

# Nonformal Education (PLS) Supporting Inclusive Education in Education Framework for All *Training Needs Assessment*

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**Abstract:** It's been a long time since 'Education for All' is echoed from all over the world. The essence of "Education for All" is essentially to ensure that every citizen can fulfill his / her right of education service. Education for all is a form of learning that concerns all ages whether it is adults, parents and children who aim to be more understanding about something. Currently Indonesia is trying to apply Inclusive Education in schools. In government regulations contained in Permendiknas No. 70 TAHUN 2009 - about inclusive education, schools are encouraged to provide the widest opportunity to all learners to obtain quality education in accordance with the needs and capabilities / potential of learners. However, it is realized that in providing optimal education services, educators often encounter obstacles. On the one hand educators have the duty and responsibility to educate all the students, but on the other hand educators do not have enough skills in assisting learners who vary their abilities and needs including Children with Special Needs. Given this phenomenon, we should all support the application of inclusive education in schools. As 'Educational Agents' especially on Nonformal education (PLS) citizens we can also support the application of inclusive education. Not by going directly to school, but by arranging education and training programs for teachers who are able to assist children with special needs in schools so that the implementation of inclusive education is optimal by design a whole program of training to help teachers perform their duties properly. While the suggestions for school organizers, every teacher whose school held an inclusive education model needs to be given special training education in order to be able to run the learning optimally because it confronts children with various abilities and potential and even children with special needs. All these efforts will help move forward the inclusive movement across schools.

## 1 INTRODUCTION

Education for all has become a global commitment to providing quality basic education for all young people, children, and adults (Didi, 2007). Education for all or is a global movement led by UNESCO, which is mandatory to meet the learning needs of all children, youth and adults by 2015. UNESCO has been mandated to embrace the movement and coordinate international efforts to achieve the 'Education for all. To be able to realize 'Education for All', all components of the nation, whether government, private, social institutions, or individual citizens, jointly or individually, are committed to participate actively in making it succeed in accordance with the potential and capacity.

All countries in the world feel the needed to guarantee the implementation of Education for All for every citizen (Fauzi, 2013). Education is essential to human life. The historical background of the formation of 'EDUCATION FOR ALL' is:

- About 40 years ago the nations of the world discussed the universal declaration of Human Rights which affirms "everyone has the right to education". But in ensuring it is still a lot of obstacles.
- On 5-9 March 1990 in Jomtien, Thailand 115 countries and 150 organizations held a world conference on Education for All.
- The International Community reaffirmed its commitment to Education for All in Dakar, Senegal on April 26-28 2000. At the last meeting of 189 countries discussed the

educational goals known as the Millennium Development Goals on universal basic education (MDG2) And gender equality (MDG3) in education 2015.

Indonesia has made progress in basic education in the last 20 years. Proven ratios of children aged 7-12 years of schooling reached 94 percent. But Indonesia still has not managed to guarantee the right to education for all children. Moreover, there are still many problems that must be faced such as the lack of access to development and learning of children with special needs.

Inclusive education is a strategy to promote effective universal education because it can create schools that are responsive to the actual needs of children and society. Thus, inclusive education ensures access and quality. One key inclusive goal is to educate children with special needs in regular classes together with other children with support appropriate to their needs'.

Learners are an asset of the nation at this time and in the future that should be encouraged so that later can become the nation's successor. In Permendiknas No. 70 (2009) on Inclusive Education, schools are encouraged to provide the widest opportunity to all learners to obtain quality education in accordance with the needs and skills / potential of learners.

However, it is realized that in providing optimal education services, educators often encounter obstacles. On the one hand educators have the duty and responsibility to educate all learners, but on the other hand educators do not have enough skills in assisting learners who vary their abilities and needs.

Whether educator / teacher, we need to understand and know how a student learns. In other words, we need to know and understand what learning is all about (Kok, 2010). Poor learning often results in poor academic self-concept. This can happen to any student with or without learning disabilities. However, student with special needs face greater challenges if their teachers do not understand their unique learning and socio-emotional needs.

So this is where our role as 'citizens of Non Formal Education' to be able to support education for all by way of designing education and training for teachers or mentors of children with special needs in regular schools. Children with special needs also need special education teachers to be able to assist them to achieve optimal results.

## 2 LITERATURE REVIEW

- Indonesian Law, Undang-undang BAB XIII (1945) *tentang pendidikan dan kebudayaan pasal 31 ayat 1* states, every citizen is entitled to education. This shows that Indonesia also supports education for all.
- Indonesian Law, Undang-undang Nomor 20 (2003) states that:
  - Special education is an education for learners who have difficulty level in following the learning process because of physical, emotional, mental, social, and / or have potential of intelligence and special talent.
  - Specialized education services constitute education for learners in remote or backward areas, isolated indigenous peoples, and / or natural disasters, social calamities, and economic inadequacies.
- Indonesia Law, Permendiknas No. 70 (2009) on Inclusive Education for Students Having Disabilities and Potential of Intelligence and / or Special Talent, said that inclusive education is an education system that provides opportunities for all learners who have abnormalities and have potential of intelligence and / or talent Special to follow education or learning in one educational environment together with learners in general.
- The goal of Inclusive education is contained in pasal 2: Provide the widest opportunity to all learners who have physical, emotional, mental and social abnormalities or have the potential of intelligence and / or special talents to obtain quality education according to their needs and abilities;
- Field of Nonformal Education (*Pendidikan Luar Sekolah - PLS*). Non Formal Education is an educational unit designed to teach learners to have the kind of skills and / or knowledge and experience that is conducted outside the formal education path – school (wikipedia:2016). The scope of the PLS covers all non-formal education. Courses, training, counseling, women's empowerment, parent education. Non-formal education organised any educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clientele and learning objectives.

- Education and Training. Hamalik (2003) expressed in general education and training is a series of activities aimed at increasing the knowledge, skills and attitudes of an employee in this case the teacher, to carry out their duties. Training and development as a human resources training area centered on identifying, assessing and through learning processes that plan to assist in the development of key capabilities that enable a person to carry out his work.

### 3 INCLUSIVE EDUCATION AND NON FORMAL EDUCATION

Inclusive education is an educational and social philosophy, in everyone's inclusive education is a valuable part of being together, whatever the difference. So that in inclusive education it means that all children are inseparable from their ability or disability, gender, socio-economic status, ethnicity, cultural background or Language and religion together in one same school community.

Currently inclusive education is being intensively called for by the government, as happened in Bandung. On Monday, October 26, 2015 the government of Bandung City declared should open access to education for all children without exception. It is to realize Bandung as City of Inclusive Education. In the declaration attended by Mayor of Bandung Ridwan Kamil and Head of Bandung City Department. Elih Sudiapermana, M.Pd. Expect there is no education discrimination in the Bandung city. Because basically people who are born into this world are different and have uniqueness, do not let uniqueness and differences that are not standard discriminated by education that is not possible, so that no more children who do not go to school in the city of Bandung.

Important components for providing inclusive education in schools include curriculum, educator (teacher), students' input, environment and school organizers and facilities and infrastructure. Of these five important components, we as PLS citizens can participate in the implementation of inclusive education in regular schools by creating educational and training programs for teachers in schools. By organizing the program, teachers who are trained are expected to understand, assist and identify the diversity of each learner.

In this case, it is necessary for professional teachers to have special knowledge, skills and

attitudes to be able to understand the diversity of children. The experience in life as a teacher is not a guarantee for learning as such. Therefore, room must be allocated in the education for the personal and shared reflecting on the earlier experiences and conceptions that are connected to segregation and inclusion. The theoretical starting points and the tools from the teacher education that support reflection, combined with the experiences that have been acquired from the practice communities of the school, seem to form a meaningful learning environment which is awakening both at the levels of emotions and knowledge (Leena and Marjaana, 2014).

A teacher is required to master a number of skills related to the learning process, such as mastering teaching materials, managing classes, using methods, media, and learning resources, as well as the ability to perform assessment, both process and outcome.

For the current study, a survey to assess the perceived training needs for promoting inclusion of school teachers was developed. A sample of 200 teachers was utilized. The results showed several perceived training needs in teachers related to issues for participating in the processes of transforming schools into inclusive settings and to inclusive methodologies to be implemented in schools.

Programs that we can design we can adjust with it. The first step we can do is start from the planning. Training planning is an early stage in the training program management mechanism. If the planning is well-crafted and mature, then the actual implementation of the training program is partly considered to have been successful. Starting from the mind-set, it can be introduced a concept of training that involves, type of work, goals, materials, methods and time and even cost.

The systematic and comprehensive training planning process for the teacher can be undertaken by assessing and analyzing the development of inclusive education programs. We must know very well and when necessary to make field observations related to the needs analysis. Next is to analyze the resources and capabilities that exist within the organization in relation to the expected training implementation.

The next step is to design an appropriate strategy based on environmental conditions, aspiration values, the role of information and available resources. In this case is still done in the stages of observation so that the needs of the analysis we do on target and the material is more complete. Only

then can we develop more detailed of training plans functionally linked to overall planning.

The last stage we can do to follow-up is to create a communication system and information flow so that every element of energy can participate in the planning process of activity. This should be run on a single package by designing a follow-up system and monitoring to determine progress and problems in the course of the training.

## 4 CONCLUSIONS

As 'PLS citizens' we can also support government programs in the context of education for all by contributing to the inclusive education currently applied in schools. One of the things that we can highlight is the competence teachers must have that accompany the diversity of learners. In guiding children with special needs in schools, it is necessary that special teachers also have their competencies adjusted so that learning can run optimally.

In order to produce teachers with the appropriate capacity with children with special needs, a training program that is designed to increase the knowledge, skills and attitudes of a teacher, in order to carry out their duties. Training and development as a human resources training area centered on identifying, assessing and through learning processes that plan to assist in the development of key capabilities that enable teachers to carry out their work.

Based on the above conclusions, the suggestions from the authors are for the 'PLS citizens' is expected to design a whole program of training to help teachers perform their duties properly. While the suggestions for school organizers, every teacher whose school held an inclusive education model needs to be given special training education in order to be able to run the learning optimally because it confronts children with various abilities and potential and even children with special needs.

In sum, we can say that teachers perceive training needs related to inclusive education, which is an urgent challenge for any education system worldwide (Francisca and Elena, 2013). This research is a step forward in this direction, by allowing the assessment and designing of specific teacher training programs to be integrated into their in-service training programs. All these efforts will help move forward the inclusive movement across schools.

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