

School Community Role In Implementing Inclusive Education

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Abstract - The basic principle of the emergence of inclusive education is to provide a solution to discriminatory treatment in education, especially for children with special needs to learn together with normal children regardless of differences they have. However, the implementation of inclusive education in Indonesia is still not optimal. The purpose of this study is to identify the role of school community to support the implementation of inclusive education. The subject of this research was teachers of inclusive school and parents of autistic child in a service center. Data were collected through interviews with teachers, and focus group discussions with parents. Data were descriptively and qualitatively analyzed. The results showed that parents of students with special need felt that they needed some supports from the community to accept their children's attendance in regular classrooms, to participate in educating students to empathize and become a source of social supports for students with special needs and to implement socialization in inclusive education. For school community, including teachers, educational staffs and students are expected to become a regular part of the supporting system for students at schools by taking them a good care, showing empathy and giving social support to students with special need. The role of parents with special need student is as a mediator with the school together with parents of regular students, therapist as well as in the initiator of promoting program enrollment and public school staffs. The community of parents with special need can also advocate inclusive education policies both at school and the educational board.

Keywords: School community role, inclusive education

INTRODUCTION

Education in Indonesia is objected for all citizens, it has been implemented in inclusive school setting policy. The basis used in the establishment and the implementation of inclusive schools is set forth in Law No. 23/2002 about Child Protection section 51 which is "Children with physical and mental disabilities are given equal opportunity and access to regular education and special education". Inclusive education is the provision of education system that provides opportunities for all learners who are gifted to participate in education or learning in an educational environment together with learners in general (Ministerial Regulation No. 70, article 1, 2009).

While the meaning of inclusive education itself is education that includes all children together in a climate and learning process with the proper education and services according to the individual needs of learners without discriminating children from diverse ethnic, social, economic capability, politics, family, language, geography (remoteness) place of residence, gender, religion, and the differences in the physical or mental condition. Sapon-Shevin Meanwhile (O Neil, 1995) states that the inclusion of education as a system of education which requires that all children with disabilities are served at schools nearby.

Through inclusive education, children with special needs are educated together with children (normal) to optimize their potential (Freiberg, 1995). It is

underpinned by the fact that there are children in the society of normal and special need children that cannot be separated as a social community.

Supporting the implementation of school policies, the inclusion of the government is followed by the development of inclusive schools in terms of number and capacity of the students. The concept of inclusive education is intended to provide a solution to discriminating treatment in education, especially for children with disabilities or children with special needs. Inclusive education has a basic principle that as long as possible, all children should learn together regardless of any difficulties or differences they may have on them. Disabled children or children with special needs should not only be directed to a limited scope of education at school (SLB). To realize the condition, public schools first should enhance capacity through the availability of infrastructures and educational personnels who are relevant to the existence of children with special needs. Schools of this kind are classified into the scope of "inclusive education".

Preliminary data obtained by researchers from one of the elementary inclusion in Malang also showed that schools needed some assistance from various parties, including parents, policy makers, and universities with experts in inclusive education to contribute, according to their respective capacities, to optimize the organization of this inclusive school. Sunaryo (2009) also stated that the supporting system needs to be developed that includes the support of parents, school, experts, universities,

special schools, and the role of the expert is expected to serve as a medium of consultancy, advocacy, and human resource development of the school, and government. In addition, a research by Anshory et al (2009) also concluded that a lack of public awareness about inclusive schools and the role that can be taken by the community to be one of the obstacles that must be overcome in the implementation of the optimization of inclusive schools in Indonesia.

Theoretically, the concept of community-based inclusive education is in line with Pearpoint and Forest's opinion (1992) about the underlying importance of an inclusive school namely Receipt, Ownership, and Community or the ABCs (Acceptance, Belonging, and Community). Inclusive schools assess interdependence as important as independence. Inclusive schools assess students, staffs, teachers, and parents as a community of learners. Inclusive schools look at each child's school is gifted; it also appreciates all kinds of diversity as an opportunity to learn about what makes us as humans. Inclusion focuses on how to support talent and particular needs of each child in the school community to feel safe and successful. Based on the description above, mainly on the obstacles to the implementation of inclusive education in Indonesia, this study wants to know the role that can be played by the community in supporting inclusive education in Indonesia. As a preliminary step, the researchers chose the elementary school level, because at this point the students began to enroll in the formal school level so that there is the need to handle them as early as possible.

DEFINITION OF INCLUSIVE EDUCATION

Inclusive education is a strategy to achieve universal education to create diverse schools that are responsive to the actual needs of children and society (Stubbs, 2002) and requires crew to learn at schools nearest to regular class with kids in his age (Sapon-shevin in oneil, 1994). Children were classified as special needs such as those that require a different education than the average normal child and to be able to learn effective programs, services and special materials (Gearheart in Mangunsong, 2009; Fletcher, JM, et.al, 1994; Friedma, Harvey, Youngwirth and goldstein, 2007), which is caused by neurological factors (Hallahan, et al, 2009; Freind, 2005), abnormalities in brain tissue (Carlson, 2007), genetic, (Friend, 2005; Rief, 1993), damage fetal development, premature birth, and birth process (Hallahan, 2009; Freind, 2005).

A Longitudinal study conducted by Ronka; 1999, Jessor; 1998; Rutter & Rutter; 1992 (in Visser, Daniels & Cole, 2001) showed that there are two factors (risk factors) that make the children possess bad experience that requires special education—namely an internal factor including low in self-control emotions, negative experiences at school, and low self-esteem. Meanwhile, an external factor includes low socioeconomic status of

the parents, lack of education, family violence and family alcoholism. In his research, he found that children who had bad experience in childhood will have bad experience as well when they are adults. The results of the study by Biederman, Faraone, and Monuteaux (2002) showed that low social class, mothers who experienced psychopathology and family conflict were significantly associated with psychopathology and damage/functional impairment in the brain (increased risk of ADHD). The ADHD is also associated with maternal parent and smoking during pregnancy. According Freind (2005), environmental factors affects ADHD are permissive parenting, smoking pregnant mom, drink alcohol or use drugs.

Research by Friedman, Youngwirth and Goldstein (2007) concluded that the cognitive and pre-academic problems in children began to emerge in the early age of 3 years and this highlights the importance of evaluating the relationship between other behavioral problems with children's abilities. The main aim of inclusive education is to educate children with special needs in regular classes together with non-disabled children to support their appropriate needs at schools closest to their homes and without any discrimination (Stubbs, 2002; Directorate Coaching of SLB, 2007;).

Stubbs (2002) asserts that, although inclusive education leads to integration and placement of regular class but with a different philosophy. The concept of inclusive education is that the school should provide the necessary education of children in the community whatever their level and ability. In the context of inclusive education of all children with different socio-economic, social, cultural, and emotional, both physical and nonphysical backgrounds can learn together according to their respective needs (Coaching Directorate of SLB, 2007).

Inclusive Education in Indonesia

Inclusive education was established preceded any public awareness of human rights and awareness of the difference that instead of being something that deviates rather as something to be thankful for and then become complementary. In education, every citizen is entitled to equal opportunity as contained in the Constitution in Article 45, paragraph 1 and Article 28C 9 paragraph 1 stating that every child has the right to get education and teaching in order to develop their personality and intelligence according to their interests or talents. This also applies to children with disabilities or special needs. Then, it should be realized that inclusive education is used as a strategy to achieve universal education to create diverse schools that are responsive to the actual needs of children and society (Stubbs, 2002). Since 2000, the government has been developing inclusive education and continued with the international symposium on High Hill in 2005 which resulted in an emphasis on the need to continue to develop inclusive programs (Mangunsong, 2009). Then Director General of Primary and Secondary Education issued a circular letter Depdiknas 380 / C.C6 /

MN / 2003 dated on January 20, 2003, regarding inclusive education. Inclusive education begins to be organized and developed in each district / city consisting of elementary, junior high, high schools and vocational schools (Directorate General of Primary and Secondary Education, 2007).

However, the issue of inclusive education as an ideal concept is not yet implemented due to various limitations, although since 2004 a variety of trainings for each operator of inclusive educations have been done, but leaders and representatives of teachers who are trained are not able to disseminate information and knowledge gained (Mangunsong, 2009). From the results of research it is known that the issues are as follows namely the administration of the school such as the parents and students' readiness to accept the existence of non special needs students, unprepared inclusive education personnels, not supportive facilities, etc, so that learning in an inclusive classroom is not optimal. Even in inclusive school, special need students still receive a variety of teaching models and are not fully in accordance with the principle of inclusive education. Further class level like in the middle and high school education, the learning approach adopted is a unified or integrated one without any modification in the appropriate teaching (Mangunsong, 2009). From the description it seems clear that inclusive education is still in need of attention in various fields.

Community Based Education

Community Based Education (Community-based education) / CBE is significantly more than just "education held in the community". CBEs include education planning compiled as a result of community involvement and are designed to fit the interests of the community. This covers the collaboration between educational practitioners with community members and other professionals (United States Environmental Protection Agency, 1998, p. 1).

CBE also includes learning beyond the cognitive capacity, as it also includes the social and emotional aspects of learning. James Comer stated that the development of emotional and social aspects of the students is the result of a collaborative effort between parents, schools, and communities (O'Neil, 1997). CBE learning goes beyond the definition of intelligence, as it includes the ability of students to gain an understanding, the use of knowledge, and problem resolution, and at the same time to develop an understanding of oneself.

CBE focused on students' ability to recognize and support the needs of the surrounding community. Students and teachers are the fuel that drives the CBE. Parents, community leaders, the School Committee, administrators, and members of the community are as an integral part in the development, production, implementation and assessment of the CBE. In addition, EAPs also establish collaboration between the school and the community to solve various problems.

CBE was originally developed by Vigotsky (in Santrock, 2010) which states that the social environment affects child development. Vigotsky states that students can develop optimally if it is in a social environment that supports and provides stimulation to the child. This opinion is consistent with ecological theory developed by Bronfenbrenner (in Santrock, 2007) which states that the social environment has an influenced on child development. The environment includes family, neighbors, the environment in which students live, peers, school, and community. Effective education is education that involves all components of society that exist around the individual.

Melaville, A, Berg, AC, Blank, MJ, (tt) state that community-based education is a learning model that is designed to build student involvement in the learning process for student success in the future, involving all components of the school, especially strengthening the relationship between the school with the community. Through the involvement of all these components, it is expected that all students can achieve their best skills and become productive citizens and participate in the community. Development of community-based education model is based on the fact that there is a gap between how students live and how students learn, what it means students learn in school is very different from what is experienced by students in their environment. The ideal learning should be the continuity between what students learned with what they experienced real life. Schools not only teach the skills of reading, writing and arithmetic but rather give an understanding of how to use knowledge and skills in real life (Melaville, A, Berg, AC, Blank, MJ, tt).

The basic theories used by this community-based education are: (1) knowledge is built and influenced by social interaction, (2) memory (acquisition, storage and retrieval of information) is influenced by early childhood experiences, and practices), (3) students' motivation is influenced by personal assessment of students about their capabilities, assessment of how important learning objectives are, (4) individuals learn in different ways, (5) effective learning environment connects all systems that affect the lives of students, namely homes, school and community.

CBE model makes children become active agents for their own creative way of learning and provide guidance to students in determining what and how they learn. Students are positioned as a creator, not a consumer of knowledge, the teacher as mentor, facilitator or coach. The method was developed to criticize the problem by asking, predicting and making a summary. Students not only to write, read, and listen but are guided in motivation to design their own learning methods to enhance, analyze, and respond to information.

Community Based Inclusive Education

Hallahan, Kauffman and Pullen (2009) explain that the design of learning in inclusive education must be specifically made in order to optimize learning,

especially learning materials, teaching techniques, curriculum, evaluation system and adequate supporting facilities such as special transportation, psychological assessment, therapy, special treatment and counseling needed for effective learning as the primary goal of inclusive education is to find and develop the special abilities of students. The same thing also expressed by Thomas and Hanlon (2007), they asserts that inclusive education is not only limited to the students mix with students of non specialneeds but also setting up procedures and systems specific to their learning. Based on the research results by Zigmond (1997) (in Hallahan, Kauffman & Pullen, 2009) it requires the preparation of an inclusive implementation of a number of priorities and carefully select what is needed to be taught, more details accented with an emphasis on teaching something special terms and teach it in a way that is also special. Based on the results of previous studies conducted by Gersten, Shiller and Vaughn (2000, in Hallahan, Kauffman & Pullen, 2009) some of the things used in the inclusive classes today are based on learning community (community-based instruction), direct learning, self monitoring, behavior assessment, adaptation of learning systems and educational facilities.

The main principle in this community-based inclusive learning is to build the participation of all components of the school community (parents of special needs students, parental non-ABL, regular students, teachers, employees) to take part in the success of inclusive learning.

- a. Parents: Giving an insight for early detection and treatment of students with special needs at home as a continuation of the program at the school.
- b. Teachers: Providing an insight for early detection and treatment of students with special needs
- c. Parents of normal students: Giving an insight for concept of inclusive schools and social support needs of all students including parents of normal students.
- d. Normal students: Giving an understanding to construct of empathy and to learn to train their peers.
- e. Employees: Giving an insight into the training education services according to the needs of the crew.

Research Design

This study used a qualitative approach with the case study method in Malang Autism Services Center and Elementary School Aisyiah that serve inclusive education.

Research Location

The study was conducted at two locations, namely the Autism Services Center Elementary School in Malang and Kindergarten of Aisyiah in Merjosari. In the Autism Services Center, researchers met with parents of students with special needs and conduct Focus Group Discussion to explore problems of implementation of inclusive

schools and obstacles faced by the parents of students with special needs.

On another occasion, the researcher met with school teachers of Aisyiah Malang to obtain data about the problems faced by teachers in teaching inclusion classes. At that time, 56 teachers attended school inclusion and conveyed the problems faced.

Data Collection Method

The data were collected using a variety of complementary methods, which include interviews, and focus group discussions. Interviews and FGDs were used to identify the problems and potential of each component of the school community, including teachers, students with special needs, and parents.

Methods of Data Analysis

The data analysis method used is a qualitative data analysis including the following activities:

1. Creating data reduction of the results to identify themes, categorize the pieces of information, and identify patterns, causes and explanations, relationships between people.
2. Presenting data using graphs, charts, tables, matrices, and other means in accordance with the data generated
3. Describing and drawing logical conclusions namely creating relationships between facts and coherent concept of behavior in the form of a narrative based on the results of coding, data reduction, and data presentation.

RESULTS AND DISCUSSION

There are two activities that have been implemented, namely:

1. Data were collected using interviews with Teachers, following the socialization of the inclusive education with kindergarten teachers at Aisyiah Malang and the general principles of treatment of students in the inclusion class. Based on data retrieval teachers still did not seem to understand the nature of inclusive education so they were reluctant to get involved and less willing to make an ideal learning process. Although cognitive subjects expressed that they did not mind teaching inclusion classes, but when were asked about the willingness to develop the IEP, and the willingness of parents involved in learning, teachers seemed reluctant because they think it will be difficult. In addition, the teachers also felt that other duties had also been time consuming so they chose to surrender completely to the students with special needs to Teacher Special Assistants.
2. Focus Group Discussion and Parenting Class with Autism parents in the Autism Services Center in Malang.

In this class of parenting activities, the research team explained about inclusive school for students that allows qualified crews to attend public school. Researchers said that parents need to understand the gap between government policies related to the implementation of inclusive schools—for example, the normative government policy encourages schools to accept students with special needs, even require it, but the carrying capacity of a school has not been adequate.

Another thing they need to understand is that the parents are to be realistic with their expectations of their sons. For example, parents need to consult with a doctor or therapist and psychologist who handle their son if they sons are allowed to attend school in an inclusive school. Parents should not force their children to be accepted in inclusive school if it is not supported by expert advice. Parents also need to have a correct view of inclusive schools, in the sense of permanent staff despite her school in a public school. In the field, the therapist does complain that sometimes parents think that their children have been "cured" after enrolling at an inclusive school.

In addition, the researchers also said that it is a fact that few schools have a sufficient level of readiness to treat students appropriately, including implementing an IEP (Individualized Education Program). So the parents have to be proactive to approach the school to be willingly accepting their child to be given a proper treatment. In addition, parents also need to be cooperative and to build a network with other parents in order students to be socially supported at schools.

After parenting sessions, the researchers collected data related to problems experienced by parents of students with special needs. Parents conveyed some of the problems experienced, they were:

- a. The school refused to take students with special needs. Therefore, Parents suggested that the school is assisted by the Centre for Autism Services so that eventually the school is willing to accept their children after receiving a review of the child's condition from his or her therapist.
- b. School refused to differentiate the curriculum for children with special needs with that of ordinary students. Parents revealed that their children were taught using the same curriculum as regular students and no adjustments or modifications to the curriculum for their children were made. So their children felt depressed and were not willing to attend classes.
- c. Regular students denied the existence of students with special needs Parents also asserted that their son suffered rejection from classmates and interfered the view of teaching and learning process. Sometimes students were targets of bullying either verbally or physically because of the barriers to communicate and socially interact well with peers.
- d. Teachers Special Assistants are less to involve parents. Parents felt less involved in the learning

process of students with special needs. Though parents wanted to be actively involved, they offered some suggestions, inputs, and help to continue the learning process at home so students may study consistently at school and at home.

CONCLUSION

In conclusion, school community, including teachers, employees and students are expected to become a regular part of the supporting system for students at schools by caring, showing empathy, and living social support to students with special need. The role of parents of students with special need is mediator with the school together with the parents of regular students, the therapist as well as in the initiator of promoting program enrollment and public school staffs. Community of parents with special need also can advocate inclusive education policies both at school and the education board.

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