

DEVELOPMENT OF INCLUSIVE EDUCATION COURSE AT THE FACULTY OF TEACHER TRAINING AND EDUCATION, UNIVERSITAS SEBELAS MARET

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ABSTRACT

This article aims at exploring teaching staffs' responses to the policy of having Inclusive Education course as a core subject at FKIP UNS. The respondents of the study were ten lecturers of Inclusive Education course. By using semi-open questionnaires, the data were collected and analyzed using quantitative and qualitative methods. The results shows that (1) all of the lecturers in FKIP UNS give positive responses to the Inclusive Education course, and (2) there are some problems in the implementation of the Inclusive Education course, such as problems in syllabus, teaching materials, reference books, and materials display, and problems in evaluation instruments.

Key Words: children with special needs, inclusive education, inclusive education course.

Introduction

Inclusive education has been a significant theme for education in Indonesia over the last decade. With inclusive education, all children, including those with special needs, have an equal opportunity to join the class at regular or mainstream schools nearby. As stipulated in the Regulation of Minister of National (Permendiknas) No. 70/2009, inclusive education provides opportunities for special needs and talented students to pursue at mainstream schools along with other typical or "normal" students.

In the countries, especially in the developed countries where inclusive education has been implemented for a long time, this system is more broadly interpreted in the context of school culture which stresses on how the school, the class, and the curriculum structure are designed for all of students so that they can comprehend the lessons and develop optimally (Kugelmass, 2004). Meanwhile, Indonesia has adopted this system since 2003 and now it starts to progress (Yusuf, 2012). Since it is a new paradigm, the implementation still needs some supporting instruments, socialization, and education process for all of stakeholders. The paradigm of considering all students are equal has now shifted to the presumption that every child has different needs, different potentials, and typical obstacles. This then implies that all future teachers have to understand the concepts and the philosophy of inclusive education.

Nowadays, the human resources in inclusive schools can be considered as a shock due to the lack of preparation in teaching children with special needs in inclusive schools. Furthermore, the lack of socialization or training to teach the children with special needs becomes one of problems which causes the inclusive education in schools cannot be implemented well. In his research about the understanding of inclusive education for teachers, Sunardi (2011) finds that the training of inclusive education can improve teachers' pedagogical competency. Sunardi (2014) also finds a two-day training of inclusive education for teachers is effective so that the teachers are well prepared to handle inclusive classes. Yusuf (2016), however, finds that the principals can accomplish only 65 percent of their ideal performance; while teachers reach only 62 percent. This strengthens Gunarhadi's

(2011) findings that even the teacher-developed learning materials do not sufficiently accommodate students with special needs. This is probably because the curriculum of at the teacher training providers does not include any course on inclusive education. Therefore, Yusuf (2016) recommends pre-service training for students of faculty of teacher training and in-service training for teachers of regular schools.

Since 2010, ten departments at the Faculty of Teacher Training and Education at Universitas Sebelas Maret (FKIP UNS) have given the course on inclusive education with two credits. This article aims at exploring the lecturers' perspectives on the implementation of Inclusive Education course at FKIP UNS. It outlines the issues happening in the implementation of inclusive education as well as offering the solutions.

Research Methods

The data for this research were collected through a survey of ten lecturers of inclusive education course at ten departments at FKIP UNS: Primary Teacher Education, Early Childhood Teacher Education, Biology Teacher Education, Javanese Teacher Education, English Teacher Education, Guidance and Counseling, Indonesian Teacher Education, Fine Arts Teacher Education, History Teacher Education, and Special Needs Teacher Education. Semi-open questionnaires were distributed to the lecturers and the descriptive statistics were then analyzed with SPSS. In addition, some qualitative data were also analyzed to describe the real case.

Findings

1. Lecturers' perspectives on Inclusive Education course

Table 1 summarizes lecturers' responses to whether or not Inclusive Education should be a core subject in their respective department. As clearly seen, no respondent refuses to include Inclusive Education as a core subject. Ninety per cent of the respondents strongly agree, and the other ten percent of the lecturers agree.

Table 1. Inclusive Education course as a compulsory course in all departments

View	Frequency	Percentage
Strongly Agree	9	90%
Agree	1	10%
Disagree	0	0%
Strongly Disagree	0	0%
Total	10	100%

They have at least six reasons: a) There is always a child with special needs in every class, b) They want to realize Education for All program, c) students of FKIP are all future teachers, d) as a future teacher, every student needs knowledge on inclusive education, e) Inclusive Education course is a means of promoting the awareness of future teachers at regular schools about children with special needs who also deserve to pursue their education in a regular setting, and f) With a policy on the inclusion, every teacher must have basic knowledge about Special Needs Education.

2. The Importance of Inclusive Education Course for FKIP students

All the respondents also share a similar perspective on the importance of the course for the students. Fifty per cent of the respondents' state that the Inclusive Education is important, and the other fifty per cent even state it is very important (see Table 2).

Table 2. The importance of Inclusive Education course for FKIP student teachers

Responses	Frequency	Percentage
Very Important	5	50%
Important	5	50%
Not Important	0	0%
Not Important at All	0	0%
Total	10	100%

The following are their reasons: a) All students at FKIP UNS will eventually deal with children with special needs, b) Inclusive Education course can be a provision in becoming a teacher, c) All students at FKIP UNS are future teachers, d) Teachers should know more about children with special needs, e) Students at FKIP UNS need to have basic knowledge about inclusive education,

so that they are ready if they have to work at inclusive schools with children with special needs, f) Students at FKIP UNS need to understand the paradigm of inclusive education, so that they understand and accept children with special needs, and g) They likely will deal with students with special needs.

3. The Students' Participation in Inclusive Education Course

As a new course, Inclusive Education Course has withdrawn the enthusiasm of the students. Table 3 summarizes the perception of the respondents about their participation. As clearly seen, fifty per cent of the respondents state that their students are enthusiastic; while the other fifty per cent say the students are very enthusiastic.

Table 3. Lecturers' perceptions on student teachers' participation

Student Teachers' Responses	Frequency	Percentage
Very enthusiastic	5	50%
Enthusiastic	5	50%
Not Enthusiastic	0	0%
Not Enthusiastic at All	0	0%
Total	10	100%

4. The Issues in the Inclusive Education Course

To identify the process of the teaching/learning process of the Inclusive Education Course, the questionnaires also include the issue of syllabus, teaching materials, reference books, the PowerPoint displays, the evaluation instruments, and the coordination of the course's teaching team. The result is summarized in Tables 4 to 9.

Table 4. The availability of syllabus

Availability	Frequency	Percentage
Available adequately	8	80%
Available inadequately	1	10%
Unavailable	1	10%
Total	10	100%

Table 5. The availability of the written teaching materials

Availability	Frequency	Percentage
Available adequately	3	30%
Available inadequately	7	70%
Unavailable	0	0%
Total	10	100%

Table 6. The availability of the reference books

Availability	Frequency	Percentage
Available Adequately	3	30%
Available Inadequately	7	70%
Unavailable	0	0%
Total	10	100%

Table 7. The availability of PowerPoint display materials

Availability	Frequency	Percentage
Available Adequately	2	20%
Available Inadequately	8	80%
Unavailable	0	0%
Total	10	100%

Table 8. The Availability of the evaluation instruments (Test 1, 2, 3, 4)

Availability	Frequency	Percentage
Available Adequately	1	10%
Available Inadequately	6	60%
Unavailable	3	30%
Total	10	100%

Table 9. The coordination of all the teaching staffs

Implementation	Frequency	Percentage
Implemented Adequately	0	80%
Implemented Inadequately	7	10%
Unimplemented	3	10%
Total	10	100%

5. Whether or not students need knowledge about Children with Special Needs

Table 10 is the result of the survey about whether students at Teaching Training Institutions need knowledge about Children with Special Needs and their education:

Table 10. Responses about the need of knowledge on Children with Special Needs and their education

Responses	Frequency	Percentage
Strongly Agree	6	60%
Agree	4	40%
Somewhat Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	10	100%

As shown, six (60%) lecturers strongly agree, and four (40%) agree that all students at teaching training institutions must have knowledge on children with special needs and their education.

6. Need to implement Inclusive Education Course Implementation at all departments at teacher training institutions

Table 11. It is important to implement Inclusive Education course at all departments in teaching training institutions

Responses	6	Percentage
Strongly Agree	6	60%
Agree	4	40%
Somewhat Disagree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	10	100%

Table 11 shows that six (60%) lecturers strongly agree and four (40%) lecturers agree that all departments at teacher training institutions should have Inclusive Education course.

Discussions

Education is one of the factors that influence the quality of life (Gretzel & Briel, 2013; WHO, 2011; Duta, et al., 2009). Therefore, all children, including those with special needs, also need decent education to improve their quality of life. In the context of Indonesia, there are some regulations which govern the protection and fulfillment of the rights of people with disabilities, such as the Constitutions UUD 1945, Law No. 20/2003 on the National Education System, Law No. 19/2011 on the Ratification of the Convention on the Rights of Persons with Disabilities, and Law No. 08/2016 on the Disabilities. The regulation of the Minister of National Education No. 70/2009 also underlines that Indonesian children should have equal opportunities to study and learn together in a school environment without being discriminated.

In 2011, Indonesia ratified United Nation Convention on the Rights of Persons with Disabilities (UNCRPD) through the Law No. 19/2011. The ratification shows Indonesia's commitment on the fulfillment of the rights of people with disabilities, including the right to receive a quality education in all types, levels, and all pathways of education inclusively. In addition, the rights to get a good quality education access for people with disabilities has become a continuing issue of human rights which should be given a priority (WHO, 2011). With the Law No. 8/2016 on the Disabilities, Indonesia also shows a strong commitment on the implementation of UNCRPD.

Indonesia has indeed taken some measures to develop inclusive education at regular schools. However, in the practice of the inclusive education itself, Indonesia also has to prepare the teachers who have to be competent enough in Special Needs Education. Therefore, the higher institutions of education need to develop and implement Inclusive Education course.

The result of this research shows that 90% of the respondents strongly agree and 10% of them agree on the implementation of Inclusive Education course in FKIP UNS. Moreover, the respondents (50%) state that Inclusive Education course is an important course and a very important course (50%). Furthermore, in matter of students' enthusiasm, some of them (50%) are enthusiastic and some of them (50%) are very enthusiastic. This result also indicates that no lecturer has any objection or rejects the implementation of the Inclusive Education course. This finding is different from the finding of the previous research, showing teachers at regular schools do not have any empathy to the condition of the students with special needs (Berryman, 1989; Horne & Barton, 1992; Hayes & Gunn in Mdikana, et al., 2007). The enthusiastic responses from the lecturers are strongly related to the society's awareness on the disabilities.

The enthusiasm of the students also indicates that the lectures in this study do their job professionally. Respondents' interpretation on students' responses on Inclusive Education course shows that the students also have consistent cognition (Festinger in Azwar, 2003). This indicates that the cognition, which includes the knowledge, opinions, and trust, does not contradict the reality of the teaching/learning process.

The acceptance of Inclusive Education course from by all respondents indicates that the awareness of non-discriminative education has been recognized. Mdikana, et al. (2007) finds that from 22 respondents of pre-service teachers, 60% show positive attitude on inclusive education, and 35% respond negatively, and 5% do not give any feedback. On the other hand, Crawford, et al. (2002) explains that most teachers are still worried about the implementation of inclusive education for pupils with special needs and show an ambivalent attitude. Despite the varied responses, basically they all consider that it is very possible to implement inclusive education for students with special needs if they are provided with the knowledge about inclusivity during their pre-service education (Mdikana, et al., 2007).

Teachers and prospective teachers need to have the knowledge about inclusive education. It is crucial for them to have because people's reaction and certain behavior are influenced by personal experiences, influence of others, and influence of culture, mass media, and educational institutions (Azwar, 2003). Over the last decade, the information about inclusive education has spread rapidly and widely through some regulations, mass and electronic media, and even the inclusive education trainings done by the government and universities. As a university that has Special Needs Education department, UNS has a strong influence in shaping the opinion of the academic community, so that the dean of the Faculty sets Inclusive Education course as a core course in all of departments at FKIP UNS. This policy is well accepted by the teaching staffs.

In the implementation, however, there are some issues to deal with: (1) the lack of the syllabus availability (80%), (2) limited number of the teaching materials (30%), (3) limited number of the reference books (30%),

(4) limited number of display or PowerPoint materials (20%), and (5) the unavailability of the standard evaluation instruments. The teaching staffs also expect that they coordinate and synchronize their teaching materials.

All the respondents agree that all students at FKIP are required to take Inclusive Education course. This is in accordance with the world issues about education for all embodied in the Law No 19/2011 on the Ratification of the Convention on the Rights of Persons with Disabilities. This also supports Mdikana, et al., (2007), who finds that that the prospective teachers must be prepared to serve students with special needs since those students also have equal rights as human beings.

Conclusion

The findings show that all lecturers and students give positive responses about the Inclusive Education course. Yet, there are still such problems issues as the lack of the syllabus, teaching materials, display materials, the evaluation system, and the coordination among the lecturers that needs to be addressed. Nevertheless, this condition does not affect the Inclusive Education as a core subject. This course has big potentials to be developed and accepted at all departments at FKIP UNS. This research recommends that FKIP UNS need to improve quality if the learning equipment to support the Inclusive Education course.

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