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Shifting Uniformity to be Diversity through Inclusive Education Practices

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ABSTRACT: The policy of freedom of learning proposed by the Indonesian Minister of Education and Culture is exciting to follow at the school level. The practice of inclusive education that has been running in Indonesia is a form of free learning. It is suspected to be a friendly educational paradigm, accessible to all students with a variety of conditions, including individual student educational needs (SEN). The friendliness of inclusive practices lies not only in the inclusion of NES in public schools. But rather the shift in "uniformity towards respecting diversity." This study aims to reveal friendly education practices, which are characterized by respecting the diversity of students. The study was carried out using a lethal study then analyzed comprehensively, referring to expert opinions in books, journals, and other scientific articles. The results of the literature review reveal components of educational activities that are practiced in schools in order to appreciate the diversity of students, then shift school policies that are still uniformed, namely (1) Student recruitment refers to the principle of education for all (2) Preparing inclusive education teachers (3) Accommodation curriculum to meet the needs of students (4) Teaching and learning in inclusive classes (5), inclusive leadership. Therefore, it was observed that inclusive practices in schools became an alternative to shift the form of uniformity into an appreciation of diversity.

Keyword: Inclusive Education, Uniformity, Diversity

I. INTRODUCTION

The freedom of learning set by the Minister of Education and Culture is a new student admission system, nationalized examination system, simplification of learning administration. The concept of freedom of learning progressivism gives students the freedom to develop their talents and interests. This opinion supports that through the freedom of learning, a person will be more advanced and qualified, which will then have a positive impact on the nation. In order to achieve learning independence, many countries change the educational paradigm, by motivating schools to be autonomous, they think about diversity and equality. Like for example, in Australia, there are those who call independent state schools. In England, there are academy schools; in America, there are names of charter schools. In Chile, there are names of voucher reform schools. In Spain, there are names of concert schools. In Sweden it is called a free school, a partnership school exists in New Zealand. (Ainscow, 2016) countries such as those listed above make a breakthrough in changing the progress of education, by means of equalizing education that is more inclusive, than market forces that are the mainstay. This opinion states that justice in education is achieved when justice occurs to the personal, ethnic, or family, social or gender background, and does not experience obstacles in accessing education. Schools are required to be able to learn from a difference. The school's commitment to be able to find the right method to respond to student diversity. Including the challenge of being able to create inclusive classroom conditions, can be accessed by all children from various differences. In various countries, inclusive education services are a way to provide services for students with special

Educational needs (SEN). However, international regulations suggest that inclusive edu educational umbrella to accommodate a diversity of learners. In this case (Messiou & Ainscow, 2015) suggested the importance of schools to be able to eliminate social inequalities in schools with the utmost effort to respect individual differences, racial and ethnic differences, diversity of adherents of religion, gender and differences in students' abilities. Regarding the implementation of inclusive education in schools (An et al., 2018), it is suggested that policymakers should not merely emphasize educational equality, but rather regulate the implementation of inclusive practices in public schools. Thus everyone's right to get quality learning in public schools is fulfilled, including SEN students. In order for inclusive practices in schools to work properly, it is necessary to meet the required resources such as teacher resources, open administrative staff, accessible facilities and infrastructure, and support of all school residents. Many people think that an inclusive school is a school to accommodate SEN students entering public schools. Those who are far from special schools can be

accommodated in the nearest public school. The ultimate goal of inclusive practice in schools is that all children from different conditions, take the opportunity to mutually respect and respect their rights. Suggestions (Hardy & Woodcock, 2015) schools should adopt the following inclusive principles: (1) inclusion is a process in which educational authorities are developing a culture to respect the rights of all students without exception. (2) through appropriate education and support, the potential of children to develop properly (3) schools should make various efforts to minimize barriers to learning and student participation in learning. The report (Kim, 2014) education policy in Korea states that all citizens have the right to learn according to their abilities. The policy in this country regulates equal education for all people. Then elementary school is compulsory and free. The Government will supervise the implementation of this equality education. In fact, there are clear regulations governing that all people are entitled to education services without discrimination. Although they differed in their religion, social status, and financial control. (Sudarto, 2017) recommends that the Government, as the education policymaker at the central level, should carry out a change in the centralistic education policy towards autonomous education. Centralistic education has a tendency to uniform national education policies. Autonomous education will provide space and flexibility for schools to adopt education policies to the diverse needs of learners. This opinion suggests that the role of Government is very important to make the quality of education stand out so that it is in line with the needs of the students. The results of research on the condition of inclusive education in Indonesia, such as (Fuadi, 2015) there are still schools that reject the presence of SEN children in public schools, the main reasons being the lack of teacher resources, supporting facilities and infrastructure and the refusal attitude of school leaders. The presence of SEN students is considered to disrupt the practice of uniformity that has been practiced so far: (Taufan & Mazhud, 2016). Inclusive practices in schools are still run half measures. The policies adopted by the school use the old-fashioned way, not adjusting the conditions of diverse children, including SEN students. Finally, the practice of inclusion is important. SEN students have not received optimal services according to their needs. Constraints encountered were lack of teacher knowledge and lack of training in how to deal with NES students.

The research report indicates that schools have not comprehensively changed school policies to adapt to diverse student conditions. Inclusive practice is still classroom-based, prioritizing regular students in general. Or in other words, still uniform policies to all students, this is where the weakness respects the diversity of students. Strengthened by the findings (Suryati & Haryanto, 2016) that the lack of training provided by the Government about inclusive education practice services causes many teachers to complain about friendly learning techniques for all learners not running optimally.Research conducted (Sebrina & Sukirman, 2019) of public schools implementing inclusive education still complains much about curriculum development in order to provide accommodation to diverse students in inclusive classes. Schools use the National curriculum without any modification. The teacher does not have the ability to carry out activities to modify the curriculum. As a result, SEN students and regular students who have the low ability cannot achieve curriculum targets. For SEN students, the curriculum needs to be modified in such a way that it can be accessed by SEN with low cognitive abilities. The curriculum was developed, referring to individual differences in children. These findings indicate that schools are still not ready to accommodate the curriculum. The school develops a National curriculum regardless of individual student differences in class. Reports (Yuwono & Pasani, 2018) inclusive schools have been given decree letters as organizers, as well as many schools receiving NES, but unfortunately, this has not been matched by changes in the school system to adjust the conditions of children. Infrastructure management, the financing system has not been focused on supporting diversity in schools. Still, according to (Yuwono et al., 2017), teachers in inclusive schools still experience obstacles in conducting counseling and assessment of SEN. The results of the study above show the current condition of inclusive education provider schools in Indonesia. Government policies on the importance of inclusive education to promote friendly learning, and provide the right for all children to have access to adequate education are not yet optimal at the school level implementing inclusive education. Educational policy by generalizing or the term uniformity is still very strong in culture in schools. That is why in this article, we will reveal how inclusive education practices, which respect the safety of students. Education Policy can be accessed by all students in schools with different conditions of learning needs. The sources of the theory will be taken from expert opinions, research results, and other scientificreports.

II.   METHODOLOGY

This research is a qualitative descriptive study using the literature method or literature study. This method makes it possible to collect as much data as possible from literature reference sources. A literature study is carried out to obtain as many references as possible to support the research. Literature collection is carried out by collecting primary literature sources in the form of research results to answer research questions, including: (1) How to recruit students in inclusive education (2) How to prepare teachers in inclusive education practices

(3) How to accommodate curriculum to meet student needs (4) How is active learning in inclusive classrooms (5) How is inclusive leadership. Qualitative data analysis integrates data collection activities, data reduction, data presentation, and research results (Rijali, 2018). Data analysis in this study was carried out simultaneously with data collection and developed according to the quantity and variety of literature found.

III.   RESULTS AND DISCUSSION

Recruitment of Prospective Students, Referring to The Principle of Education for All.

Recalling the international agreement, at the conference in the title of Unesco, in Jomtien Thailand, which is famous for the slogan EFA (Education For ALL) or in Indonesia, is often referred to as inclusive education or education for all. The conference agreed on the importance of recognizing the existence of vulnerable and marginalized students from educational services in the world. This agreement views the vision of education as far broader than the concept of schooling. Related to inclusive education1 (Ainscow & Sandill, 2010) suggested that in inclusive practice, it should start with (1) cultural changes and school policies to accept the presence of students with a variety of conditions, including vulnerable groups, (2) implementing school policies and habits for responding to the diversity (3) school curriculum policies, staff, and the community jointly participate in welcoming the presence of diverse students. This opinion underlines the importance of changing the attitude of schools to accept the presence of students from a variety of conditions. All members of the school participated in welcoming the presence of students in various conditions.The international community recognizes that education is a basic right of all children, including SEN. (Miles & Singal, 2010) inclusive education is holistic in the usual predictions, but it turns out to make schools accessible to all students. The philosophy of inclusive education, according to the report (Peters et al., 2005) that every individual has the right to get access to quality education together with friends at school in general. Schools should support this by preparing curriculum flexibility, adequate teacher resources, and school communities who are accepting differences. The principles that need to be met by schools of inclusive practice according to (Ainscow & Miles, 2008) (1) learners who come to school have diverse needs and abilities, so there are no fundamentally different students (2) public schools should be responsible responsibility for an education system that is responsive to all students (3) the intended responsiveness policy includes curriculum, learning methods, school environment and teacher resources that are ready with the diversity of students. (4) public schools can create an inclusive learning environment, respecting the rights of all school residents and can be enjoyed by the community.One of the efforts of the Indonesian government to provide educational services that are fair, democratic, and accessible to all students, is by implementing a Zoning system. (PDSPK Kemendikbud, 2018b) With the zoning system, all public schools are prepared to provide quality educational services evenly for citizens in a certain area or region so that the "best children" do not need to look for the "best schools" locate, far from where they live.

One of the goals of this zoning system is that students, including NES students, can get quality education in the environment closest to where children live. The government is responsible for equalizing the quality and fairness of education in every area closest to children's homes. Through the zoning system, it is expected to reduce the perception of parents and the community towards "labeling" schools that maintain the "status quo," which results in the quality of education services being uneven and fair. Although there are still many problems with the zoning system, reports (Wahyuni, 2019a) of the zonation system that the government has brought up have caused problems that need to be resolved. (Wahyuni, 2019b) the zoning system still makes the pros and cons of the community; for example, prioritizing the distance of students' homes from schools, the existing regulations are unclear about the way to implement them, lack of coordination with related parties. The zoning system offered, according to the authors, is an inclusive policy, and is a form of respect for the right of all people to get access to education. Children, in general, including SEN, can get quality education in their immediate neighborhood.

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Preparing Teachers for Inclusive Education

Many studies on teacher attitudes, rejecting inclusive education, the entry of SEN students in public schools are not accompanied by adequate teacher ability to provide their education services. Suggestions (Florian & Beaton, 2018) there are several principles for preparing inclusive teachers, including (1) Joint agencies, teachers are required to learn from each other with students, in principle teachers cannot solve learning problems by doing it alone. Teachers are helpless without students (2) Trust so that students receive an appeal to cooperate; teachers should have confidence that each student will be meaningful to himself, they will explore various experiences of his life. Students need to be understood that teachers make students learn. Trust becomes a shared commitment and responsibility for transformability to achieve future goals. It is not an individual responsibility between students and teachers (3) For everyone, and the teacher works not only for certain students but works for everyone's success and service. This means the teacher operates the principle of providing services without discrimination.

Teacher Education

Major changes in teacher education should be focused on education that is more democratic and equitable for school consumers. What happens in developing countries is that free education starts, so this policy will require the provision of trained teachers to deal with diverse students2 (Black-Hawkins & Florian, 2012). Inclusive education was originally intended for SEN students in public schools, but in fact, it has penetrated into a broad definition of meaningful learning for all children in school. It will certainly change the paradigm of teacher education to adjust to the changes that occur in inclusive schools. In preparing teachers for inclusion, many things have been done3 (Spratt & Florian, 2015) Teacher printing institutions, especially in terms of perceptions of learning in inclusive classes, which are totally different from special learning in special classes. Inclusive classes have a variety of students; they learn together in a class. Therefore how teacher education must be designed to overcome these challenges. Ensuring that the philosophy of inclusion is accepted by teacher-printing institutions, teacher education must be redesigned, in accordance with the WSA (Whole School Approach) school approach that directs the inclusive movement in schools, by developing a holistic teaching

approach to the WFA (Whole Faculty Approach) that can support innovative learning in inclusive practice schools. As long as the teacher is still doing

separate learning between SEN and regular students, the philosophy of inclusive schooling will not work.4 (Alquati Bisol et al., 2015) when the universities and colleges printing teachers are exclusive, then there is a doubt that teachers who are born cannot develop the curriculum, and provide good learning in inclusive classes. (Florian & Spratt, 2013) suggested supporting inclusive schools so that in the future, teacher education must be prepared to face potential challenges in inclusive classes, not just to be given a rhetorical and homogeneous curriculum, which eventually returns to the habit of providing teacher training, which is only focused on discipline certain science. Preparing for teachers who are inclusive, requires a collaborative and open approach from several parties to have a dialogue about new ideas needed by a teacher5 (Hadfield & Ainscow, 2018). The inclusive curriculum needs to be promoted to all disciplines, which are then expected to help overcome various problems in inclusive classes with diverse students. Special education should be used as an infusion of all fields of curriculum, and diversity can be accepted as the norm for designing teachers, so they can work in front of the class professionally. 6(Watkins & Donnelly, 2014) The preparation of teachers in the future must also be in collaboration with schools to ensure that teacher training is carried out true to the real needs of teachers in classrooms where students are heterogeneous.

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Improving The Ability of Teachers to Teach Inclusive Classes

In various countries, many stakeholders, both the Government and private organizations join hands to support inclusive education. Support is carried out by providing training to teachers and school managers. Report (Forlin, 2010) Preschool and elementary school education teachers in Vietnam receive training on special and inclusive education. MOET, in collaboration with Catholic Relief Services, undertakes innovative development to support inclusion. They developed a training curriculum for pre-teachers in inclusive practice schools. The aim is to guarantee the quality of training that is fair to both teachers and prospective teachers who are in the LPTK. This activity is intended that all teachers receive basic knowledge of inclusive education.

Curriculum Accommodation to Meet The Needs of All Students

The curriculum component developed in inclusive schools is different from curriculum development in schools in general. The practice of inclusive education ensures the curriculum is accessible to all students. Curriculum accommodation to suit the needs of diverse students in inclusive schools according to (Mara &

Mara, 2012) can be done through the following strategies: (1) Deepening learning content that is important for students to know. This content is intended for students who are less focused, or SEN students (2) Identification of general curriculum content that is difficult for SEN students to understand (3) Find common curriculum elements that prevent SEN students from accessing learning (4) Use teaching methods that enable students SEN can access learning content according to their needs. (Wahyuno et al., 2014) inclusive education in East Java using the National curriculum. Related to curriculum modification policies in order to answer the learning needs of NES in inclusive classes. Modifications to the curriculum are carried out for SEN, who have the below-average ability. However, from the observations of almost all SEN in regular classes, it is difficult to accept subject matter according to the contents of the National curriculum. It turns out that the National Curriculum does not contain many special programs for SEN children. Research conducted (Salim, 2010) inclusive schools develop the National curriculum on the basis of established standards. In addition, schools develop individual-based learning programs or IEP (Individualized Education Programs) referring to the special education curriculum. The research suggests the importance of inclusive education provider schools to modify the curriculum to adjust students' abilities. This report states that teachers at inclusive schools have begun curriculum modification activities by making lesson plans and individual learning based on modified curriculum and noting the progress of students' learning abilities. This study also reports that modification of the national curriculum for SEN students in public schools by reducing basic competencies by around 20% for mild NES and 40% for medium-level NES. The curriculum in inclusive schools is flexible according to the needs and abilities of students because a rigid curriculum will tend to cause problems in inclusive classes. Adaptation of the curriculum should adjust students' abilities cognitively, then students who cannot adjust the curriculum cognitively can be developed in other aspects, for example, social or physical. (Soeratman, 2016) Related to the curriculum (Mintz & Wyse, 2015) states that the curriculum is inclusive is one of all the rights of students to access and carry out full participation in an education that can be anticipated or recognized and taken into account. Therefore inclusive education provider schools must design a curriculum that takes into account cultural, social, physical, and student limitations. This is done so that there is a guarantee that all students get the equality of learning and learning. Related to curriculum design in inclusive practice schools (Lawrie et al., 2017) suggest that all students must get curriculum access to get quality learning. This means that they don't want to stand out as different, but they want to be recognized as individuals.

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Inclusive Curriculum Principles

An inclusive education curriculum was developed to broaden the scope of inclusive practice, which recognizes that effective practice for one group can and must be effective for all. Therefore the curriculum is designed in such a way as to promote equality and diversity. The principles of inclusive curriculum according to (Morgan & Houghton, 2011) (1) Anticipatory, this is proactive to consider the right of all students to participate in all activities. The anticipatory approach is useful for reducing reactive responses that might arise when inclusive issues have not been considered at the design stage (2) Flexible, this is an attitude that is open, flexible enough, and responsive to changes in student development. This possibility requires time adjustment, readiness to study together. (3) Responsible, this will encourage all school members and students to be responsible for the progress they have achieved towards equality goals and things that have been agreed upon together. (4) Collaborative, this is based on collaboration between students, teachers, school leaders, and other stakeholders to enrich curriculum content, this is important so that all involved can provide positive feedback (5) Transparent, this will create clarity from the curriculum design that was put together. And it will be beneficial for all, especially will reduce unnecessary misunderstanding. (6) Equality will provide certainty that the procedures used by certain students are the same as those of other students. Decisions made will uphold justice, openness, and transparency.

According to (Tedesco et al., 2014), finally, the inclusive practice curriculum continues to face challenges and can ensure that students take a role in their learning. For this reason, we need to acknowledge that we are actually different from each other. This recognition is needed, on the one hand, more specific education so that all students achieve optimal development. On the other hand, education must also develop aspects, social, emotional, and cognitive. Here demands that school personnel provide services so that all people get the rights as individuals. Curriculum policies must change, shifting forms of uniformity by respecting forms of diversity.

Teaching and Learning in Inclusive Classes

Learning and teaching in inclusive classes are defined as an approach to offering culture to accommodate the interests of all and ensuring teaching practices using diverse learning strategies (Corbett, 2001) inclusive learning practices are developed in collaboration and participation of learners. In inclusive schools, teachers should realize that teachers must put aside theories of teaching and learning in general, and look more at the diversity of students, to choose learning designs that are more responsive. (Florian & Spratt, 2013) argue that inclusive teaching is responsive to the needs and progress of students. This opinion suggests that inclusive teachers do not deny individual differences between students. These differences should not be a source of problems but should be framed as instructional designs that require the expertise of the teacher to solve them. Related to this (Black-Hawkins & Florian, 2012) suggested that to achieve high-quality learning in inclusive classrooms, the teacher should frame the teaching and learning process, as a task to develop a large community and rich in learning opportunities that are different and available adequately for all person. This will ensure that all students from a variety of diversity will get the same opportunity to participate in class. (Loreman & Loreman, 2017) teachers will successfully carry out learning activities in inclusive classes when they have sufficient confidence, knowledge, and skills to design more flexible learning. (Sapon Shevin, 2013) the importance of collaboration of general teachers and special teachers to reduce differences in general students with SEN. Even what is happening in Ireland National curriculum emphasizes the importance of collaboration in making learning plans according to the needs of the SEN. The literature shows that for students with SEN, teacher collaboration can maximize access to broader teaching choices and better academic outcomes (Hadfield & Ainscow, 2018) Equally important, participatory nature will encourage greater interaction with peers, increasing self-confidence and self-esteem as well as reducing behavioral problems (Murawski & Hughes, 2009) For teachers, collaboration with coworkers intrinsically strengthens their capacity for inclusion, both

encouraging and facilitating the learning process, as well as professional development through continuous access from sharing knowledge and expertise (An et al ., 2018) Meanwhile (Florian & Spratt, 2013) the principles of learning in inclusive class namely: difference must be seen as an essential aspect of human development, for this reason, it is important to create an accessible learning environment for everyone. The importance of creating learning that is rich in the community provides opportunities for all children to participate in learning, believes that all children will have their own learning progress.

Inclusive leadership

(Devecchi & Nevin, 2010) Defining inclusive leadership is a leader who has the knowledge and ability to listen and take into account the views of their students in school in making a decision. This condition can be achieved when (1) students are fully involved with school organizations (2) gives students the right to evaluate school activities (3) school leaders listen to the voices of students at school (Randel et al., 2018) Inclusive leaders is a leader who has the openness and provides accessibility in interactions with the people they lead. (Mitchell, 2016) inclusive leaders are defined as leaders who value uniqueness, where group members feel they are valued because they are unique due to leader behavior. (Hargreaves & Ainscow, 2015) suggest that one of the tasks of an inclusive leader is to foster the meaning of diversity, so as not to isolate individuals for some reason they are marginalized. The inclusive leader in this case, will build a new bridge that connects the school with the community. (Hollander, 2013) inclusive leaders are interpreted as an appreciation of value and uniqueness.

As a leader will overcome differences in teams across disciplines, so that group members feel more comfortable talking. Inclusive leaders perceive that employees not only keep promises offering value by retaining diverse employees, but they interact with employees by avoiding discrimination (Hantula, 2009) Through inclusive leadership, group members become part of the group and will maintain a sense of individuality (uniqueness) while they contribute to the group's process and results. According to (Bryman 2007), leadership is said to be effective when it has fulfilled the basic needs of group members. They feel valued because of its uniqueness. Because ownership and appreciation of this uniqueness is a basic human right. Inclusive leaders have the potential to benefit diverse workgroups, while also being effective for more homogeneous work (Devecchi & Nevin, 2010) describing the characteristics of inclusive leaders, including recognizing the value of uniqueness, encouraging diversity, helping group members contribute fully, support individuals as group members, ensure fairness and equality, involve group members in decision making. According to him, the behavior of inclusive leaders includes: supporting group members and ensuring all group members get justice, providing opportunities for joint decision making on relevant issues, creating. (Nishii & Mayer, 2009) Inclusive leaders make requests to all group members to participate and contribute to joint decision making. Decisions made can be accounted for as a group. An inclusive leader can show value for uniqueness. Although the literature on inclusion tends to emphasize a sense of belonging more than uniqueness, leader behavior shows the value for uniqueness (for example, what one brings into a workgroup that is not owned by others, including identity and perspective) is equally important. Related to this (Nishii & Paluch, 2018) proposed that leaders need to do the following: (1) encourage diverse contributions to workgroups (2) help group members fully offer their unique talents and perspectives to improve group work is the main behavior showing value for uniqueness. Showing value for uniqueness provides group members not only with opportunities to be independent but also with a sense of self-esteem that is otherwise lacking when only encouraging perceptions of ownership (Mor Barak, 2015) Encouraging diverse contributions is important to create a feeling that uniqueness is valued. According to him, an inclusive leader will be able to support perspective and orientation, not on the norm, but contribute to performance. Inclusive leaders carefully support diversity while constructively managing conflicts that might arise. In addition, inclusive leaders can encourage diverse contributions by creating an environment that gives recognition, gives a warm welcome, and receives from all forms of diversity. This opinion shows that an inclusive leader should create a friendly environment by creating a positive relationship with members. More importantly, you can give recognition to individuals to be willing and able to distribute.

IV. DISCUSSION

In this era, a lot of changes are happening so quickly in the realm of education, along with the development of information technology that is developing. Governments, communities, and schools need to respond to changes that occur and adapt to these changes. The big challenge facing the world of education today is whether education has become the choice of everyone, to get the right as an individual to obtain quality learning and benefit their lives. Creating a friendly, fair, democratic educational environment is a shared responsibility. Giving maximum autonomy to the school becomes a necessity. Central government education regulations that are "in uniform" need to be changed immediately by providing opportunities for schools to innovate in providing educational services with diverse students. The exclusive component of educational activities must now be developed to be inclusive. In this article, inclusive education is the answer, to make educational policies that are "uninformed", to education that respects a "diversity".

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