

Collaboration in Education Services for Children with Special Needs Inclusive School

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Abstract: Based on the observations and explanations of special guidance teachers in schools, inclusive education providers that the form of collaboration between teachers and *stakeholders* is still diverse. In general, this study aims to find out and obtain information about the implementation of collaboration between teachers and *stakeholders* in education services for children with special needs in schools providing inclusive education in Sukabumi. This research is a quantitative research. Data collection techniques are carried out by distributing questionnaires and recording initial data in the form of records that are understood by researchers without reducing the actual data. The results of the study can be concluded that collaboration in several aspects is still lacking such as teacher collaboration with SLB, teacher collaboration with related experts, lack of teacher collaboration with resource centers, teachers are also still lacking collaboration in carrying out learning activities. Meanwhile, there are several aspects that have begun to develop well, including teacher collaboration with parents, as well as teacher collaboration with special guidance teachers in inclusive schools, although not yet dehydrated, maximum results are expected to be a reference in building good collaboration between teachers and related stakeholders in creating effective learning in inclusive education. This study illustrates that inclusive education in its implementation process requires support from teachers and related stakeholders in order to run optimally.

Keywords: Collaboration; Students with Special Needs; Inclusive Education.

INTRODUCTION

Inclusive Education provides equal access for all students, inclusive education makes the school environment a more friendly and accessible environment for student diversity (Dede Supriyanto, 2019). The purpose of Inclusive Education aims to fulfill the human right to education without discrimination to all students (Setiawan & Cipta, 2019). Especially in Indonesia, the implementation of an inclusive education system is one way to fulfill nine-year compulsory education through quality education. Through an inclusive education system, the government opens access to education for all children, including people with physical, emotional, mental, intellectual, and social disabilities as well as children who have special intelligence and talents (Bahrudin et al., 2020). Inclusive education is effective when academic experience is based on relationships and dialogue (Brame & Dewsbury, 2019). Indonesia is a multicultural country with diverse ethnicities, tribes and cultures, Inclusive Education can be part of the answer as a unifying aspect in accommodating diversity, especially for children with special needs, of course, this is challenging in the implementation of a quality Inclusive education system and in accordance with applicable rules. (Aulia Rahma et al., 2021)

In essence, collaboration in the process of implementing Inclusive Education is an important aspect Teachers, parents, and various disciplinary experts can establish partnerships in providing information about the development, skills, motivation, attention span, social acceptance (social skills), and emotional adjustment of children with special needs. The importance of teacher competence in inclusive education includes how teachers can manage the learning of students with special needs consisting of aspects of knowledge, understanding, abilities, values, attitudes, and interests as a set of actions that teachers must

have in the learning process in the classroom (Octaviani, 2020). Parents have a role as the closest part to the child and play a significant role in stimulating the development of their children in the family home is part of the microsystem in Bronfenbrenner's ecological theory which is the closest support system for children (Santrok, 2013). Some disciplinary experts are also sometimes needed in carrying out formal assessments whose results are useful as a reference in making learning programs for children with special needs in schools such as psychologists, doctors, and therapists.

In addition, regular teachers in inclusive schools need to involve education teachers/special counselors, principals, parents, and other experts in designing learning programs for children with special needs in inclusive education organizing schools. Educational services are very important for children with special needs considering that children with special needs have learning characteristics and learning needs that are different from children in general. Based on facts in the field, currently special guidance teachers in schools providing inclusive education that still often work alone in dealing with children with special needs, Class / Maple teachers often fully hand over the affairs of children with special needs to guidance teachers / Special education (hands-off). However, it was also found that collaboration between teachers and stakeholders went well. collaboration between class teachers and special supervisors is shown by cooperation in the form of material delivery and the use of learning media (Nino Indrianto, Ilma Nikmatul Rochma, 2020). Schools that implement inclusive education must be able to work with various stakeholders in formulating planning, implementation, and evaluation so that it can run well (Qomarudin&Indah, 2019). For this reason, researchers are interested in researching the collaboration between teachers and *stakeholders* in educational services for children with special needs in schools providing inclusive education.

Indrianto & Rochmah (2020) explained that collaboration in the implementation of learning in Inquisition Schools requires collaboration between class teachers and other stakeholders in creating a friendly learning environment for students with special needs. The results of the study that students implementing inclusive education using the two-teacher learning model, namely class teachers and special supervisors , cooperate in the learning process and collaboration between class teachers and special supervisors is carried out in good cooperation in terms of material delivery and use of learning media Students with special needs who have difficulty understanding can be helped to be clarified by a special guidance teacher using private interpersonal communication with the special media used. This is that class teachers need to work with special assistance teachers in carrying out the learning process in the classroom in an inclusive education setting, this can help students with special needs in understanding the material provided which is delivered with a way that suits his needs.

(Mustafa, et.al, 2019) explain the importance of collaboration in the process of early identification of students with special needs in inclusive education settings . Collaboration between schools, teachers, and other experts is needed in the identification process so that appropriate learning programs can be determined for students with special needs.

Based on the explanation above, this study aims to determine the extent of collaboration in the inclusive education process both from classroom teachers, special assistance teachers, parents, and related experts in creating, implementing and evaluating learning programs. This study is important to discuss in order to determine the implementation of inclusion education in the field in the aspect of collaboration.

METHOD

This research is a quantitative research. Krianto, (2008) explained that quantitative research is research that has aspects of data flexibility so that the results can be represented. This research was conducted in elementary schools that provide inclusive education in the Sukabumi area. The subjects of this study were teachers in schools providing Inclusive Education. Data collection techniques are carried out by distributing questionnaires and recording initial data in the form of records that are understood by researchers without reducing the actual data, then further data recording is made that contains data in records that can be understood by all parties who read it. The questionnaire contains standard and structured questions and the research conditions are not manipulated by researchers (Kusumaastuti, et.al, 2012). Data analysis techniques are carried out after these data are recorded in advanced data recording by connecting data sourced from various parties so that the data obtained is said to be valid. The data obtained were analyzed using descriptive statistics techniques.

RESULT AND DISCUSSION

Result

The needs analysis was conducted by distributing questionnaires conducted in inclusive schools in Sukabumi. This study aims to find out and obtain information about the implementation of collaboration between teachers and *stakeholders* in education services for children with special needs in schools providing inclusive education in Sukabumi.

Table 1. Results of Teacher Questionnaire in Inclusive Schools in Sukabumi

No.	Statement	Sr	SI	K	J	TP
1.	Teachers collaborate with the resource center (SLB) in identifying and assessing GDP	0 %	19,3%	48,4%	32,%	0 %
2.	Teachers collaborate with other professionals in identifying and assessing GDP	0 %	19,3%	48,4%	32%	0 %
3.	Teachers collaborate with GDP parents in identifying and assessing GDP	19,3%	41,9%	19,3%	9,3%	0 %
4.	Teachers collaborate with the resource center (SLB) in designing learning activities for GDP	0%	21,9%	41,9%	36,%	0%
5.	Teachers consult with the resource center (SLB) in carrying out learning activities for GDP.	0%	21,9%	41,9%	36,%	0%
6.	Teachers collaborate with each other in carrying out learning activities for GDP with Special Assistance Teachers.	0%	21,9%	41,9%	36%	0%
7.	Teachers conduct meetings or coordination with parents regarding the development of GDP	19,3%	41,9%	19,3%	19,3%	0 %
8.	Teachers and parents provide information to each other related to the daily development of children.	22,6%	38,7%	16,1%	19,35%	3,23 %

The table above shows that so far teachers have always collaborated with parents in identifying and assessing students with special needs with a result of 41.9%. Teachers always build an active relationship with parents in providing information related to their children's development as much as 38.7% and teachers are quite intense in conducting meetings or coordination with parents regarding their children's development as much as 41.9%. From

these results, it can be seen that the role of parents and teachers is very supportive in children's development both physically and socially. What teachers and parents need to do is work together so that parents can follow the extent of their child's development in school. Based on research by Blue-Banning et al (in Heward, 2013) that effective cooperation between schools and parents is characterized by family involvement to achieve common goals, namely for optimal development of children.

In the Teacher Aspect, collaborating with the resource center (SLB) in identifying and assessing Students with Special Needs for the priesthood, the results are less than optimal, namely as many as 48.4% of teachers have not collaborated optimally with the source. And teachers have not collaborated with other professionals in identifying and assessing Students with Special Needs with the same percentage of 48.4%. In addition, teachers have not collaborated optimally with the resource center in designing activities and implementing learning with results of 41.9%. Teachers are also still lacking in discussions with special assistant teachers with a result of 41.9%. The results of this data show that there are still different responses regarding involvement in making programs, especially service programs for children with special needs. The principle that must be developed in the working relationship between SLB and regular schools is partnership and partnership. Both parties must have the same perception, namely to work together in providing optimal educational services to students with special needs. In addition, the importance of communication between class teachers and special assistance teachers in inclusive education settings. The existence of class teachers and Special Assistance Teachers still does not seem to be proactive in the problems faced by Knak Bspecifically needs, there are no regular discussions and learning models used as guidelines (Sukadari, 2019)

Discussion

Collaboration is the process by which two individuals or groups work together for a common goal, benefiting each other by striving for a desired outcome. The fundamental requirements for collaborative efforts include trust, respect, openness, active listening, clear communication, and risk-taking skills (Redita Yuliawanti, 2020). Good collaboration is needed in inclusive education settings in order to create a conducive school ecosystem (Madhakomala, et.al, 2022). Collaboratedecision-making and problem-solving for students with special needs are at the core of the implementation of inclusive education itself. (King & Bhroin, 2019). Students with special needs in inclusive schools are a challenge in implementing flexible learning for special students, so collaboration between teachers and parents and related experts is needed in the implementation of inclusive education(Junaidi et al., 2022).

Collaboration between parents and teachers is very necessary for the success of interventions and learning carried out by teachers in schools. The involvement of parents itself is a factor that can encourage and determine child development to realize optimal learning in children. This is reinforced by Wu and Brown's opinion that parental participation is one of the important factors that determine the development of children with special needs. The collaboration between teachers and parents aims to build communication between both in monitoring student learning progress. That is, parents do not fully give the responsibility of obtaining good learning outcomes only to teachers, but more than that, parents can continue what students have learned in school to be repeated back at home. The delivery of information related to child development is carried out by communication between teachers and parents, this is very important to continue to be done consistently (Mulyana & Restendi, 2022) because it can make parents to help their children learn at home, stimulate their children's development, and support their children significantly.

A significant impact can be seen from parental involvement in education, this can be seen from the development of children, especially for parents who have children with special needs, playing a role in facilitating the education process. Parents' positive views regarding inclusive education can facilitate children's learning needs and positive learning achievements in children (Dwiningrum & Wardani, 2021). The role of parents in inclusive education is divided into 3 things, namely (1) parents as decision makers, (2) parents as teachers, and (3) parents as advocates (Tejaningrum, 2017).

Furthermore, the importance of collaboration between teachers and experts such as psychologists, doctors, and therapists is very important in seeking inclusive education, this is needed when teachers collaborate with special assistance teachers in creating learning programs needed by students based on the results of assessments carried out by experts. School support is needed in this case to collaborate with several related parties so that the implementation of inclusive education can run optimally. The importance of management of the implementation of inclusive education in improving the quality of learning services for students with special needs. This can be done with several activities including bringing in a team of experts to provide input to teachers, can be in the form of seminars, training, workshops (Fitriani, et.al, 2022). Discussions with various relevant experts in inclusive education are important, this is because it will facilitate discussion and sharing knowledge about teacher knowledge related to students with special needs, progress, development of these students, assessment results can be information that can be used in determining the right learning program for them (Hedegaard, et.al, 2018).

Collaboration between teachers and resource parties, in this case, Special Schools can also be carried out with cooperation built between schools and Special Schools in inclusive education settings. In an inclusive context, the purpose of collaboration is to provide opportunities for students with special needs to become meaningful members of their communities (Rosia, et.al, 2022). The main factor supporting the success of inclusive education is educators. Teacher collaboration is needed because research shows that effective collaboration has a number of benefits including collaboration between teachers contributing to the successful application of innovative, student-centered and collaborative learning methods (King & Bhroin, 2019). In addition, collaboration is also needed in detecting students with special needs in schools, this is because by being identified, it is expected that students with special needs have proper accessibility in educational services, it is important for teachers to analyze the results of their main identification by collaborating with related experts (Ratih Rapisa et al., 2021)

Class teachers and special guidance teachers are professionals who can work together in inclusive learning settings in the classroom. Both need to work together to create optimal educational services for students with special needs. (Alfaroqi & Khoirudin, 2020). In addition, special education teachers are also needed in an Inclusive Education setting because they can assess children with special needs in more detail in order to find out the shortcomings, advantages, and needs of children in accordance with the assessment results so that they can work with class teachers in making learning programs. Efforts in handling teacher competency issues in inclusive schools can be done by implementing collaborative learning, so that the role between regular teachers and special assistance teachers can share knowledge and carry out learning for children with special needs in inclusive schools well (Alfianita & Supadi, 2021).

Special guidance teachers also need to interact with relevant experts to coordinate services for students with special needs in inclusive schools. The need to coordinate with class teachers and related services in determining learning programs and cooperate with general teachers in the implementation of classroom learning. Special guidance teachers also

provide reports to parents regarding the stages of development of students with special needs at school. Special guidance counselors also have the responsibility to manage the development of individualized learning programs and ensure all aspects of student programs are appropriate to student needs (Bettini & Billingsly, 2019).

CONCLUSION

Based on the results of the research mentioned above, it can be concluded that collaboration is good enough but needs to be improved. This study examines the implementation of collaboration in inclusive schools in Sukabumi by referring to several relevant studies related to inclusive schools. Collaboration with external parties (professionals and SLB/resource centers) is quite good. Meanwhile, collaboration between teachers and with parents is good. Teachers have started to collaborate with other professionals and teachers in SLB but have not been maximized. The collaboration was stopped and rarely carried out during the pandemic. This study illustrates that inclusive education in its implementation process requires support from teachers and related stakeholders in order to run optimally. This is expected to be a reference for the importance of cooperation in the inclusive education process. The importance of teachers working with parents and related experts in the Inclusive learning process in schools.

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