

Readiness of General Elementary Schools to Become Inclusive Elementary Schools: A Preliminary Study in Indonesia

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Abstract

A preliminary study was conducted to find out the readiness of general elementary schools (GES) to become inclusive elementary schools (IES) based on the criteria for the implementation of the government-specified inclusive schools. Data were collected through face-to-face interviews in 50 general elementary schools involving principals, teachers, parents and school committees. The results show that 60% of principals are ready to implement inclusive education programs because of government appointments, 92% of schools do not have inclusive school supporting facilities, 94% of schools have no special educators, 88% of schools have special needs students, 72% of schools have never received socialization inclusive education, 80% of schools do not yet have cooperation with institutions relevant to inclusive education, 82% of schools are not aware of the inclusive school administration procedures. The conclusion of this research is that GES is not yet ready to become an IES. The government has not maximized the implementation of inclusive schools and needs effective programs, such as, pioneering prospective schools through continuous assistance of inclusive elementary school candidates.

Keywords: *Inclusive education, inclusive school, public school, special need student, Indonesia*

Introduction

Inclusive education is a form of service for every child under any circumstances to obtain a fair education. Robo (2014), stated, that the outcome can encourage effective learning by increasing educational value at entire stages by sponsoring procedures to guarantee that disqualified children step into school united with agendas and exercises that guarantee that they will succeed there. It is an activity that includes directing and acting to the varied requirements of learners. Accordingly, the UNESCO (2005) stated that inclusive education is an approach that expresses how to change educational structures and other learning atmospheres to meet the needs of the variety of learners. Inclusion highlights opportunities for an equal involvement of individuals with disabilities (physical, social and emotional) when possible into typical education, but leaves accessible the probability of individual selections and possibilities for special aid and accommodations for persons who need it and want it.

Implementation of inclusive education is embodied in schools of inclusive education. The purpose of all students to get the service that meets their needs and removes obstacles, as well as, that inclusive schools embrace diversity and celebrate differences (UNESCO, 2005; Graham & Harwood, 2011). In the Salamanca Statement (UNESCO, 1994), general schools with this inclusive interest are the most successful ways of opposing inequitable feelings, building hospitable societies, constructing an inclusive civilization and reaching education for all; moreover, they offer a successful education to all of children and increase the effectiveness and eventually the cost-effectiveness of the whole education system. Effective inclusive schools are the different problem resolving associations with a usual duty that highlights learning for all students, as well as assisting and respecting students' diversity (Skidmore, 2004; McConkey & Mariga, 2011; Rose & Howley, 2007).

Increasingly, the establishment of inclusive schools is a necessity that cannot be further delayed as the number of students with special needs is increasing. Consequently, the critical concentration has been on altering the culture, systems and applies of schools, especially, within the skills of teachers, the facility of extra resources, such as learning support aides and adjusting the curriculum and teaching approaches (Mitchell, 2008; Winter & O'Raw, 2010). But the school-focused typical of inclusion has its limits (McConkey & Mariga, 2011). According to UNICEF, more than 80% of children with disabilities live in developing countries and have little or no access to appropriate services. In many countries that are improving inclusive education, government duties become very complicated in providing inclusive schools. As stated by UNESCO (2017), almost all nations look troubled in finding the funds to backing inclusive and justifiable improvements. The vital issue is guaranteeing that existing resources, mainly human resources, are used to produce a most significant outcome. Countries should strive that the conditions for allocating financial and human resources for education replicate the purposes of inclusion and justice.

Inclusive education in Indonesia

After ratifying the Salamanca Statement in 1997, Indonesia began implementing an inclusive education program by conducting inclusive education trials from 1998-2001 in several areas of Yogyakarta province to date. To strengthen its implementation, the regulation issued by Regulation of The Minister of National Education of The Republic of Indonesia, Number 70 the Year 2009, about inclusive education for students with special needs has the potential of intelligence and or students with special talents.

However, in its implementation to date, it is not easy to apply it in all regions of Indonesia, whereas the number of special needs students each year is increasing while the inclusive school still cannot accommodate them. Data of Ministry of Education and Culture of Republic of Indonesia (2011) that number of inclusive schools in 2008 as many as 814 units to serve 15,181 the number of special need students. In 2009, data from the National Socio-Economic Survey stated that the number of children with special needs in Indonesia was 354,000 with 70% of them had not received inclusive education services. In 2012, the number of children with special needs of 9.9 million, with the number of inclusive elementary schools in 2017 reached 23,195 (<https://www.kemdikbud.go.id>). This condition is of course still far from the prevalence of the number of students with special needs who should receive inclusive education services.

The problems faced by general elementary schools (GES) to become inclusive elementary schools (IES) to date face complex obstacles. The readiness of GES to be IES must meet the criteria set by the government. Problems that arise are items that must be met by GES to turn into IES. Some of the problems that occur are the community understanding of inclusive education, the teacher's understanding of the characteristics of students with special needs and the sharing of responsibilities with special escort teachers, supporting facilities and infrastructure --curriculum & learning system-- and evaluation of learning (Rudiyati, 2011).

Criteria of candidate for inclusive school

GES that will turn into IES so far are public schools designated directly by the Ministry of Education, with several criteria that must be met. In addition to direct appointments by ministries, public or private schools may also apply to inclusive schools by following several criteria that have also been arranged with some additional criteria from the general criteria. The direct appointment means that the local government --a district or city -- appoints at least one school in each sub-district as an inclusive school, and it is required to accept students with special needs. Schools applying for inclusive education must submit a proposal to the ministry, to be assessed as eligible as an inclusive education provider (Ministry of Education and Culture of Republic of Indonesia, 2011).

Although the appointment of schools by ministries is a comprehensive consideration, the school readiness to inclusive schools often encounters problems in the criteria set by ministries. Criteria of candidates for the school of the providers of inclusive education

established by the Ministries of Education and Culture of the Republic of Indonesia are readiness of schools to organize inclusive education programs, namely the students with special needs in the school environment, the availability of the special teachers/aid teachers, the commitment to the completion of compulsory education with proof of statement, the existence of network of cooperation with other relevant institutions, available supporting facilities that can be accessed by all learners, the socialization on inclusive education to the schools, the specified administrative procedures in each region.

This article aims to see the readiness of GES to become IES in Indonesia concerning some criteria or requirements for inclusive school candidates determined by the Ministry of National Education of the Republic of Indonesia. The question in this study is GES ready to become IES meeting all the criteria or requirements for inclusive schools?

Method

This article is compiled from mini research using a qualitative approach. A qualitative approach to this research focused on an independent assessment of stances, thoughts, and performance. Research in such a position means the researcher's perceptions and impressions (Khotari, 2004). The purpose of using this qualitative approach is identifying what factors are constraints in establishing an inclusive school in Indonesia using the inclusive school inclusion criteria used by the Indonesian National Education Ministry.

Participants

The participants involved came from 50 general elementary schools that were not yet inclusive schools, consisting of 47 public schools and three private schools in one district in West Java, Indonesia. Participants consist of principals (n = 50), teachers (n = 50), parents (n = 50), school committee (n = 30). All members of the school are involved --except the students --because they understand the real conditions of both obstacles, problems, and things that need to be prepared in order to turn schools into inclusive schools.

Data Collection

Data collection was conducted using face-to-face interviews with informants. The topic of this interview is on matters relating to the government criteria in determining a school to become an inclusive school, such as school readiness, acceptance of special needs students, facilities and infrastructure, availability of special teachers, socialization on inclusive education, administrative requirements. Interviews conducted one day with an average duration of 2-3 hours. The primary data obtained were the recording which then made his transcript by the researcher for further analysis.

Data Analysis

Data analysis used in this research was the qualitative content analysis. The term qualitative

content analysis is to indicate to the complete scope of qualitative methods for data analysis, to associate the method with other qualitative methods such as discourse or conversation analysis (Krippendorff, 2012). The qualitative content analysis is a technique for analytically defining the meaning of qualitative data (Schreier, 2012). Qualitative content analysis assists with cutting the quantity of material. It involves the researcher to concentrate on chosen parts of meaning, specifically those parts that concern to the whole research question. Three features describe the method: qualitative content analysis decreases data, it is systematic, and it is adaptable (Flick, 2014). In this manuscript the data were calculated the percentage of each criterion of inclusive school implementation obtained from interviews which then perform content analysis in each criterion.

Results

Below is the result of a survey that has been conducted, and is explained by the rank of the most difficult criteria to be met by each school that will conduct inclusive education.

Readiness of schools to organize inclusive education programs

The school preparedness points consist of the readiness of school members to implement inclusive education consisting of principals, school committees, teachers, and parents.

Table 1. Percentage of readiness of school members in the implementation of inclusive education

| Members | Ready for inclusive | Not ready for inclusive |
|-------------------|---------------------|-------------------------|
| Principals | 30 (60 %) | 20 (40 %) |
| School committees | 15 (30 %) | 35 (70 %) |
| Teachers | 18 (36 %) | 32 (64 %) |
| Parents | 8 (16 %) | 42 (84 %) |

Table 1 displays that the school members who are most ready to run an inclusive school are 30 principals or 60%, while the most unprepared are the parents of 42 people or 84%.

Available supporting facilities that can be accessed by all learners

The supporting facilities that an inclusive school must possess in this interview consist of parts of physical facilities and infrastructure, such as tables, chairs, wheelchairs, writing and reading aids or toilets that are all accessible to students with special needs. Besides instructional facilities such as curriculum modification, evaluation of learning is also a concern in the interview.

Table 2. Availability of supporting facilities of school

| Availability of supporting facilities | Number of Schools | Supporting facilities | Source of provider |
|---------------------------------------|-------------------|-----------------------|-----------------------------------|
| Available | 4 (8%) | Wheelchair | From another institution (special |
| | | Hearing aid | |

| | | | |
|-------------|----------|--|---------|
| | | | school) |
| Unavailable | 46 (92%) | | |

Most of the schools from the Table 2 that were observed as many as 46 schools or 92% did not have supporting facilities to provide access for students with special needs.

Special teachers/aid teachers are available

On the third criterion is the availability of special teachers either provided by schools or other institutions

Table 3. Availability of special teachers

| Availability of special teachers | Number of schools | Source provider |
|----------------------------------|-------------------|-----------------|
| Available | 3* (6%) | School |
| Unavailable | 47 (44%) | - |

*Each school has only one special teacher

There are students with special needs in the school environment

In some schools both public and private, there are several categories of students with special needs, with the following percentages:

Table 4. Category of special need students in observed school

| Availability of students with special needs | Number of schools | Kind of special need students | The number of special need students |
|---|-------------------|-------------------------------|-------------------------------------|
| Available | 44 (88%) | Slow Learner | 35 (37.6%) |
| | | Learning difficulties | 21 (22.6%) |
| | | ADHD | 16 (17.2%) |
| | | Deaf | 6 (6.5%) |
| | | Autism | 5 (5.4) |
| | | Speech impaired | 5 (5.4) |
| | | Mentally disabled | 1 (1.1%) |
| | | Handicapped | 3 (3.2%) |
| | | Blind | 1 (1.1%) |
| Unavailable | 6 (12%) | | |

In Table 4, the number of students with the most special needs found in schools that observed is the slow learner students, that is 35 students.

The school has received socialization on inclusive education

Some schools have received socialization on inclusive education, which has been delivered by several institutions. But some schools have not received the socialization, as illustrated

in the Table 5 the following:

Table 5. The amount of socialization of inclusive education

| Socialization to school | Number of schools | Frequencies of socialization | Amount of participant (principals or teachers) |
|------------------------------------|-------------------|------------------------------|--|
| Already followed the socialization | 14 (28%) | once | 14 |
| | | twice | 8 |
| | | 3-5 times | 6 |
| | | >5 times | 2 |
| Never had any socialization | 36 (72%) | | |

The existence of the network of cooperation with other relevant institutions.

On the criteria of school collaboration with other institutions focused on the question of whether the school has co-operation related to the implementation of inclusive education, whether related to mentoring, how to identify children with special needs or about learning.

Table 6. Network of cooperation with other relevant institution

| Network of cooperation with other relevant institution | Number of schools | Kind of institutions | Kind of cooperation |
|--|-------------------|----------------------|---------------------|
| Already have cooperation | 10 (20%) | Special schools | Learning Aids |
| | | Psychologist/doctor | Psychology test |
| Have no cooperation yet | 40 (80%) | | |

In Table 6, it can be stated that almost the majority of schools of 40 schools or 80% have not cooperated with other institutions relevant to inclusive education.

Complies with administrative procedures specified in each region

The criteria for understanding the administrative procedures that should be known in establishing an inclusive school can be illustrated in the Table 7 below:

Table 7. Understanding of administrative procedure

| Understanding of administrative procedure | Number of schools |
|---|-------------------|
| Already know the administrative procedure | 9 (18%) |
| Not yet know the administrative procedure | 41(82%) |

The last criterion is to have a commitment to completing compulsory education, all schools

or 100% have a strong commitment to support this because it is a requirement written in the Constitution of National Education System, Year 2003.

Discussion

Several criteria for inclusion of IES candidates, based on survey results that have been conducted about the problems faced by most schools, especially public schools, to be able to provide inclusive education. The government has not maximally facilitated public schools as an example of inclusive schools in various regions of Indonesia. The implementation of inclusive education is an obligation of every sub-district in all provinces as a form of educational service for all children without exception. Problems are arising when evaluated from the requirements of the establishment of inclusive schools based on the results of surveys conducted relating to the criteria for establishment of inclusive school candidates themselves.

In Table 1 on the readiness of each school member, principals, school committees, teachers and parents, the most significant readiness are shown by the school principal regarding school readiness in implementing inclusive education. The readiness of the principal is a form of compliance and necessity in carrying out orders from officials who overshadow the school of the Head of Education or even the Minister of National Education of Indonesia. Be prepared or not prepared by the rules should be implemented, although school readiness, in general, is not adequate. Although they hope that in line with the implementation of inclusive education, the government also facilitates its implementation such as the provision of facilities and infrastructure that support the learning and accessibility of students with special needs in schools. This statement is shown in one of the principal interview results:

"As principals, I have to be ready if appointed by the department to make our school inclusive, but I also hope that the service or government can meet school facilities and infrastructures, such as special tools or special teacher also."

It is not easy to bring all the thoughts of all school members together because there must be pros and cons in the delivery of inclusive education. But the principal should be able to facilitate all members of the school. Principals assisting educators to participate in positive and serious studying [...] improve a learning society integrating, usefulness and cooperate with parents and the wider society, and engage learners as residents in school review and improvement in the inclusive school culture (Carrington & Robinson, 2006; Curcic, Gabel, Zeitlin, Cribaro-DiFatta, & Glarner, 2011; Gous, Eloff, & Moen, 2014).

In addition to principals, teachers as implementers of instructional in an inclusive classroom, actually have high enthusiasm in the implementation of inclusive education. But various obstacles such as how to teach students with special needs, give attention and time to all students, make the modification instructional strategies or lesson plan is still a barrier to teachers to be able to accept students with special needs to study in general classrooms. This happens because most teachers do not have the background of special education for

children with special needs. Though they realize that they must provide knowledge to all students without exception. One of teachers stated:

"I am ready if our school is used as an inclusive school, but the government should have prepared the facilities and infrastructure such as tools or instructional media, special-need teachers, how to make the instructional strategies in inclusive classes because I have no experience in handling children with special needs."

The instructional strategy so far that teacher is still focusing on teacher-oriented, which leads to learning is only controlled by teachers. Whereas in inclusive classroom required good collaboration between general teacher and student or general teacher with a special teacher. Central approaches teachers practice to control their learners [...] within more peer reinforced learning where learners are contributing in extra dynamic modes; there is a want for less central approaches (Warham, 1993; Kugelmass, 2001). The teacher's readiness to teach in an inclusive class changes explicitly the teacher's view of an instructional system. Intellectual provisions involve great amounts of time to integrate and ultimately endorse, and more than a few months earlier to school establish are obligatory to totally engage and prepare teachers for the joint assignment of visioning, cooperating, and scheduling the syllabus and instruction of a new school (Florian, 2012; Mastropieri & Scruggs, 2017; Slavitt, Nelson, & Lesseig, 2016).

As for the school committee, they are the facilitators between the school and the parents. The school committee considers that if schools are not ready to be inclusive schools, including the provision of government facilities, as well as the skills of teachers to pay attention to all students, school committees are more likely to advise schools not to implement inclusive education. But the decision to become an inclusive school depends on all school members/community (Swart, Engelbrecht, Eloff, Pettipher, & Oswald, 2004) and government. [...] Encouragement can be important that opens or closes the door to inclusion, parents are related to the willingness of the school (Mortier, Van Hove, & De Schauwer, 2010). Below is the leader's opinion of the school committee:

"We are in a position that does not accept or reject our school as an inclusive school, but we also have to look at the condition of the school, the reality is not ready either teachers or learning We also see many parents who do not understand the intent of inclusive schools, the mind of the parents who refused, but if the government appointed our school as an inclusive school we must accept it"

Most parents--typical student's parents-- feel unprepared to turn their schools into inclusive schools because teachers are hard-pressed to share the time and attention of having to deal with children with special needs. Parents suggest that children with special needs can attend special schools with special teachers so that it is easier to handle, and to avoid bully them (C. A. Rose et al., 2015; C. A. Rose & Espelage, 2012). This statement stated by the parents:

"It is better for children with special needs to attend special schools only, so they can avoid bullying and teachers are also not divided into the attention of children with special needs."

This parent's opinion is related to the fact that there are still many parents who have not understood the purpose of inclusive education. Some parents who have children with special needs say otherwise, that they feel the general or inclusive school is the right school for their children, constructive effects for children (Gasteiger-Klicpera, Klicpera, Gebhardt, & Schwab, 2013; Francis et al., 2016), so that children can socialize and not shut down from peers. Although there are fears will be bullied by his friends. One of special need student's parent stated:

"I hope the school can accommodate our children who are indicated as children with special needs because our children will learn socialization and interaction with other children, but we also hope that teachers can supervise them so that no bullying."

On the second point of criteria is the availability of supporting facilities as an important issue that becomes a complaint of every school if it becomes an inclusive school. During these public facilities are still many schools that do not meet the standards set by the government. Some things that become complaints and highlights of the school is the availability of special tools needed by each child with special needs. For example, the special tools needed for blind students for orientation and mobility training, wheelchairs or other learning tools (2016) such as computer, film, video (Tsolakidis & Tsattalios, 2014) or educational toys are difficult for schools to provide, as they are related to the funds that schools have in their management that considers budgets based on priority physical needs and school activities. Some attempts by regular schools to provide education services, even though they are not inclusive schools, are to borrow special tools from special schools. Not infrequently also, the school tries to find their funds for the procurement of supporting equipment for students with special needs such as wheelchairs. This is evident from the teaching experience of one of the teachers who teaches handicapped students:

"[...]Such as a wheelchair, when I have taught, and there is a child from the waist until his legs are paralyzed, the child comes from a family who can not afford, then the school bought himself--and some donations-- a wheelchair, and it is very helpful in the mobilization of children. Teacher and his friends can push it to the desk in the class."

Another fact is the provision of special guidance and counseling rooms or resource spaces provided by the school as a place for children with special needs when to be withdrawn from the classroom to learn certain lessons that require specific explanations; there are still many schools that do not yet have or still have limitations. The availability of classrooms is usually only sufficient for students' learning space --tailored to the number of students-- teachers' rooms, libraries, toilets and worship rooms. The government's attention to the limitations of supporting facilities and infrastructure is a problem that should be considered to choose a school to become an inclusive school. This is related to the success of the academic or learning objectives (Bano, Akhter, & Anjum, 2013; Ruijs, Van der Veen, & Peetsma, 2010) and the implementation of inclusive education to be felt for all children.

Based on Table 3, only three schools have special teachers. In accordance with Regulation

of The Minister of National Education of The Republic of Indonesia Number 70 Year 2009, Article 10 paragraphs 1 and 2, it is explained that for schools designated as inclusive schools, the government is obliged to provide special teachers, whereas if it is not the school designated as an inclusive school it is mandatory to provide at least one special teacher. In fact, however, some of the issues relating to the availability of special teachers relate to the field of teachers coming from special education graduates dealing with children with special needs. During this time, graduates of special-needs teachers are more specialized in special schools, with a more promising career of being a permanent school teacher or as a civil servant teacher. This is contradictory if teachers with special education graduates who teach in inclusive schools or regular schools with special needs students have status only as honorary teachers. This condition causes the reluctance of special teachers to teach in inclusive schools. In effect, inclusive schools or schools with special needs students do not have teachers who collaborate with classroom teachers in dealing with students with special needs (Keefe & Moore, 2004) To overcome this problem, the classroom teachers usually handle and assist the students with special needs. Whereas most class teachers do not have the skills and competency to handle students with special needs. This opinion illustrated by a quote from one of the teachers below:

"In my opinion, the presence of a special teacher is essential to assist the classroom teachers. It is impossible for teachers to control all children, including children with special needs themselves, because not all teachers are experts in handling them."

Another factor that is problematic in the provision of special teachers is the funds for salary payments. So far there is no regulation that states about the party who is obliged to pay the salary of a special teacher. In inclusive private schools, the burden of salary payments is left to parents by the provisions of the school. But in public schools that are inclusive schools typically receive government inclusive school funding, and the salary payments of special teachers are partly used from these funds, but after school is designated as inclusive schools. Public schools that are not yet inclusive schools, or become an inclusive school candidate do not have sufficient funds to use government operational funds since funds are usually allocated for other more important purposes. To charge funds to parents, most of the parents come from underprivileged categories, so they cannot afford to pay special teachers. The above conditions, leading to the availability of special teachers are very rarely owned by public schools that indirectly have to accept and handle students with special needs (Mapunda, Omollo, & Bali, 2017).

The further requirement in the criteria of inclusive school candidates is that they must have special needs students. Nearly all major schools or 44% of schools have students with special needs with different types of disabilities owned by students with special needs. The number of slow learner students is the largest number of schools. The problem with this is the difficulty of schools determining or identifying the types of children with special needs (Isaksson, Lindqvist, & Bergström, 2010). One of the causes is with the closing of information parents to the school on the condition of their children (Anders et al., 2011). Though this impact leads to errors in the handling of learning and behavior of the child. Some schools have indeed identified early on the tendency of a student having special

needs. Some ways are done by observation of students who have a tendency slow in learning both readings, counting, etc. Also, at the beginning of enrollment, several schools conducted a series of academic tests and psychological test in collaboration with psychologists to determine the IQ, as well as the talents of the child.

One important requirement for inclusive school candidates is that schools have received socialization on inclusive education. In Table 5, it is stated that the number of schools that have received socialization as many as 14 schools or about 14% with participation at most only once the following socialization. Socialization is usually done in seminars or workshops. The problem with this socialization is that not all schools are socialized, only a few schools are invited to join the seminar or meetings represented by the principal or a classroom teacher. So there are still many schools that have not gotten socialization about inclusive education. Another problem is that the socialization program is not sustainable and there is no school assistance to be the inclusive school of the education office for the results of the socialization. One of the teachers' opinions on the importance of socialization that has been followed is:

"I have attended inclusive education training twice, then the district education department said that the training would be done once every three months, but until now it has not done yet, I hope that socialization activities are continuously done."

The impact of this lack of socialization is the lack of understanding of all school members, especially teachers in dealing with students with special needs, which they must accept even if not as inclusive schools.

School networking with other relevant institutions is an essential requirement that schools must have. In Table 6, only ten schools or 20% of schools have cooperative networks with special schools and psychologists. This cooperation is related to instructional tools, and a psychological test is done to new students at the beginning of school entry. In this case, the government and schools are less active in approaching other parties such as universities, or non-governmental organizations concerned with inclusive education that might involve regional authorities, community groups, school regions, and teacher federations to discourse multifarious topics needing cross-departmental/-organizational (Canadian Association for Community Living & B.C. Teachers' Federation, 2004). Most schools have been relying only on government programs, so that information or input on inclusive schools is still limited to schools. This was stated by the principal, namely:

"Our school has not had any cooperation with other institutions other than the education office, which has been providing seminars on inclusive education, whereas we need cooperation with other institutions such as universities with inclusive education programs, especially learning methods in inclusive classes."

It is also the case with the government, which does not encourage schools to collaborate with other institutions, whereas the government as facilitator can make other relevant institutions to help schools to implement inclusive education effectively. The role of the

university, particularly in teacher education institutions as well as a resource center for ordinary schools thus providing direct support to children with special educational needs (UNESCO, 1994), is includes building or establishing inclusive schools innovatively with activities. A research project conducted by (Skilton-Sylvester & Slesaransky-Poe, 2009), build the inclusive school with the innovative, team-based qualified improvement standard used to requests school-based groups of teachers, administrators, and parents to design achievement ideas, see regularly, apply modifications, and expose on their performs to build inclusionary learning atmospheres for all children.

Procedurally, the criteria that must be fulfilled by every inclusive school candidate is the understanding of administrative procedures established by each region in the form of special conditions other than conditions established by the government. A total of 41 schools or 82% of schools have not understood the administrative procedures of inclusive education. This condition is caused by a lack of socialization by district education offices to schools that have not yet become inclusive schools. In addition to the education office, local governments have not made concrete efforts to provide understanding that has implications on managerial aspects such as providing a friendly, comfortable and warm class for all children with all the differences, advantages and disadvantages; using a modifiable curriculum for all children as well as individual learning for students with special needs; the application of communicative and effective learning; collaborate with relevant parties and make parents as partners who are always together to think about the progress of students, especially students with special needs. The impact of this ignorance of administrative procedures adds to the reasons for the unpreparedness of schools in providing inclusive education.

The last criterion that is not less important is the commitment of each school to complete compulsory education. In this case, all schools have a strong commitment to complete the 12-year compulsory education as a form of providing opportunities for every child and promoting education in Indonesia. Within this framework as inclusive schools, the commitment of principals and teachers is demonstrated by providing services and learning that can make all children including children with special needs to achieve educational goals. This can be illustrated by the following teacher statements:

"I will guide my students as much as possible in reaching the mastery learning. I have a student who is hard to learn to read, but every day I always monitor and repeat continuously so that he can read. Now he can read, and I am very proud and happy to see it. I will do to other students too so that they can be more advanced and smart. "

According to the teacher, the strong commitment in completing the compulsory education program can be implemented in the form of directing and assisting students in achieving the minimum level of mastery of learning, although they do not yet have the skills in handling the students with special needs. But with experience, that commitment can be achieved well.

Conclusions

This article is a preliminary study aimed at identifying the readiness of GES candidates by using some criteria or requirements set by the government and must be met by inclusive school candidates, consisting of eight criteria. Based on the results and analysis of criteria that have been asked to several schools, it can be concluded that in general almost all schools have not ready to be made as an IES. This is shown from all the criteria asked by the participants. At the first criterion, on the readiness of school members in facing the inclusive school program, the principal is the school member most ready to turn the school into an inclusive school. This readiness is related to the order or rules that must be implemented if it has been appointed by the government. The second criterion, related to the availability of supporting facilities almost all schools do not have facilities that support the implementation of inclusive education. The third criterion does not yet have a special teacher who is in charge of assisting classroom teachers to handle students with special needs. This is related to at least teachers with special education skills areas to teach in inclusive schools that are also associated with limited funds to pay teachers as special teachers. The fourth criterion, most of the schools have students with special needs, but for the implementation of learning has not been using inclusive education system. The fifth criterion, socialization conducted by the government is still very little to the school, thus causing information on the practice of inclusive education has not been widely known school. The sixth criterion, most schools do not yet have a network of collaborations with other institutions relevant to inclusive education that should be able to collaborate in implementing inclusive education. The seventh criterion, the socialization of administrative procedures for the implementation of inclusive education, has not been widely known by the schools, leading to the lack of establishment of inclusive schools. The eighth criterion, all schools have a strong commitment to complete the compulsory education program for all students including students with special needs, which is shown by the students' learning mastery score.

The implication of the above conclusion is that the establishment of an inclusive school should not only be the authority and obligation of the government in the framework of legislation by appointing an inclusive school within each sub-district. But the government can set up an inclusive school by piloting it first. Pioneering can be done regarding the terms or criteria that all schools must meet. An important activity that the government should undertake in pioneering is ongoing and sustained assistance so that IES candidates are ready to implement inclusive education.

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