Stakeholders' Satisfaction with the Implementation of Inclusive Education in East Jakarta

Bahrudin[a]*, Indra Jaya[b], [a,b], Faculty of Education Science, Universitas Negeri Jakarta, Rawamangun Muka Rt.11/Rw.14 (Postal Code-13220), Jakarta, Indonesia, Email: [a]*bahrudin@unj.ac.id

This research aims to derive an empirical description of stakeholders' level of satisfaction with the implementation of inclusive education in East Jakarta. Stakeholders coming from state schools implementing inclusive education for Senior High School (SMA) and Vocational School (SMK) level were employed as the population of this survey research. Data of the research was collected by means of a questionnaire, which served as the instrument, and analysed with descriptive analysis. Employing this technique, the data derived was analysed and described to address respective problems figured out in the research. The data was then described based on indicators of the problem in order to draw a conclusion. A survey method was employed in this research which was conducted in state schools implementing inclusive education in the area of East Jakarta. Findings of the research show that the stakeholders of SMAN and SMKN, implementing inclusive education, feel satisfied with how such a sort of education has been conducted in East Jakarta.

Key words: *stakeholders' satisfaction, inclusive education*

A. Introduction

A research of 2011 conducted in Bandung City showed that 100% schools, which were implementing inclusive education (SPPI) and had been under research, found it hard to serve inclusive education for students of special needs. This is mainly due to the lack of competent human resources so that SPPI recalls for support in the attempt to be able to serve the special needs students especially in their learning.

One way to improve the service is by paying attention to the satisfaction of the stakeholders' taking part in the implementation of inclusive education. It is essential to know that the stakeholders' satisfaction promote quality of inclusive education implementation.

5 major aspects are required for conducting strategies and policies in long-term development of inclusive education implementation, namely governance, funding, human resources, rules and regulations, as well as quality assurance.

The quality assurance becomes one significant aspect in developing inclusive education, considering that the determination of standards for quality education contributes to various benefits both externally and internally. Externally, this is to promote stakeholders' confidence and satisfaction, to boost image, and to ensure the improvement of service quality in inclusive education. Whilst internally, this is to better increase the working system in order to be more consistent, to improve effectiveness and efficiency, as well as to ensure sustainable enhancement.

Stakeholders' satisfaction has been an indicator to investigate whether or not the implementation of inclusive education meets the expectation which always reflects activity and service aspects of the inclusive education implementation. Satisfaction is a strong predictor of the stakeholders' loyalty for sustainable enhancement of the product and service in implementing inclusive education.

Regarding the aforementioned description, it is necessary to conduct a survey on stakeholders' satisfaction with the implementation of inclusive education. This survey research is restrictedly performed to cover schools located in the East Jakarta region.

B. Theoretical Study

Stakeholders' satisfaction is a consequence of the ratio between the uses gained and expected. Guilitnan (1997) noted that in the attempt to create stakeholders' satisfaction, a product must be able to provide quality and service.

Kotler suggested that satisfaction is one's feelings of being happy or disappointed emerging after comparing perception or impression and expectation toward a performance or output of a product. Satisfaction is described as an evaluation on a surprise attached to the acquisition of a product or service and on the experience of using it (Kotler:2000). Whereas, Richard Gerson (2002) pointed out that satisfaction is a perception of having the expectations met or over fulfilled. Hence, it can be described that the stakeholders' satisfaction relies upon the stakeholders' expectation to the product. The stakeholders will feel satisfied if the product they use meets what they expect or wish.

With reference to the experts' opinions, they obviously emphasise that the stakeholders' satisfaction depends on the attitudes reflected after using the product: happy or disappointed. This happiness indicates satisfaction, on the contrary, disappointment indicates dissatisfaction. Therefore, the stakeholders' satisfaction with the implementation of inclusive education is likely to include: a) stakeholders become satisfied/happy if they receive better quality of the service than expected, b) stakeholders become usual if they receive the same quality of the service as expected, c) stakeholders become disappointed if they receive worse quality of the service than expected.

Stakeholders' satisfaction is required and significant for a performed activity or business. When stakeholders feel satisfied, there will come a hope that the stakeholders use the product or support the activity. In other words, stakeholders' satisfaction is a key to success of whatever business is performed.

Tjiptono (2002) in his book stated that stakeholders' satisfaction brings such benefits as: a) Putting the relationship between the stakeholders and the institutions/businesses into harmony, b) Creating recommendation shared by words of mouth to benefit the institutions/businesses, c) Promoting or building trust/confidence, d) Maintaining better reputation of the institutions/businesses in the eye of the stakeholders. Creating stakeholders' satisfaction brings a number of benefits for the service of the inclusive education.

In the world of education, stakeholders are described as ones either organising an education institution or supporting the education itself. It can be defined as well that stakeholders are the people or institutions who have interest/participate directly or indirectly in educational activities at schools.

Factors influencing stakeholders' satisfaction, when they are involved in implementing the inclusive education, are the stakeholders' needs and wishes felt when performing activities as of inclusive education. Their past experiences prior to participating in the implementation of inclusive education, as well as the experiences shared by the colleagues formerly engaging in such education, also contribute to the factors. The quality of the inclusive education implementation also has a close relationship with the satisfaction.

Inclusive education is a process to manage and respond to different needs of the students by optimising their participation in the learning. It is also considered as a transformative approach toward the existing education system in order to be responsive to the diversity of the students. Therefore, inclusive education sets a target to put obstacles aside causing groups of community i.e. the girls, the unfortunate, the disabled, the special needs students, and other categories of students that both formal and non-formal education cannot reach owing to hard access.

Philosophically, the word inclusive is an understanding or way of thinking which is based on the principle of social fairness. Educationally, it refers to fairness in accessing or having an opportunity in education for everyone in the society with different backgrounds.

Inclusive education is a learning process aimed to overcome the problem of education for special needs students in regular schools by utilising existing human resources to create opportunities for them, making them well-prepared to survive in society (government's policy in inclusive education). This sort of education emphasises restudying and transforming the education system to be adaptive to students.

The Regulation of the Minister of National Education Number 70 Year 2009 stipulates that inclusive education is defined as a system of education implementation providing an opportunity for all students of special needs, who have intelligent potential and/or special talent, to participate, together with other students in general, in education or a learning process in the realm of the educational environment.

The inclusive education implemented in Indonesia is aimed at: to providing opportunity as wide as all students are entitled to (special needs students in inclusion) so that they can:

a. Acquire a proper education adjacent to their needs;
b. Help accelerate the compulsory education program for primary education;
c. Help improve the quality of primary and secondary education by reducing the ratio of retention and dropout;
d. Creating an educational system that appreciates diversity, non-discrimination, as well as student-friendly learning, and
e. Fulfilling the mandate of the 1945 Constitution particularly on chapter 31 article 1 stipulating "Every citizen shall be entitled to acquire education," and article 2 stipulating "Every citizen shall follow basic education and the government shall finance it." This is also to be in line with the Laws No. 20/2003 regarding the National Education System, particularly on chapter 5 article 1 stipulating "Every citizen shall be entitled to acquire quality education," and the Laws No. 23/2002 regarding Child Protection, particularly chapter 51 stipulating "The physically/mentally disabled child shall be given equal opportunity and accessibility to acquire regular and special needs education".

C. Research Method

A survey method was employed in this research which was conducted in state schools implementing inclusive education in the area of East Jakarta. The schools involved were 3 SMAs and 3 SMKs. The population of the research included 1) Headmaster, 2) Regular Teachers, 3) Parents of Special Needs Students, and 4) Special Needs Students. A questionnaire was used as an instrument for data collection on stakeholders' satisfaction with the

implementation of inclusive education. The instrument was initiated by composing the outline based on conceptual understanding and definition emphasising dimension, indicator, characteristic, or numerous aspects contained in the existing theories. In addition, the instrument was composed based on consideration and recommendation of the members in the research team.

Data gathered was analysed by using a descriptive analysis technique through which the data collected from the questionnaire was analysed and described to address respective problems found in the research. The data was then described based on indicators of the problem in order to draw a conclusion.

D. Findings of the Research

Stakeholders' satisfaction with the implementation of inclusive education is seen from five indicators, namely satisfaction toward the special education teachers, satisfaction toward the amenities, satisfaction toward the learning activities, satisfaction toward the school management, and satisfaction toward the regular teachers. Out of two categories of the schools, the stakeholders of the SMK have a higher level of satisfaction than that of the stakeholders of SMA.

1. Stakeholders' Satisfaction toward Special Education Teachers.

Stakeholders feel satisfied with the presence of special education teachers at schools implementing inclusive education. Data of SMA stakeholders shows that 7% not satisfied, 40% fairly satisfied, and 53% satisfied. The percentage indicates that there is a total of 93% categories of satisfied and fairly satisfied. In the meantime, data of the SMK stakeholders show that 34% not satisfied, 23% fairly satisfied, and 43% satisfied. The percentage indicates that there is a total of 66% categories of satisfied and fairly satisfied.

The SMK stakeholders' level of satisfaction is lower than that of SMA stakeholders. It can be predicted that the SMK stakeholders have not felt satisfied with the role of the special education teachers at schools implementing the inclusive education. This situation might be owing to the fact that SMK needs special education teachers with such added value as having special abilities in vocational fields in addition to special abilities in handling special needs students.

This finding shows that the stakeholders understand the crucial presence of special education teachers at schools implementing the inclusive education. Therefore, they demand both special education teachers and regular teachers who are always hand in hand well-prepared for guiding the special needs students in the implementation of inclusive education.

2. Stakeholders' Satisfaction toward Amenities

Stakeholders feel satisfied with the amenities at schools implementing inclusive education. Data of SMA stakeholders show that 3% not satisfied, 46% fairly satisfied, and 51% satisfied. The percentage indicates that there is a total of 97% categories of satisfied and fairly satisfied. In the meantime, data of SMK stakeholders show that 10% not satisfied, 27% fairly satisfied, and 63% satisfied. The percentage indicates that there is a total of 90% categories of satisfied and fairly satisfied.

Overall, the respondents apparently feel satisfied with the amenities provided by the schools implementing inclusive education. This shows that the stakeholders understand the importance of amenities to support the success of inclusive education implementation.

Accessibility is physically required by the special needs students, for instance, minimising the stairs. In other words, similar other facilities should also be supportive for this kind of accessibility. When necessary, ramps should be provided for wheel chair access, or for special students aided with crutch or walker. The desks and chairs must be appropriately designed for special conditions of the students.

3. Stakeholders' Satisfaction toward Learning Activities

Stakeholders feel satisfied with learning activities at schools implementing inclusive education. Data of SMA stakeholders show that 3% not satisfied, 17% fairly satisfied, and 80% satisfied. The percentage indicates that there is a total of 97% categories of satisfied and fairly satisfied, which covers nearly the whole number of respondents. In the meantime, data of SMK stakeholders shows to be even more convincing, which merely falls into two categories, in such percentage as 3% fairly satisfied and 97% satisfied. No respondents supported the not satisfied category.

The stakeholders expect with regards to learning activities that students' different ways of learning should be concerned as a factor in the implementation of inclusive education. As to this, the stakeholders found that the learning activities have used highly varied learning methods and activities to meet the needs of the special students.

4. Stakeholders' Satisfaction toward School Management

Stakeholders feel satisfied with the management run at schools implementing inclusive education. Data of SMA stakeholders show that 7% not satisfied, 13% fairly satisfied, and 80% satisfied. The percentage indicates that there is a total of 93% categories of satisfied and fairly satisfied, which covers nearly the whole number of respondents. In the meantime, data of SMK

stakeholders is divided into two categories only; they are 10% fairly satisfied and 90% satisfied. No respondents support not satisfied category.

This condition reflects how stakeholders feel convinced that the implementation of inclusive education in SMA and SMK have been able to predict the future of the school: the quality for which the society demands, the innovation made by taking initiatives, and the creative activities taken into action for the advancement of the school

5. Stakeholders' Satisfaction toward Regular Teacher Development

Stakeholders feel satisfied with the regular teacher development at schools implementing inclusive education. Data of SMA stakeholders show that 13% not satisfied, 67% fairly satisfied, and 20% satisfied. The percentage indicates that there is a total of 87% categories of satisfied and fairly satisfied. In the meantime, data of SMK stakeholders show that 6% not satisfied 17% fairly satisfied and 77% satisfied. The percentage indicates that there is a total of 94% categories of fairly satisfied and satisfied. This also shows that the number of satisfied stakeholders of SMK is nearly four times as many as that of SMA.

The condition portrays that SMA stakeholders found that the implementation of inclusive education in the schools has not yet developed the regular teachers well and proportionally. Indeed, they believe that teachers must be able to give the learning a meaning and to drive it as a medium to build competence and improve the quality of the students in person. The regular teachers on duty at schools implementing inclusive education should prepare their abilities to manage the class with special needs students.

Based on the conclusion previously elaborated, the following can be recommended:

a. It is required that regular teachers' abilities be developed in order that they have capacity to manage the learning for special needs students.
b. It is essential that a mentoring activity be held for regular teachers, as technical assistance for curriculum development in an inclusive education setting.

REFERENCES

Blattberg, Getz dan Thomas.(2001). Customer Equity: Building and Managing Relationships as Valuable Assets. Harvard: Bussines School Publishing

Direktorat Pembinaan Sekolah Luar Biasa (2007), Identifikasi Anak Berkebutuhan Khusus.

Direktorat Pendidikan Luar Biasa (2004). Pedoman Penyelenggaraan Pendidikan Terpadu/Inklusi: Mengenal Pendidikan Terpadu.

Direktorat Pendidikan Luar Biasa (2004). Pedoman Penyelenggaraan Pendidikan Terpadu/Inklusi: Pemberdayaan Masyarakat.

Fandi Tjiptono. (2002). Strategi Pemasaran, Edisi II. Yogyakarta: Andy Offset

Guilitnan, Joseph,P, Paul,Gordon.W and Madden, Thomas J.(1997).Marketing Management.6th edition. McGraw-Hill Companies

http://huurinien.co.id/2015/09/stakeholder-dalam-pendidikan.html (diunduh pada tanggal 3 April 2017)

Kotler. (2000). Manajemen Pemasaran. Jakarta: PT Prenhallindo

Kotler. (2002). Manajemen Pemasaran, Jilid I Edisi Millenium. Jakarta:

Kusmayanto Kadiman. (2006). Buku Putih. Ristek: Jakarta

Laksana. (2008). Manajemen Pemasaran. Yogyakarta: Graha Ilmu

Lewis P. Carbone. (2004). Clued in : How To Keep Customers Coming Back Again And Again. Pretice Hall

M. Munandar S.(1992), Ilmu Budaya Dasar: Suatu Pengantar, Bandung; Eresco.

Mowen,John C. dan Michael Minor, Perilaku Konsumen, Edisi kelima, Jilid2 Jakarta: Penerbit Erlangga,

Mulyasa,(2007) Menjadi Kepala Sekolah Profesional Bandung : PT Remaja Rosdakarya,

Murip Yahya (2003), Profesi Tenaga Kependidikan Bandung: Pustaka setia,

 Prehallindo

Rafael Raga Maran. (2007). Manusia dan Kebudayaan dalam Perspektif Ilmu Budaya Dasar, Jakarta: Rineka Cipta.

Richard Gerson (2002), Mengukur Pelanggan Panduan Menciptakan Pelayanan Bermutu Jakarta: PPM

Snyder, C.R. & S. J. Lopez (Eds). Handbook of Positive Psychology. New York: Oxford University Press.

Snyder, C.R. (1994). The Psychology of Hope: You can get there from here. New York: The Free Press.

Stainback,W & Stainback, S (1990). Support Networks for Inclusive Schooling: Independent Integrated Education, Baltimore: Paul H.Brooks.

Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.

Universitas Negeri Lampung (http://digilib.unila.ac.id/943/3/BAB%20II.pdf), diunduh tanggal 30 Maret 2017, pukul 13.00 WIB

Weil, C.M.(2000) "Exploring Hope in Patients With End Stage Renal Disease on Chronic Hemodialysis". ANNA Journal.

Wilkie. (1990). Customer Behavior, Edisi II. New York: Jhon Wiley & Sons Inc

Zeithaml, Valarie A. and Bitner, Mary Jo. (2003) Service Marketing. McGraw Hill Inc, Int'l Edition, New York.