

Implementation of IEP (Individualized Educational Program) Program in Indonesia: Literature Analysis and Implications for Inclusive Education

Ghufron Faza^{1✉}, Rahmi Fitrika²

(1,2) Manajemen Pendidikan, Pakuan University, Bogor

✉ Corresponding author

[ghufronfaza2020@gmail.com]

Abstrak

Pelaksanaan Program IEP di Indonesia menjadi fokus utama untuk meningkatkan kualitas pendidikan inklusif, dengan perkembangan signifikan dan peningkatan partisipasi serta kerja sama semua pihak dalam penyusunan Program Pembelajaran Individual. Penelitian ini bertujuan untuk mengetahui bahwa program IEP dapat mengakomodasi perbedaan individu, atau program pembelajaran berdasarkan gaya, kekuatan dan kebutuhan khusus anak dalam belajar sehingga dapat mengoptimalkan potensi siswa dalam proses belajar dan pendidikan. Metodologi penelitian ini adalah penelitian kualitatif Teknik pengumpulan data dalam penelitian ini sekunder dari berbagai sumber, termasuk jurnal, buku, dan laporan penelitian. Studi sastra disebut sebagai penelitian perpustakaan atau penelitian literatur. Keterbatasan kegiatan ini hanya berujung pada produksi artikel, jurnal dan koleksi perpustakaan tanpa perlu riset lapangan. Hasil dari penelitian ini adalah penelitian ini memiliki beberapa implikasi penting untuk meningkatkan kualitas pendidikan inklusif di Indonesia. Pertama, upaya intensif perlu dilakukan untuk meningkatkan kesadaran guru dan tenaga kependidikan tentang pentingnya IEP. Kedua, perlu dikembangkan sumber daya dan infrastruktur yang memadai untuk mendukung pelaksanaan IEP. Ketiga, perlu dilakukan evaluasi dan pengawasan yang efektif untuk memastikan bahwa IEP dilaksanakan dengan benar dan efektif. Guru harus memiliki pengetahuan dan keterampilan dalam menilai kemampuan akademik dan non akademik, merumuskan program pembelajaran individu, dan melaksanakan pembelajaran yang sesuai dengan kebutuhan masing-masing anak.

Kata Kunci: Pendidikan inklusif, IEP (Individualized Educational Program), Siswa Berkebutuhan Khusus (PDBK)

Abstract

The implementation of the IEP program in Indonesia has become a key focus in improving the quality of inclusive education, with significant developments and increased participation and collaboration from all parties involved in the preparation of Individual Learning Programs. This study aims to find out that the IEP program can accommodate individual differences, or a learning program based on the special styles, strengths and needs of children in learning so that they can optimize the potential of students in the learning and education process. The methodology of this research is Qualitative research The data collection technique in this study is secondary to various sources, including journals, books, and research reports. Literature study is referred to as library research or literature research. The limitations of this activity only lead to the production of articles, journals and library collections without the need for field research. The result of this study is that this research has several important implications for improving the quality of inclusive education in Indonesia. First, intensive efforts need to be made to increase the awareness of teachers and education staff about the importance of IEPs. Second, it is necessary to develop adequate resources and infrastructure to support the implementation of IEPs. Third, it is necessary to carry out effective evaluation and supervision to ensure that IEPs are implemented correctly and effectively. Teachers must have knowledge and skills in assessing academic and

non-academic abilities, formulating individual learning programs, and implementing learning that suits the needs of each child.

Keyword: *Inclusive education, IEP (Individualized Educational Program), Special Needs Students (PDBK)*

INTRODUCTION

The implementation of the IEP (Individualized Educational Program) Program in Indonesia has become the main focus in efforts to improve the quality of inclusive education. Based on basic education data (Dapodik) as of December 2022, as many as 40,928 schools have implemented inclusive education at both the elementary school (SD), junior high school (SMP), high school (SMA), and public and private vocational high schools (SMK) levels. Of the number of educational units, as many as 135,946 students with special needs have carried out learning in them.

Inclusive education is given to students who have abnormalities, have the potential for intelligence and special talents who implement the education service system for children with special needs in regular schools as a lifelong goal, and the ultimate goal of achieving productive citizens by implementing education for all. Permendiknas No. 70 of 2009 concerning Inclusive Education for Students Who Have Disabilities and Have Potential for Special Intelligence and/or Talents (PDBK) states that the objectives of inclusive education are: 1) Providing the widest possible opportunities to all students who have physical, emotional, mental, and Social or have the potential for intelligence and/or special talents to obtain quality education in accordance with their needs and abilities. 2) Realizing the implementation of education that respects diversity, and is not discriminatory for all students with special needs. 3) The purpose of inclusive education is to provide the right to education to all children and create a friendly education for all children without exception. Providing quality education, to explore the potential of each child according to the needs and abilities of children.

Valentin (2007:131) states that "Individualized Education Program (IEP) is a legal document that outlines the specific learning needs of the student and consequent adaptations to the curriculum and physical environment that must be made to accommodate the child". From this statement, it can be interpreted that IEP is a guiding curriculum that is adapted in such a way that it can accommodate the learning needs of PDBK. This IEP program serves the unique needs of students and is a service provided in order to achieve the desired goals and how the effectiveness of the program is determined within a specific time period.

Inclusive education in Indonesia has undergone significant development, with increased participation and cooperation for all parties involved in the preparation of Individual Learning Programs. According to Indriana Rahmawati, M.Pd. as Head of the Center for Disability Services UINSI Samarinda (2023) Inclusive education is one of the approaches in the implementation of education that prioritizes learning opportunities for all individuals, regardless of differences in ability, diversity, or physical or mental conditions. However, there are still many schools that do not understand and implement IEPs properly, so intensive efforts need to be made to increase the awareness of teachers and education staff about the importance of IEPs. The implementation of IEPs in Indonesia also still faces several obstacles, such as a lack of adequate resources and infrastructure, as well as a lack of public awareness about the importance of inclusive education. (Hadiana, 2024)

In reference to literature analysis, several studies show that through the IEP program can accommodate individual differences, or a learning program that is based on the style, strengths and special needs of children in learning so that it can optimize the potential of students in the learning and education process. The positive impact of the implementation of inclusive education is that it is able to make PDBK feel more accepted and appreciated in the community, not only that, regular students also when they have friends or social environments where there are children with disabilities, they learn how to be tolerant and respect and help friends who have limitations (McMurray & Thompson, 2016).

According to Nastiti (2019) The literature review explains the implementation of the Individualized Educational Program (IEP) in various countries, focusing on its effectiveness. While many public schools in certain countries accept children with special needs, some have yet to provide services that fully accommodate these students' needs. This review provides an overview of educational services for children with special needs in general or public schools, particularly regarding the IEP. The article examines the implementation of IEP in selected countries, including the United States, United Kingdom, Australia, Hong Kong, New Zealand, Thailand, Saudi Arabia, and Indonesia. These countries were chosen because they have active educational services for children with special needs, particularly regarding IEP, and numerous studies have explored this topic. The study by Nastiti (2019) focuses on the implementation of Individualized Educational Programs (IEP) across various countries, offering a comparative review of their effectiveness in accommodating children with special needs. It examines countries like the United States, United Kingdom, Australia, and others, analyzing the global context of IEP implementation. In contrast, the research to be conducted will focus solely on one country, Indonesia, which has different policies regarding inclusive education. Furthermore, the upcoming research will utilize a specific methodology tailored to the Indonesian context, potentially employing a mixed-methods or case study approach to delve deeper into local challenges and opportunities related to IEP implementation in the country.

The study conducted by Saminto (2023) highlights the importance of inclusive education in Indonesia. Indonesia is at a crucial point in balancing policy aspirations with on-the-ground realities. The research, titled "Inclusive Education in Indonesia: Policy Analysis, Challenges, and Efforts for High-Quality Implementation to Achieve Access and Educational Equality for All Students with Special Needs," uses a mixed-methods approach to explore the context of inclusive education. Findings reveal both promising developments and significant challenges, such as the gap between policy awareness (78%) and effective implementation (45%). Challenges like insufficient resources (62%) and lack of teacher training (68%) are prominent. On a positive note, the importance of collaborative teaching and Individualized Education Plans (IEPs) is recognized by 79% and 74%, respectively. The study calls for a holistic approach, including effective policy implementation, resource allocation, and teacher training, to foster a more inclusive, equitable, and high-quality education system. The key difference between the studies lies in the focus and methodology. While the study by Nastiti (2019) offers a comparative review of IEP implementation across several countries, your research will specifically focus on Indonesia, analyzing the country's unique challenges and opportunities related to IEP implementation. Additionally, your research will provide a more detailed exploration of the methods and practices used in the implementation of IEPs in Indonesia, offering a deeper dive into the local context and how these programs are applied within the country's educational system.

The study conducted by Rahmi (2024) explain that the teachers often lack confidence in applying inclusive strategies due to limited knowledge and large class sizes, which highlights the need for ongoing professional development. While there is evidence of positive attitudes towards special educational needs (SEN) students among peers and parents, teachers may not fully embrace IE in practice. These findings will guide policymakers, educators, and stakeholders in understanding the current state of IE and the necessary steps to improve its implementation, ultimately contributing to the development of a more inclusive and equitable education system in Indonesia. The difference between this study and Rahmi's (2024) research lies in the focus and scope of the study. Rahmi's (2024) research focuses more on the perspective of teachers, analyzing their experiences and perceptions regarding the implementation of inclusive education (IE) in Indonesia. Meanwhile, my research expands the scope by examining the implementation of the Individualized Educational Program (IEP) in Indonesia in more depth, as well as the local challenges and opportunities related to its implementation.

METHOD

This qualitative research uses a literature study method, by collecting secondary data from various sources, including journals, books, and research reports. According to Sarwono, (2006) literature study is the study of data from various reference books and the results of

previous research that are relevant to the research to obtain a theoretical basis for the problem to be studied. Literature study is referred to as library research or literature research.



Figure 1. Types of Qualitative Research Literature Studies

Darmalaksana (2020) explained that in qualitative type research through literature studies, the research stages are carried out by collecting literature sources, both primary and secondary. This study classifies data based on the research formula.

RESULT AND DISCUSSION

Definition and Purpose of IEP

Individual Education Program (IEP) is a learning program that is tailored to the abilities and needs of individual students. The goal is to help teachers/educators ensure that the students concerned are progressing in school.

Implementation of IEP in Inclusive Education

IEP is applied in inclusive education to help children with special needs (ABK) who are in regular schools. This goal is to achieve productive citizens by implementing education for all. Inclusive schools must provide IEP services that are appropriate to the disability of children with special needs. It is important to minimizing children dropping out of school, raising students' confidence, and giving children the right to pursue education. Individual learning programs must be dynamic, meaning they are sensitive to various changes and advances of students with special needs. This ensures that the program remains relevant and effective in supporting children's needs.

Teachers must have knowledge and skills in assessing academic and non-academic abilities, formulating individual learning programs, and implementing learning that suits the needs of each child. This is important to provide professional services for students with special needs. This research has several important implications for improving the quality of inclusive education in Indonesia. First, intensive efforts need to be made to increase the awareness of teachers and education staff about the importance of IEPs. Second, it is necessary to develop adequate resources and infrastructure to support the implementation of IEPs. Third, it is necessary to carry out effective evaluation and supervision to ensure that IEPs are implemented correctly and

effectively.

Steps in the Draft IEP

The steps in the draft IEP include:

1. Cooperation between teachers and parents.
2. Explanation and consent.
3. Assessment (assessment) of children's special needs.
4. Formation of the IEP team.
5. Develop long-term and short-term goals.
6. The development of IEPs designs learning methods and procedures.
7. Establish learning materials.
8. Evaluate children's learning progress.

The Importance of Cooperation and Participation

Increased participation and cooperation for all parties involved in the preparation of the Individual Learning Program (PPI) is an important aspect in the implementation of inclusive education. This ensures that the program is in accordance with the needs and abilities of the child. In the implementation of inclusive education, IEP is one of the important elements that help improve the ability of children with special needs. The IEP also assists teachers and educational staff in ensuring that the student in question is progressing in school. Thus, IEP can be one of the effective strategies in realizing inclusive education in Indonesia. Therefore, intensive efforts need to be made to improve the implementation of IEPs in Indonesia, as well as increase public awareness of the importance of inclusive education.

The results show that the implementation of IEP in Indonesia still faces many obstacles, such as lack of awareness of teachers and education staff about the importance of IEP, as well as lack of adequate resources and infrastructure. However, some schools have successfully implemented IEPs, with significant results in improving the quality of inclusive education.

Challenges in IEP Implementation

Some parents who have children with special needs prefer to send their children to Special Schools (SLB) because they feel that IEPs in inclusive schools are not implemented as they should. This shows that there are still many inclusive schools that have not developed and managed IEPs properly.

CONCLUSION

The implementation of IEPs in Indonesia still faces many obstacles, but some schools have succeeded in implementing IEPs well. To improve the quality of inclusive education in Indonesia, intensive efforts need to be made to increase the awareness of teachers and education staff about the importance of IEPs, as well as the development of adequate resources and infrastructure. Thus, IEP can be one of the effective strategies in realizing inclusive education in Indonesia.

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