

GENDER EQUALITY AND SOCIAL INCLUSION IN INCLUSION ELEMENTARY SCHOOLS IN JEPARA

¹Hamidaturrohmah, ²Rizki Ailulia

Universitas Islam Nahdlatul Ulama Jepara

Correspondence : ¹hamida@unisnu.ac.id, ²rizki.ailulia31@gmail.com

Abstract

Inclusion schools are a form of embodiment of humanist education without discrimination. In schools, all children's needs can be accommodated by implementing the GESI or Gender Equality Social Inclusion paradigm in elementary schools. This study aims to describe GESI nuanced learning implemented at SDN 1 Inklusi Sowanlor. This research method uses descriptive qualitative. Data collection techniques are carried out by observation, interviews, and documentation. Data analysis techniques in the form of data reduction and data presentation, the data that has been presented is verified and draws conclusions. Thus, conclusions can be obtained about the research with the object under study based on the data from the analysis. The results of this study show that GESI-nuanced learning is implemented by SDN 1 Sowanlor with several applications. First, all students who apply are accommodated without discriminating as long as the quota is still met. Second, learning activities are carried out by paying attention to special abilities and needs in inclusion children. Third, there is humanist treatment from the school towards inclusion students, in addition to that there is also a reinforcement for regular students to use the GESI paradigm to accept the presence of inclusion students and treat them fairly without being discriminated against others.

Keywords: Gender, Social Inclusion, Elementary School

INTRODUCTION

The number of children with special needs has increased quite a lot every year in various regions of Indonesia. Need handling and access to services for children with special needs in optimizing development. One of them is through inclusive education. Legally, formally, inclusive education is contained in Permendiknas Number 70 of 2009 and Law Number 8 of 2016 concerning Persons with Disabilities Article 10 states that students with special needs have the right to quality education services in all types, pathways and levels of education. This educational model seeks to provide equal learning opportunities for all children and to meet their needs properly. The existence of inclusive education also

supports the existence of an equitable education that can be accessed by all people regardless of social class and social construction (Lailisna, 2015). So it is no exaggeration if regular schools with an inclusive orientation are the most effective weapon for eradicating discriminatory attitudes, presenting a friendly society, building an inclusive society and achieving "education for all" (education for all).

We should support the presence of inclusive education together in order to create schools that are child-friendly and responsive to the various actual needs of children and society (Srinugraheni, 2016). Education services for those with special needs should use a humanist approach, even considering the fulfillment of human rights and gender equality (Arif, 2016). The view of the humanist approach highly values human equality and equal opportunity between one human being and another human being to get an education. Learning in every educational institution requires regulation. One of the paradigms that must be included in learning that promotes justice and equality is social inclusion gender equality or GESI. The GESI framework pays special attention to gender equality and the involvement of marginalized groups, including children with special needs (Prasetyo, 2012).

The implementation of learning with the GESI paradigm applied in inclusive schools can provide opportunities for all children to participate in obtaining education services with systems, methodologies and learning that suit their needs and abilities. The existence of equality in obtaining learning rights helps minimize discriminatory attitudes and the availability of justice-based education services (Jauhari, 2019). In inclusive schools, children learn to foster mutual respect and uphold the values of diversity that exist in society as part of the continuity of social life (Muafiyah, 2020).

Therefore, this research was conducted to see the implementation of access, participation, control, and benefits for all students in obtaining educational services at SDN 1 Sowanlor. The reason for selecting the research location was carried out at SDN 1 Sowanlor Kedung Jepara because of several educational applications with the GESI paradigm in this school. *First*, SDN 1 Sowanlor is an inclusive primary school in Jepara by using a humanist approach and applying the principles of justice, equality in the teaching and learning process. *Second*, based on the results of the initial interview with the school principal, it was stated that

the application of GESI was used to help children with special needs grow and develop into independent and skilled individuals because of the reinforcement and support given to them.

Based on this, the form of education with the GESI paradigm applied at SDN 1 Sowanlor is important to analyze and map. The results of this study can enrich data on forms of education that are equal, equal, humane, just and gender responsive in inclusive educational institutions, which have been studied in several other inclusive schools. It is hoped that the results of this study can present the right formulation in implementing education services that are just and gender responsive. This then becomes the support for all children in achieving their best condition.

DISCUSSION

This study uses a qualitative approach, with field research *that is* oriented to actual data in the field, so that researchers must collect data in the school environment directly, according to the research location. The research method used is descriptive qualitative by revealing events or facts that occurred in depth regarding the implementation of gender equality and social inclusion at SDN 1 Sowan Lor (Anggito and Setiyawan 2018).

The location of this research is SDN 1 Sowan Lor. The school was chosen because SDN 1 Sowan Lor is an inclusive elementary school that accepts all students without exception. There are two data sources in this study, namely primary data and secondary data. Primary data includes program forms of access, participation, control, and benefits applied to students at SDN 1 Sowanlor. Primary data is taken from the source, namely school principals, special accompanying teachers, and parents of students with special needs. While secondary data includes the condition of teachers, employees, and students, as well as infrastructure. To collect data from research objects used methods of observation, interviews, and documentation.

The data analysis technique used in this study is in accordance with the Milles and Huberman model (Aan Komariah and Djam'an Satori 2017), namely: 1) Data reduction (*Reduction*) is carried out by a simplification process to select, focus, and abstract raw data into meaningful data. The data obtained is written in the form of a report after the data is selected and focused on important things that need to be included in this research. 2) Qualitative data display is narrative text. Presentation of data apart from making it easier to

understand what happened, also serves to plan further work. 3) *Conclusion Drawing/Verification*, namely conclusion and verification. In this method, the data that has been presented is verified and conclusions drawn. Thus, it can be concluded about the research with the object under study based on the data from the analysis. The data includes all data that researchers obtain in the field.

The existence of inclusive schools is basically a form of government effort to provide an education that is tailored to the needs of children with special needs (Darma and Rusyidi 2015). The right of students with special needs to be educated in an inclusive school rather than educating them in an isolated environment has been a main concern raising, issues and interest for educators, policy-makers and researchers in recent times and eventually became the basic issue in terms of teaching students with special needs (Holmberg, 2016).

SDN 1 Sowanlor is one of the schools in Jepara that provides learning services for children with special needs or inclusive children. The school has the opportunity to help guarantee and protect children with special needs so that they can develop and participate optimally in fulfilling children's rights to education, especially children with special needs or inclusive children. Protection of children is a form of effort to secure and protect every child and all of their rights to be able to live properly, optimally, grow and develop humanely and be protected from violence and discrimination (Candra Pratiwi 2015).

Inclusive schools are a form of embodiment of education without discrimination where children with special needs and children in general can receive the same education as regular children. In inclusive schools all children are placed in the same scope without any special or special treatment. Inclusive education is also an education system that has educational services and opportunities for all children to study in public schools in order to create learning that takes into account the diversity and needs of each child. This process can also create a friendly and just education and does not discriminate between children in terms of race, ethnicity, economy, social class or social construction. One of the paradigms that must be included in learning that promotes justice and equality is social inclusion gender equality or GESI. Therefore schools that apply the concept of inclusive education with the GESI paradigm will manage learning by prioritizing gender equality and justice (Ningsih 2022). For this reason, the GESI paradigm or gender equality, social inclusion is very much needed in learning management (planning, implementing and monitoring and evaluating and reporting) which is

inseparable from the paradigm of gender and social inclusion (Dwi Retiyani 2019; Kurthetal, 2020).

Learning to use the GESI paradigm or social inclusion gender equality will create equality in all walks of life: men, women, persons with disabilities, the poor, various ethnicities, various races, and learning economic status (Ferawati 2022). Educators must also know about gender equality that can be applied in the learning process at school. Education must uphold equality between students in the class without any differences. If there are still educators who discriminate on gender, it will create jealousy between students, both regular and students with special needs. The learning process that does not separate students with special needs from everyday students is one of the important reasons for fostering mutual respect in students and upholding the values of diversity that exist in the school and community environment (Asrofa, Ngazizah, and Anjarini 2022)

Access, participation, control, and benefits implemented at SDN 1 Sowanlor are as follows:

1. Acceptance of Students Based on Quotas Not Conditions and Capabilities

The process of admitting students at SDN 1 Sowanlor is carried out based on quotas instead of looking at the conditions and abilities of students. So that it opens up equal opportunities and opportunities for all children without exception to enroll in the school. After that, observations were made as an initial assessment to see the needs of each student. In addition, interviews were also conducted with parents to make a joint commitment in supporting the learning process of students at SDN 1 Sowanlor.

This acceptance process is carried out as an effort to remove various barriers to the access of individuals and groups of children with special needs to various opportunities. One form of inclusive social interaction at the school is that children with special needs and regular children can play together and get the same social interaction treatment (Hazmi and Nafisah 2021). The social inclusion approach encourages all children to receive equal treatment and have the same opportunity to get an education regardless of any differences. Social inclusion embraces all students, both children with special needs and regular children who experience stigma and marginalization by inviting all students to act inclusively in their lives (Kusumawiranti 2021).

2. Learning Process According to Student Needs

Children with special needs at SDN 1 Sowanlor have the right to get the same education. The role of educators or teachers who contribute and are responsible for helping and imparting knowledge to students, both children with special needs and ordinary children. Teachers are people who play a role in the association of students in two categories of children, so teachers must have the ability, knowledge and skills to care for and serve them. Likewise with students with special needs, teachers must be able to provide a fair attitude to students who do not have special needs (Septianisa and Caninsti 2018).

The cognitive aspect of elementary school children is one of the aspects that educators need to internalize and understand because the nature of the learning that is organized must be adapted to the child's level of cognitive development. Equality in the learning process means that all students must be exposed to materials and teaching methods that are free from stereotypes and gender bias. In addition, boys and girls students should have the freedom to explore, learn and develop skills in all academic and extracurricular offerings (Estaves 2018). Therefore inclusive education must be carried out because all children have the same right to obtain quality and non-discriminatory education, all children have the ability to attend lessons regardless of their disabilities and disabilities, differences become reinforcement in improving the quality of learning for all children, schools and teachers have the learning ability to respond to different learning needs (Saputri, Ngazizah, and Anjarini 2022).

Inclusive children at SD 1 Sowanlor are given learning that is tailored to the abilities of these children with special needs. There are special accompanying teachers for inclusive children who have special abilities and make a very important contribution to the success of learning, therefore accompanying teachers for children with special needs must have broad insights and knowledge. Not only that, the teacher must also understand the implementation of knowledge to students by choosing the media, the right strategy in developing the learning material to be delivered. So that accompanying teachers can provide pleasant learning environment conditions and can arouse the enthusiasm of students' desires every year to increase learning needs for children with special needs.

Companion teachers for children with special needs must be equipped with knowledge that is able to apply every lesson to every child with special needs with different categories of children. There are several categories of children with special needs who need special assistance in their cognitive aspects, such as: *dyslexia*, *dysgraphia*, *dyscalculia*, *slow learner* and other special needs. Every child has different goals and learning outcomes, so each child also has a different treatment. Treat children's learning according to individual learning programs for children, so that children are able to receive learning according to the needs of each child. The learning activities carried out at SDN 1 Sowanlor have several methods or models applied. each child gets three times of treatment every day, the first treatment the child is given a maximum of 10 minutes to be given an initial material or usually called the introduction of material that is adapted to the child's condition, the second treatment the children are given 30 minutes to explore the material that has been given by means of focusing on the material presented such as memorizing, spelling, writing but with the conditions given, the treatment is that the three children are given 20 minutes to independently implement the material that has been provided by the companion such as children starting to write independently, spell independently and so on, all it can be adjusted to the conditions and categories of children.

Assistance at SDN 1 Sowanlor itself focuses on cognitive activities such as children who cannot recognize numbers, cannot count, have difficulty recognizing letters, have difficulty reading, difficulty writing, low levels of focus, difficulty accepting learning, and other cognitive levels. Apart from focusing on cognitive aspects, at SDN 1 Sowanlor itself there are also children who have delays in affective and psychomotor aspects, because in that school there are several inclusive children who have categories such as having *Autis*, *downsyndrome*, *intellectual disability* and so forth. Therefore these children are taught an independence where inclusive children can carry out activities in daily life, such as being able to go to the bathroom by themselves, be able to wear their own clothes, be able to eat and drink by themselves and some independent activities that are carried out in everyday life. daily. All activities in the treatment of children are adapted to the conditions and individual learning programs for each child.

The process of using learning media in inclusive children's education is given the same facilities as regular children. For example, inclusive children are given a special room

for their studies, equipped with the same learning facilities as ordinary children. One of the facilities in the classroom is a variety of learning media that use examples of puzzles, *flashcards* and other media. In addition, the inclusive children's class is also designed like a child's class in general which is equipped with a projector that is used to play videos of inclusive children's learning materials (Alwi 2017).

3. Acquiring Learning Facilities According to Student Needs

All students at SDN 1 Sowanlor have the right to use existing facilities and infrastructure as needed. There is no difference in access to facilities and services in schools. Children with special needs who are ready to learn with regular children enter the same class. All the kids at school mingle together and attend school events together. Children with special needs also have special classrooms as a place for children to develop their potential specifically in order to achieve their best condition. In addition, the classroom is used as a place to quell emotions when children with special needs experience tantrums. In addition, all children also have the same right to enter the library.

The library at SDN 1 Sowanlor is inclusive, meaning that all children can use the library without distinguishing between children with special needs and ordinary children. Libraries based on social inclusion are a social system-based approach that views libraries as sub-social in the approach process between children with special needs and regular children. This social inclusion-based library is a transformation of library services by adopting a library service approach that is committed to increasing the literacy skills of children with special needs and regular children so that they receive equal treatment in social inclusion (Utami and Prasetyo 2019).

The process of giving a media or tool that is done to children inclusion at SDN 1 Sowanlor this is adjusted to the needs and category child. There are several media that function as alternative tools to help children with difficulty recognizing letters, such as *flashcard*, *pop up book*, *smart board* and so on, not only that companions also sometimes use learning media that use technology such as learning videos and games that are adapted to the child's category. Inclusion children with autism usually use learning media in the form of *bussy book* in which there are instructions for doing such as buttoning clothes, arranging colors and so on. All learning media contained in SDN 1 Sowanlor are partly

the result of government grants specifically for inclusive children in schools, partly the result of giving several students given to inclusive children.

Inclusive children at SDN 1 Sowanlor have the same learning facilities and receive the same treatment as regular children. All inclusion classes have facilities and infrastructure like regular class children, namely there is a projector, laptops are provided and so on. Inclusive children can also use the same facilities such as a shared prayer room, shared bathrooms, even the playing field can be used together. This is done so that regular children still have a good sense of togetherness with inclusive children. So there is no discrimination between inclusive children and regular children.

4. The evaluation is adjusted to the abilities and conditions of the students.

The evaluation in inclusive schools also takes into account the abilities of the students. There is no difference in evaluation between male and female students. However, for children with special needs, there is a different treatment. Everything is adjusted to the characteristics and abilities of each inclusive child. There are several types of evaluation in inclusive schools, namely (1) they are the same as regular students, (2) some are equalized and some are created according to ability, (3) a separate evaluation is made for inclusive students. Some of these aspects are still carried out in accordance with school provisions and policies and readjusted to the needs of students (Mufiah and Puspita 2020).

Evaluations carried out on inclusive children at school are carried out once a week every Saturday, usually the child's condition is communicated to the parents or guardians of the child, so that parents know the progress of their respective children. This evaluation activity also has the goal that the child can be adjusted to the long-term goals and short-term goals that have been designed in a predetermined learning plan, so that the companion can easily administer the treatment given to children with special needs.

The research results above show that SDN 1 Sowanlor has more or less implemented GESI-based education. Where all children get the same access, participation, control, and benefits without any differences. This affects the process of child development. The implementation of social inclusion boils down to placing individual dignity and independence as the main capital for achieving an ideal quality of life. The results of this study were supported by several studies, including Asrofa which stated that there was an increase in students' abilities in the psychomotor aspect by applying gender equality without

differences. From the results of the psychomotor data of class V students, it was found that those who obtained the highest average scores were male students in the very good category. Efforts to improve psychomotor abilities are carried out by schools through extracurricular activities, while those carried out by teachers are through discussions, practical work, and SBDP learning (Asrofa et al. 2022).

Ferawati's next study is related to Android-based educational games for mentally retarded children on multiplication material based on aspects of *gender equity and social inclusion* (GESI) "by developing learning media that are used by two categories of children, namely the category of regular children and children with special needs. The results of the expert validation show that the educational game media developed is included in the very valid category with a value of 92%. the results of student responses were obtained after the Fun Math game was tested so that it was categorized as very practical with a student response score of 88%. So the use of these games can help learning activities that can be used by regular children and children with special needs (Ferawati 2022).

While the results of Ningsih's research show that the application of regular children's learning is the same as children with special needs from the application of a model and strategy. The classroom teacher strategy is used for all students in the class, both normal students and students with special needs. Meanwhile, the accompanying teacher strategy is only used for children with special needs. Usually the accompanying teacher uses learning strategies according to the subject to be delivered. Children with special needs usually learn by looking at pictures, pasting pictures, matching pictures, and learning videos (Ningsih 2022).

Meanwhile, the results of Mufiah's research show that the subject matter of Indonesian Language and Literature and Citizenship Education delivered on the inculcation of cultural values in the family causes her understanding to be based on a very gender bias, the views of teachers and children on the responsibilities and functions of men and women are still conventional and gender biased. Experience and opportunities are equal between men and women (Mufiah and Puspita 2020). For this reason, it is important to apply learning that has the paradigm of gender equality and social inclusion so that there is no bias or discrimination in the world of education.

CONCLUSION

Learning to use the GESI paradigm or social inclusion gender equality can create equality in all walks of life. With GESI it can realize fair and equitable access, participation, control, and benefits for all children without exception. Implementation at SDN 1 Sowanlor shows that the school opens equal access and opportunities for all children in enrollment. The school accommodates all children's attendance. While in the process of learning activities are carried out by paying attention to the needs of children and there is no difference between children with special needs and regular children. All treatment related to education, access and benefits of obtaining school facilities and infrastructure is carried out fairly without any differences. The evaluation implementation at SDN 1 Sowanlor also pays attention to the abilities of the students. Everything is adjusted to the characteristics and abilities of each student. Apart from that, there is also humane treatment from the school towards inclusive students and reinforcement for regular students using the GESI paradigm so that they accept the presence of inclusive students and treat them fairly without being differentiated from others. Therefore, for schools that have not implemented the GESI paradigm, at least start to apply this paradigm because the learning process that promotes gender equality and social inclusion is very important. Given the great benefits of fostering a spirit of empathy, solidarity, caring and justice. So there is no more discrimination in the world of education.

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