human Resources (HR) at RDRM Semarang City in providing psychological services for Children with Special Needs (ABK) at Kalipancur State Elementary School 02 Semarang city Semarang City.

The limited human resources caused quite long queues for the implementation of the Psychological Assessment so that delays in the Psychological Assessment resulted in special handling of inclusive education based on the results of the psychological examination at Kalipancur State Elementary School 02 Semarang city Semarang City which was also delayed. Implementing Agency In this research, the aspect looked at in the Implementing Agency dimension is the obstacles faced by Kalipancur State Elementary School 02 Semarang city Semarang City in providing inclusive education. In this case, Kalipancur State Elementary School 02 Semarang city Semarang City in implementing inclusive education still has obstacles, namely in the form of lack of focus and limited knowledge in handling inclusive education students which is caused by several things. The master who handles inclusive education students at Kalipancur 02 State Elementary School does not have a special educational background and has limited knowledge in special handling so that the handling only refers to recommendations given by the Semarang City RDRM. Furthermore, the lack of a Special Supervising Master (GPK) or Shadow Instructor in the implementation of inclusive education at Kalipancur 02 State Elementary School resulted in a lack of focus on the master who handled inclusive education students because the Master doubled as the class master so that his focus was divided on the 27 other children in one class.

CONCLUSION

Conclusion on the implementation of Mayor regulation No.76 of 2020 at Kalipancur State Elementary School 02 Semarang city Semarang City, namely the implementation of Mayor regulation No.76 of 2020 concerning the implementation of inclusive education at Kalipancur State Elementary School 02 Semarang city , there are still obstacles in its implementation, such as aspects of the rights and obligations of students, types curriculum, aspects of educator qualifications, aspects of completeness of special facilities and infrastructure, and also aspects of collaboration with parties outside inclusive education partners. However, there are several aspects that are in accordance with the provisions. such as aspects of assessment standards, aspects of educators' duties, aspects of completeness of public facilities and infrastructure, dimensions of financing, aspects of cooperation with RDRM,

dimensions of coaching, control, supervision. It was also found that there were limited knowledge and also the quantity of masters who handled inclusive education students which resulted in less than optimal special handling for participants. inclusive education students at Kalipancur 02 State Elementary School.

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