

The Implication of Inclusive Education for Teaching Learning Process in LPTK and Counseling Service

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Abstract. Inclusive education is one of the alternatives in education especially for children with special need at public education. The main reason in promoting inclusive education system in Indonesia is to increase the rights of education for all and improve the opportunities for special needs in having “normal” education which in line with USPN No. 20, 2013 chapter III verse 4. Guidance and counseling in the current formal education start to provide many benefits especially in personal development and student potential. In addition, this also provides a way out of many problems experienced by students that have not been sufficiently resolved even in a good learning process. This problem-solving process can be carried out properly and optimally if the counselor is able to realize his role well through the implementation of various types of services and support activities in various fields of guidance. These guidance and support are crucially needed by children with special needs who are studying in the formal education with normal students. Therefore, the role of the counselor in providing counseling services is essentially needed.

Keywords: Inclusive Education and Counseling Services

1. Introduction

The Declaration on Human Rights confirms that everyone has the right to get an appropriate education regardless of gender, race, physics or religion. This policy states that every nation is required to make sure the educational right for every citizen as stated in the 1945 Constitution that the State ensures the right of getting education for all citizen.

Furthermore, in the 1945 Constitution article 31 paragraph 1 and Law Number 29 of 1989 concerning the National Education System chapter III paragraph 5 states that every citizen has an equal opportunity to get education. Education must include everyone without exception. Education should not look at race, ethnicity, ethnicity, or religion. Apart from that, educating should also provide no discrimination such as between 'normal' person and those who have special needs, between women and men, as well as between economic disadvantaged communities and high-economic society. Based on these regulations, children with disabilities have the right to get the same opportunities as other normal children in getting an equal education.

Nowadays, the number of children with disabilities in Indonesia is quite large. Children with disabilities include those who have difficulties in learning, speaking, physic, cognitive, hearing, sensory, and emotional aspects. Most of these children do not attend school, or keep coming in and out of school, for various reasons. According to World Bank data (www.worldbank.org) there are 115 million children who are not in school need special education. There are still many children and adults who do not get these rights for various reasons. Among them are those who gradually and independently decide to leave school

because the school does not provide an appropriate learning methods for their background and conditions. In addition, for reasons of pity, some children are grouped and placed in special schools, different from other children their peers[1]. This issues also encourage the government to create two different education systems, one for those considered "normal", and another for those considered "abnormal" or different from other children, so that the latter become separated group and can be prioritized for special treatments.

Education for children with disabilities is provided in three types of educational institutions, namely, Disability Schools (SLB), Extraordinary Elementary Schools (SDLB), and Integrated Education. SLB, as the oldest special education institution, accommodates children with the same type of disorder, whereas SDLB accommodates various types of children with disabilities such as children with visual impairment, hearing impairment, mental retardation, physical impairment, physical, and other impairment in the same place. The last is an integrated education which accommodates children with disabilities, with the same curriculum, teachers, teaching facilities, and learning activities. However, so far they only accommodate mainly blind children, and the development for this policy is less encouraging because many public schools object to accept these children.

Related to these issues, UNESCO in 1994 issued a statement that declared the need for the implementation of Inclusive Education so that those who had been segregated could get the same education and could be together with those who received education in regular schools. In the declaration, there were some agreements stated as follows:

1. The right of all children, including those with contemporary and permanent needs, to obtain an educational adjustment in attending school
2. The right of all children to go to school in their own communities in inclusive classes
3. The right of all children to participate in child-centered education specializing individual needs
4. Enrichment and benefits for the implementation of inclusive education
5. The right of all children to participate in a good quality education benefiting each individual
6. The belief that inclusive education will lead to an inclusive society and cost effectiveness.
7. All children can be educated despite experiencing severe learning and development barriers
8. Inclusive education must provide education preventing children from developing poor self-esteem and other consequences.
9. Inclusive education aims to create cooperation rather than competition. (UNESCO, 1994)

Among those who are included in children with contemporary and permanent needs are those who are categorized as "not normal" because social and emotional conditions, economic conditions, political conditions, congenital disability, and disabilities acquired early period of life or later[2].

The inclusive education is one alternative education for children who have special needs. However, it has yet widely known by the people of Indonesia while this education has been implemented in several developed countries. This inclusive education is one of options to develop the full potential of students who have special needs. Based on data from the World Bank, when Inclusive Education is applied, the latest research shows an increase in achievement and progress in all children. Various research reported benefits such as personal, social and economic benefits obtained by educating elementary school age children who have special needs in public schools. Moreover, this educational approach requires a smaller cost, overall, compared with providing special schools.

One of major reasons for inclusive education should be implemented in Indonesia is to improve the rights and dignity of students with special needs to have the same opportunities as 'normal' students. The aim of inclusive education is in line with the Law on the National Education System in 2003 chapter III Article 4 paragraph (1) "education is carried out democratically and fairly and is not discriminatory by upholding human rights, religious values, cultural values and national diversity. "

This statement is relatively same with the results of the Universal Declaration on Human Rights in 1948 and the World Declaration on Education for All in 1990, which stated:

1. Every person - child, youth and adult, shall be able to benefit from educational opportunities designed to meet their basic learning needs.
2. The learning needs of the disabled special attention needs. Steps need to be taken to provide equal access to education to every category of disabled person as an integral part of the education system. (Mitchell, 1994)[3].

One of issues or considerations in the inclusive education is how the integration of special education and regular education are formulated into a diverse education system. Moreover, it also aims to reinforces the belief that special education is an integral part of the education system, which further strengthen the existence of children who have special needs in regular schools by taking into account their diversity as a foundation for enriching and enhancing their abilities. It also attempt to make all students obtain:

1. Lifelong learning
2. Equity and equality
3. Learning and thinking
4. School-home partnership
5. Living and learning in community
6. Academic and social competence

One of important concerns is the education staff who will be directly involved in the learning process for these children. There are two things related to the education staff. First is about what should be obtained by prospective teachers when attending education at the Educational Personnel Educational Institution. The second is how teachers are able to carry out their duties professionally in accordance with the code of ethics that becomes the guidelines in the implementation of their duties.

2. Implications of Inclusive Education for Education in LPTK

In the Workshop on Implementation and Development of Educational Sciences at LPTK in Padang 2004, one of the results of the study was that when these teacher candidates attended pre-service training at LPTK, they did not fully understand the essence of Education. Though it should be precisely their basic capital in order to be able to carry out their educational duties later. The Basic Skills Course that they have got is still not able to arouse a comprehensive understanding of Education, which will lead to some impacts when they carry out the Field Experience Program (PPL) as their application of knowledge in schools is only limited to transferring knowledge alone.

Educational Personnel Training Institutions (called LPTK) are educational institutions that produce educators who are expected to understand and able to appreciate knowledge, including Education, into the teaching and learning process. In LPTK, prospective educators are taught and trained to understand and be able to practice the whole process of education properly and correctly. Prospective educators are trained to have the sensitivity of education that they must develop in carrying out their duty in teaching and learning process later and

mastering learning media. LPTK is the only institution that should really understand education, in terms of pedagogy, andragogy, and lifelong learning, so that educational participants have a central role in the overall curriculum application. LPTK graduates should already have knowledge of how to determine the goals and objectives of education, how to develop an appropriate curriculum and approach, how to organize and lead an educational institution in both regarding its funding and other administrative issues, and how to invite people to participate and cooperate in advancing an educational institution. This is reflected in the nature of the education that must be understood by a student in LPTK regarding the conceptual, structural and social foundation.

Thus it is expected that when LPTK graduates spread across various educational institutions especially in formal schools, all of the educational goals to explore and develop students' self-potential can be achieved. The educators or teachers should be able to carry out good educational relationships, be able to foster the desire of students to learn more and be able to produce educated humans who are aware of their environment. In addition, they should also be able to build a strong and stable educational institution in carrying out the educational process that is in accordance with the educational goals.

Actually, these prospective teachers must obtain the essence of the Science of Education in LPTK, which will direct and guide them in educating and serving students in the future. This will help develop the personality of a prospective teacher to become a teacher who is able to understand the needs of their students. introduced what he called 'educational tools', namely authority, compassion and tenderness, exemplary, reinforcement and assertiveness[4].

Associated with an inclusive education implementation program which emphasizes the learning process that suits students' needs and sees students as individuals who are different from each other with their own uniqueness and strengths, the LPTK is required to put more emphasis on understanding the essence of Education and train prospective teachers to be able to further 'explore' the educational tools available. MKDK requires more serious attention and handling when it is delivered to LPTK students. In addition, cross-sectoral assessments need to be carried out with education for prospective Special Education teachers who have so far been focused on dealing with children with special needs. Considering that in this inclusive education for every child has the same right to study in regular schools, regular teachers will also be required to be able to understand students who only been the responsibility of special education teachers. The Field Experience Program must also be reviewed to include teaching experiences for children with special needs.

Furthermore, LPTK must be able to produce graduates who truly understand, possess and master the Minimum of Main Competencies as a teacher, such as:

1. Personality Development Competence, which is competence relating to personal development of faithful and devoted to God, being virtuous, steady personality, independent and entrepreneurial spirit, and has a sense of social and national responsibility
2. Scientific and Skills Basis Competencies, which are competencies that work with the field of science as a foundation for skills.
3. Work Skills, which are competencies with regard to the ability to work with high mastery of skills in carrying out service activities.
4. Work Behavioral Competencies in Professional life, which is a competence with regard to the behavior of work based on the professional ethics of the teacher.
5. Competence in professional community, which is competence on the understanding the rules of shared life in a professional society (between the teaching profession and other professions)[5].

The most important issues in the application of inclusive education can be described as follows:

1. Children have the right to get quality education in accordance with their potential and needs
2. These needs can sometimes be specified, so we must be careful not to reduce the quality because of the anxiety of being labelled.
3. Children have the right to be in class with their peers.

Based on these explanation, it can be concluded that LPTK must have the courage to introduce essential changes to prepare teachers to meet these challenges.

3. Implications of Inclusive Education for Counseling Services

The definition of education as stated in Law No. 20/2003 on the National Education System is " a conscious and planned effort to create an atmosphere of learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills that are necessary for society, nation and state ".

This definition shows that, in fact, education is not just an ordinary teaching and learning process, but it contains a very noble purpose in developing the potential of the students. Why is this an emphasis on Law No. 20/2003? It is because the current issues is about the teaching and learning process which often ignores the potential of students themselves. This can be illustrated from the various problems that exist at this time, such as symptoms of national misunderstanding, including non-ideology in the economy, non-ideology in law, non-ideology in culture, non-ideology in society, even non-ideology in religion. the digging of students' self-potential, he did not realize what exactly the noble goals of implementing the educational process.

There are various versions of this educational goal that can be summarized in one very comprehensive sentence, which is to glorify humanity. The education process is expected to be able to direct people according to what they are able to do both as an individual and as part of the community. Another sacred goal based on verses of Allah SWT that makes humans as caliphs on this earth is not only make a human as a ruler, but also as a creature capable of protecting people and environment around him. Although what we see now is the existence of humans who have undergone a process of education, many people actually carry out various destructive actions on this earth. They are unable to control the various situations they face rationally, and even tend to be apathetic with their surroundings.

In the National Law No. 20/2003 states that educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, tutors, instructors, facilitators, and other designations in accordance with their specialty, and participate in carrying out educational goals. Thus the task of a counselor is not only to teach, but also to educate, guide, train, direct and move students to achieve the noble goals of education. Therefore a supervised teacher is required to carry out their duties in a professional manner without thinking about the interests of certain parties without discriminating students who become their students.

The position of the guidance and counseling service is getting stronger with the inclusion of the counselor as one of the education personnel as implicitly stated in the National Education System Law Number 20 of 2003. This provision becomes the legal basis for the implementation of the counselor's role and function in addition to the provisions others that have been enacted before.

Guidance and counseling, especially in the current formal education pathway, is increasingly accepted, especially in the context of self-development and potential learners. In addition, many problems experienced by students cannot be overcome even by a good learning process. Elimination of these problems will be carried out properly and optimally if the counselor is able to realize his role well through the implementation of various types of services and support activities in various fields of guidance. This is especially true for children with special needs who are studying in the formal education pathway for normal students. Therefore, the role of the counselor in providing counseling services is needed. To carry out this role, a counselor with high professionalism is needed through broad insight, deep knowledge, high skills, practice of professional values, a strong code of ethics and positive attitude towards guidance and counseling.

However, in fact, the professionalism of the counselor is still far from expectations. The phenomenon in schools shows the symptoms of the lack of professional counselors in carrying out their main roles and functions. This is indicated by the large number of counselors serving as security officers, class observer who look for bullies, thieves or so on.

Schools are institutions that fully carry out educational service efforts to students through the implementation of the learning process with the content of the various subjects of educational services. Teachers use almost all the time available for the benefit of the learning process. In relation to the learning process by the teacher, the crucial question arises: because the teachers carry out the learning process, does that mean that they should also carry out counseling services?

In short, the answer to that question is: no, because the learning process they are carrying out does not yet use counseling service modes. Counseling service modes which is different from the mode of teaching subjects will be clearly seen in various types of counseling services and supporting activities, with minimum competency standards and standard operating procedures. Therefore, the teachers do not carry out various types of services and support activities for such counseling.

If the teachers have not yet carried out counseling services, the next question will be what is the position of counseling services in schools? The position of counseling services is within the framework of self-improvement of students. In this case, the learning process should focus on only subjects that has not fully covered the whole area of student self-development. It is counseling services that enable students' self-development to be reasonable and optimal. This whole process of development services which include teaching activities are called "pre-counseling" services. With optimal development services, individual problems that require counseling services will be prevented and reduced.

The real condition of the implementation of the role and function of the counselor should be in the form of contemplation and attention of various parties. It is affected by the demands for professionalization of counseling services that are increasingly intense. This service is directed to all service targets in school settings, as well as outside of school for a very broad spectrum. This service is aimed to develop the individual totally and optimally for a happy life. Therefore, various efforts must be made immediately to meet the demands of the counselor's professionalism so that the counselor has optimal potential and maximum effort as an integral part in achieving educational goals.

In inclusive education, counseling services are available in the overall service for the development and happiness of human life. With a variety of potentials, needs and conditions, each individual is desired to develop optimally, live and achieve a dignified and happy life standard. This all only can be achieved by various services provided.

There are three levels of overall services; basic services, development services, and therapeutic assistance services. Basic services are intended to meet the basic needs of individuals so that the existence of life is guaranteed. Development services are intended to guide individuals to develop and avoid various problems that may arise, as well as open some opportunities for the development of potential and future. With basic services and adequate development, individuals will be able to develop and live their lives to a minimum of a reasonable basis. With this service, the emergence of problems can be prevented to a minimum.

Therapeutic aid services, including for children with special needs in inclusive education, are only needed if the individual experiences problems in their daily existence and development that are truly disruptive or serious. Therapeutic aid services are intended to alleviate these problems and return individuals to normal development and effective life.

In particular, counseling services are in therapeutic assistance services. However, counseling services also play an important role in development services, even in basic services. In this case, a truly professional approach and service techniques are needed to ensure the successful effort in alleviating problems, preventing problems from arising and developing the basic services and development services.

4. Conclusions

Inclusive education as an educational program that is carried out to achieve the goal of Education for All. Basically it invites us to re-explore and ponder whether the learning process that we have carried out so far has run in accordance with the educational goals. The demands on attitudes, methods and teaching techniques applied by a teacher are not new things that are supposed to be mastered by the teacher.

Because of the rising demand for the implementation of inclusive education, LPTKs must be more serious in handling the education process of prospective teachers, both theoretically and practically. More diversity of students demands more mature and professional skills, expertise and personality of the teacher in guiding the learning process. And if necessary, LPTK must have a courage to make major changes in preparing teachers to face the challenges of inclusive education. In the perspective of professionalism, the teacher code of ethics should guide teachers in carrying out their duties based on the demands of the implementation of inclusive education.

Finally, professional counselors must master the three levels of service as a whole; basic services, development services, and therapeutic assistance services. Counselors as educators must also be able to apply the principles of education through the counseling services mode with characterized by psychological principles and cultural elements of the students. Therefore, the counseling paradigm is described as: psycho-pedagogical service within a cultural frame. A counselor must always be willing and able to increase their insight, knowledge, values, and attitudes towards guidance and counseling services through training, seminars, workshops, scientific meetings and conducting discussions with peers about guidance and counseling.

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