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Nature-Based School: Implementation of the Inclusive Education Program in Bandung

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Abstrak

Pendidikan inklusif menjadi jawaban pemenuhan hak pendidikan bagi seluruh anak sebagai upaya pemerataan wajib belajar di Indonesia. *Nature Based School* merupakan salah satu sekolah yang menyelenggarakan pendidikan inklusif. Penelitian ini bertujuan untuk mengetahui implementasi pendidikan inklusif di salah satu sekolah alam di kota Bandung. Penelitian ini menggunakan penelitian kualitatif dengan metode penelitian deskriptif dengan studi kasus. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumen. Hasil dari penelitian ini adalah salah satu sekolah berbasis alam di Bandung telah melaksanakan pendidikan inklusif dengan baik dan efektif, yang memenuhi aspek kesiapan kurikulum, tenaga pengajar, siswa, serta sarana dan prasarana. Implikasi penelitian ini bagi sekolah lain yang masih perlu menerapkan pendidikan inklusif dapat mengoptimalkan pelaksanaan program tersebut secara optimal.

Kata Kunci: *Pendidikan Inklusif, Sekolah Berbasis Alam, Anak Berkebutuhan Khusus*

Abstract

Inclusive education is the answer to fulfilling the right to education for all children as an effort to equalize compulsory education in Indonesia. Nature Based School is one of the schools that has provided inclusive education. This research aims to determine the implementation of inclusive education in one of the natural schools in the city of Bandung. This research uses qualitative research with descriptive research methods with case studies. Data collection was carried out through interviews, observation, and document study. The results of this research are that one of the nature-based schools in Bandung has implemented inclusive education well and effectively, which meets the readiness aspects of the curriculum, teaching staff, students, as well as facilities and infrastructure. The implications of this research for other schools that still need to implement inclusive education optimally can optimize the implementation of the program.

Keywords: Inclusive Education, Nature-Based School, Special Needs Children

PENDAHULUAN

One of the efforts to carry out the mandate of the 1945 Constitution on Article 31, is the government supports equal distribution of education for all Indonesian people through inclusive education programs. Inclusive education is an effort to realize compulsory education for all children without exception. The widest possible opportunities are given for children to study together in public schools to obtain quality education and adapt it to each child's needs according to their needs regardless of the child's particularities. Inclusive education is a strategy to promote effective universal education because it can create schools that are responsive to the various actual needs of children and society (Sunardi and Sunaryo, 2011; Rochyadi, 2021). Various benefits are provided through this inclusive education program for students with special needs, including fulfilling the learning rights of students with special needs, boosting self-confidence, and opportunities to socialize with peers.

Nature Based School is one of the schools that has been implementing inclusive education for more than 22 years in Indonesia. Nature-based schools have a lot of unique feature compared to general schools, namely that they involve students in nature in the teaching and learning process. Nature is obviously used as a learning medium, as a learning material, and even more as a learning object. Nature-based schools are beneficial for students by building the basic abilities of each student to be proactive and adaptive to environmental changes. The programs offered by nature-based schools aim to form students who are strong physically, psychologically, socially, and spiritually. This is in line with the nature-based school concept, which integrates the three pillars of education, namely the pillars of faith, knowledge, and leadership. Students' logical thinking abilities will

be honed through these various programs. During learning, students will also be trained in courage, patience, tenacity, leadership, and teamwork. Nature-based schools have various advantages, such as schools that are more child-friendly, fun learning programs, and children given the freedom to explore, experiment, and discover what children should understand. Apart from that, children also develop a curiosity about nature. Students who attend nature-based schools will have creativity when they are in nature and will also be challenged to adapt to the environment in which they study in various situations.

Previous research discussing nature-based schools written by Aji Sofanudin with the title "Best Practice Curriculum Implementation at the Insan Mulia Nature Based School (SAIM) Surabaya" explains the SAIM curriculum integrated with nature, which includes physical nature, everyday nature (contextual learning), and natural psychology. The implementation of the SAIM curriculum basically refers to the national curriculum. The implementation of the SAIM PG/Kindergarten curriculum emphasizes learning through play; the elementary school curriculum emphasizes integrated learning, joyful learning, and cooperative learning patterns; the junior high school curriculum uses the national curriculum, which was enriched with the international curriculum (Cambridge et al.); and the high school curriculum follows the national curriculum which is enriched with an international perspective curriculum designed to develop an entrepreneurial spirit. Another research written by Baiq Arnika Saadati entitled "Implementation of Inclusive Education Based on Self-Development at the Jogja Green School Nature School" explains the analysis of the implementation of inclusive education based on self-development at Jogja Green School with the results of the implementation of inclusive education at the school, the implementation of education based on self-development students are developed by creating programs that suit students' interests and talents by applying varied and fun learning methods. The research that Nanda Ayu Setiawati conducted entitled "Application of the Outbound Method in Nature-Based Schools to Create Leadership Formation" explains one of the methods used in nature-based schools, which contains three main domains, namely the concept of the learning activity process, activities carried out outside the classroom and the learning environment. This method creates leadership formation using implementation procedures that have been systematically prepared so that they can contribute to character formation. Research conducted by Muhammad Husni entitled "Implementation of Learning on the Mental Development of Children with Special Needs (ABK) at the Mi Bilingual Al-Ikhlas School Alam Kepanjen Malang" explains the implementation of learning to carry out a structured plan or program at the Mi Bilingual Nature School Al-Ikhlas Kepanjen Malang in carrying out the learning process using an

individual approach and using an individual curriculum combined with the 2013 curriculum. In implementing the learning, children with special needs are accompanied by a special teacher who always provides finger test therapy to the children before starting learning. The teacher's efforts to improve the development of children's abilities are by providing opportunities to answer questions/do questions given by the teacher and provide rewards. What is new in this research is that it discusses every important component that is a condition for implementing inclusive education in one of the nature-based schools in Bandung. The components of inclusive education are the curriculum, teaching staff, students, facilities, and infrastructure. This research ensures that schools that have labeled themselves as inclusive schools have implemented the program as well as possible. This research also provides recommendations to the nature-based school to maximize the facilities and infrastructure for implementing the program.

Inclusive education, which implies inclusive schools, is an alternative to existing education services in Indonesia. Inclusive schools ensure that children with special needs can learn together with regular students in public schools. Nature-based schools are inclusive schools that have implemented various inclusive education programs consistently. This research aims to determine the implementation of an inclusive education program at one of the nature-based schools in Bandung, which is an inclusive school, using a qualitative approach, case study type with descriptive methods, showing the results that the nature-based school has implemented an inclusive education program well by fulfilling the components-components of implementing inclusive education well and effectively. This research implies that schools that still need to implement inclusive education can emulate the success achieved by one of these nature-based schools.

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METODE PENELITIAN

This research uses qualitative research with descriptive methods. Data was taken through observation, interviews, and document study. Observations were carried out directly at the school by observing the process of teaching and learning activities. Interviews were conducted with teaching staff at the school, who supported the information obtained during observations related to the problem focus—documentation studies obtained from educator data, student data, and learning programs for students with special needs. The data analysis used in this research consists of four stages, namely, the process of data collection, data reduction, data presentation, and conclusion. The case study in this research uses the subject of one of the nature-based schools located in Bandung.

HASIL DAN PEMBAHASAN

A strong juridical foundation through the mandate of the 1945 Constitution, Article 31 paragraphs 1 and 2, namely (1) Every citizen has the right to education; (2) Every citizen is obliged to attend basic education, and the government is obliged to finance it; Law number 23 of 2002 concerning child protection Article 48 and Article 49; UU no. 20 of 2003 concerning the National Education System Article 5 paragraphs 1-4; Article 11 paragraphs 1 and 2; Article 12 paragraph 1; Article 32 paragraphs 1 and 2: and Article 45 paragraph 1, as well as PP No. 19 of 2005 concerning National Education Standards Article 2 paragraph 1 as well as Permendiknas No. 70 of 2009 concerning inclusive education is the basis for implementing inclusive education programs. In its implementation, this program requires standard components in an effort to maximize inclusive education programs in public schools. The important components of inclusive education are students, curriculum, teaching staff, learning activities, school management, awards and witnesses, and community empowerment.

This research conducted a case study at one of the nature-based schools in Bandung. This nature-based school has been implementing inclusive education since 2001. The nature-based school has a vision of becoming an educational institution/institution that leads and is based on the Al-Quran and Sunnah, "back to nature" and "sustainable development." This vision has 5 missions, which are the main aspects of education, namely an attitude of life that guides students to behavior that is in accordance with the Al-Qur'an and the Sunnah of the Prophet; a philosophy of science that understands how to think logically based on the integration of faith and science; leadership that develops the ability to manage nature harmoniously, work in groups and other management principles; entrepreneurship which supports the ability to manage existing opportunities and

resources; as well as a green lifestyle which develops the ability to maintain healthy attitudes and ways of living with an environmental perspective.

Human resources in inclusive education must be well prepared because they have a big impact in direct "touch" with students. Not only ready to teach regular students but also students with special needs. All teaching staff at nature-based schools know the condition of their students well through the results of observations and assessments carried out by the school. These teaching staff have trained to be able to communicate with students with special needs. For example, when accepting students with speech impediments, teaching staff are trained to be able to use simple sign language on a daily basis.

This nature-based school, located in Bandung, serves educational levels from kindergarten to high school. One school principal heads each level, and there is a nature school therapist principal. The principal of the nature school therapist serves and supervises all activities related to students with special needs. They are starting from the learning curriculum and individual learning programs to special accompanying teachers. The nature-based therapist principal oversees all matters related to students with special needs, starting from the curriculum of individual learning programs to special accompanying teachers who accompany students with special needs when learning in class.

Special assistant teachers are responsible for students with special needs during school-related activities both at school and outside school. Nature-based schools provide special accompanying teachers. Even though they receive special assistant teachers from outside, the school recommends using those provided by nature-based schools. A special accompanying teacher accompanies every three slow learner students. There is one special accompanying teacher. Meanwhile, each student with special needs will be accompanied by a special teacher.

Apart from teaching staff, students are also an important component in the implementation of inclusive education. At one of the nature-based schools in Bandung, before starting school, each prospective student will take part in a trial or trial period. The trial stage was carried out in the form of identification and assessment of prospective students. It took three days to finish, including observations, psychological tests, and interviews involving class teachers, psychologists, and ortho-pedagogies. Schools have the right to determine which students are accepted because they are deemed capable of following the learning process and able to adapt to the school environment.

The school categorizes its students into 3, namely regular students, slow learner students, and students with special needs. Slow learner students and students with special needs are differentiated because slow learner students are considered to only experience

obstacles in the academic aspect and are still able to communicate and socialize normally. The categories of students have implications for the provision of special accompanying teachers. At each level of education at a nature-based school, each class has 25 students with a ratio of 60% regular participants, 30% slow learner students, and 10% students with special needs.

The curriculum is another important component of implementing inclusive education. The curriculum used by nature-based schools in providing inclusive education is a modified national curriculum. The modifications made will adapt to the abilities and specificities of students according to their stages of development. One of the nature-based schools in Bandung in providing education uses the independent curriculum, which is the national curriculum synergized with the Bandung nature school curriculum. Referring to one of the missions of the nature-based school, namely the philosophy of science, the school provides theories according to those in the national curriculum. Schools use learning materials in thematic books. These materials are also applied in the form of practice in the field. For example, an activity that is routinely carried out every semester is mountain climbing. Based on the independent curriculum, students will study various theories from several subjects such as biology, mathematics, English, and Indonesian. This activity has been combined with the nature-based school curriculum. Students will learn self-confidence, leadership, teamwork, and others.

Based on this curriculum, the learning implemented at the school uses a spider web learning model, which means that students are directed to be able to relate lessons to real life and also link the relationships between each subject they receive in an integrated manner. Schools implement this so that students learn not to pursue grades but to be able to use their knowledge in everyday life. The whole point of learning is to develop positive characters in students from an early age to an advanced age, which is supported by various interesting learning methods with storytelling, experiments, games, worksheets, and outings. These learning methods are applied in learning programs that use various learning strategies, namely project-based learning, problem-based learning, and service learning, which, of course, adapt to the level taken by students. Learning is prioritized from the natural environment, with a percentage of 80% outdoors and 20% in the classroom. Learning is carried out in class when presenting theory and weather constraints.

Each teacher at a nature-based school will create a learning program based on the material in the independent curriculum. The learning program will be implemented in a weekly program with various activity programs provided by the school. The learning program is the basis of the action plan which was carried out. Every day, the activities carried

out will be evaluated for their achievements. Schools also continue to follow the provisions of the independent curriculum, which has learning outcomes, learning objectives, and a flow of learning objectives. Slow learner students and students with special needs receive learning programs tailored to their abilities. The program was created by the principal, nature school therapist, special assistant teacher, and homeroom teacher together. Slow learner students and students with special needs will receive a program alignment created by a special accompanying teacher who has been coordinated with the class teacher, subject teacher, and nature school therapist principal.

The curriculum for students with needs uses a nature-based curriculum. The curriculum has also been aligned with the independent curriculum. There are 3 aspects studied by students with special needs, namely.

1. Functional communication, including self-help skills, life skills, behavior, and worship;
2. Academic skills, including language, arithmetic, art, sports, interests and talents, and gardening animal husbandry; and
3. Socialization includes communication, cooperation, and emotional regulation.

The implementation of nature-based curriculum implemented in this school is effective because it includes aspects that are useful for the needs of students with special needs. The individual learning program created for each student with special needs is adequate in both developmental, academic, and non-academic aspects.

Learning evaluation is carried out based on written and practical tests. The practical evaluation follows the 4C competencies, namely critical thinking and problem-solving (critical thinking and problem-solving), communication (communication), collaboration (collaboration), and creativity and innovation (creativity and innovation) carried out with the teacher providing a theme and inviting students to a location, such as a park. In the park, students are divided into small groups who will identify what they encounter in the park, measure, and collaborate with students, including slow learners students and students with special needs. Then, later, what they found and did while in the park will be presented. The school provides learning evaluations every 3 months and 6 months.

Educators, students, and the curriculum need support from other components, namely the provision of good facilities and infrastructure that will be able to support the smooth teaching and learning process and be included as components in the implementation of inclusive education. Nature-based schools, as providers of inclusive education, require more facilities and infrastructure compared to regular schools because they accept a variety of students with their respective specialties. Good and capable accessibility will help students, both regular and special needs, to be independent and

confident because their needs are facilitated, and their existence is well accepted.

One of the nature-based schools in Bandung has a landscape at an altitude with mountainous contours. The basic principles of nature-based schools, which have the concept of not using luxurious school buildings, are also applied in this school. The classrooms use huts and do not use tables and chairs. The hut-style building is an effort to ensure that the hilly area maintains its fertility and greenery. The concept of protecting the environment is also applied in giving meaning to students to plant, care for, and preserve trees where each student must plant and care for at least one tree at school from the moment they join as nature-based school students. The nature-based school's appreciation for protecting the environment even received the award "The Best Flowery School."

The nature-based school therapist's resource room has its room also used as a resource room. In certain conditions, such as students with special needs having tantrums, these students will be taken to that room so as not to disrupt the teaching and learning process of other students. The room is also used as an individual therapy room. Several students receive special therapy carried out by psychologists and ortho-pedagogues in the resource room. For example, students with special needs who are autistic currently receive additional behavioral therapy outside of school hours.

This nature-based school also provides learning facilities for students. In accordance with the existence of nature-based schools that utilize nature as a learning medium and even learning objects, this nature-based school has rice fields, gardens, and ponds. In accordance with the subjects taken and the school program, the use of this area is used by students. For example, in biology subjects, students will learn the park to identify the types of plants in the garden, the gardening process, and gardening techniques. The same thing was done in the rice fields and ponds at the school location. Schools also complement the needs of the teaching and learning process by providing various learning tools and learning media that can be used according to the subject's needs.

Apart from maximizing all components of the implementation of inclusive education by schools, the role of parents is also very important in supporting the success of the program. The nature-based school and parents have a good and active relationship. The school facilitates parents with various counseling programs that deal directly with psychologists, ortho-pedagogues, and homeroom teachers to ensure student development. Apart from receiving student learning reports, parents also actively participate in the student's learning process at school in certain programs. For example, in market day activities that occur regularly every month, parents will come to school, see directly how the students process during the activity, and become actively involved as

participants. All parents ensured to know the condition of each student who is in the same class as their child. This reduces the negative stigma that regular students will experience obstacles when they are in the same class as special students. On the other hand, parents can also help their children accept the existence of students with special needs. With good communication between parents and schools, the hope is that students, both regular and special needs, can learn together through inclusive education in these nature-based schools.

Fulfillment of the important components of implementing inclusive schools, which aims to maximize program implementation, has been carried out by one of the nature-based schools in Bandung and is considered successful and effective. Even though they have their curriculum, nature-based schools are an alternative for providing inclusive education. Until now, this nature-based school continues to strive to maximize inclusive education programs, especially in terms of teaching staff, students, curriculum, and infrastructure.

SIMPULAN

Inclusive education is regular education that adapts to the needs of students who have obstacles and have special intelligence and talent potential in regular schools in one systemic unit. The implementation of inclusive education at one of the nature-based schools in Bandung has accommodated the implementation of the government program both administratively and in its implementation. Nature-based schools have fulfilled the components of inclusive education in the aspect of teaching staff both in terms of competency and capability aspects of the students accepted are guaranteed to be able to take part in the learning process at school regardless of whether the students are regular or have special needs, aspects of the curriculum adjusted to their abilities students, as well as aspects of facilities and infrastructure that support the learning process both in nature and in the classroom. Even though it looks minimal, the school maximizes various existing facilities and infrastructure and utilizes various outdoor activities to compensate for the minimal learning media provided. Apart from that, this is a form of therapy where students are not fixated on learning using the media in the classroom.

Based on the results of these conclusions, recommendations that can be given to providers of inclusive education in nature-based schools are to improve the accessibility of roads to schools because many roads are considered inadequate, and schools hold more programs that invite parents to participate actively with activities involving students and other people. Old at the same time, and schools should add facilities and

infrastructure to support the learning process for students with special needs, such as orientation and mobility, as well as teaching aids as learning media.

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