

## **CHAPTER IV**

### **CONCLUSION**

#### **A. CONCLUSION**

With using the 7 aspect of inclusive education management theory, the management of student when they entering a school, assessment are made up to know the needs and capabilities of the student. In the learning process, the curriculum is mostly about the teaching process that requires to matching up with the student abilities. The parties who are involved in this matter are required to make a teamwork in supplying the goods or services that can help the learning process of student. Also, make several programs that can improve the knowledge, skill and talent of students with special needs are needed.

In running the inclusive education program based on the Regulation No. 47 year 2008, it can be said that this policy is implemented well and smoothly. With this policy, the Government of Yogyakarta City requires and oblige that all existing schools in Yogyakarta city to participate in implementing the inclusive education program. In 2016, there were 69 schools that are implementing the inclusive education program with the 937 existing total schools in Yogyakarta City. Those 69 schools are the schools that get a decree from the government. The decree given by the government aims to protect the local rights in getting the budget that have been prepared by the government. Also, those 69 schools are feeling ready and willing to accept the student with special needs.

During the implementation of Regulation No. 47 year 2008, some problems and obstacles persist. The problems and obstacles that occur are due to the lack

understanding and attitude of teachers, parents, and the society about the concept of the inclusive education; the lack of facilities and infrastructure for students due to the costs; the availability of special escort teacher are limited, there are some schools that are not yet ready to offer inclusive education programs and the difficulty experienced by the teacher in modifying the curriculum. All these affected the learning process in some schools.

With the emergence of various problems and obstacles, the government of Yogyakarta City has provided many ways to support this policy. **First**, they provided socialization by including 4 sub-districts to become an inclusive city. This is the strategy that is indirectly carried out by the Yogyakarta city government to socialize and give an idea about the concept of inclusive education towards the Yogyakarta society.

**Second**, the government provided education and training for the special escort teacher and the general teacher in schools. The aim is to improve the confidence and capabilities of the teachers in teaching the students with special needs. The teachers are required to modify the curriculum and the teaching methods which should be in accordance to the needs of student with special needs.

**Third**, the government support programs for inclusive education. To improve the talent and potential of the student with special needs, the government and school provide vocational classes that help in honing the skill of the student. The other program is in the form of scholarship and assistance for the families of children with disabilities. The assistance is given to help the family in paying the school tuition fee. Another program also is the distribution of budget. The function

of this program is to provide the budget for the school, who is implementing inclusive education in equip their facilities and infrastructure.

**Forth**, the government has built partnership. Cooperation among all parties involved in implementing this program is important. The relationship between and among the agencies or actors involved in this program is good. The roles are clear and everybody support the policy. The support from other actors determines the passage of the program. All stakeholders of this program are partners in conducting the procurement of goods and services, play an active role in conducting surveillance and give input about the operation of this program.

It can be seen, from several efforts and activities aimed at the success of this program that the government of Yogyakarta City is have committed in fixing all the problems and obstacles that appear. Not only about the socialization, but the strengthening of policies that is the binding laws in implementing these policies.

Actually, there are no standard/special criteria in implementing the inclusive education program. The implementation of inclusive education depends on the willingness of the actors who are involved. Inclusive education can be organized if the school feels ready and able to host them and also how the government and the other actors can have a good coordination to make teamwork in order to run the program well.

## **B. RECOMMENDATIONS**

Based on the explanation on the previous chapters, the recommendations can be given based on the results of this research as follows:

1. The existence of the program socialization organized by the government and school devoted to the regular teacher, special escort teacher, parents, friends (other student), NGOs, and society about the concept of inclusive education.
2. The regular training for special escort teacher, regular teacher, and parents in guiding special needs children.
3. Need more special escort teachers who is active in modifying the curriculum, students assessment and innovative in the learning process.
4. Improve the braveness, willingness and knowledge of the actors or parties to dare to serve the students with special needs.
5. The capability to make a several programs that can improve the knowledge, skill and talent of students with special needs.
6. Maximize the role of Resource Center as the central management of inclusive education.
7. More participation form others academic institutions to do and assessment and openly consultation for the schools and parents that have a children with special needs.
8. Increased cooperation between governments, NGOs, schools, collage, society, and parents in monitoring the inclusive education policy and cooperation in conducting the procurement of goods and services in facilitating the process of the learning process for special needs student.