

How Is Accessibility Of Children With Special Needs To Get Included Education In Inclusive Elementary School; Questioning Management Of Inclusive Education In Indonesia

Widyatmike Gede Mulawarman¹, Yusak Hudyono^{*2}, Nurlaili³, Laili Komariyah⁴, Suryaningsi⁵, Warman⁶, Aziz Thaba⁷

²Lecturer at Educational Management Study Program, Faculty of Teacher Training and Education, Mulawarman University, East Kalimantan, 75119 Indonesia
<https://orcid.org/0000-0002-0996-3757>

²Lecturer at Language and Literature Education Study Program, Faculty of Teacher Training and Education, Mulawarman University, East Kalimantan, 75119 Indonesia
<https://orcid.org/0000-0002-2201-2438>

³Lecturer at Educational Management Study Program, Faculty of Teacher Training and Education, Mulawarman University, East Kalimantan, 75119 Indonesia
<https://orcid.org/0000-0001-5019-9802>

⁴Lecturer at Physics Education Study Program, Faculty of Teacher Training and Education, Mulawarman University, East Kalimantan, 75119 Indonesia
<https://orcid.org/0000-0001-9446-1673>

⁵Lecturer at Citizenship Education Study Program, Faculty of Teacher Training and Education, Mulawarman University, East Kalimantan, 75119 Indonesia
<https://orcid.org/0000-0003-1093-810X>

⁶Lecturer at Educational Management Study Program, Faculty of Teacher Training and Education, Mulawarman University, East Kalimantan, 75119 Indonesia
<https://orcid.org/0000-0001-9554-4366>

⁷Lembaga Swadaya Penelitian dan Pengembangan Pendidikan Matutu, Makassar, South Sulawesi, 90221 Indonesia <https://orcid.org/0000-0002-3340-2925>

Abstract: The purpose of this study is to determine the quality of accessibility that has been obtained by children with special needs in inclusive elementary schools in Samarinda City in 2019 . This study uses a qualitative descriptive method. Sources of data used are informants,

places and events as well as archives and documents. Data collection techniques through questionnaires, interviews, observation, and document analysis. The sampling technique (sampling) used was purposive sampling technique. The validity of the data used are validity test and reliability test using product moment correlation formula Pearson . Analysis of the data used is the analysis of data that is qualitative with a descriptive model. Data hasil study showed the mean average score measuring the level of accessibility obtained from responses den teacher 3.35 (medium) and averages score gauges the degree of accessibility of student respondents with special needs 3.44 (moderate), so that the mean score obtained average total 3,39 (Medium) as the total average value obtained from teacher respondents and with special needs student respondents, which indicates that accessibility for children with special needs in the scope of inclusive education in inclusive primary schools in Samarinda City in 2019 is quite accessible.

Keywords: Accessibility, Children with Special Needs, Inclusive Education

INTRODUCTION

The issue of accessibility has long been echoed by activists of the disabled persons movement in Indonesia, because it is one of the main forms of discrimination against persons with disabilities, until finally the government has issued several regulations or policies to provide accessible facilities for persons with disabilities. In 1997, Law No. 4 of 1997 appeared in Andhi (2015) About the Persons with Disabilities which was followed up by several ministerial decrees concerning the physical building access facilities that the Minister of Public Works No. 468 of the Year (1998) concerning Accessibility, contains technical instructions for buildings and environments that are accessible for persons with disabilities. Furthermore, the Minister of Transportation Decree No. KM 71 of 1999 in Syafi'ie (2014) concerning Accessibility for Persons with Disabilities in Public Transportation Facilities, guidelines for accessibility of land, sea and air transportation facilities for persons with disabilities.

So far, society's perception of accessibility only includes individuals with physical disabilities. Even though individuals with intellectual and emotional disabilities or disorders also need accessibility to make it easier for them in life. The issue of accessibility for persons with disabilities has now become very complex because the government is always delaying its realization. So the issue of accessibility, both accessibility in public facilities and in terms of education aimed at children with special needs who are within the scope of inclusive schools has not been well realized.

Aksesibilitas in terms of education, especially in the area of inclusive education for children with special needs until saat even this it is still lacking. This is because there are still many inclusive schools that have not been able to provide accessibility facilities that can make it easier for children with special needs to get equal opportunities to make it easier for them in all their learning activities at school. Accessibility for children with special needs at school is no less important than physical accessibility in public places. In this case the question of accessibility is everything easier for children with special needs in an effort to realize the fulfillment that can help children mencapai maximum potential. The form of

accessibility for children with special needs at school can be in the form of braille writing on the door handle for blind students to find out what room they want to enter, for deaf students it can be in the form of running text that is displayed at school to make it easier for deaf students to find out the information available. For students with mental retardation, this can be realized by avoiding sharp angles in the building, for students with disabilities, the form of accessibility can be in the form of increasing the inclined plane in the school making it easier for wheelchairs to walk on it. Whereas for students with disabilities, the bias is in the form of providing special therapists to control children's behavior.

Basically, education for children with special needs is provided in three types of educational institutions, namely Special Schools, Special Primary Schools, and Integrated Education (Mambela, 2010). Namely Special Schools as the oldest container special education focus to accommodate children with disabilities are a like, so there Special Schools-A for the blind, Special Schools-B for with Deaf, Special Schools-C for with Mentally Retarded, Special Schools-D for with Quadriplegic, Special Schools-E with Tunalaras, and special schools Tunaganda with more than one disability (Pramartha, 2012). Unlike the case with Special Primary Schools, Special Primary Schools accommodates various types of children with disabilities, those who get educational services in these places are not only focused on one type of disability like in special schools so it does not rule out the possibility that there are children who are blind, deaf, mentally retarded, mentally disabled, disabled, and/or disabled who get education services there. Meanwhile, integrated education is a regular school that also accommodates children with special needs to be provided with educational services, with relatively the same curriculum, teachers, educational facilities and infrastructure, and teaching and learning activities.

The limitations of special schools in Samarinda City, which are mostly located in the sub-district of the city or the center of Samarinda City it self, require that services for Children with Special Needs are not only in special schools. Regular schools must also be ready to accommodate Children with Special Needs students who live in locations around the school, because it is difficult for Children with Special Needs to access education in special schools. With this, like it or not, the district government must provide a regular school platform that can include Children with Special Needs students to attend school in it. Thus, services for Children with Special Needs are not only centered in special schools. However, for inclusive schools that accommodate students with special needs in it also cannot carelessly provide services for children with special needs who attend school there, it needs a form of accessibility that can make it easier for students in all student activities at school starting from learning activities, social interactions, and provision of skills that must be provided to students. a school that accommodates Children with Special Needs students in it.

With the implementation of an inclusive education program aimed at accommodating children with special needs who are unable to reach special schools, the Samarinda City government has begun to appoint several schools to run the inclusive education program. In line with this, the government also provides a special budget relating to the implementation of the inclusive education program. With the special budget from the government, it is hoped that inclusive schools can provide a good educational service for children with special needs who are in inclusive schools. Inclusive schools are different from special schools which only

accept students with homogeneous types of disabilities, inclusive schools accept students with various kinds of disabilities so that the school is required to be able to accommodate the needs of children with special needs according to their respective characteristics. In other words, inclusive schools must provide accessibility for every character with limitations of children with special needs.

Accessibility for children with special needs in inclusive schools plays a very important role (Al Khakim, Prakosha, & Himawanto, 2017). If most of the accessibility for children with special needs can be fulfilled, it can be something that supports the running of a good inclusive education. However, if most of the accessibility for children with special needs in inclusive schools has not been fulfilled properly, then this can hinder the learning process, social interaction, and the formation of student character. Therefore, the fulfillment of accessibility for children with special needs in inclusive elementary schools is very important in order to run a good inclusive education program for children with special needs.

In the implementation of inclusive education, especially in elementary school inclusion in Samarinda there are many factors that affect the quality of educational services that can be provided. Inhibiting factors and supporting factors that play an important role in the process of implementing an educational service, by providing good accessibility for children with special needs, especially those who are still in school age, it is hoped that the quality of education obtained by children with special needs who attend inclusive schools is in accordance with what is required. it needed.

RESEARCH METHODS

Approach and Type of Research

The research approach used by researchers in this study is qualitative research using descriptive methods. According to Boggy and Tylor, quoted by Moleong (2010) what is meant by a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The purpose of a descriptive qualitative approach is to describe or describe a situation or phenomenon. The purpose of this study is to describe the data in accordance with the conditions in the field without any manipulation of data or according to what it was at the time the research was carried out. In this research, it is hoped that it can explain a descriptive picture of accessibility for children with special needs in the scope of inclusive education in Samarinda City in 2019.

Data and Data Sources

Types of data indicate what data is the focus of research. Important data or information will be extracted from various data sources. "The data source is an object, thing, or where researchers observe, read, or ask about the data" (Arikunto, 2007) Sources of data in this study are as follows:

1. Informants are people who really know deeply about the object of research. In this study, the informants were teachers, students and parties within the scope of inclusive elementary schools in Samarinda City.

2. Places and events are the source of data because the observations made must be in accordance with the context and every situation involves a place, event, and behavior. The place in this study is all inclusive elementary schools in Samarinda City. While the events used in this study were accessibility for children with special needs in inclusive elementary schools.
3. Archives or documents in this study can be in the form of data and profiles of inclusive elementary schools in Samarinda City as well as the history of the inclusion program being run in schools.

Sampling technique

Sugiyono (2010) states that “The sample is part of the number and characteristics of the population”. Based on the description above, it can be concluded that the sample is part of the population. The samples in this study were teachers and students who were in inclusive primary schools in Samarinda City. The sampling technique used in this research is purposive sampling or until 1 per cent counterweight. According Sugiyono (2010), Engineering purposive sampling is sampling technique with consideration of data source specific. The sampling technique was purposive, with the consideration of students and teachers who were in inclusive primary schools. There are 5 inclusive elementary schools in Samarinda City, each school was taken by 3 students and 4 teachers as samples.

Data collection technique

1. Questionnaire

According to Azwar (2011) The questionnaire is a form of data collection instrument that is very flexible and relatively easy to use. The data obtained through the questionnaire is in the form of factual data. According to Sugiyono (2010) “The questionnaire is a data collection technique which is done by giving a set of questions or written statements to the respondent to answer”.

In this study, a questionnaire was used in the form of a statement to measure the extent to which the accessibility of inclusive primary schools in Samarinda City had previously conducted a validity test on the questionnaire used. The questionnaire used will be divided into 2 types. First, the questionnaire to be filled in by the teacher has 25 question items in which there are aspects related to inclusive schools, including : accessibility, facilities and infrastructure, inclusive education service models, learning models used by schools, school human resource management, and attitudes. school members.

2. Interview

An interview is a conversation with a specific purpose (Moleong & Edisi, 2004). To obtain a comprehensive picture of accessibility for children with special needs who are attending inclusive primary schools in Samarinda City, researchers conducted in-depth interviews, through direct oral communication or conversations, face to face by asking certain questions. to the “key informant” who is considered to know the most about the implementation of the program. In this activity the researcher will conduct interviews with the teacher and students

separately to clarify the data that has been obtained from taking the questionnaire. The points touched on in the interview are the same as those contained in the questionnaire, namely: accessibility, infrastructure, service model of inclusive education, learning model used schools, human resource management of the school, and the attitude of members of the school.

3. Document Review

Researchers are also using document study to obtain data relating to the object, the way of looking for documents, books and archives are available and are associated with the school inclusion. According to Madya (2007) Document analysis, namely “about a problem, school, or part of the school, office or office section, can be constructed using various documents: letters, memos for staff, circulars, for parents or employees, teacher memos and so on”. In this research, the researcher examined the archives owned by the school, such as school profiles, student data, and teacher data, as well as archives related to inclusion programs.

4. Observasi Langsung

According to Suwandi & Si (2008), observation is an effort to record all events and activities that occur during corrective actions with or without tools. This is reinforced by the statement of Sutopo (2002), which states that this method is used to extract data from data sources in the form of events, places or locations, and objects, as well as recorded images . Researchers observe the state of the school to find out how the school is, the interaction of children with special needs in the school environment and the problems that occur in learning activities and outside learning related to the implementation of the inclusion program.

Validity test

According to Arikunto (2006), a test is said to be good as a measuring tool that must meet the requirements of the test, namely having: validity, meaning that it can be measured what you want to measure.

1. Test Validity

The data analysis method used to test the validity of each item of the instrument used the Pearson product moment correlation. The validity test is used by correlating the score of each item with the total score, using the Pearson product moment formula as follows:

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

where:

r_{xy} = correlation coefficient between X and Y

X = Value of each item

Y = Total value

$\sum XY$ = The number of multiplication between X and Y

$\sum X^2$ = Sum of squared X

$\sum Y^2$ = Sum of squares

YN = Number of subjects

From the calculation of r_{hitung} consulted with r_{tabel} at a significance level of 5%. If $r_{hitung} > r_{tabel}$, then the item is valid. Furthermore, the items used are valid items. Invalid items are discarded or not used.

2. Reliability Test

In testing the reliability of the cake s i oner in this study, the researcher used a two-part technique. Arikunto (1998), testing the reliability of instruments with the same length used the halving formula from Spearman Brown. The score is added into two halves, namely the odd and even halves, then calculated using the product moment formula as follows:

$$r_{Y_1 Y_2} = \frac{N \cdot \sum Y_1 Y_2 - \sum Y_1 \cdot \sum Y_2}{\sqrt{\{N \cdot Y_1^2 - (\sum Y_1)^2\} \{N \cdot Y_2^2 - (\sum Y_2)^2\}}}$$

where:

$r_{Y_1 Y_2}$ = The correlation coefficient between Y_1 and Y_2

Y_1 = Odd Half

Y_2 = Even Hemisphere

N = Number of Samples

\sum = Total

The results of the correlation calculation are then entered into the reliability formula of Spearman Brown as follows:

$$r^1 = \frac{2 \cdot r_{Y_1 Y_2}}{1 + r_{Y_1 Y_2}}$$

where:

r = reliability coefficient

$r_{Y_1 Y_2}$ = correlation coefficient between Y_1 and Y_2

In interpreting the reliability coefficient category the test uses the guidelines for the reliability coefficient table from Strand & Wilson (1993), namely:

Table 1 Reliability coefficients of Strand, BN and Wuilson R

Category	Reliabilitas
Excellent	0,95-0,99
Very good	0,90-0,94
Acceptable	0,80-0,89
Poor	0,70-0,79
Questionable	0,60-0,69

Data analysis technique

The analysis technique used by researchers in this study is a combination of qualitative and quantitative analysis techniques with descriptive patterns. In awaln yes data obtained through the cake s i oner analyzed quantitatively to gain yan g be angka- numbers, which then quantitative data is reinforced by data- qualitative data obtained from observations and interviews with descriptive pattern. This research is in the form of descriptive research.

This study seeks to provide an overview of the extent to which the form of services and infrastructure owned by se school graduation basic inclusion in Samarinda to Fak tor- factors that can hinder and support the implementation of inclusive education in the city of Samarinda. Most of the data in this study will be in the form of words (qualitative), but so is included data in the form of numbers (quantitative). Apart from being presented , the data that has been collected is also analyzed according to what is found in the field. This research is a descriptive study that aims to determine the accessibility for children with special needs who are attending inclusive primary schools in Samarinda City in 2019.

Research design

1. The pre-field stage
2. Implementation stage in the field
 - a. Preparation
 - b. Implementation includes: direct observation, filling out a questionnaire, interviews, and reviewing documents.

RESULTS AND DISCUSSION

The result

The research data were obtained from scoring from a range of 1 to 5 on a scale of 30 statement items for teacher respondents and 20 questions for Children with Special Needs student respondents. The details of the range of the assessment scale scores are as follows:

Table 2 Scores of the rating scale

No	Skor	Category
1	5	Very Good
2	4	Good
3	3	Moderate
4	2	Less
5	1	Very Less

1. Research data of teacher respondents

a. Accessibility component

The scores for each point in the accessibility component are as follows: Government funds flow 4,05 (Good), education services for children with special needs 2.5 (Less), provision of Special Guidance Teachersby schools 2,95 (Less), school layout 3,75 (Medium), the existence of teachers who graduated from special education in schools is 2,65 (less). Based on the scores of these points, an average is obtained which is the score for the accessibility components. And the average obtained is 3,18 (moderate).

b. Facility and infrastructure components

The scores obtained are as follows: one Special Guidance Teachers program for one Children with Special Needs 2,15 (Less), mobility aid facilities 3,4 (Moderate), teaching aids assistance from the government 3,85 (Moderate), fulfillment of facilities for students Children with Special Needs 3,6 (moderate), the effect of facilitation for students with special needs 4,2 (good). The average score obtained by the infrastructure and facilities component is 3,44 which is in the moderate category.

c. Components of the education service model

The scores in this component are as follows: provision of additional hours for Children with Special Needs 4 students (Good), special skills lessons for Children with Special Needs 2,3 (Less), the presence of teachers who teach special skills in school 2 (Less), vocational learning for students with special needs 2,7 (Less), equating compulsory extracurricular activities from school for Children with Special Needs students with normal students 3,7 (Moderate). From these results obtained an average score for the components of the education service model of 2,94 which is categorized as lacking.

d. Learning model components

The score for each point is as follows: Individual learning programs award for students with special needs 3,15 (Medium), the frequency of administration of individual learning programs 3,05 (Medium), a specialized curriculum for Children with Special Needs 2,85 (Less), standard completeness distinction between students with special needs with students normal 3,4 (moderate), student learning outcomes with special needs 2,65 (less). Based hasi l is the verdict the mean average 3,02 (Medium) the score of the component model of learning.

e. Human resource management component

The scores for each point in this component are as follows: Community knowledge about the existence of schools as inclusive schools 3,9 (Medium), Information about schools to the community 4 (Good), School collaboration with the community in selecting children with special needs 3,15 (Medium), the origin of the residence of the students with special needs 3.1 (moderate), the proximity of the parents of the with special needs students to the school was 3,8 (moderate). Based hasi l is the verdict the mean average 3,59 (Medium) the score of the components of human resource management.

f. Attitude component of school members

The scores for each point in this component are as follows: the relationship between with special needs students and teachers 4,1 (Good), the relationship between Children with Special Needs students and normal students 4,5 (Good), the teacher's attitude about awareness of full responsibility towards students with Special Need 4 (Good), the attitude of the teacher about the eligibility of special services for students with special needs 3,55 (moderate), the attitude of the teacher about the eligibility of special needs students

attending school inclusion 3,1 (moderate). Based hasi I is the verdict the mean average 3,79 (Medium) is a component score of the attitude of members of the school.

From the result obtained from components such, the mean score obtained average about accessibility for students with special needs with in the scope of right of inclusion in Samarinda based res Ponden teachers. And the average score obtained from teacher respondents is 3 , 35 which is in the moderate category.

2. Data from research respondents with special needs students

a. Accessibility component

The scores for each point in the accessibility component are as follows: special services for children with special needs 4,13 (Good), provision of Special Guidance Teachersby schools of 2,8 (Poor), school layout 3,3 (moderate). Based on the scores of these points, an average is obtained which is the score for the accessibility components. And the average obtained is 3,41 (moderate).

b. Facility and infrastructure components

The scores obtained are as follows: the completeness of the equipment owned by the school 3,33 (moderate), the completeness of the inclusion education facilities 3,33 (moderate), tools and learning media for students with special needs 3,53 (moderate). The mean average scores obtained infrastructure components are 3,35 were categorized as moderate.

c. Components of the education service model

The scores in this component are as follows: provision of additional hours for students with special needs 3,73 (moderate), special skills lessons for children with special needs 2.93 (less), equalization of mandatory extracurricular activities from school for students with special needs with normal students 4.06 (Good). From the results obtained by the mean average score for the component model of educational services at 3,57 were categorized as moderate.

d. Learning model components

The scores for each point are as follows: students' comprehension of learning using the regular curriculum 2,6 (less), the frequency of giving individual learning programs 3,26 (moderate), the learning outcomes of students with special needs 2,46 (less). Based hasi I is the verdict the mean average 2,77 (less) the score of the component model of learning.

e. Human resource management component

The scores for each point in this component are as follows: frequency of meetings with parents of with special needs students 3,93 (moderate), frequency of meetings with parents of normal students 3,93 (moderate), about school to community 4 (Good), the place where the with special needs students live is 3,26 (moderate). Based on these results, the average

result is 3,70 (moderate) which is the score for the human resource management component.

f. Attitude component of school members

The scores for each point in this component are as follows: the relationship between student crews to school 3,8 (Medium), the relationship between students with normal students 3,8 with special needs students (Medium) the relationship between students and teachers with special needs students 3,6 (Medium), the relationship between with special needs students and their parents was 3,46 (moderate), the comfort of students in school was 3.86 (moderate). Based hasi I is the verdict the mean average 3,6 (Medium) is a component score of the attitude of members of the school.

From the results obtained from these components, an average score was obtained about the accessibility for with special needs students within the scope of inclusive fish education in Samarinda City based on the respondents with special needs students with special needs. And the average score obtained from with special needs student respondents is 3,44 which is in the moderate category.

Discussion

1. Accessibility component

In the accessibility component, there are points that measure the extent of the school's efforts in providing facilities for the provision of education for children with special needs, from building problems and school layout that are adapted to people with disabilities or blind people to the problem of providing Special Guidance Teachersto support the process. learning for students with special needs. Several things that help with physical disabilities and are stipulated in the standards for persons with disabilities Regulation of the Minister of Public Works in 2007, namely: Ramp (field of stairs to replace stairs for disabled people) with a ratio of 1:12 to 1:15 between the height and the base of the ramp to make it easier to push a wheelchair. The width of the door is made as wide as a wheelchair. The toilet sits with a railing. And examples of accessibility of ideal facilities for the blind are written in Braille on the stair handleand directions.

In data obtained from respondents teacher, aksesib components ilitas schools get the mean average score of 3,18 (Medium), and from the data obtained from the response den with special needs students, getting the mean average score of 3,41 (moderate). This is because the low pemanf aatan funds that have been provided by the government specifically allocated for infrastructure development of inclusive education in schools. This can be seen in the scores in the points "provision of Special Guidance Teachers by schools" and "the presence of teachers who have graduated from special education programs at schools", which in terms of providing special guidance teachers by schools only get a score of 2,95 (less), and in points of existence Teachers graduating from Special Education only get a score of 2.65 (less) and in the point "provision of special guidance teachers by schools" from the data obtained from teacher respondents also get a low average score of 2,8 (less). However, there are also

schools that provide special guidance teachers with special education graduates to provide educational services in their schools.

Meanwhile, according to Permendiknas No. 70 of 2009 article 10 paragraph 1 in Saputra (2016) states “District/city governments are obliged to provide at least 1 (one) special mentor teacher in the designated education unit to provide inclusive education”. This shows that the facilities that can be offered from the school are still not maximal to meet the needs of children with special needs.

2. Facility and infrastructure components

In this component, there is data concerning the extent to which the flow of funds and assistance from the government to carry out inclusive education, as well as the application of assistance from the government in the provision of facilities and infrastructure to support inclusive learning that are accessible to children with special needs. Based on the data obtained from teacher respondents and with special needs student respondents, it is known that the components of facilities and infrastructure get an average score of 3,44 (moderate) and 3,35 (moderate). This shows that the facilities and infrastructure owned by inclusive primary schools in Samarinda City are quite good, especially in terms of learning media. This is in line with Sutjiono (2005) who concluded that all teachers agree that media is necessary in learning. If to this day there are teachers who have not used the media, it only needs one thing, namely a change in attitude. In selecting media, it is necessary to adapt it to the needs, situations and conditions of each. In other words, the best media is the media available. It is up to the teacher how he or she can develop this appropriately in terms of content, message explanations and student characteristics. But in point of the special guidance teachers program for the crew only obtain the mean average score 2,15 (Less).

According to Permendiknas No. 70 of 2009 article 10 paragraph 4 in Saputra (2016) “The government and provincial governments assist and provide special advisors for educational units that provide inclusive education that require them according to their authority”. Then this is reinforced in paragraph 5 which reads “The government and provincial governments help improve competence in the field of special education for educators and education personnel in units”. It can be concluded that the facilities and infrastructure provided by the government for schools only cover the aspects of teaching aids and media, but the fulfillment of students specifically for special needs students with special needs is still not going well.

3. Components of the education service model

In the component of the education service model, there are points about the educational services provided by schools to students with special needs at school as a form of accommodation from the school for the existence of with special needs students. Based on the data obtained in the study, known ko mponen models have the mean score average 2,94 (Less) and 3,57 (Average). The points that both have less average scores are in the points of teaching vocational skills for students with special needs. Inside this point only gained an average of 2,7 in the data acquisition result of the respondent teachers and 2,93 in the data results with special needs student respondents. So it can be concluded that the provision of special skills for students with special needs is less attention by the school. Even though this

is very important because by providing special needs students with special skills, it is hoped that these skills can be used as a guide for navigating their lives later.

4. Learning model components

In the learning model component includes the curriculum used in teaching students with special needs, the frequency of giving individual learning programs for students to the results of learning for children with special needs at school. Based on the data obtained in the study, it is known that the model components have an average score of 3,02 (moderate) and 2,77 (less). The thing that underlies the inaccessibility of the learning model applied by inclusive elementary schools in Samarinda City can be seen from the poor learning outcomes of students with special needs because in learning for students with special needs they still use the curriculum for regular schools.

From the data obtained from teacher respondents, the point of applying the curriculum specifically for students with special needs received an average of 2,85 (less) and in points of learning outcomes of students with special needs an average of 2,65 (less). While the data obtained from student with special needs respondents, the point of application of the curriculum specifically for students with special needs received an average of 2,6 (less) and in points of learning outcomes of students with special needs, an average of 2,46 (less). Students who have a moderate level of intelligence but show poor learning achievement due to unsupportive feedback. This shows the need for a deeper study of the aspects of personality and the environment so that students can have learning achievements according to their potential. Thus it can be concluded that the learning model used by inclusive primary schools in Samarinda City is less accessible for children with special needs.

5. Human resource management component

Based on data obtained from teacher respondents and with special needs student respondents, it is known that the human resource management component gets an average score of 3,59 from teacher respondents and 3,70 from student with special needs respondents, which is in the moderate category. The relationship between the school, community and parents of students is going well. According to the opinion of Sukinah (2010), active parental involvement in children's education in school is very important in relation to negotiations in finding solutions with regard to children's education both at school and at home.

In Permendiknas No. 70 of 2009 article 11 paragraph 5 in Saputra (2016) states "Education units that provide inclusive education can collaborate and build networks with special education units, universities, professional organizations, rehabilitation institutions, hospitals and community health centers, clinics. therapy in the business world, non-governmental organizations (NGOs), and the community." In its implementation, the cooperation of inclusive schools in Samarinda City with special education agencies, rehabilitation centers and therapy clinics is still lacking, so the problems experienced by students with special needs cannot be resolved properly either.

6. Attitude component of school members

Based on data obtained from teacher respondents and with special needs student respondents, the attitude component of school members has an average score of 3,79 (moderate) and 3,44 (moderate). This component is the component that has the highest average value acquisition. Within this component, there are points that describe the relationship between the interaction between with special needs students and school members, both fellow students, the relationship between with special needs students and teachers to the psychological conditions experienced by with special needs students in the school as a whole. In this component, there are points who get the highest average score, namely the point “the relationship between with special needs students and normal students” who get an average score of 4,5.

With this it can be concluded that the attitude of school members aimed at students with special needs in inclusive elementary schools in Samarinda City is good. With the comfortable psychological condition of children with special needs while at school, it can affect the learning process of children in school well. If students are comfortable in school, it is not impossible that students will have difficulty in their learning activities or even feel inferior and drop out of school.

Berdasa Refresh results obtained from the questionnaire about accessibility on its behalf within the scope of inclusive education in schools d asar inclusion in Samarinda respondent with special needs teacher and student respondents, the results are as follows:

Table 3 Comparison of results among respondents

No	Respondents	Acquisition of average score	Category
1	Teacher	3.35	Moderate
2	With special needs students	3.44	Moderate

Based on the table above, it can be seen that the level of accessibility possessed by inclusive primary schools in Samarinda City by teacher respondents obtained a score of 3,35 (Medium) which is included in the moderate category and is declared quite accessible for students with special needs. While the results obtained from the respondents with special needs students obtained a score of 3,44 (Medium) so if it is taken the average of the two respondents obtained the mean average score of 3,39 (moderate). With this, it can be concluded that accessibility for children with special needs in the scope of inclusive education in Samarinda City in 2019 is quite accessible.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of research on accessibility for children with special needs within the scope of pendid fish inclusion in Samarinda, obtained by a variety of conclusions, among others, the smooth flow of funds from the government, as well as a good relationship with the school and the students with special needs individuals be rada it, a factors which supports the

implementation of inclusive education in Samarinda City. Meanwhile, matters related to learning services for students with special needs, such as the lack of special education graduates working in inclusive schools and the absence of Special Guidance Teachers in schools, to less supportive learning models for students with special needs, are the most important factors that hinder the running of inclusion programs in inclusive primary schools in Samarinda City in 2019.

Judging from the acquisition of the mean average score assessment of research on accessibility for children with special needs within the scope of pendid fish inclusion in Samarinda, resulting in the mean score an average of 3,35 (Medium) obtained from respondent teachers and the mean score average of 3,44 (Medium) obtained from student respondents with special needs produces an average total score of 3,39 (Moderate). Thus it can be concluded that accessibility for children with special needs in the scope of inclusive education in Samarinda City in 2019 is quite accessible.

Suggestions

Based on the conclusions of the results of this study, the researcher provides the following suggestions:

1. The result of the low average score obtained in the component of the education service model of teacher respondents is 2,94 (Less), indicating that inclusive elementary schools in Samarinda City need to improve educational services for students with special needs such as additional special additional hours for students with special needs, giving special skills lessons for students with special needs, as well as provision of vocational skills as a provision for the skills of students with special needs.
2. The low average score obtained in the learning model component of the with special needs student respondents is 2,77 (Less), indicating that there are things that need to be improved, among others, the need to increase the frequency of giving individual learning programs for students with special needs, differentiating the application of learning between students With special needs students with normal students, schools should not equate the completeness standards of learning outcomes for children with special needs and normal students.

REFERENCE

- Al Khakim, A., Prakosha, D., & Himawanto, D. A. (2017). Aksesibilitas Bagi Anak Berkebutuhan Khusus Dalam Lingkup Pendidikan Sekolah Inklusi Di Karisidenan Surakarta. *IJDS: INDONESIAN JOURNAL OF DISABILITY STUDIES*, 4(1), 16–18.
- Andhi, J. (2015). IMPLEMENTASI UNDANG-UNDANG NO. 4 TAHUN 1997 TENTANG PENYANDANG CACAT TERHADAP PEMENUHAN HAK ATAS PEKERJAAN DAN PENGHIDUPAN YANG LAYAK. *Jurnal Hukum*, 2(2), 133–141.
- Arikunto, S. (1998). *Prosedur penilaian*. Jakarta: Rineka Cipta.
- Arikunto, S. (2007). *Penelitian Tindakan Kelas (Classroom Action Research-CAR)*. Jakarta: Bumi Aksara.
- Azwar, S. (2011). *Reliabilitas dan Validitas: Cetakan Pertama*. Yogyakarta: Pustaka Pelajar.

- Madya, S. (2007). *Penelitian Tindakan Kelas*. Bandung: Alfabeta.
- Mambela, S. (2010). Mainstreaming sebagai Alternatif Penanganan Pendidikan Anak Berkebutuhan Khusus di Indonesia. *Sosiohumanika*, 3(2).
- Moleong, L. J. (2010). *Methodology of Qualitative Research*. Bandung: Remaja Rosda Karya.
- Moleong, L. J., & Edisi, P. (2004). *Metodelogi penelitian*. Bandung: Penerbit Remaja Rosdakarya.
- Pramartha, I. (2012). *Pendidikan Karakter Di Sekolah Luar Biasa Bagian A Negeri Denpasar-Bali*. UNS (Sebelas Maret University).
- Saputra, A. (2016). Kebijakan Pemerintah Terhadap Pendidikan Inklusif. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 1(3), 1–15.
- Strand, B. N., & Wilson, R. (1993). *Assessing sport skills*. Human Kinetics Publishers.
- Sugiyono, S. (2010). *Metode penelitian kuantitatif dan kualitatif dan R&D*. Alfabeta Bandung.
- Suharsimi, A. (2006). *metodelogi Penelitian*. Yogyakarta: Bina Aksara.
- Sukinah, S. (2010). Manajemen Strategik Implementasi Pendidikan Inklusif. *JPK (Jurnal Pendidikan Khusus)*, 7(2).
- Sutjiono, T. W. A. (2005). Pendayagunaan media pembelajaran. *Jurnal Pendidikan Penabur*, 4(4), 76–84.
- Sutopo, H. B. (2002). *Metodologi penelitian kualitatif*. Surakarta: sebelas maret university press.
- Suwandi, B. D., & Si, M. (2008). *Memahami Penelitian Kualitatif* Jakarta: PT. Reneka Cipta.
- Syafi'ie, M. (2014). Pemenuhan aksesibilitas bagi penyandang disabilitas. *INKLUSI Journal of Disability Studies*, 1(2), 269–308.
- Umum, K. P., & Indonesia, R. (1998). *Persyaratan Teknis Aksesibilitas Pada Bangunan Umum dan Lingkungan*. Direktorat Bina Teknik. Jakarta.