

CHARACTER VALUES OF MOTIVATION AND INDEPENDENCE AS HABITUATION TO COMPLETE STUDY IN UPBJJ-UT SURAKARTA

Ary Purwatiningsih¹, Wasino², Septian Aji Permana³, Erik Aditia Ismaya⁴

¹ Student Doctoral University of Semarang, ² Professor of State University of Semarang, ³

Lecturer of PGRI University Yogyakarta,

⁴Lecturer of Muria Kudus University

aji@upy.ac.id

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ABSTRACT

This study aims to analyze the internalization of motivation value of the long distance students in UPBJJ-UT Surakarta complete their study, to analyze the internalization of independence value of the long distance students in UPBJJ-UT Surakarta complete their study. This study used qualitative approach to analyze the character values of learning motivation and independence of UPBJJ-UT Surakarta students to complete their study. The informants in this study were UPBJJ-UT Surakarta Managers, UPBJJ-UT Surakarta Students, and UPBJJ-UT Surakarta Students' Family. Data collection technique was performed by participant observation and in-depth interview. The collected data were then analyzed by using domain, taxonomy, compositional, and cultural theme analysis techniques. The findings showed that motivation and independent were needed by students in completing the course. Students were also aware that motivation and independent could be used as a whip for them in achieving a goal. High motivation and independence made the students to be more diligent to learn, in contrast the students who had low motivation and independence made them lazy to learn. From the phenomenon occurred in UPBJJ-UT Surakarta it seemed that the students' motivation and independence were still relatively low. In general the students of UPBJJ-UT Surakarta would only learn if it was close to the exam time or if there was a tutorial task only. The low values of motivation and independence of UPBJJ-UT Surakarta students had an impact on low student's learning endurance. The average graduation rate of UPBJJ-UT Surakarta students showed that 70% was unable to pass on time. Character values of motivation and independence could affect the learning endurance of UPBJJ-UT Surakarta students. The higher motivation and independence of UPBJJ-UT Surakarta students, the students could pass in accordance with the time specified. Motivation and independence should be used as the character values of UPBJJ-UT Surakarta students.

INTRODUCTION

Based on the Ministry of National Education Year 2010 the purpose of character development is to develop the character of the nation to be able to realize the Pancasila noble values. Character

values are placed as a foundation for the realization of the vision of national development that is to create a society with noble character, has morality, as well as an effort to support the realization of ideals as mandated in Pancasila and Preamble of the

1945 Constitution. Character education can be embedded through education in schools, school activities, providing special time to deal with moral issues and through habituation.

Character values can be embedded through habituation. The more humans are given habituation of character values, humans will be more responsible, have high work ethos, have a high level of discipline and independence. According to Bourdieu (2000), habituation is the process of socialization of character values that lasted for long time so that it settles into the way of thinking and behavior patterns.

Based on temporary observations in the field, actually inculcation of character values such as motivation, discipline, and independence attitudes had been performed by the Open University, but the embedded character values had not been able to run well, they had not been able to be disciplined, independent, and did not have high motivation so they had low learning resistance data.

It can be seen on the Management Department of Economics Faculty in the period of registration year 2000 Semester 1 until the year 2007 semester 1 it reached 85.08 (Saefuddin & Ratnaningsih, 2008; Ratnaningsih, 2011). Low learning endurance was not only found in the students of the Management Department of Economics Faculty, but was also found in FMIPA-UT students. Durability of FMIPA-UT students was still very low. It could be seen from the low re-registration level and low student activity level. There were still many students (more than 16%) who only did the initial registration only, and they never do re-registration. Even of the 88 first-grade students (84.1) who hold until the registration period of 93.2 was only one student (Isfarudi, 1994).

Another study focusing on the endurance of distance learners was conducted by Hart (2012), through a literature review of a number of study results published in various journals. Hart's research results showed that there were

several factors that affected the endurance of long distance learners (online course), the level of satisfaction of learning which was designed online (in network or online), the feeling of belonging or a member of distance learning community, motivation, peers, family support, time management skills, and intensity of communication with the instructor.

The results of Bean's study (1982) at Indiana University, for example, proved that the cessation of re-enrolling students in long distance education institutions was determined by several variables, such as achievement indexes, courses taken, and student's primary work. Life events, external commitments and persistence had a significant correlation with endurance in long distance education (Wendy C. Kemp, 2002).

Based on the Enclosure to the Regulation of the Minister of National Education No. 4 of 2011, dated January 19, 2011, UT students who did not pass the course with the value of E (penalty) reached <5%; 50% passed on time; Computer Literacy Graduates achieved 50%; and the level of independence was 75%. In that context, an on-time graduation rate of only 50%, in addition to far away from the passing standard, is clearly a problem that requires a solution.

David Mc Clelland (1995) said that some of the failures of the learning process were caused by the absence of need of achievement of the learners so that the students are trapped in the attitudes of lazy, undisciplined, and easily give up. Meanwhile, according to Burgess and Russel (2003), the failure of the learning process could be derived from learners and could also be caused by the environment or the problem of institutional education itself that is not able to encourage learners to optimize the potential and ability.

Many studies offer the concept of how to embed the values of character, such as the Ministry of National Education Year 2010 which stated that the embedment of character values could be done through

student activities. Another study was conducted by Budimansyah (2011), with the concept of character values embedment through family environment. Budimansyah and Komalasari (2011), argued that the embedment of character values could be performed through education in schools. Ace Suryadi (2011) said that the embedment of character values could be performed by providing a special time to deal with moral issues in school life. In addition Ramly (2011), also stated that the embedment of character values was performed through the habituation of character values.

UPBJJ-UT Surakarta students come from several regions such as Solo, Sragen, Karanganyar, Boyolali, Salatiga, Grobogan, Klaten, Wonogiri, and Sukoharjo. Many factors can influence the success of their studies, including geographical factors, economics, age, and length of study. This is supported by a study conducted by Saefuddin & Ratnaningsih (2008), which proved that the variables that had significant effect on UT students' endurance were: gender, age, achievement index (IP), cumulative grade point (GPA), academic leave status, (Formal education background), and student work status.

The study is in line with Orr's (2000) study, which stated that students who had already chosen a career or have worked could not follow the full course. In general they chose to learn while working. The same thing is also said by Schuemer (1993), which stated that the system of long distance high education system (PTJJ) allowed student learning to be more complex because in general the students of PTJJ were elderly, working and married. Thus, there will be obtained the learning durability typology of UPBJJ-UT Surakarta students, because there was a possibility that they had different characteristics in completing their studies. Based on the background of the above problems, the authors are interested to conduct more in-depth study which is

written in the form of scientific writing dissertation with the title of "Learning Durability and Habituation of Distance Learning Character Values (Case Study On UPBJJ-UT Surakarta Students)".

This study is important because in addition to provide empirical information directly obtained from the study subjects that have specific characteristic of the values of their personal character, as well as scientific information that is worth to be disseminated given the lack of information about the values of character as part of an important role in the success of long distance learners in completing the study.

STUDY METHODS

This study used qualitative approach with case study method. This research was conducted at UPBJJ-UT Surakarta. The reason for choosing UPBJJ-UT Surakarta was due to the graduation rate of students on time only reached 50%, this is far from the standard of graduation. The instruments of data collection were observation, interview (UPBJJ-UT Surakarta students, UPBJJ-UT Surakarta managers, UPBJJ-UT Surakarta students' family) and documentation. Observation was conducted in participative, frank and disguised and unstructured manners to know and observe the object to be studied, in this case were informants in the location to be studied. To obtain more accurate data, observation was performed. After the researcher conducted the observation the researchers then performed the documentation, archiving processes, then assembled a number of facts and information to the level of concept and theory. The data obtained were analyzed by domain analysis, taxonomy, component techniques with the process of organizing and reducing the data into the pattern, category and basic description units so that the theme could be determined and a conclusion could be formulated. The Culture Theme Analysis was performed at the time of data collection and after the completion of data collection. The analysis

works performed in this study were organizing, sorting, coding, and categorizing the data to find the description in accordance with the aspects studied.

STUDY RESULTS AND DISCUSSION

1) Internalization of Motivation Value of Long Distance Learners in UPBJJ-UT Surakarta

Motivation is highly needed to complete the UT course because with the motivation the students will be encouraged to learn, and can determine the direction of their actions, which direction will be directed and what activities should be done according to the purpose. Motivation is derived from the word "motive" which is defined as the effort that encourages someone to do something. Motives can be said as the driving force from within and within the subject to perform certain activities in order to achieve a goal. Even the motive can be interpreted as an internal condition (preparedness). Starting from the word motive, then the motivation can be interpreted as a driving force that has become active. Motives become active at certain times, especially when the need to achieve goals is felt/urges" (Sardiman, 2008).

Added by Asrori (2009) that "motivation" can be interpreted as: (1) impulse arising in a person consciously or unconsciously, to perform a certain action, (2) attempts that may cause a person or a group of certain people to be encouraged to do something because they want to achieve the goal to be achieved".

From the above opinion the researchers can draw the conclusion that motivation is closely related to the psychological condition of learners. Thus, motivation is not only seen in terms of physical conditions but also consider the things that are considered real inside the students. Based on the

interview results, the students motivations of enrolling the UT course were various, among others, because they wanted to find experience, wanted to earn more income, cheap cost, profession demands, self-actualization and could study while working, here is an interview result:

"... My motivation to study at UT, first is that it can be done while working, I can take care of the house, can take care of company, can teach, learning time at Utcan be managed, my husband has a holiday in Sunday, second, UT is cheap. And the third, yes that is clear because of the demands of the profession as preschool Teacher. I teach in preschool, because my heart is already in preschool, automatically my heart says that if I should learn more to teach in preschool better, I have to have skill about early childhood, and lucky that there was an offer from government to study at college, even though I am old it is no problem. The important thing is that I seek knowledge, I must understand about the world of early childhood. I finally went to UT. Only UT will accept me as an elderly student. I entered UT at the age of 40 years "(Interview with Indri, undergraduate student, Saturday, September 9, 2016 at 13.30 at Public JHS 25 Surakarta).

Based on the interview results, the Open University provided convenience in some ways, such as the elderly who could continue their studies, then the UT course was quite cheap compared to conventional universities, in addition to UT lectures could be done while working, very different with conventional universities that require daily face-to-face lectures.

It is very profitable for those who are already working so as not to interfere with their work.

Characteristics of long distance learning students such as high-level motivation greatly contribute to the success of learning (Ergul, H, 2004). Furthermore, Julaeha (1999) said that in the long distance learning system, motivation played a very important role because the teaching participants were required to learn independently. Teachers who have high learning motivation will try to arrange the time and schedule of learning optimally so that they can master the material of the subjects he studied. UPBJJ-UT Surakarta students realized that the value of motivation was needed in completing the lecture. High motivation will make students become more eager in learning. But in reality generally UPBJJ-UT Surakarta students had a relatively low motivation. Here is an interview result:

"... Yes to support, because the goal of motivation is to support. We are aware that motivation is closely related to the frequency of learning, yes but because of my busyness I can not learn regularly "(Interview with Melani, undergraduate of Communication Science, Saturday, September 10, 2016 at 13.00 in Primary School Dukuhan Surakarta).

Based on the interview results above, it was indicated that actually students knew that motivation was very necessary in completing study. They were also aware that motivation could be used as a whip for them in achieving a goal. High motivation will make students to be more diligent to learn otherwise low motivation will make them lazy to learn. However, in general UPBJJ-UT Surakarta students had not done that yet, their learning motivation was still relatively low.

They would generally only learn if it was close to exam time or if there was a tutorial task only.

The learning motivation at UT might come from self as well as from others, as the following interview results:

"... My motivation grows from my own, because there is no one graduated from university in my family, I also want to prove to my family, that I can be a bachelor, even though I a female" (Interview with Melani, undergraduate of Communication Science, Saturday , 10 September 2016 at 13.00 at Dukuhan Primary School Surakarta).
"... For me, motivation grows from the environment, because my sister is also a university student, and she is studying postgraduate now at UMS even though she is a farmer's daughter. I also have to be like my sister. Parents also give motivation, see your sister, if she can, you can also" (Interview with Susi, undergraduate of Communication Science, Saturday, September 10, 2016 at 13.00 at Dukuhan Primary School Surakarta).

Based on the interview results above, it showed that the motivation to learn at UT was for self-actualization in order to prove to the family that they could finish the lecture well. The environment could also determine a person's motivation, looking at the surrounding circumstances could generate motivation to study. Motivation can be born from within the individual personally which is called intrinsic motivation and motivation can also grow because of the stimulation from outside the individual self which is called extrinsic motivation. Sardiman (2009) reveals "In the learning and

teaching activities the role of both intrinsic and extrinsic motivation is necessary. With motivation, students can develop activities and initiatives, can direct and maintain persistence in learning activities". High motivation will also affect the spirit of student learning.

Motivation to learn has a unique role in the growth of passion, happy feeling and the spirit to learn (Sardiman, 2004). Motivation and Self-Regulation Learning (SRL) are closely related. Djamarah (2011) defines motivation as a psychological phenomenon in the form of impulse that arises consciously or unconsciously in a person to perform an action with a specific purpose. Further Djamarah (2011) also reveals "in the process of learning and teaching, motivation is needed, because someone who does not have motivation in learning, will not perform learning activities".

2) Internalization of Independence Value of Long Distance Learners in UPBJJ-UT Surakarta

Starting independence requires goals and hard work to achieve it. Without ideals, independence becomes meaningless, because it becomes barren. Independence is useless without purpose. Similarly, to be independent, one needs practice (Mustari, 2011). Likewise with UT students, they were required to be independent in completing the course. Learning independence needs to be given to the participants so that they have responsibilities (Haryono, 2001).

Learning in a long distance learning system which as the basic principle of education at the Open University (UT) requires that learners undertake learning activities independently. These activities require learning independence of the students. According to Long (1989), learning

independence is directed only to adults (andragogy). In connection with this, Atmodiwirio (1993) explains that there are four basic concepts related to andragogy education, namely:

- 1) Self-concept. Adults are assumed to be mature enough to make their own decisions. He is a person who has been independent and because of his independence that the learning process is focused on the facet of digging knowledge through experience and generates activities based on experience.
- 2) Experience. Experience is the most important part of learning activities for adults. Experience is a collection of events and things experienced. This experience distinguishes between children and adults. Experience determines the value of life and experience determines a person in the decision-making process.
- 3) Readiness to learn. Andragogy focuses more on learning while working. Learning is not something that is pumped in such a way, but grows consciously from one's self as well as related to his experience.
- 4) Perspective on time and orientation to learning. In andragogy, the learning process is more focused on how to solve problems and oriented to efforts to improve life and the desired goals. Thus andragogy is a process of approach that seeks to solve the problem in which we are now and where to direct our goals.

In general, UPBJJ-UT Surakarta students had not had a high degree of independence yet, because if they had difficulty in doing the task they would ask or cheat their friends instead of looking for themselves due to limited time or because of busyness. Here is the explanation:

"...As usual Ma'am cheating from friends, I have small children so if I can not do I will

cheat from my friends ”(Interview with Febriana, undergraduate of PGSD, Sunday, September 18, 2016 at 09.30 at Public JHS 25 Surakarta).

Based on the interview results that the researchers performed, no all UPBJJ-UT Surakarta students had a tough attitude due to by several things, among others, no guidance from lecturers like in conventional universities, bad grades made students feel bored to repeat it, beat the sense of laziness, environmental factors around, and because of ignorance of students about the learning system that made them discouraged.

The ways the student internalized the value of independence in tutorial site that were by searching the reference material themselves, active in the tutorial, did their tasks on their own, as follows:

“...At final test we are required to be independent, if we study at home we must manage our own time, when we want to learn or continue to work depends on ourselves”(Interview with Linda, undergraduate Accounting Student, Saturday, September 10, 2016 At 14.30 at Dukuhan Primary School Surakarta).

The students actually realize that in completing the lecture at UPBJJ-UT Surakarta the require motivation, discipline, and high self-reliance, here is an interview result:

“... Yes, independent is clear, UT is clearly independent in the study, there were only several meetings, we are encouraged to be able to master the material. Discipline is also required in completing the UT lecture, the discipline of reading, the discipline to finish tasks, the discipline of departing only 8 meetings. In addition, motivation

is also needed, they have their own motivation, because maybe they have the spirit of learning because one reason, want to be graduated soon, second, want to be civil servants, third is the demands as Preschool teachers, pursuing the bachelor ”(Interview with Indri, undergraduate student of Preschool, Saturday, September 10, 2016, at 13:30 in Public JHS 25 Surakarta).

In addition to embedding motivation and discipline values, parents also embedded independence value to their children by training to do homework on their own. Here are the interview results with some students about how parents embed independence values to them. Student obstacles in internalizing the value of independence varied among others the sense of laziness, and dependence on others.

Discipline associated with punishment is an independent discipline that has to do with others. Punishment here means the consequences that must be faced when we violate the law. Discipline like this is important, considering that humans must be forced (Mustari, 2011). Based on the interview results with some students, it seemed that the family and the environment around had an important role in the formation of character in children to be independent.

The child will imitate the habits performed by his parents. According to Bandura, one's treatment is the result of the interaction of factors within the self (cognitive) with the surrounding environment. The approach of social learning theory is emphasized on the need for conditioning (habituation response) and imitation. According to Bandura, the process of observing and imitating the behaviors and attitudes of

others as a model is an act of learning independently (Bandura, 1982).

CONCLUSION

Learning motivation has a unique role in the growth of passion, happy feeling and the spirit to learn. Motivation and Self-Regulation Learning (SRL) are closely related. Motivation is a psychological phenomenon in the form of impulse arising in conscious or unconscious manners to perform an action with a specific purpose, in the process of teaching and learning, motivation is necessary, because someone who has no motivation in learning will not do learning activities.

Motivation in learning is also closely related to the theory of need because human behavior is awakened and directed by certain needs, such as physiological needs, sense of security, love, appreciation, self-actualization, know and understand, and aesthetic needs. These needs are able to motivate the behavior of individuals.

Motivation contributed to the success of learning, when the students were motivated to learn, they were more likely to devote the time and energy necessary to learn and apply the SRL skills appropriately, and when the students could successfully use self-regulation strategies, they were often more motivated to complete tasks learn.

In general, UPBJJ-UT Surakarta students did not yet have a high degree of independence, because if they had difficulty in doing the task they would ask or cheat their college students instead of having to search for themselves due to limited time or because of busyness, this caused a very low learning endurance of UPBJJ-UT Surakarta students.

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IMPLEMENTATION OF INCLUSIVE CHARACTER EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN REGULAR SCHOOL

Amka

Lecturer of Special Education Department in Faculty of Teacher Training and Education,
University of Lambung Mangkurat Banjarmasin
amka.alaziz@gmail.com

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ABSTRACT

This paper aims to examine the implementation of inclusive character education for children with special needs in regular schools. In learning, children with special needs have different characters and modalities than normal learners. Therefore, approaches, methods, techniques, and learning tactics tailored to the learning needs to be meaningful for children with special needs and learners in general. The Regulation of the Minister of National Education No. 70 of 2009 on Inclusive Education aims to provide the widest opportunity to all students who have physical, emotional, mental and social disabilities or have the potential of intelligence and / or special talents to obtain quality education according to their needs and abilities. Inclusive character education can be realized by actualizing the value of *rahman-rahim* characterized by child-friendly learning. Implementation of inclusive character education in regular schools is characterized by child-friendly learning, empathy, learning centered on learners, and learning according to the learning needs of learners. Schools need to assess and identify the needs of learners, complementing infrastructure facilities that are child-based with special needs and school-friendly accessibility. Thus, the curriculum, learning, interaction, and assessment of learning will be tailored to the needs of learners with special needs. This is the true value of the character, the learning that respects the learners.

INTRODUCTION

Inclusive schools, by educational managers, are still regarded with half-heartedness. Few educational institutions are willing to implement inclusive education programs for various reasons. In fact, the government has included inclusive schools into the legislation system. It can be seen in various regulations among others; The Constitution Number 20 of 2003 on National Education System, Regulation of the Minister of National Education No. 70 of 2009 on Inclusive Education, and also reinforced by The Constitution No.14 /

2005 about Teachers and Lecturers. In the regulation, it has mandated the implementation of inclusive schools.

Policy on inclusive schools is a further consequence of the global policy of Education for All which has been proclaimed by UNESCO in 1990. With inclusive education, providing the widest opportunity to all students who have physical, emotional, mental and social disabilities or have the potential of intelligence and / or special talents to obtain quality education in accordance with needs and abilities. The concept of inclusive schools no longer distinguishes