

Inclusive Education Course for Guidance and Counselling Students

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Abstract: Guidance and counseling program is a component of the school education program that requires close relationships with students as well as the ability to serve students well regardless of their background or condition. In the Guidance and Counselling Department at Universitas Pendidikan Indonesia, an inclusive education course is given to all students for one semester. Therefore, this study aimed to determine the effectiveness of inclusive education given in one semester for guidance and counseling students. This study used a survey method through Google Form, distributed to students who have studied inclusive education courses at the guidance and counseling department. The result showed that getting an inclusive education course had a positive impact on the student, 91% stated that the method was adequate and duration was sufficient. In addition, students learned more about the importance of inclusive education, which gave them a new perspective about students with special needs that would help them complement knowledge in their field after graduation. Students knew the challenges and opportunities they would experience after graduation. However, the lecture should be improved as the lecture was monotonous and focused more on textbooks and PowerPoint presentations. Besides, the lecturer had not been able to integrate the course with guidance and counseling. Further research with more comprehensive discussion and more respondents to provide more accurate and comprehensive results should be conducted in the future. This study was conducted online so that researchers could not identify respondents' reactions when filling in the survey, so this can be considered.

Keywords: guidance and counseling; higher education; inclusive education course.

INTRODUCTION

Inclusive education is a system of equity and the recognition of non-discriminatory education in which children with and without special needs receive the same education (Permata & Rusyidi, 2015). It is consistent with Article 5 (1) of the Law of the Republic of Indonesia No. 20 of 2003, which states that every citizen has the same right to a high-quality education. Therefore, it is hoped that the existence of inclusive education will result in no more educational discrimination. Education must be able to accommodate children of all conditions and backgrounds. In addition, (Sunardi & Sunaryo, 2016) stated that inclusive education is a strategy to encourage effective universal education because it can create schools that are responsive to various actual needs of children and society. Thus, inclusive education ensures access and quality and is essential for the long viability of the educational process, including in Indonesia.

Indonesia is a multicultural country with numerous ethnic groups, religions, cultures, and languages. This condition puts the government in a challenging position of organizing an education system that can accommodate the existing diversity and children with special needs. However, the Indonesian education system has not been able to accommodate this diversity. Instead, it is characterized by the emergence

of institutional segmentation based on religious, ethnic, and even physical and mental abilities. The emergence of this segmentation hinders students' ability to learn to respect the reality of diversity in society (Permata & Rusyidi, 2015).

One of the government's efforts to address the issue is through inclusive education. In practice, however, the implementation of inclusive education has not been significantly maximized. Challenges in the implementation including the difficulties that teachers encounter in formulating a flexible curriculum, determining learning objectives, and choosing the proper method. In addition, inadequate facilities and media also become obstacles in implementing inclusive education (Poernomo, 2016).

Various factors influence the implementation of inclusive education in Indonesia. One of them is the cooperation of various parties such as the government, parents, and the entire school community (Umami, 2016). Besides, teachers are an important element in the implementation because teachers are the key to the learning process (Khayati et al., 2020). The teacher's role is related to the competencies they have. An inclusive teacher has pedagogical, psychological, and social competencies and masters the essential competencies needed to educate students with various conditions and backgrounds.

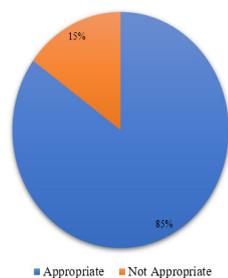


Figure 1. Result of learning method

To enable teachers to gain those competencies, preparation in pre-service teacher education is essential. Therefore, learning a course on inclusive education enables pre-service teachers to get essential knowledge and disposition to enable them to teach effectively and efficiently in the inclusive classroom (Cabahug, 2017)

The implementation of inclusive education courses has been conducted in two universities in Indonesia. Firstly, in STAIN Pamekasan, two departments have given inclusive education courses to their students (Maghfiroh, 2018). Secondly, in Universitas Pendidikan Indonesia, all departments under the Faculty of Education have given inclusive education courses as part of the curriculum. Inclusive education courses are given in one semester, including 16 meetings, including two midterm and final exams. Each meeting lasts for 100 minutes.

Implementing inclusive education courses is very important for pre-service teachers to help get various kinds of competencies to carry out the educational process and know students more regardless of the conditions and background. Guidance and counseling, which is part of an integrated education system and service in Indonesia, must support inclusive education. A guidance and counseling teacher must maintain close relationships with students and provide the best possible service regardless of the student's circumstances or background. Therefore, a guidance and counseling teacher must also have inclusive education competencies. The competencies can be obtained through inclusive education courses at universities.

Therefore, it is important to conduct this research to scrutinize and determine the effectiveness of inclusive education courses given in Universitas Pendidikan Indonesia, specifically towards students from the guidance and counseling department. Due to the COVID-19 pandemic, the lecture process for inclusive education courses has been carried out online since March 2020, and face-to-face classes were held for about a month before the pandemic.

METHOD

This study used a quantitative method through a survey distributed via Google Form consisting of 22 questions addressed to sophomore and third-year guidance and counseling students who have taken inclusive education courses at Universitas Pendidikan Indonesia. Due to the COVID-19 pandemic, the survey was conducted virtually. Researchers experienced difficulties in collecting data because respondents did not respond to the survey promptly. The researchers finally worked with several contact persons to help collect the necessary data. As a result, 92 respondents filled out the survey. The researchers planned to collect data for 14 days. However, data from 92 respondents was collected after five weeks. The researchers found respondents who filled out the survey twice (5% of the total respondents). It could be identified through the general data provided by the respondent (name and email address). Researchers also found respondents who answered questions inconsistently, so that researchers had to confirm the answers to the respondents to get direct answer validation from respondents.

FINDINGS AND DISCUSSIONS

Findings

This study aimed to determine the effectiveness of inclusive education courses held in one semester towards guidance and counseling students who have taken inclusive education courses at Universitas Pendidikan Indonesia. The respondents were sophomore and third-year students. The results showed that 42% of respondents were sophomore year students, and 58% were third-year students.

In the survey questions regarding the learning methods applied to the inclusive education courses, 85% of respondents stated that the learning methods applied in the inclusive education courses were appropriate (Figure 1). This opinion was concluded from respondents' answers that the inclusive education they participated in during the lecture process could be understood. The method was appropriate with the circumstances and conditions of the students (accessibility). Respondents who stated the learning method was appropriate felt that the lecturer was very communicative and two-way communication. Moreover, the lecture used various methods such as discussions, practice, quizzes, and games not to cause boredom. As for the practice, it allowed students to observe the implementation of inclusive education in the field. Therefore, it could be implemented before the COVID-19 pandemic. Therefore, based on these experiences, respondents stated that they could understand inclusive education well.

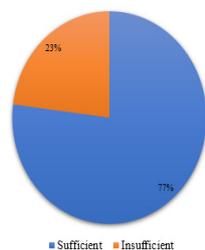


Figure 2. The result of the learning duration

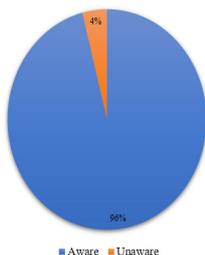


Figure 3. Result of the opportunities that could be utilized as a counseling teacher

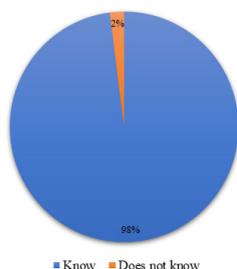


Figure 4. Knowledge on what to do as a guidance and counseling teacher

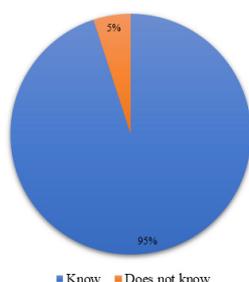


Figure 5. Knowledge on what guidance and counseling teacher should not do

Meanwhile, 15% of respondents (Figure 1) stated that the learning method applied in the inclusive education course was insufficient because the learning was carried out through WhatsApp groups only or via Zoom/Google Meet due to the COVID-19 pandemic, which was sometimes constrained by the network, caused it less effective. Furthermore, lecturers only used PowerPoint and focused on textbooks, making learning rigid and monotonous.

The inclusive education course at the guidance and counseling department at Universitas Pendidikan Indonesia was given 100 minutes per meeting (two

credits). Based on the survey, most respondents (77%) stated that the time allotted was sufficient, although it only covered the basic principles of inclusive education (Figure 2). However, while 23% of respondents stated that the duration was insufficient, the inclusive education course was complex and challenging to understand. Moreover, due to time constraints, the course was delivered too quickly, making it more difficult for students to comprehend.

The study results on the impact of inclusive education courses showed that all respondents (100%) stated that learning inclusive education courses had positively impacted all respondents, particularly in terms of increasing knowledge about children with special needs, the diversity of students, their needs, how to provide services following student needs, insight into inclusive schools, and broader views and perspectives on inclusive education and guidance counseling.

Furthermore, the survey results show that all respondents (100%) were aware of the challenges that would be encountered as a counseling teacher as a result of participating in the inclusive course, such as dealing with various students, including children with special needs, making students feel at ease, educating and collaborating with parents, and creating learning programs that can cover all students.

After attending an introductory course for inclusive education, 96% of respondents (Figure 3) stated that they were aware of opportunities that could be utilized as a counseling teacher, namely adapting to the environment, getting opportunities to become teachers in special schools/inclusive schools, helping develop children with special needs, helping to prevent negative stigma for children with special needs, being able to open foundations, providing services for all students (guidance for all) and collaborating with special education teachers to design suitable curriculum. Meanwhile, 4% of respondents stated that they were unaware of the opportunities available as guidance and counseling teachers. The learning materials were considered too broad about inclusive education and were not explicitly integrated into guidance and counseling programs.

According to the survey results, 98% of respondents knew what to do as a guidance and counseling teacher after attending an inclusive education course, such as the ability to encourage students, provide appropriate services, accept differences and facilitate the students as needed, be non-judgmental, and tolerant (Figure 4) Meanwhile, 2% of respondents said they did not know what guidance and counseling teachers would do after attending inclusive education lectures because they did not understand the role of guidance and counseling teachers in inclusive schools and the lecture materials taught did not present examples of its implementation in guidance and counseling services.

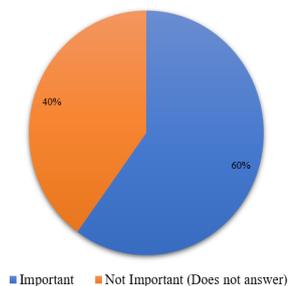


Figure 6. The importance of inclusive education

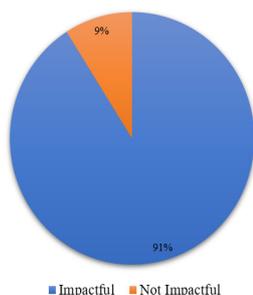


Figure 7. The impact of inclusive education course

Then, it was found that 95% of respondents stated that after taking an inclusive education course, students knew what a guidance and counseling teacher should not do, such as discriminating and comparing the condition of one student to another, being judgmental and racist, acting and providing services based on personal feelings, assuming that all students' conditions are the same, and not being able to keep student secrets well. While the other 5% of respondents (Figure 5) stated that they did not know what guidance and counseling teachers should not do because there was no specific material in the inclusive education course that discussed guidance and counseling, and respondents do not see guidance and counseling scholars who joined the field of inclusive education when doing practice.

Based on the study on the importance of inclusive education courses, 60% of respondents answered that inclusive education courses were vital. It is because there were principles of "guidance for all" in guidance and counseling, which means guidance and counseling are given to all students. Furthermore, the inclusive education courses could help respondents apply the principles because this course provides knowledge to understand children from various backgrounds and conditions. So, when the respondents become guidance and counseling teachers in the future, they could provide services for all children regardless of their condition and background. However, the other 40% of the respondents (Figure 6) did not answer the question.

After taking the inclusive education course, 91% of respondents (Figure 7) stated that they had built a new perspective of the guidance and counseling teacher better to understand the principles of "guidance for all." While the other 9% of respondents stated that

taking an inclusive education course did not impact because they felt they had studied similar material as inclusive education in other courses. Also, the inclusive education course did not provide a deep understanding of inclusive education in guidance and counseling, so it is less applicable.

Discussion

This study aimed to scrutinize and determine the effectiveness of inclusive education courses. The results showed that the method used in the inclusive education course was relevant because the majority of respondents (84%) stated that the inclusive education lecture process could be understood. Furthermore, the method was relevant to the circumstances and conditions of the students (accessibility). It is in line with the research conducted by Maghfiroh (2018) that the methods used in inclusive education lectures must be diverse and communicative such as combining lecture, discussion, brainstorming, observation, and assignment methods. In addition, the lecture method with two-way communication has a positive impact on forming a pleasant atmosphere. Indirectly this can foster enthusiasm or motivation for student learning (Mutawakkil & Nuraedah, 2019).

However, 16% of respondents stated that the learning methods applied to inclusive education courses were not adequate because learning was carried out through WhatsApp groups only, so it was less effective. In addition, lecturers only relied on PowerPoint and focused more on textbooks. It can be concluded that the learning carried out was monotonous so that it did not attract students' attention and caused boredom. In addition, learning using the approaches mentioned above did not provide a psychological bond between lecturer and students, causing reluctance and rigidity in the learning process. When students are happy, they have a comfortable environment for discussion, dialogue, and exchanging ideas and opinions, which can positively impact them because it allows them to feel secure and closer to their teachers (Al-Shara, 2015). Inclusive education courses have been subject to criticism for an overemphasis on knowledge acquisition instead of equipping prospective teachers with practical skills for teaching a diverse range of students. Therefore, the implementation of inclusive course learning must balance theory and practice to apply it optimally. The use of diverse and exciting methods such as discussion, observation, quizzes, essay writing, and case studies is crucial in providing lecture variations to develop students' viewpoints and critical thinking on the courses being studied.

Furthermore, the study also found that students often experienced obstacles in accessing the lecture in online learning. Therefore, the anticipation of

accessibility barriers in the online lecture process is necessary to attend lectures effectively. Thus, constructing online and offline-based e-learning applications where students can access materials online and offline, distributing internet quota for students every month as has been done by the Indonesian government lately (Engko & Usmany, 2020), and varying the use of online media such as WhatsApp groups to communicate, Google Classroom to collect assignments, and Zoom or Google Meet (Argaheni, 2020). In addition, it can be done as a strategy to anticipate a pandemic or unexpected events in the future that require lectures to be conducted online. Besides, respondents stated that it was better to balance theory and practice so that the knowledge and competencies obtained were more comprehensive.

As for the learning duration, the respondents stated that it was adequate. However, the material presented was too fast, causing difficulties to comprehend. Inclusive education is a broad topic that requires a significant amount of time to comprehend fully. Inclusive is all about humans and their needs. Moreover, it is a very complex concept that cannot be learned in a short time (Pratiwi, 2015). Therefore, extending the course into two semesters should be put into consideration by universities.

Furthermore, the media used by the lecture helps respondents to understand inclusive education courses. However, based on the result, the lecture was still quite monotonous because only lecturers focused more on the PowerPoints and textbooks. If lecturers keep doing this teaching style, it will cause boredom. Learning media that is not varied and monotonous like the conventional style is one of the factors causing student boredom (Mutawakkil & Nuraedah, 2019). Therefore, to overcome the phenomenon of student learning saturation, lecturers are required to use more varied learning media, not only limited to PowerPoints and textbooks. As in (Ted Nunan, 2010), in the lecture process, it is possible to update lecture methods, including the media used through Connell's challenge, namely rethinking teaching methods, the organization of knowledge, and educational assessment new points of view. By making these updates, it can help overcome student's boredom in the lecture process.

Furthermore, most respondents stated that they knew the challenges that guidance and future counseling teachers would deal with, which are diverse students, eliminating differences in students, and creating learning programs that could cover all students. In an inclusive implementation program, teachers will gain more ability to find students and prospective students, including children with special needs. In addition, (Istiqomah 2020) stated that by studying inclusive education, students and the communities they serve are more productive economically and culturally because

inclusive education helps develop the talents of all people. Students strongly support the public interest because inclusive education aims to support the public interest and consider social interests. It can be reached by studying inclusive education, and it is not only having a good impact on students themselves but also the surrounding community.

However, 9% of respondents stated that taking an inclusive education course did not affect them because it had been studied in other courses. Therefore, it is essential to evaluate and develop the curricula by involving lecturers, students, administrators, and leaders in all the departments under education.

Furthermore, this study also found that respondents (96%) already knew about the opportunities they could take advantage of as guidance and counseling teachers in inclusive education after graduation. However, as many as 4% said they did not know about these opportunities because it does not provide inclusive education guidance and counseling. From this condition, the researcher considers that learning and giving inclusive education courses to students outside the Special Education department must be adapted to the fields. Lecturers must encourage students to connect studies and give real examples following the scientific field adapted to the philosophy of inclusive education. Angelides, Stylianou, and Gibbs (2006) stated that initial education affected future practices and played an essential role in enabling the teacher to succeed in inclusive education through their role and practices.

Moreover, the respondents considered that inclusive education courses are essential to comprehend and positively influence, such as understanding because of the increased understanding of children with special needs, understanding that each student is unique, being more open and appreciate differences, and adding insight about inclusive schools. Furthermore, this study also found that students also learned about opportunities, challenges, things to do, and things to avoid as a counseling teacher by taking introductory inclusive education courses. Therefore, in line with (Maghfiroh 2018), offering inclusive courses has a very positive impact on students because students will gain additional knowledge, experience, and a growing sense of humanism. Based on this finding, it is essential to introduce inclusive education to all the pre-service teachers at the university to enable prospective teachers to understand the concepts and theories, experience, and observe the implementation, which eventually helps in better implementation of inclusive education and to reduce the barriers in the future.

In addition, (Maghfiroh 2018) also mentions that offering inclusive education courses has an academic and non-academic impact. Academically, students can understand and adapt to children, especially children with special needs, to provide appropriate services and

learn. In non-academic, it will help change the paradigm of children with special needs in the community. It will undoubtedly be better if the inclusive education courses provided have an interconnection with student majors because it will produce graduates' adaptability under their respective fields of expertise. Therefore, it can be concluded that the learning of inclusive education courses in the guidance and counseling department must connect inclusive education with the guidance and counseling field to be more adaptable and ready to apply it in the field.

Although offering an inclusive education course has a good and positive impact on students who take it, there are also weaknesses in this inclusive education course. The implementation has not been effectively conducted yet because it is carried out in one semester only, so the lessons provided are not detailed and are still too general. Thus, causing a lack of interconnection with the field of majors. It will cause students to feel confused about implementing this inclusive education course according to their major, especially when they are working. Based on this, it can be understood that inclusive education courses should be held with additional discussions that provide interconnection with the student program. It means understanding that students have different conditions. Consequently, students require different services according to their conditions. Guidance and counseling teachers have to be creative and innovative in providing services. Counselors are required to provide fresh nuances through the creative process and mastering various counseling techniques to support the achievement of counseling goals (Nugroho, 2019).

This study discusses the extent to which the effectiveness of the inclusive education courses applied in one semester; however, this research is still limited to the guidance and counseling department of the Faculty of Education in Universitas Pendidikan Indonesia, specifically to sophomore and third-year students who have taken inclusive education courses. This research is expected to contribute to the implementation of inclusive education courses at a broader level. Furthermore, this research was conducted online so that researchers ignored the condition of the respondents directly in the field. Therefore, these conditions can be taken into consideration when reading the results of this study.

CONCLUSION

Guidance and counseling are part of a school education program that requires close relationships with students and serves students well regardless of their background or condition. Therefore, a future guidance and counseling teacher must understand inclusive education to support the teacher in giving quality

education to the students. This study indicates that the learning of inclusive courses given in the guidance and counseling department of the Faculty of Education in Universitas Pendidikan Indonesia needs development. Although most students could understand inclusive education and get a positive impact, however, the methods and media used were not following the needs of students. In addition, there was no interconnection of inclusive education courses with other courses at the guidance and counseling. As a result, students have difficulty understanding inclusive education in the guidance and counseling field. For the implementation of inclusive education courses to be more effective, improvements must be made to these things that have been mentioned. In addition, other inclusive education research suggestions must be held with more comprehensive discussion and more respondents to provide more accurate and comprehensive results.

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