

COMMUNITY BASED INCLUSIVE EDUCATION PUBLIC CAMPAIGN IN CIBOLANGKALER VILLAGE "THANKS FOR DIFFERENCE ENJOY DIVERSITY"

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Abstract: *This study aims to determine all the people in the community in implementing inclusive education in Cibolang Kaler village. The research model used is a naturalistic research model with the research instrument being the researcher himself. The sample of this research is the residents of Cibolang Kaler Cisaat, Sukabumi Regency. in 2019. The sampling technique used in this study is random sampling. The data were collected by means of in-depth free interviews and observations. The research results obtained are inclusive education which is currently running has not been maximally realized. The community does not yet understand the inclusive education paradigm so they cannot determine it. So that steps to overcome these problems. Community participation in the form of partnership cooperation between schools and the government, parents, and community groups and other social organizations protected by laws or government regulations that underlie the partnership. Community participation is very important to be realized in the implementation of special needs education, because the community has various resources that are needed by schools and at the same time the community is also the owner of the school in addition to the government. When community participation can be maximized in supporting inclusive education, the goals of education for welfare will be achieved. Helen Keller International (HKI) helps provide resources, opportunities, knowledge and skills to increase community capacity to participate in and influence community life in the Cibolangkaler Village Office Hall, Cisaat, Sukabumi District.*

Keywords: *Inclusive Education, Public Campaign, Diversity*

JEL Classification:

INTRODUCTION

Education is needed for children to achieve social welfare. The children who are less fortunate both physically and mentally are no exception. But the reality in the field, children who are less fortunate and with special needs become children who can be said to be exceptions.

Exclusivity in education closes opportunities for children with special needs in obtaining education. The attitude of exclusivity has increasingly marginalized children who are less fortunate and with special needs.

The purpose of establishing an inclusive school is to reduce the impact caused by an exclusive attitude. Inclusive schools also provide opportunities for children with special needs and less fortunate to receive education. Inclusive education is designed to respect the equality of people's rights to education regardless of age, ethnic gender, language, disability, etc.

LITERATURE REVIEW

Education

According to Law No. 20 of 2003 Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

According to H. Fuad Ihsan (Ihsan, 2005, p. 1) explains that in a simple and general sense the meaning of education is as "Human effort to cultivate and develop innate potentials both physically and spiritually in accordance with the values that exist in society and culture ". The efforts made to instill these values and norms and bequeathed to the next generation to be

developed in life and in life occur in an educational norm as a human effort to preserve life.

Besides, Jhon Dewey explained that "Education is a process of ordering fundamental intellectual and emotional skills towards nature and fellow humans".

(Dewey, 2003, p. 69) Education also further states that education is a process in order to influence students so that students can adapt as best as possible to the environment and by causing changes in themselves thereby enabling them to function strongly in community life (Hamalik , 2004, p.79). "Education is the guidance or assistance provided by adults for the development of children to reach adulthood with the aim that children are competent enough to carry out their own tasks not with the help of others" (Sari et al., 2014).

Inclusive Education

According to Redja Mudyahardjo (Sulistiawan, 2008, p. 18) the definition of education can be divided into three, namely eternal, broad and alternative. Inclusive education is an educational service for students with special needs regardless of their physical, intellectual, emotional, linguistic or other conditions to get educational services in regular schools (SD, SMP, and SMK) together.

Inclusive education is also a human right and inclusive education is a very good education to increase social tolerance so that there are no more differences, social jealousy and discrimination against children which will result in children's mental decline.

But according to Hildegun Olsen Tarmansyah, he revealed that inclusive education is a form of education that unites children with special needs with children in general to learn.

METHODOLOGY

Research Strategy

The research approach used is a qualitative approach with a naturalistic research model. Qualitative research methods are often referred to as naturalistic research methods because the research is carried out in natural or natural environmental conditions. (Sugiyono, 2013, p. 14). Researchers are directly in the community to find out the actual conditions naturally. The data collection techniques used were interviews and observation. Interviewing according to Nazir (Nazir, 1988) is the process of obtaining information for research purposes by means of face-to-face question and answer between the questioner or interviewer and the respondent or respondent using a tool called the interview guide.

The interview is one of the most important parts of any survey. Without an interview, the researcher will lose information that can only be obtained by asking the respondent directly. Such data form the backbone of any survey research.

Interviews were conducted in the community with resource persons from parents, adolescents and children. This interview was conducted in Cibolangkaler village, Cisaat District, Sukabumi Regency, West Java. Because one method of data collection is by way of interviews, which is to get information by asking respondents directly. This method is what is mostly done in Indonesia lately.

Although the interview is a conversational process in the form of face-to-face questions and answers, the interview is a process of collecting data for a study. Several things that can distinguish interviews from daily conversations are: (1) The interviewer and the respondent do not usually know each

other before. (2) Respondents always answer questions. (3) The interviewer always asks. (4) The interviewer does not advance the question to an answer, but must always be neutral. (5) The questions asked follow the guidelines that have been made previously. This guide question is called the interview guide.

"Unilateral" questions and answers means that the data collector is actively asking questions, while the parties being asked actively provide answers or responses. From this definition, we can also know that the question and answer is carried out systematically, has been planned, and refers to the purpose of the research being carried out.

DISCUSSION

Analysis

Inclusive education is not popular in society. The community is only preoccupied with improving the quality of education horizontally and vertically. So that the nation's children who have limited needs are often marginalized. Social inclusion in education refers to the inclusion in public schools of children with a wider diversity of differences, difficulties and needs. (Hornby, 2011, p.324). This education service does require quite large facilities and infrastructure, but that does not mean that they have to be abandoned because they have the same rights

In the implementation of this education is still not carried out properly because it is not accommodated for the needs of students outside the normal group of students. Implementing an inclusive school is indeed not easy (Rofiah et al., 2020, p. 83). Inclusive education that is currently running has not been maximally realized. The community does not yet understand the inclusive

education paradigm so they cannot participate in it. Community participation is a very important component for the success of inclusive education.

Community participation and independence determine the implementation of this inclusive school policy. Inclusive education emerges by emphasizing that all children with special needs can be included in traditional classrooms (Abosi & Koay, 2008, p. 1) Because in this inclusive school, collaboration between the community and classroom teachers is needed to create and maintain a warm, accepting classroom community. diversity, and appreciate diversity.

In addition, in inclusive schools, teachers are required to teach interactively. This in turn can create communication between teachers and students, so that closeness can arise. This closeness will eliminate the isolation of the profession. In inclusive schools, the meaning of parents also plays a role in determining planning both in terms of curriculum planning at school and learning assistance at home.

With that in commemoration of International Disability Day 2019, the PGSD Student Association of Nusa Putra Sukabumi University together with Helen Keller International (HKI) held a community-based inclusive education public campaign. The event was attended by the Cibolangkaler Village government, PKK members and resident representatives of each RW. The aim of the campaign will be to unite differences in ethnicity, race, religion, culture, and also the condition of someone who has physical barriers, this includes being able to support Indonesian diversity.

As for ways that can unite differences, the Nusa Putra University PGSD Association created a competition to open the event,

namely make over hijab, cooking, making creations from waste waste and a competition for inclusive meaning in activities. Of course, the event was lively, apart from the screams of the mothers who participated in the competition, the cheers of the supporters and the audience added to the more crowded atmosphere. Hopefully this creative and innovative activity can be imitated by other villages, especially in the Cisaat sub-district, which in particular can change the people's mindset.

Indicators of community participation in supporting the implementation of inclusive education for children with special needs are as follows: a) participating in submitting suggestions or opinions regarding efforts in the implementation of inclusive education that are carried out directly or through existing institutions; b) participate in deliberations in making decisions about determining school programs that are deemed appropriate and good for children with special needs; c) participate in carrying out what has been decided in the deliberations including in this case giving contributions, in the form of labor, monetary and other material contributions; d) participate in supervising the implementation of joint decisions including in submitting suggestions, criticizing and rectifying problems that are not in accordance with what has been decided; e) In other terms, participation is responsible for the successful implementation of programs that have been jointly determined; f) participate in enjoying and maintaining the results of these activities.

Primary school teacher education students carry out one of the tridharma of higher education, namely community service, a community-based inclusive education public campaign with the theme "thankful

for differences, enjoy diversity" at the Cibolang Kaler village office. The event was attended by representatives of Hellen Keller International (HK) and attended by the Cibolangkaler village government, members of the PKM and resident representatives of each RW. What is filled with various competitions such as make over hijab, cooking, making creations from waste waste from competitions has a meaning towards inclusive education. In his speech, Dede Permana as the supervisor of Himapgsd expressed his gratitude to Dess and the community who enthusiastically participated in these activities and would unite differences in ethnicity, race, religion, culture as well as the condition of someone who has physical barriers. This supports Indonesian diversity in the ideals of the Nusantara and the Indonesian nation. These activities and will unite differences in

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Their creative and innovative activities can be documented, and then they can be imitated by other villages in the Cisaat subdistrict, especially to change the people's mindset. At this time hki continued the uncaf task of the Ministry of Religion and the Ministry of National Education which in 2002 had carried out the socialization of inclusive education and would actively produce inclusive schools in the future. This activity was closed with the announcement of the winner of the competition for each activity.

CONCLUSION

Education is the joint responsibility of the school, community and government. Community participation and roles in the implementation of inclusive education include: (1) planning; (2) providing related experts / professionals; (3) decision making; (4) implementation of learning and evaluation; (5) funding; (6) supervision; and (7) distribution of graduates. With this campaign, hopefully it can maximize participation with the aim of making everyone actively involved in the process and activities. When community participation can be maximized in supporting inclusive education, the goals of education for welfare will be achieved. And hopefully the support from Helen Keller and students, PGSD lecturers at Nusa Putra University can help provide resources, opportunities, knowledge and skills to increase the capacity of community members to determine their own future, and participate in and influence the lives of their communities.

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