

Research Article

# Implementation of the Values of Disciples of Christ in Inclusive Education at Ambon Christian High School

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## ABSTRACT

Ambon Christian High School is the first driving school to implement an inclusive learning system with the theme of equalizing learning for everyone, so that Ambon Christian High School accepts 7 children with special needs who study together with other students. In addition to implementing the standard curriculum, there is also a plus curriculum which is a flagship program in character education through the *Discipels of Christ* program as an effort to instill Christian values in students at Ambon Christian High School. The research used is qualitative research or *field research* where through observation and interviews to obtain in-depth and accurate information for the next time the data is processed and compiled into sentence by sentence explaining the object of the research. The results obtained in this study are that the curriculum plus *Discipels of Christ* program has a positive impact on the growth of knowledge, character and faith of Ambon Christian High School students, especially for the growth of students with special needs at school.

**Keywords:** Values of Disciples; Inclusive Education; Ambon Christian High School; SMA Kristen Ambon

## 1. INTRODUCTION

Education is a structured and planned effort to realize the learning and teaching process. In the learning process in general, schools do not accept children or students with special needs because of the absence of teachers who are competent in inclusive education, but it is also a fear that if children with special needs will interfere with others in the learning process. However, in the process of educational journey, this educational process brings differences and violates the 1945 Constitution article 28H paragraph (2) which reads: "Everyone has the right to convenience and special treatment to obtain the same opportunities and benefits in order to achieve equality and justice." The government, in order to carry out the mandate of the law mentioned above, issues a special policy related to inclusive education intended for narradidik with special needs contained in Law Number 20 of 2003 concerning the National Education System, in Chapter IV Article 5 paragraphs 2, 3, and 4 and Article 32 explain that every citizen with special needs, be it a physical disorder, mental, intellectual and remote communities also have special intelligence, so they have the right to receive education in an inclusive manner.

The explanation above is emphasized more specifically about people with disabilities must get quality education in all types, levels and educational paths, this is stated in Law Number 8 of 2016 article 10. And the law is implemented in the regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 that narradidik with special needs is entitled to inclusive education in certain educational units, and certain educational units must implement the curriculum and develop it with the principle of diversification that is adapted to the conditions of the educational unit. Significantly, children with special needs can be identified starting from physical, mental-intellectual, social and emotional, in other words, there will be abnormalities or deviations in the process of growth and development compared to other children of their age, so they need special services and education (Cahyaningrum, 2012). Furthermore, Pitaloka explained that children with special needs are children who need special treatment because of developmental disorders and disabilities experienced by children (Pitaloka, 2022). Thus, if a child with special needs has a physical, mental-intellectual, social and emotional deviation or disorder and requires special treatment, then it is very necessary for the school to be able to implement the mandate of the law.

YPKPM Ambon Christian High School is the first batch of driving schools and as a school that has implemented inclusive education. Inclusive education is a form of implementation of the Law that the author has explained above. Students at YPKPM Christian High School have 5 (five) students with special needs (Tuna Grahita, physical limitations who can still

adjust to the school environment and slow learners). Of the five students, 1 (one) student experienced type B impairment, and 4 (four) students experienced slow learner disorder (KOSP SMAKRIS-2023). YPKPM Christian High School itself in addition to implementing the compulsory school curriculum, also has a superior curriculum, namely Dischípels of Christ (DoC) in its implementation, DoC implements inclusive education in a systematic and measurable learning process, DOC is a program as an effort to increase the spirituality of Ambon Christian High School students with Christ character through individual coaching and group coaching. In the course of the Dischípels of Christ program, it must be adjusted to an inclusive curriculum that not only meets the needs of general students but also students with special needs who must get the same educational rights.

## 2. RESEARCH METHOD

The form of research uses a qualitative method or field research, where exploration at the research location is carried out directly by the researcher to see the phenomena experienced by the research subjects. The results of this study are in the form of data in the form of descriptions based on words obtained from in-depth interviews with individuals as research objects, in other words, this research is classified as qualitative descriptive research, where objectively the author and in detail the author analyzes and describes theoretically accurate research results (Mareza, 2018). In addition, this qualitative research reveals the state of symptoms in accordance with reality at the time the research was conducted (August, 2022). The data collected from various sources in this study are 1) Primary data, namely the researcher directly gets information from the subject being studied where the researcher interacts or contacts the subject or informant directly and also makes observations. 2) Secondary data is supporting or additional data that supports primary data where the research results are analyzed interactively and as is.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

J. David Smith (2003) provides a term used to describe the integration of children with disabilities or special needs into program units in schools with the term inclusive education from the English language Inclusion. Inclusion is a special education service system where educational institutions are required to provide educational services to all children with special needs and children with disabilities to get an equal education in the nearest schools in regular classes with their peers (Sapon & Shepin, 2007). Where in inclusive education always upholds the values of diversity, and does not discriminate against the rights of students, and recognizes that each individual is unique and has value in society (Irdamurni & Rahmiati, 2015). Therefore, proper education is a basic right for ordinary students and those with special needs. Inclusive education itself is a systematic effort in the implementation of education to provide the right and learning opportunities for all students in the same educational environment, including those with special disabilities and intelligence (Diajeng, 2023). In addition, Sunardi cited Stainback & Stainback 1990 (Sunardi, 1995) explaining that inclusive education is an effort to accommodate all students in the same school, by implementing educational programs that are challenging, feasible but in accordance with the needs of each individual, and a place where each child is accepted as a member of the community so that the child can achieve his or her success and meet his needs. Inclusive Education seeks to create an approach to build an environment that is open to anyone with different backgrounds and conditions and circumstances, which includes: student characteristics, physical condition, personality, status, ethnicity, culture and others (Julius Juih, 2022). This pattern further develops and becomes the way of the process of entering the concept of inclusive education into the curriculum in the education unit so that inclusive education becomes an educational system that provides services and provides opportunities for every student to get an equal and decent education for all students. An approach in inclusive education that recognizes that every child is a student by emphasizing that regular schools must adapt and be able to educate all existing students, regardless of intellectual, physical, emotional, social, linguistic, or other differences. This approach is an effort to shift the focus from the view that individuals who have personal tragedies to efforts by making a social environment that is able to integrate the individual to be able to fully participate in the midst of society. Based on this restriction, it can be concluded that inclusive education is an educational service system that allows every ordinary student and those with special needs to learn together with their peers at the regular school closest to where they live.

### *Principles of Inclusive Education Implementation*

The basis for the implementation of inclusive education through several principles including: (Unesa - 2011), The basic principle of equity and improvement of the quality value of inclusive education which is a philosophy and strategy as an effort to implement equity and opportunities to obtain educational services and improve the quality of education that allows

to provide access to all children and be able to appreciate differences. The basic principle of diversity so that educational institutions should strive and adjust the educational process to the characteristics and needs of each individual student. Where students can clearly see individual differences in terms of talents, interests, abilities, and needs of students. The basic principle of meaningfulness Inclusive education must create a community and maintain a classroom that always presents friendliness, accepts each other, is also able to appreciate every diversity and difference, and takes something meaningful for the independence of the students themselves. The principles of implementing inclusive education can be concluded to meet the basic needs of students by always not providing a distinction between students and learning to accept differences between each other as a strength to achieve independence.

### *Goals of Inclusive Education*

Muhammad Takdir Ilahi (2003:37), explained the goals of inclusive education, namely: (1) providing the widest possible opportunity for all students whose physical condition is seen to have abnormalities, in addition to mental, emotional, and social aspects the child has the potential for intelligence or special talents so that they have the right to obtain quality and quality education according to their abilities and needs; (2) realizing educational activities that are not discriminatory and respecting diversity for all students. Observing the Divine writing above, inclusive education is an effort to provide opportunities for students who experience physical limitations so that they can feel sitting in a proper education and provide a guarantee of a good and bright future for children with special needs. For this reason, educational institutions as institutions that organize learning activities should allocate or provide seats for individuals with special needs without exception. Inclusive education in the context of carrying out activities with curriculum approaches, teaching method approaches, and physical and social environment approaches that are designed to provide support for appropriate support so that all students can follow the teaching and learning process without any obstacles. Basically, inclusive education is not only about including students with special needs in the general classroom, but the most important thing is also to create a teaching and learning atmosphere that is responsive to diversity and supports holistic development for each individual.

### *Character Education through Dischípels of Christ*

The Dischípels of Christ program started from the longing of the principal of YPKPM Ambon Christian High School, Mrs. Lanny Laturiuw, M.Si. to be able to have a spiritual program to foster and equip students, especially character building. In its journey, the Dischípels of Christ program has become the flagship program of YPKPM Christian High School which is a curriculum plus school. This program is distinguished from existing religious education. The distinguishing point of the Dischípels of Christ program is focused on educating and training students in the character and lifestyle of followers of Christ. The program and activities of Dischípels of Christ are carried out at YPKPM Christian High School in collaboration between LP Suluh Gospel and YPKPM Christian High School Leaders, where it was agreed that this spiritual program is carried out with a discipleship pattern through coaching and mentoring. The Dischípels of Christ program was first implemented starting from the 2020-2021 school year and coincided with the Covid 19 pandemic. The program started with online face-to-face meetings and has been going on until now.

The main objectives of this plus curriculum are: 1) to be an introduction to Christ; 2) as an effort to form a Christian character based on the values of Jesus Christ; 3) as an effort to grow the faith of YPKPM Ambon Christian High School students in facing the challenges of this era. The vision of the Dischípels of Christ program is PeRMaTA Students, which is described as follows: 1) Believe; 2) The Fox (Reason - Character [Rom. 12:2]); 3) Serving God; 4) Becoming the marriage of Christ; 5) Glorifying the Lord God. Meanwhile, the mission of the Dischípels of Christ program is: To help students believe in and follow the Lord Jesus, transform their lives through the Holy Spirit, serve and disciple (multiply) others, and live a life that glorifies the Lord God by integrating faith, knowledge, and skills in their lives. In addition, the Profile of the Disciple of Christ to be achieved is: 1) Knowledge and Understanding of God's Teachings; 2) through His written word: the Bible; 3) Character Change; 4) Able to read and understand the Bible; 5) Knowing, loving and glorifying God; 6) Understanding and applying the gospel; 7) Service; 8) Personal relations and friendships; 9) Leadership.

## **3.2 Discussion**

### *Dischípels of Christ as an introduction to Christ*

The need for God is the right of all Indonesian people, based on findings in the field that the implementation of Dischípels of Christ values about the knowledge of Christ is a subject of interest in inclusive learning at Ambon Christian High School, this material focuses more on theological systematics where supporting questions such as: Who is the Lord Jesus Christ to me as a Christian? as a basic question that becomes a reflection material for every disciple who wants to follow the path of Jesus, the Teacher and God. Theological systematics is the initial foundation for building knowledge of the Lord Jesus and

leading to the growth of faith in God. The knowledge of God will equip the students of Ambon Christian High School to stand to a healthy understanding in the midst of rampant false teachings. The understanding mentioned above is deepened with introductory material which is arranged in four sub-themes as follows: 1. Jesus, the Great Teacher who teaches with Power; 2. Jesus, the reliable Great Teacher; 3. Jesus, the Teacher who opens man's horizons and 4. Jesus, the Great Teacher who serves. From the presentation, the informant was invited to discuss and dissect the four points mentioned above in several meetings. With the aim that the knowledge of Jesus the Great Teacher can be learned from the cognitive side of students but also can apply the values of Jesus the Great Teacher through learning prayers taught in the Bible.

A good introduction to Jesus, the Teacher and God, it is found that in learning the curriculum plus Dischiphels of Christ brings students to further develop their personality relationships in faith as a disciple of Christ, just like Peter and other disciples, where every Christian person needs to always deepen and update his relationship with the Lord Jesus so that they can grow and develop towards maturity of faith. This can be seen from the responsibility as students at Ambon Christian High School by working on the homework book of reading the Bible every day and making a resume or small note of what they get in their morning devotional activities at home and will be presented in a randomly selected class each meeting representing two to 3 people. This growth in awareness and responsibility is formed from personal knowledge of Christ and leads them to a life-changing "new birth". The knowledge of Christ leads them to realize that they are God's glorious and unique creations, so they learn from the work of Jesus who emptied Himself in the form of a Servant (band. Philippians 2:7-8 "but emptied Himself, and took the form of a servant, and became like a man. And in his human state, He humbled Himself and was obedient to death, even to death on the cross.") it is a benchmark for Ambon Christian High School students not to distinguish their existence from friends with special needs.

### *Dischiphels of Christ as an Effort to form Christian Character*

In the world of education, content related to character has become the main thing that needs to be taught. This can be seen from the plus curriculum which prioritizes character education in its content. Successful education is if it can shape human behavior. Dischiphels of Christ through an inclusive learning process seek to form a Christian character in every inclusive learning process. The formation of the character of Christ is a task that must be carried out by coaches in the teaching and learning process that not only fills the cognitive needs of students. In His teaching, Jesus emphasized the character of His disciples. Based on findings in the field, the curriculum learning process plus Dischiphels of Christ in inclusive education at Ambon Christian High School has made efforts to form Christian character with supporting materials 1) Me and my personality; 2) Christian Ethics; bringing a very significant change for children with special needs their confidence to be accepted and equal to other students and teaching that every creature is unique before God, so that every human being has the same right to learn and the same right to be respected.

The main thing and the purpose of this teaching is to bring students to experience an encounter with Christ and their lives to become new people with Christ character, love God with sincerity, and live in obedience and be able to practice the value of faith in daily life. The participation of teachers and friends in the classroom plays a very important role in helping the growth of the character of students with special needs in the classroom in togetherness. The same thing as the Lord Jesus did to His disciples, where the Lord Jesus deliberately made time to be with His disciples and teach a good example for His disciples to imitate. For example, it is explained in the Gospel of Matthew (10:1-4; 13:10ff, 16:5ff; Matt. 17:1 ff.; 18:1 ff.; 24:1 ff.; 26:17ff.). The Lord Jesus not only set an example but the disciples also witnessed the Lord Jesus preaching in evidence, giving teachings, or when the Lord Jesus had discussions or even debated with Jewish leaders. The above explanation explains that the effort to implement Christian character education through the curriculum plus Dischiphels of Christ is a very important thing to be taught and paid attention to considering the many challenges that attack character today. The demands in life and technological developments that make it easier for humans to dive into the world, greatly affect human life and make people change.

### *Dischiphels of Christ as an effort to grow faith*

The growth of faith is the continuous development of one's spiritual life in the improvement towards true spiritual maturity or maturity. Faith growth is a process that occurs when a person has accepted Jesus as their Lord and Savior. The growth of a person's faith is characterized by his desire to always hear, live, receive, and know the truth of God's Word at all times. With the growth of faith, all people will be able to survive when experiencing life problems. Through in-depth observation, the learning process of the curriculum plus Ambon Christian High School in an effort to grow faith, the curriculum plus Dischiphels of Christ explains it in three parts, namely: 1) Faith; 2) Surrender; 3) Obedience. From observation it is found that faith is the most important part of the Christian faith which can be interpreted that if people claim to be Christians must truly believe in Christ as the Savior as written in Acts 16:31 which reads, "Believe in the Lord Jesus Christ, and you will be saved, as well as your whole house". The person who is saved by the Lord Jesus is the one who has true faith in

Him. In the maturity of faith, the next process is surrender as a willing attitude and not because of coercion. Surrender is not just a physical surrender of life, but it is also associated with obedience, as Romans 10:11 says, "Whoever believes in Him shall not be put to shame." Faith is a form of perseverance to God's power and teachings and obedience also gives birth to humility and seeing others as glorious creations before God. Faith is a form of human confidence and trust in God's power in Jesus Christ, which is expressed through full conviction, unwavering obedience and surrender to God through actions in daily life.

God wants each of His people to grow their faith perfectly and to realize this vision, God equips and appoints His chosen people to bring the people to experience the growth of faith. In 1 Peter 4:11 it is written, "If anyone speaks, let him speak as the one who speaks the word of God; if anyone serves, let him do it with the power that God has bestowed, so that God may be glorified in all things for the sake of Jesus Christ. He is the one who has glory and power forever! Amen." A person is said to grow spiritually if he lives in the true faith, living faithfully to God in any situation and condition. True faith will be seen from several attitudes: a) Humility, where a person who has humility, will definitely show a different attitude from those around him, whether in speaking, facing struggles or when faced with life's difficulties, because a humble person has the heart of Christ, because Christ also humbled His heart and atoned for the sins of mankind. B) having the courage to step and decide, act and hold fast is the manifestation of Faith. Many people profess faith in God but do not have the courage to show their progressive faith and act actively despite the challenges ahead.

#### 4. CONCLUSION

The plus Discipels of Christ curriculum has an important role in the growth of the faith of Ambon Christian High School students, through the implementation of this plus curriculum brings students, especially children with special needs, to be accepted and experience equality among other students. This implementation provides space for children with special needs to get an equal education, especially for the growth of their faith in the Lord Jesus which affects their life journey for the better.

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