INCLUSIVE EDUCATION SYSTEM FOR SPECIAL CHILDREN'S NEEDS (A Case Study in ZonaKata Primary School)

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Abstract
The aim of this study is to reveal the teachers' understanding of basic concepts in inclusive education and the approaches they require to be competent on it. The study is supported by qualitative case study that is considered relevant to the phenomena of the study. The case to be studied is a primary school which proposes an inclusive education for children with educational needs that consists of four students in primary one and two teachers. The data is based on one-by-one interview guidelines, observation and document analysis. The component of findings and discussions consist of classroom management, teaching approach, social interaction and assessment. It can be concluded that the concept of inclusive education is a school program for all students with various background which is interpreting interaction and learning repetitively. Throughout the inclusive education, students with special education have access to enrich academic and social performance. The suggestion of study is for educators that should teach students in collaboration strategy and institution has a reference for future study on similar problem. The conclusion is that inclusive education is one of the options in providing alternative education. It is time for decision-makers apply any kinds of input to present education for all.

Keywords: Inclusive education, Individual Education Plan, Special Needs Children, Teaching Approach

INTRODUCTION

Education is important for any community from level of early education to college one. Children need an access to basic and good education. Basic and good education programs enable children to learn from their environment. The environment must be inclusive, effective, friendly and welcoming, healthy, protective and gender sensitive for children to study (UNESCO, 2005, p. 10). In reference to 1945 Constitution number 20 in 2003 part C, the national education of Indonesia must be for all.

Likewise, language development is crucial for parent in recognizing how far their children can communicate. Developmental milestones are a benchmark in information including normal expectations for Children Services staff. If there are differences between the milestones and stages of child development, language development problems arise.

Notwithstanding, there are a lot of people who do not know exactly about inclusive education setting while it is present as an alternative program for children with language, behavior and mental development problems. In line with Ferguson, Miles & Signal cited in Craven, 2015, p. 118 refer that inclusive education to an approach that provides education to children with special educational needs in regular classrooms. At the same time, the main objective of inclusive education is to provide children with and without disabilities learning together. Thus, there is a social interaction process for special needs children and regular students to communicate each other as part of the profit of children's language development.

In addition, children reach achievement in several pathways. To sustain children to promote regarding academic and social performances institutions should establish inclusive and children-friendly atmosphere. The truth is academic capability of children increases well in case it is suitable with emotional and social capabilities. However, some special needs children do not join the school or they are registered in another school which let them faraway from community. Salend cited in Hornby (2014, p.3) reveals that special education involves delivering and monitoring a specially designed and coordinated set of comprehensive, research-based instructional and assessment practices and related services to students with learning, behavioral, emotional, physical, health or sensory disabilities. To serve special needs children with similar grade education in regular school, it is important to have a crucial view at school systems to ensure they can directly receive children with various education needs.

In reference to the pre-observation and interview with teachers and parents, most children are exposed to media where language is not the mother language. Instead of training the parents to teach their child formally, the emotional support parents received from their child's educators is likely to be more beneficial (Porter, L. 2002, p. 19).

Unfortunately, several people are doubtful registering special needs children in the public school after they are not satisfied how this implementation can influence the integrity of education for all. Supposing the public school still obedient to inclusive system, it would be possible to treat students at the same level. Since it presents to inclusive system, teachers' style in the classroom has more highlighted, and takes the main topic for right inclusive education and achievement of special children needs. Only by real interaction with children

and by having good relationships with them, the teacher can create a zone of proximal development with them (Oers, 2012, p. 154).

Bringing the unassailable topic to reflection, it will study basic concept of inclusive education in Zonakata as the phenomenon. This is one of crucial thing because inclusion is rather a recent field in education system in Pontianak, Indonesia. Hence, it becomes significant to examine other sides of inclusion in order to assess how effectiveness the execution of it is.

Regarding the above statements, the goal of this study is to examine the concept of inclusive education. The concept consists of inclusive view, approach of teaching and assessment tool in Zonakata Primary School, Pontianak, Indonesia. The study will reveal how teachers carry out inclusion in the classroom included the complements which are the main point in the school. Representing the research, it will study basic concept of inclusive education in Zonakata as the phenomenon. The study is a case study with qualitative research design. The data will be collected in one-by-one interview guidelines, observation and document analysis. It will be reported in descriptive and explanatory discussions. Equally, the expected finding is that throughout Inclusive Education Setting as a program can protect children with special needs to education; provide equal opportunity for them to get education, and to involve all children with special needs of all learning activities into education

METHOD

This current research is a case study. Creswell (2012) defines a case study as an in-depth exploration of a bounded system. The case may be a single individual, several individuals separately or in a group, a program, events or activities. The research seeks to develop an in-depth understanding of the case by collecting multiple forms of data such as pictures, video tapes and scrapbooks (p. 465). Referring to the definition above, the research will observe and document the inclusive education setting for special need children who will be given in a classroom consisting of two teachers and four students.

In selecting a case of the study, the researcher conducted it with the criteria defined by Kohn (1997, p. 3) that is Inclusive education setting is an effect of an intervention in services participant's on language and/ or behaviour development problems which explains a phenomenon. Thus, the language and/ or behaviour problems of children makes ZonaKata built Inclusive education setting which appropriate with their need; it is called Individual

Education Plan (IEP) can be viewed as the phenomena requiring exploration and understanding to answer questions of how and why.

The participants are two teachers that consist of a main teacher and a teacher assistant. Another participant is four students, two regular students and two special educational students. They are chosen based on the specific criteria participant is in ZonaKata Primary School both students and a teacher and a teacher assistant. Participant is a student that has language and/ or behaviour development problems. Participant is a teacher and a teacher assistant that has an experience in inclusive school.

In a qualitative research design the data collection can be placed into the following categories: observations, interviews and questionnaires, documents and audiovisual materials (Creswell, 2012, p. 212). The one-on-one interview will be addressed to the teacher and teacher assistant by using a guided and open-ended list of questions to gain preliminary data about implementation of inclusive education in Zonakata. This study applied a changing observational role to observe the process in the classroom including the method applied, classroom management and the aids used participant's response, gestures, emotion, behaviour and social interaction. The sample of policies and curriculum documents was used to have a deeper insight as secondary data. Findings reported in descriptive and explanatory discussions comprising a chronology, questions, or commentary about any experience that the participants have undergone (Creswell, 2012).

RESULTS AND DISCUSSION

The points presented in this part are summarised from the interviews that were conducted from the participants, observations and document analysis. Basically, the conception of inclusive education is shown as the school program for all students with various background. There are several things that support an inclusive program. This section, the teaching approach has been attached to the curriculum in terms of Zonakata such as SEL and brain-based learning. Additionally, we humans are social beings. We require involving other people. Yet, children with special needs like language delay have a special social interaction during classroom process which is elaborated in the study.

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Finding Interview Guide line

1. Teacher and teacher assistants' understanding of inclusive education

   The participants pointed out their conceptions of inclusive education by bringing up to general aspects. For the teacher, inclusive education looks like an educational service for all children joins in the same class with their own Individual Education Plan. Zonakata applied an IEP for a special need student. TA's responsibility in inclusive classes is accompanying special needs children while main teacher teach another students, giving instruction for student who has special treatment, and applying innovative teaching method.

2. Teachers' teaching approach implemented in inclusive classes

   Literally, teaching approach has been attached to the curriculum in terms of Zonakata such as Social Emotional Learning and Brain-Based Learning. SEL supports special need children maintain the emotion and show empathy for others with different background. The reason Zonakata applied these approaches can be seen from the teacher's statement that the approach must be flexible and in accordance with the abilities and interest of the children. At the same time, SEL involves students and teacher synergy in learning activities while brain-based learning is conditioned with students' learning style to boost their learning ability. Another teacher assistant stresses that repetition is an important part and teaching aids produce satisfactory results.

3. Social interaction of special need children

   Talking about children at the development stage, they need interaction with others to develop their language skill. Yet, what about children with special needs such as language delay, how they can get involved in social interaction during classroom process. The teacher notes that the interaction occurs where students gather on the playing stage. Activities carried out such as telling stories, singing, watching videos, coloring, crafting, free play, gymnastic, and flag ceremony give them the opportunity to spend more time together.

4. The tools are used to assess achievement Special Needs Children

   The teacher uses Individual Educational Plan for assessment documents about academic, social and emotional achievements of students with special needs. Considering the tool of assessment, regular student used multiple choices because they can think logically and guess the right answers for each option. Supposing student with special need is able to

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think logically as similar as regular student, the student can use multiple choices as their assessment tool. For example, try to ask them to choose the correct answer of multiple choice by pointing out the option, do it several times at least three times. If the answer is almost or even same, so the student has understood.

Finding of Observation Guide Form

1. Interpretation of inclusive education

   Class is arranged tidily, stationery such as pencils, colored pencils, erasers, notebooks are arranged on each shelf, four chairs are arranged facing each other with two tables in the centre. At the beginning of class, children are asked to pray, after that they have their own lesson according to the IEP. In one lesson, it can be held in the same subject with different material.

2. Classroom management

   It is arranged as attractively and comfortably to stimulate children's creativity and imagination.

3. Teaching approach

   The teachers choose the tasks randomly and conduct on her own in aloneness from the classroom activities. In the classroom, the teachers build an interaction through social emotional and learning.

4. Social interaction of CSN

   As the observation data, students with special needs are involved into social relations with their peers. Although, they are not involved actively for academic performance but they did it for socialization performance with their responds such as laughing together, touching others" hand in playing time. The students with special needs were exposed to sitting together with teachers and others during the classroom process. Sometimes, they participated in any class activities, another time they didn't. Actually, as the teaching process occurred in social and emotional way. This fact enhanced the chance of socialization of all students including those with special needs

5. The assessment of inclusive school through the observation

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The teacher at Zonakata implemented Individual Education Plan as a lesson plan for teaching CSN and other students. Even though IEP is the basic instrument of teaching, the way teacher observes and records child's development every week or every month on a regular basis, it will be more effective and efficient. The test was done at that time after child was given the material, both oral and written test. For the final exam, the test is similar to another school with question of multiple choices. Lastly, report will be given to the student in the end of the semester

Finding of Document Analysis Form

1. Reason for developing IEP

   In this part, each category discussed with referring to Ontario a Resource Guide of IEP (2004) to describe the information of an individual such as personal information and individual's exceptionality. Instead of report's findings in the assessment data, the IEP itself should reflect the connection between the relevant assessment data and the students' learning strengths and needs like report provides a diagnosis of learning disabilities or it affirms average cognitive functioning. When describing the student's areas of strength, it is appropriate to include information such as the student's preferred learning styles/modalities (e.g., visual/auditory/ kinaesthetic learner), previously acquired learning skills (e.g., organizational skills; time management Skills) and strengths in areas such as cognitive processing and communication (e.g., expressive language – speaking)

2. Special education program

   For the student's current level of achievement in an elementary school subject, the grade level on which the evaluation was based must be identified. Hence, an annual program goal is a statement that describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject. Then, learning expectations that will be developed to indicate, by reporting period, the specific knowledge and/or skills the student is expected to demonstrate independently, given the provision of appropriate assessment accommodations. Another point is teaching strategies which support the student in achieving his or her learning expectations. Lastly, assessment methods is used to student achievement of expectations in a subject, course, or alternative program should be monitored and assessed continuously.

Discussion of Interview Guide Line

1. Teacher and teacher assistants' understanding of inclusive education

   To discuss participants" view, some researches are related to their points of view. First, Ferguson, Miles & Signal cited in Craven (2015, p. 118) refer that inclusive education to an approach that provides education to children with special educational needs in regular classrooms. It related to Minondo, Meyer and Xin journal (2001, pp, 114-119) which is attach the statement that TAs provide school and individual student support for children's basic needs including feeding, toileting, and positioning/ handling (French & Chopra, 1999; Pickett, 1988). Zonakata has implemented an IEP based on student's need effectively. Nugent (2005) describes the IEPs produced for children with special needs should not look the same, and those produced for children attending the same class should not have identical targets. The individualized nature of the planning depends on in-depth knowledge of a child's strengths, needs and aspirations (p. 3).

2. Teachers' teaching approach implemented in inclusive classes

   Talking about Social Emotional Learning in the findings, participants" understanding is quite similar with the researcher. Reicher (2010) reveals SEL as the process of socialization and education related to personal, interpersonal and problem-solving skills and competencies. Effective SEL interventions are provided within supportive learning environments and are directed at enhancing the social–emotional environmental factors that influence learning (Huffman, Mehlinger, & Kerivan cited in Zins, Weissberg, Wang, Walberg & Goleman, 2004, p. 94). However, brain-based learning is able to boost students learning ability. It seems like brain-based learning is used to describe how to apply theories about the brain to help children to maximize their potential for learning. Awolola (2011, pp. 91- 106) specifies understanding how the brain learns and relating it to the educational field resulted in the concept known as brain-based learning. It is defined as any teaching technique or strategy that utilizes information about the human brain to organize how lessons are constructed and facilitated with emphasis placed on how the brain learns naturally.

3. Social interaction of Special Need Children

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It feels like all the participants know the point of social interaction of Special need children, and they are attempting to give them a chance to communicate with their fellows. Besides be able to communicate with peers, the growing evidence is using imitation with children with language impairments nurtures their communicative abilities. When adults imitate the behaviors of special need children, the children become more socially engaged: smiling, looking more often at the adult, initiating more elements of the interaction and taking more turns in an exchange. Behaviors that could be meaningful include actions, gestures, vocalizations (e.g. words, noises, singing, and whistling), repetitive behaviors and self-stimulatory behaviors. Harris, Handleman and Fong (1987) cited in Zeedyk (2008, p. 53) found that when an adult imitated the self-stimulatory behavior of special need children the children's levels of happiness increased (Zeedyk, 2008, p.51)

4. Tools are used to assess achievement Special Needs Children

    Truly, Salvia, Ysseldyke, and Bolt (2010, p.97) convey assessing behavior through observation by using Systematic Observation. It is used to inform placement and instructional decisions. When assessment does not rely on permanent products (that is, written examinations and physical creations such as a table in shop or a dinner in home economics), observation is usually involved. Clearly, social behavior, learning behavior (for example, attention to task), and aberrant behavior (for example, hand flapping) are all suitable targets of systematic observation. Obviously, behavior can be an integral part of assessing physical and mental states, physical characteristics, and educational handicaps as well as monitoring student progress and attainment. It is quite similar that evaluate achievements (academic, social, emotional) in every month; look forward to the progress by using observation.

Discussion of Observation Guide Form

1. Interpretation of inclusive education

    The aim of inclusive learning is to move beyond simply focusing on access, to understanding ways of increasing active participation and engagement in learning, achieving the optimum level of participation of all girls and boys. Inclusive learning moves beyond providing individuals with support to fundamental changes being made to the way teaching and learning is organized (Howgego, Miles, & Myers, 2014, p.7). Literally, teachers' work is enhanced by pedagogical strategies that show them how it is

possible for classroom teachers to support the learning of all students. Where specialists are consulted, it is in support of the teacher's effort to ensure that the student is meaningfully engaged in classroom activity (Florian, Young, & Rouse, 2010). A classroom atmosphere is like in general, regular children are having their own interaction while CSN are busy with personal matter such as did a little graffiti on their desks. An assistant teacher helps the main teacher when conditions are unexpected. Someday, a special child is going to the toilet, the assistant teacher who accompanied him

2. Classroom management

Face-to-face session is happened in this school in order to implement an inclusive system. As well as Sundstrom et al. (1990) advice that classroom arrangement that promotes informal and face-to face interactions empowers inter-member communication and higher level of integrated group activities. For class atmosphere, it can be a child bored with activities in class, she / he are not in good condition or they cannot do the task.

3. Discussion of teaching approach

Through the finding, social and emotional learning provide children and adults to develop the skills, attitudes, and values necessary to acquire social and emotional competence (Elias, M.J.et al,. 1997, ep.2). However, they kept talking in normal tone while teaching and the student attempted to express the words in higher tone. Social interaction happened in brakes time too. The student with special needs get involved into interactions with other students normally. Sometimes, regular student asks a wet tissue to special need children and she gave it to him which means she understood what he asked.

4. Interaction of CSN

Actually, through finding observed that when adults imitate the behaviors of special need children, the children become more socially engaged: smiling, looking more often at the adult, initiating more elements of the interaction and taking more turns in an exchange (Zeedyk, 2008, p.51). In the milestone document based on kid sense data (2017), a 7-8 years kid may have difficulties expressing thoughts and ideas verbally and in written form. It indicated of possible implications if milestones not achieved. Another hand, a kid can listen for a sustained period of time, example attending a guest speaker at school.

5. Assessment of inclusive school

CSN needs praise when they answered questions correctly. Salvia, Ysseldyke, & Bolt, S. (2010, P. 344) state that when teachers recognize that students are experiencing difficulties, they usually provide those students with a little extra help. If the student responds to the extra help and the problems are solved, no further action is required (with the exception of perhaps more careful monitoring).

CONCLUSION AND SUGGESTION

This study intended to examine the basic concept of inclusive education. According to some categories the study aimed to emerge the factors which will likely affect academic performances of students with educational needs with several points: (1) Teacher and teacher assistant's understanding of inclusive education, (2) Teachers' teaching approach implemented in inclusive classroom, (3) Social interaction of special needs children, (4) the tools are used to assess achievements Special Needs Children, and (5) classroom management.

The case study was engaged to examine a primary school interviewing a main teacher and a teacher assistant and observing classroom process. Likewise, the writer had face-to-face conversation with class teachers to acquire their perspectives on several discussions. In the end, the last part offered research findings and discussions, and reflected on conclusion and suggestions for better arrangement and direction of inclusive education, and implications for future studies in this field. At the same time, this study attempted to clarify on basic concept of inclusive education mainly from the perspectives the terms of inclusive education. Anyhow, findings indicate that the concept of inclusive education is interaction in inclusion. As mentioned above in this research study, Zonakata applied Inclusive Education. It emphasized in accommodating students" with any kinds of background.

Precisely, this study discussed several aspects in terms of inclusive education. It starts from the basic concept of inclusive education which is based on the understanding of a teacher and a teacher assistant who is teaching in inclusive school. Afterwards, the approach is implemented in ZonaKata in teaching children with various backgrounds. Furthermore, it showed how the interaction between teachers and students, students to students in inclusive school, especially children with special needs which have syndrome of speech delay. Another point is presenting a lesson plan for teaching in inclusive school that is called individual education plan and the type of tests that is used in assessing students. In the end, this study displayed the arrangement of classroom equipment.

In principle, concept in inclusive education is a school program for all students with various background which interpret interaction and learning repetitively. Thereupon, the approach that occurs in ZonaKata School that applies inclusive education was social emotional learning, learning by developing knowledge, socialization and emotion. Social interaction applied is when learning requires two-way communication between teacher and student or student to student by applying interaction system. While the assessment tool used are tests that are divided into written and multiple choice tests and guideline for teaching students using individual education plan. Finally, the class arranged according to students' needs where all the equipment is prepared from the school, chairs are arranged in order to looking at each other so that social interaction happened and learning was according to their abilities. Indeed, it is time for decision-makers in education control to apply any kinds of experience to present education for all.

Based on the conclusion above, it can be delivered some suggestions and recommendations for educators and institution. This study is recommended for the main teacher and the teacher assistant that should teach students in collaboration in order to make inclusive atmosphere in a classroom. Thus, another institution has a reference for future study on similar problem about inclusive education setting for special needs children at the different cases.

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