

Regular Teacher Collaboration in the Learning Process at the School of Inclusion Organizers

Yuana Rizki Fitri, Hermanto

Universitas Negeri Yogyakarta
E-mail: yuanarizkifitri3395@gmail.com

Abstract: This article discusses the importance of collaboration between regular teachers and special class teachers in the Learning Process of children with special needs in inclusive schools. During collaboration, regular teachers develop their competencies and learn from their peers how to apply the knowledge gained in practice. Collaborative teaching provides opportunities for pedagogy to share their knowledge, skills and experiences. While for students is an opportunity to get more diverse support and education. Collaborative systems can also facilitate the tasks of teachers in. The implementation of collaboration systems in inclusive schools on teacher learning processes is very important and has implemented a collaboration system in the Co-Teaching model with one teaching, one assist with the inclusive classroom system used is a pull out system.

Keywords: collaboration, Regular Teacher, Special Class Teacher.

INTRODUCTION

Education is closely related to relation among human being as teachers or learners. One of the education goals or efforts is to improve the quality of human resources (HR) in Indonesia, one of which is inclusive education that is needed by children with special needs who have limitations and disadvantages when interacting with others. Schools that are formal educational institutions have important role not only as a vehicle to seek knowledge but also places that can provide provisions for life skills expected to be useful by the community.

Inclusive education is a system of providing education that provides opportunities for all students who have disabilities or limitations and have the potential for intelligence and special talents to attend education or learning in an educational environment together with students in general (Minister of Education No. 70 of 2009 Ps 1). Inclusive education is designed to respect the equal rights of people to education regardless of age, gender, ethnicity, language, disability, etc. According to (Bennett, Deluca, & Bruns, 1997) in the journal Gaad and Almotairi (2013), Inclusion is a phenomenon and a worldwide movement which is at the top of the global agenda. Inclusion needs attention from the educators as a means of providing an appropriate education for all students. In other words, inclusion can be defined as “serving students with a full range of abilities and disabilities in the general education classroom with appropriate in-class support”.

Chomza, (2017) argues that the implementation of inclusive schools requires preparation that involves complex issues, not only school restructuring but also

human resource issues that are truly ready to carry out responsibilities in the process of implementing inclusive education. In this case, the role of regular teachers and special class teachers are very important human resources in the implementation of inclusive education. Teachers must have the competence and knowledge of educational services for children with special needs to be able to provide inclusive education services. The learning process from class for evaluation cannot be separated from the role of the class teacher together with the special class teacher. Based on Government Regulation No. 19 of 2005 concerning National Education Standards in article 41 lists the obligations of the education unit for the inclusion of education providers providing educational staff who have competence in the implementation of learning for students with special needs. This explains directly in the implementation of inclusive learning there are regular teachers and special class teachers.

Special class teachers who have academic qualifications in special education should be able to provide service assistance and exchange information about the education of children with special needs so that they can find the right educational services and learn in inclusive classes with their peers. While regular teachers can help in designing inclusive classes and deliver material that can be understood by children with special needs.

Collaboration between regular teachers and special class teachers requiring good communication and collaboration must have the same goal to achieve success in providing appropriate educational services for every student, especially children with special needs.

Although, according to Sari (2011) the problem that is still faced by some inclusive schools in Indonesia is that regular teachers still consider that the presence of children with special needs in regular classes is a burden on teachers, and regular teachers are still reluctant to collaborate with special class teacher.

Another study related to teacher competence in one of the inclusive cities in Yogyakarta, namely in Setiawati (2015) that there is no ability of class teachers with special class teachers in the distribution of tasks and lack of collaboration during learning activities. Supposedly, classroom teachers with special class teachers can work together to achieve the goals of good inclusive education. In collaboration, regular teachers and special class teachers exchange information about problems faced by children and how to deal with appropriate solutions. When students point out learning problems, the regular teacher will ask the special class teacher specifically why and how to handle them. Furthermore, the special class teacher will provide a solution for how to handle it.

There is less collaboration between regular teachers and special class teachers in the preparation of special programs. The preparation and implementation of special programs are only carried out by special class teachers while the shadower is not fully involved to collaborate with regular teachers or special class teachers. Based on the above problems, then it certainly will be in the service of special needs, especially in the learning of children with special needs. So, the authors are interested in seeing how important the system of collaboration between teachers in these inclusive schools is.

The aim is to see a system of regular teacher collaboration with special class teacher on the learning process in inclusive schools and the importance of collaboration

METHOD

The method used in this paper is the study of literature, according to Nazir (2003) that "literature study is a data collection technique by conducting a study of books, literature, records, and reports that are related with the problem being solved". Researchers gather theories related to the topic of the problem as much information as possible from the relevant literature.

Literature sources in this study were obtained from books, journals and research results. So, the general process is to identify theories systematically, find libraries, and analyze documents that provide information related to the topic of problems.

FINDINGS AND DISCUSSION

Implementation Of Collaboration

Teachers have an awareness that their role is very helpful in dealing with special needs children such as sharing idea. As explained in the journal (Friend et al., 2010), entitled Co-teaching explains that one of the areas of teacher collaboration in this research - collaborative teaching or joint teaching - has recently been actively researched. This is not a universally efficient way to educate students with special needs; however, this provides an opportunity for pedagogics to share their knowledge, skills and experiences, while for students this is an opportunity to get more support and a more diverse education.

The author considers that the system of applying collaboration in the teaching process is a system that provides opportunities for pedagogics to share each other's experiences, and also for students is an opportunity to get attention and educational support from the teacher.

Also in the findings of Miltenienė and Venclovaitė (2012), in her journal she explained that the teaching of this collaboration is one of the areas of collaboration between class teachers and special class teachers. Collaborative teaching provides opportunities for pedagogy to share their knowledge, skills and experience. While for students is an opportunity to get more diverse support and education.

Implementation of the collaboration system between regular and special class teachers is from the results of Chomza's research, (2017). It has been well implemented in accordance with the opinion of Friend & Bursuck (2015) which includes sharing in solving problems that occur in the classroom, softening the need for sharing, identifying problems, proposing solutions, evaluating ideas, planning in detail, and implementing problem solving.

In order for teaching collaboration to be successful, there are some special preparations that need to be prepared by the teacher, this was stated by Friend et al. (2010) and (Miltenienė & Venclovaitė, 2012), explained that schools that choose educator groups whose participation is compulsory in inclusive schools as follows:

Special class teacher

These specialists must understand how their knowledge and skills can be useful in teaching collaboration. Their collaboration must also be able to agree on the division of roles and responsibilities and provide the support needed for students with special needs so that they will become teaching partners instead of being class assistants.

Classroom teacher

Teacher professional development must be carried out while preparing them for joint teaching and showing how collaboration programs help students with special needs, but the fact that only one teacher works alone in the classroom can be changed.

School administration

Teaching together must be a top priority, because teachers themselves cannot change educational practices if the administration does not make any effort for it. School management must take responsibility for preparing teachers for joint teaching by making appropriate schedules by allocating convenient time for all to hold frequent meetings, by providing information to school members about joint teaching and ensuring consistent implementation of such programs.

When this group is prepared to collaborate, a leader brings together all the teaching objectives of collaboration. A special class teacher can be the main initiator in teaching this collaboration.

When collaborating, teachers develop their competencies and learn from their peers how to apply the knowledge gained in practice. The ideal would be the creation of a collaboration system where all participants in the education process can take an active part and help children with special needs (Wiggins, Damore, 2006).

The Role of Regular Teachers and Special Class Teachers

Regular teacher, Regular teachers always try to create a conducive classroom climate. In Chomza (2017), in his interview stated that regular teachers have tried to create interactions between children with special needs and other regular students. They create games and learns in groups in class. Regular teachers try to find both children with special needs' the problem and excellence, and how their abilities can be developed.

Regular teachers also play a role in the preparation of IEP (Individual Education Program) written in general lesson plans. Regular teachers derive indicators from regular and newly designed lesson plans in writing in general lesson plans and in evaluating learning programs. And the remedial programs are carried out by special class teachers by repeating material that has not been mastered by children with special needs.

Special class teacher, According to Chomza (2017), special class teachers have identified the needs of children with special needs in first grade. Schools can also work with psychologists to help identify problems of children with special needs who are studying in inclusive schools.

Furthermore, the role of special class teachers in inclusive schools is to arrange regular teacher mentoring programs. In mentoring with regular teachers, special class teacher often do / share stories during break-times or after school hours. Evaluations are carried out through meetings that attend teachers, principals, special class teachers, shadowers and parents that never come to the meeting although they are invited by the school.

The special class teacher modify the curriculum specifically to for children with special needs because regular teachers do not have the knowledge in modifying the curriculum. Special class teachers provide advice in the preparation of individual learning programs created by regular teachers. The special class teachers focus more on special programs namely the pull out program.

When finding problems that occur in children with special needs, regular and special class teachers always try to handle it quickly. Spontaneous collaboration often occurs in the classroom during the learning process.

The implementation of collaboration systems in the teaching learning process is very important in which most inclusion schools have implemented a collaboration system in the Co-Teaching model with one teaching, one assist that the inclusive classroom system used is a pull out system. Based on the collaborative continuum presented by Murawski (2010), co-teaching has a very good level of collaborative fulfillment, but in terms of fulfilling support services it is at the middle level (not low or not high).

CONCLUSION

The teacher is one of the important figures in the inclusion schools practice, because the teacher interacts with both special need students and regular students directly. A teacher is expected to be able to give class life to be warmer and at the same time be able to provide understanding to other students to be able to interact one another. The practice of inclusion is a new challenge for school managers. Therefore, collaboration teaching in this class is very important in the development of meaningful learning and intellectual problem solving and social aspects development.

In the implementation of inclusive education there are several problems and obstacles encountered in its implementation. This requires high commitment and hard work through collaboration of various parties, both government and society to overcome them. Thus, the ultimate goal of all the above efforts, namely the welfare of people with disabilities in obtaining all their rights as citizens can be realized quickly and optimally. The relevant government needs to clarify and manage and review licenses and their implementation in

schools and make regulations specifically addressing the implementation of inclusive education related to the fact that the majority special need students use the regular curriculum. Teachers must increase knowledge about inclusive education and in-depth assistance to children with special needs. The general public is actively involved in various activities to support the implementation of inclusive education as a manifestation of the shared responsibility of education for all.

Schools that organize inclusion further strengthen the collaboration system of regular teachers with special supervisors, teachers with parents, or schools with families. Collaboration system is very important in the learning process of children and the socialization of children with special needs.

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