"EDUCATION TRANSFORMATION TOWARD EXCELLENT QUALIT BASED ON ASEAN COMMUNITY CHARACTERISTICS"

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SUNAN KALIJAGA
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PREFACE

The main theme of the international seminar conducted by *Faculty of Tarbiyah and Teaching State Islamic University Sunan Kalijaga* Yogyakarta, Indonesia, is '*Education Transformation Toward Excellent Quality Based on ASEAN Community Characteristics*'. The background of the seminar is the lags of education quality in almost ASEAN countries in comparation with the universities in developed countries. The discussion will be focused on the way how to transform the education model in ASEAN toward excellent quality based on local wisdom. To elaborate the main theme, the organiser of seminar created three sub-themes: 1) globalizing education values based on ASEAN community Characteristics, 2) transforming education toward new paradigm, and 3) building religious next generation. The first theme is to offer the participants to write how to promote the quality of education to global level based on local culture. The second theme is to ask education experts to elaborate the new paradigm in the context of transforming education practise. The third is to give the opportunity to everyone of educator to present his research or experiences in promoting the education model.

Proudly, the organizer of the seminar presents the outstanding speakers from various universities of ASEAN, namely: Faculty of Education University of Malaya (UM), University of Dato Hussen Onn Malaya (UTHM), Faculty of Education University of Brunei Darussalam, Faculty of Eduction Thaksin Universisty Thailand, and last but not least from UIN Sunan Kalijaga Yogyakarta, Indonesia.

Rosmawijah Jawawi, from the Sultan Hassanal Bolkiah Institut of Education (SHBIE) at University of Brunei Darussalam wrote the transformation of teacher education in University of Brunei Darussalam. The title is '*Teacher Education in Brunei Darussalam: Transforming tomorrow's Generation through Teacher Education today*'. She mentioned in her paper that since 2009, the Sultan Hassanal Bolkiah Institute of Education (SHBIE) at Universiti Brunei Darussalam has transformed into a graduate school of education. The Institute of Education which previously offered undergraduate programmes, has undergone a complete overhaul over the past couple of years to focus more on graduate programmes in research and evidence-based practices. SHBIE as a graduate school offers innovative graduate programmes which include Master of Teaching (MTeach), Master of Education (Med) and Doctorate of Philosophy (PhD). Part of the rationale behind this transformation, as in other countries, was a desire to enhance the professional status of teachers in the nation by (i) having a policy that all teachers should in the long-term be qualified to masters level and (ii) ensuring that the education teachers receive provides them not only with basic teaching strategies, but also with the skills to engage in on-going, evidence-based improvements in their teaching throughout their career. This paper will discuss the transformation of SHBIE in the pursuit of better teacher quality that aims to upgrade the teaching profession in Brunei Darussalam.

The challenge for Brunei is that with a small population, Brunei is heavily dependent on a non-renewable resource for growth and stability. Education, therefore plays a critical role in equipping the country with the human resource needs to support its economic diversification agenda and enhanced well-being of people. The needs for economic diversification has made it imperative for the Ministry of Education to take on reformation and restructuring efforts with respect to education policy, structure, curriculum, assessment and qualifications, and professional development in support of the nation's drives to achieve Brunei Vision 2035 (Wawasan Brunei 2035).In realising

this, SHBIEtransformed itself into a graduate school of education in 2009 with to produce educators as high quality professionals with integrity and core values.

In relation to Rosmawijah Jawawi's paper, Sittichai Wichaidit from Thaksin University wrote the specific transformation in the classroom under the title 'Science Teaching for the 21ˢᵗ Century: Transforming Classrooms for The Next Generation Learners'. His conclution is that educational policy concerns regarding to how science teachers can support students to develop skills needed to be effective citizens in the 21ˢᵗ century. Several skills are considered as the learning objectives of science teaching including critical thinking and problem solving, creativity, collaboration, and communication. People living in this century are expected to master those skills for success in today's world. Yet, it is not clear how to change classrooms from passive learning to be more active and how to provide the context for students to develop those essential skills. The instructional strategy for developing the 21ˢᵗ century skills is proposed in this article. It is developed from the current understandings of how students learn and how scientific inquiry can be organized in science lessons. The strategy was implemented in the learning activities which were parts of the science camp for Thai high school students to develop 21ˢᵗ century skills. After participating in the activities, most students agreed that the activities provided opportunity for them to practice critical thinking and problem solving, creativity, collaboration, and communication. The example of learning activities is presented and there is also the implications of this strategy for science teachers.

The paper elaborated the transformation of education in more specific than before is what was written by Hafsyah Siti Zahara, et all, Departement of Chemistry Education, Faculty of Science and Technology, Islamic State University (UIN) Sunan Kalijaga Yogyakarta 'The effectiveness of Jikustik Learning Model in Student's activity and learning achievement' According to the witers, that based on the data analysis, it can be concluded:

1. There is a difference in students' activity between the experimental class and control class, then it can be said that *Jikustik* learning model affects the students' activity.
2. There is no difference in student achievement between the experimental class and control class, so that *Jikustik* learning model has no effect on student achievement.

Based on the results, it can be expected to put forward some suggestions that can be applied in the development of science and education policy. Researchers advise as follows:

1. In order to enhance the activity and student achievement, especially chemistry, teachers as educators need to implement active learning model that can stimulate students to be able to increase its activity during learning, so understanding and knowledge gained can retain for longer time.
2. The mixed-model sometimes needs to be done in order to complement each other. By using the mixed-model, students competencies can be emerge.

Hopefully, this seminar would play the role in attaining the goal of transforming education toward excellent quality in ASEAN through the university. The university can support or add on to the state education development program, enhancing the quality of education, building linkages in education system, ensuring access to education, building bridge with development program as well.

Yogyakarta, November 2014

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CONTENTS

THE DYNAMICS TOWARD A SCHOOL FOR ALL CHILDREN IN BANYUWANGI, EAST JAVA, INDONESIA

Written by Zidniyati, Nur Wiarsih, Kurniyatul Faizah

Abstrac

Problems that arise in preparing a primary school for all children or better known as inclusive school, is linked to the characteristics of the schools community. Characteristics of the schools in this case concerning educators, the facilities and infrastructure, curriculum, and monitoring and evaluation as well as the school culture built by the school community. This paper is the result of doing a recording during accompaniment conducted by the authors in a private primary school in Banyuwangi, one of districts in Indonesia. The purpose of this article is to reflect on the dynamics primary school that is trying to manage the system of school learning aimed at character building by providing opportunities for all children in the middle of characteristics of the surrounding community.

Key words : primary school, school for all chidren, school community characteristic

A. INTRODUCTION

Education at any level must provide learning system that can be used by all children. To obtain education is the right of every citizen of Indonesia. Therefore every child in Indonesia,

whether whom with special needs or not also has the right to obtain education. The term *school for all children* means school for children who have special needs or not. Recently, the Indonesian government requires each school implementing inclusive education. Inclusive education means--as it is stated in the educational policy issued by Indonesian government through the Indonesian Ministry of National Education, in the Ministerial Regulation No.70 The year 2009 about inclusive education--an education for students who have abnormalities and has the potential of intelligence and/or special talents (Ministerial Regulation, 2009 in Hansdwi, 2014). One district that requires each primary school organizing inclusive education is Banyuwangi.

It is stated in District Regulation of Banyuwangi number 68 of 2012 on the implementation of inclusive education in Banyuwangi district (Perbup, 2012). It is stated in the regulatory that inclusive education is the provision of education system that provides opportunities for all learners who have disorder case and for learners who have high intelligence and/or aptitude to participate in education or leraning in an educational environment. As a form of commitment of the Banyuwangi government in the implementation of inclusive education, Banyuwangi was declared as a district of inclusion on August 27, 2014.

The passion for organizing schools for all children was implemented by a private elementary school in Banyuwangi. The school was founded in 2012, therefore, at this time, the school has students in grade one, two, and three. There are unique features of learning in the school system. Some problems are also faced by the private schools. Here will be reviewed one by one on the uniqueness as well as the constraints.

B. CONTENT

The topics that will be discussed in this paper were based upon the four essential elements that should be considered by a school for all children. They are educators, facilities and infrastructures, curriculum, and monitoring as well as evaluation.

B.1. Educators

In the learning activity, the teacher as a facilitator and motivators can submit tasks and responsibilities to the child themselves and encourage active learning for all children. The educational personnel management in inclusive educational setting has to pay more attention to the division of tasks and work patterns among educational personnel, especially between regular teachers and counselors specialized in providing special education services for students requiring special education (Tarmansyah, 2007:154).

According to the public guidebook of the provision of inclusive education, teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on a particular unit that implement inclusive education programs. The educators include: classroom teachers, subject teachers (Religious Education and Physical Education and Health), and special education teachers (Directorate of Special Education, 2007:20). In the public guidebook of the provision of inclusive education is also stated that:

a. Teachers and educational staff in the educational unit that organizes inclusive education are required to have competency in teaching students with special needs or not.

b. Each educational unit that organizes inclusive education, shall have a special tutor.

c. Each educational unit that organizes inclusive education who have not have a tutor specifically referred to in point b, can cooperate with the special counselor of schools or other institutions.

In the private primary school in which the writers having deeply observation, there were 20 teachers who must guided 50 children. There are two classroom teachers in the first grade who teach 21 students. Among the 20 students of the first grade there were 6 student with special needs. In the second grade there are two classroom teachers who taught 20 students. Among the 20 students in the second grade,

there were 4 special need students. In the third grade, there were two classroom teacher who taught 9 students. Each of the students with special needs was guided by one companion teacher. The companion teachers did not have the special educational background in teaching children with special needs, in fact. Nevertheless, they had special training on dealing with student with special need in terms of how to accompany the special need student to learn and to communicate. Those ten students with special need in fact had different needs. Based on the results of psychological tests conducted by a psychologist, there was one student with autism, 4 students who were slow in learning, 5 students who had learning difficulties due to various reasons, one of them because of their head ever hit by hard objects at small age, three of them experienced a neurological disorder, and the remaining children ever convulsions at her small age because of high body temperature. In addition to the 10 students, there were four students whose parents were divorced. Eventhough those special need students had in common caused factors, but their expressed behaviour were vary.

Facing the various students with various behaviour and learning style forced the teachers to be a warm demander (Bendy and Ross, 2009). This strategy is seem effectively used by the teacher whose educational background do not majore in special need education. Based on the observational conducted by the writers, the teachers of this school became warm demanders by establishing caring relationship that convinced students that the teachers believed in them. As what a saying goes, 'it is not what you say that matters, it's how you say it'. In acting as a warm demander, 'how you say it' matters, but who the teachers are and what the students believe about the teachers attentions matter more. The teacher's paradigm in this school based on what stated by Bendy and Ross (2009) that when the students know what the teachers believe in them, they will interpret even harsh-sounding comments as statements of care from someone with their best interests as heart. As one student commented, "She's meant out of the kindness of her heart" (Wilson & Corbett, 2001 in Bendy and Ross, 2009). The

teachers in this school as warm demanders care enough to resentlessly on two things: that the students treat the teacher and one another respectfully and that they complete the academic tasks necessary for successful futures.

Teachers in this school conveyed such an attitude by taking the following three actions.

1. Teachers built relationship deliberately. One of the tactic shows in the saying, 'show us that you like us and find us interesting. Day-to-day interactions are more effective than formal questionares. The teachers always smile at the time they step their feets onto the schoolguard. They made a warm conversation with the students, ask questions that showed the students that the teachers remembered something the students had mentioned.

2. Teachers learned about students' cultures. Teachers in this school did continuing observasional on their students and kept their observasion in an anecdotal record of every student. They watched for clues to learning style preferences: does she work well independently? Does he need visual cues to process what he hears? These teachers students of theirs students' cultures, learning about the music they listen to, the televison shows that they wacth, and their after-school activities. Teachers also recognized that their own cultural backgrounds guide their values, beliefs, and behaviors. Although it could be difficult to perceive one's culture, culture consistently shapes an individual behavior of others. Gaining insight into cultural values and habits helped teachers monitor their reactions to student behaviors that they might deem 'bad', but that were considered normal or even valued in the student's home culture. Without such reflection, a teacher's implisit assumptions can inadvertently communicate to students a lack of caring.

For example, a mother came to this school and told the headmaster of this school that she asked her son—one of the student of this school—not to participate in birthday party at school. "the activities

in the birthday party are contradicted with the values I inculcate to my son. I recommend him not to turn off the candle. I agree with the pray activity usually did in birthday party but I do not agree with the turn off-candle activity, it is not Islamic culture." Islamic culture only recommend to pray for everyone's goodness, not to turn off the candle. Teachers in this school have to have the competency of using their knowledge of culture and learning styles to increase their understanding of individual students.

The program is based on Ross, Kamman, and Coady (2007, in Bendy and Ross, 2009) that recommend that teachers:

- Learn about their cultural beliefs and how those beliefs influence their interactions with students and families.
- Become curious about culture and difference; try to imagine how school experiences might fell different to different groups (such as males and females or natiive speakers and English Language Learners).
- Study examples of successful students whose backgrounds differ from the norm.
- Question their reactions to students behavior to identify potential cultural misunderstandings.
- Monitor the tendency to judge differences as abnormal.

3. Teachers communicated an expectation of success. The 1st grade teacher encouraged her student who had trouble when trying to wear her socks by herself by saying, 'How easy it was, nice try.' As what Cushman (2003) said about student's summary of how teachers can create a culture of success:

   Remind us often you expect our best, encourage our efforts even if we are having trouble, give helpful feedback and expect us to review...don't compare us to other students, and stick with us. (pp. 64-67)

Teachers need to care their students and show that they care. McLean (2009, p. 70) said that ways to show that teachers care

are by showing respect for them, being considerate and courteous, attunning to their individuality, seeking to understan them, sharing high expectation, nurture reciprocity, stressing self-improvement, and reassurring pupils that it is OK to make mistakes.

4. Teachers were beyond believing to insisting. Teachers in this school used motivational strategies and believed that they had high expectations. Teachers insisted on students meeting their expectations. They established supports to ensure that students would learn, and they communicated clearly to students that showing respect to the teacher and to classmates was nonnegotiable.

5. Teachers provided learning supports. The teachers in this school provided a variety of activities to help different kinds of learners and taught the light bulb went on for every students. The students in this school preferred teachers who explained material thoroughly and in multiple ways; outlined steps for getting to an answer; moved to new material when they believed students were ready rather than according to an arbitrary timetable; and emphasized multiple ways of approaching a problem.

For example, the 3rd teachers gave an explanation about how micro-organisms could be useful or harmful to people. Teachers used pictures and asked their students to bring some foods. Theachers demostrated how micro-organism useful in making food—teachers use yeast in making bread. Teachers demonstrated raw food that contained harmful bacteria, and told students that everyone could become very ill if he eat raw food that is not fresh or not prepared properly.

6. Teachers supported positive behavior. Teachers in this school might become frustated by their students' behavior, but they accepted problems as normal, and they believed in students' ability to improve. When the teachers we observed confronted recurring behavior issues, they collected data to help them understand the situation before taking action. They approached problem

reflectively, asking such questions as, what factors might influence this problem? Or when does this behavior occur? They search for solutions rather than blaming students or dismissing their concerns.

For example, the 1st teacher of a student with special needs who oftenly gave his friends and teachers some 'bad' words, asked the student why he said that bad words. The student answered, *'He is bad-boy, he didn't want to give the ball to me....xc%8?!* (and the student said bad words in front of his teacher).' The teacher did continuing observation of his special need student; had long conversation with the parents about the student's behavior, family background, and some trial efforts that the family had ever done before; discussed his anecdotal record in teachers daily-meeting. The headmaster responded the teacher's anecdotal record by asking for help to expert specialists, they were psychologist and teachers of special need students school nearby the school to find the better solution.

7. Teachers were clear and consistent with expectation. As what Irvine and Fraser said (1998, p. 56) that the warm demander teachers must provide a tough-minded, no-nonsense, structured and disciplined classroom environment. In our observation of teachers in this school, we found that teachers used two main strategies to hold student behavior to a high standard. First, teachers respectfully but insistently repeated their requests and reminded students of their expectations. If students did not comply, teachers calmly delivered consequences.

    As what we observed, the 2nd grade teacher remind his student— who threw his rubbish paper on the class floor—to threw the rubbish into the rubbish bin located at the corner of their classroom. She asked the students twice, but did not get any response. She told her student to read the rule of the class they had agreed and committed to. The student did the consequency that everyone who threw away

some rubbish on the floor have to pick up all of rubbish he saw and recycled them to become a useful thing. As Charney (2002) discussed ways to convey expectations to students clearly that teacher have to keep demands simple and short; dignity his words with actions; remind students only twice (the third time,"you're out"); tell students what the 'nonnegotiables' are; and use words that invite cooperation.

B.2. Facilities and Infrastructures

Facilities and infrastructure contained in the educational unit that implementing inclusive education are the facilities and infrastructure which have been contained in the relevant school and added accessibility and medium of learning for learners with special needs. Besides the use of infrastructure as used in regular school, special need children need special services, they also need to use the infrastructure as well as specialized equipment in accordance with types of disorders and the needs of children. Management of facilities and infrastructure charge: planning, organizing, directing, coordinate, supervise, and evaluate the need and use of the infrastructure to be able to contribute Optimal learning activities (Tarmansyah, 2007:169).

According to the public guide book of the implementing of inclusive education, inclusive educational facilities are hardware and software used to support the successful implementation of inclusive education in the educational unit. In virtually all the educational facilities in particular educational unit that can be used in implementation of inclusive education, but to optimize learning process needs to be completed for the smooth accessible mobilization of children with special needs, as well as instructional media according to the needs of children with special needs (Directorate of Special Education, 2007:26).

As Lickona (1991, p. 63) that a psychology of a character, to understand how people morally awry and how to help them be good, has to pay attention to the impact of environment. So do school if they

wish to develop caharacter. They must provide a moral environment that accents good values and keep for a value to be come a virtue—to develope from mere intellectual awareness into personal habits of thinking, feeling, and acting that make it fuctioning priority. The whole environment, the moral culture of the school, has to support that growth.

Based on our observation, the environment of this school showed ideal learning environment for inclusive program containing students with or without special needs that provide facilities that can facilitate the learning process of all students. In fact, the physical arrangement of a classroom environment will largely determine if and how inclusion will happen. Eredics (2013:1) said that creating an inclusive learning environment isn't just about changing attitudes, support systems and activities it is also about rearranging the physical space to accommodate the various needs that exceptional children have. Structuring the class highly expressed expectations of the school to the student learning outcomes. Thus the creation of classroom arrangement strongly reflects the way teachers organize learning to the student learning outcomes assessment.

The creation of learning environments aimed at that met all students need can be seen from the arrangement of physical space of a classroom in the school we observed as followed:

1. The students' desks were placed into groups (4-6 desks per group) so that all students had opportunities for cooperative learning, collaboration and discussion. As well, the teacher's was desk on the periphery of the classroom. Teachers in this class rarely sat down during their day and didn't need their desk getting in the way.

2. There were centers in the class. Centers appealed to various learning styles but they were also accessible and open. As well, the materials and manipulatives at each center were appropriate and stored where all students could reach them. Placing books

on a high shelf is limiting for a smaller student or one who is in a wheelchair.

3. There was a meeting spot. Teachers created one area of the classroom where the students could come together to have discussions, develop social skills and participate in large group activities. This space had enough room for ALL the students to gather.

4. The classroom were decorated in proper way. The classroom were decorated in a way that did not create distraction and sensory overload. Too many bright colors, posters, clutter and furniture can easily distract the most focused child.

5. Teachers ensured adequate space for all students to move safely around the room. Teachers also cleared bulky items, stabilize furniture, tape down wires and cables, and place signs/symbols around the room that point out exit/entry ways in case of emergency.

Here are four basic principles that teachers in the school took into consideration in arranging a classroom based on Evertson, Emmer, and Worsham (Santrock, 2008: 496-497):

1. Teachers reduce all the things that made congestion in heavy traffic areas. Distraction and disruption can often occur in high-traffic areas. These include group work areas, students' desk, teacher's desk, the pencil sharpener, bookshelves, computer stations, and storage location. Teachers separated these areas from each other as much as possible and made sure they were easily accessible.

2. Teachers made sure that they could easily see all students. An important management task is to carefully monitor students. To do this, teacher needed to be able to see all students at all times. Teachers made sure that there was a clear line of sight between teacher's desk, instructional locations, students' desks, and all students' work areas. Teachers stood in different parts of the room to check for blind spot.

3. Teachers made often-used teaching materials and student supplies easily accessible. This minimizes preparation and clean up time,

as well as slowdowns and breaks in activity flow.

4. Teachers made sure that students could easily observe whole-class presentations. Teachers established where she/he and students would be located when whole-class presentations take place. For these activities, students should not have to move their chairs or stretch their necks. To find out how well the students could see from their locations, teachers sat in the students' seats in different parts of the room.

Teacher need to think about how she/he will organize the classroom's physical space, she/he should ask herself/himself what type of instructional activity students will mainly be engaged in (whole-class, small-group, individual assignments, and so on). Considering the physical arrangements will be best support for that type of activity. Below are various types of physical classroom arrangement based on Santrock's ideas (2008: 497-498):

1. *Auditorium style*. A classroom arrangement style in which students sit facing the teacher.

2. *Face-to-face-style*. A classroom arrangement style in which students sit facing each other.

3. *Off-set style*. A classroom arrangement in which small numbers of students (usually three or four) sit at tables but do not sit directly across from one another.

4. *Seminar style*. A classroom arrangement style in which large number of students (ten or more) sit in circular, square, or U-shaped arrangements.

5. *Cluster style*. A classroom arrangement style in which small number of students (usually four to eight) work in small, closely bunched groups.

Based on our observation, a cluster and off-set style were preferred style that was used during the learning process. Teachers changed the style based on their activity plans. Very often students sat on the floor

during their learning process. The teachers as well, so that teachers and students had minilesson while stitting on the floor.

B.3. Curriculum

Children who need special education services must acquire additional learning support in the context of the regular curriculum, not a different curriculum. The guiding principle is to provide assistance and additional support or children who need it. The curriculum is used to create a relevant learning environment, taking into account the plurality of individual needs of each student. For children who require special education services, a school has to provide continuous support. Start of aid regular class at least, until the lesson program at school. A school that provides inclusive educaation also need to cooperate with specialists and expert people or need external support staffs, they are: speech therapist, specialist, occupational therapist, fisiotherapist, and other related professions (Tarmansyah, 2007:155).

In general guidebook of the implementation of inclusive education, curriculum used in the implementation of inclusive education basically use the regular curriculum in force in schools general. However, due to a variety of barriers experienced by participants students with special needs are very varied, ranging from the nature mild, moderate to severe, then in its implementation, regular curriculum needs to be modified (alignment) in such a way that it is in accordance with the needs of learners. The modification (alignment) curriculum is conducted by a team of curriculum developers in school. The curriculum development team consists of the following school staffs: principals, classroom teachers, subject teachers, special education teachers, counselors, psychologists, and other relevant experts (Directorate of Special Education, 2007:18).

In the school in which the writers did deeply observation, the curriculum that was used was the national curriculum that had been modificated in accordance with the need of every student. The teachers who guided special need students had to make some modification

in learning process based on the need of the special students. If the standard competency in the curriculum could not reach by the special need student due to the students's psycological condition, then the teachers had to make adjustment in the way they teach. Some special need students were moody. The students's duration of concentration were very short.

B.4. Monitoring and Evaluation

In general guidebook of the implementation of inclusive education, monitoring activities are intended to escort the implementation of inclusive education programs. The results of monitoring used as a material consideration in improving the quality of inclusive education services. The material covers the aspect of monitoring, management, the process of education and school development. The activity of monitoring is carried out regularly, at least once a year (Directorate of Special Education, 2007:31).

The monitoring did by the official staff was carried out every six month in the primary school in which the writers did deeply observation. Some of the policy in this school did not match with the criteria standarded. In some cases this school had modificated the learning process. If the standard of the sum of students in one classroom contained 32 students taught by one teacher, it was different with the school policy. In this school, one teacher should teach one to ten students based on the student's need.

Based on the observation did by the writers, the teachers of this school had to make anecdotal record of every student under their guidance. The anecdotal record would be given to the parents of every student. The teachers also gathered the students's portofolio and compiled it as a portofolio book, so that the parents could see what their children did during one last semester.

The school time of learning was longer than other regular schools in Banyuwangi. It was a full-day school program. The students started their activity at school at 7.30 a.m. and end at 15.00 p.m. of west Indonesian

time. The school used a guidance system to teach students to behave based on Islamic values and Indonesian values. One of the values that learned by the students in this school are to be kind to classmate, to younger and older friends at school. This program is taught from the first day the students came to this school. This program was aimed at raising comfortable feeling to be at school. To build sense of belonging to each other was another value inculcated at this school. Teachers used 'day-to day interactions'. Bondy and Ross (in Scherer, 2009: p. 58) said that day-to day interactions are more important than formal questionares. A smile, a hand on the shoulder, the use of student's name, or a question that shows the teacher remember something the student has mentioned—these small gestures do much to develop relationships.

C. REFLECTION

Implementation of Inclusive education is not as simple as organizing public schools. Reality on the ground requires considerable means, for example by adjusting the conditions of the school building child. Equipment adequate education, an example for the blind need stationery Braille, the deaf need hearing aids, disabled need a wheel chair and many more facilities are to be provided with the hope of a disabled child can develop his ability optimally.

There are three important steps toward real inclusion: community, equality and participation. All staff involved in education is a community that has the same vision and understanding of inclusive education, both concepts and importance as well as the philosophical underpinnings. Each member of the community has equal (equal rights), and-therefore-equally participate in developing inclusive education, from planning, implementation to evaluation. In inclusive education, the school system is not the right to determine the type of learner, but the school system must adapt to meet the needs of all learners. Related to this, there is a saying that the community (all staff involved in inclusive education) 'over and above' curriculum (UNESCO, 2003).

School for all children means a school at which children with a disability are educated in the regular classroom. The term inclusion means educating a child with special educational needs full-time in regular classroom. Therefore, a regular classroom teachers often need specialized training to help some children with disabilities, and state educational agencies are requaired to provide such training. A number of other special education personnel provide services for children with disability. These include teacher aides, psychologists, counselors, school social workers, nurses, physicians, occupational therapists, and psysical therapists, as well as speech and hearing specialists such as audiologists (Lacey, 2001, in Santrock, 2008, p.211).

Teachers aides especially can help the regular classroom teacher provide individualized instruction for children with disabilities. Some theacher aides are certified to work with children who have disability. Psychologists might be involved in assessing whether a child has a disability and might be part of the team that creates the instructional educational plan. School psychologists might make recommendations to teachers about ways that children with disability can learn more effectively. School social workers often help to coordinate family and community services for children with disability. Nurses and physicians might conduct medical assessments and/or prescribe medication for children with disabilities. Physical therapists and occupational theraphists might be involved in helping children recover from remediabel physical or cognitive impairements. Speech and hearing specialists may be included when their skills will help improve children's skills in their area of expertise.

School for all children, then, or inclusive education of every child in accordance with particular needs, all services can be implemented by performing various modifications and/or adjustments to educators, curriculum, facilities, and educational learning system assessment. In other words, implementing inclusive education requires school that has to adjust to the demands of students' individual needs, not learners that adapts to the school system.

The advantages of inclusive education for children with disabilities is that special and ordinary children can interact naturally in accordance with the demands of everyday life in the community. Therefore the school need to build the same vision to all of the school community that all students are equal and no discrimination.

D. CONCLUSION

To organize school for all children should be at least meet the standard of success as follows:

a. There are special tutor who can provide learning programs for special need learnes.

b. Available infrastructure and facilities for students with special needs. The school has to pay attention to accessibility and/or appropriate tools needed by the students.

c. Has a program of activities aimed at developing inclusive education.

d. Has a system of evaluation and certification as well as management and process of inclusive education.

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