INTERNATIONAL SEMINAR
“Society Empowerment Through Multidimensional Approach : An Integrated View to International Development”

PROCEEDING

Society Empowerment Through Psychology and Education Approach

Held by an affiliation of :

[Logos of the affiliations]
INTERNATIONAL SEMINAR 2015
Integrated View To International Development

Society Empowerment Through Psychology and Education Approach

PROCEEDING

HEAD
Dr. Ir. Bambang Nugroho, M.P.

EDITOR:
Awan Santosa, SE, M.Sc
Dr. Triana Noor Edwina DS, S.Psi, M.Si
Dr. Ir. Bambang Nugroho, M.P
Restu Arini, S.Pd., M.Pd
Kristina Andryani, S.Sos, M.I.Kom

Organized By:
Direcorate of Development and Cooperation
University of Mercu Buana Yogyakarta

Secretariat Office: Jl. Wates Km. 10 Yogyakarta 55753
Phone: +62 274 6498212; Fax: +62 274 6498213
Email: info@mercubuana-yogya.ac.id
Website: http://seminar.mercubuana-yogya.ac.id
Editors

Yogyakarta, January 18, 2016

Concerning to the better world development, we ask for any suggestion. We wish this proceeding will give benefit for all of us. Realizing that this proceeding still need many improvements to be better, so that the goals of international development and achieve the goals of international development and achieve the goals of international development can make harmoniously together in empowering society to meet the empowerment of the society. According to the purpose of this seminar, we hope the research finding was presented in the seminar into the broader society. This effort is in order to make many discussion about various and important ways to empower the society.

The purpose of arranging this proceeding is to deliver the ideas and researches. Close collaboration between educational and non-educational institutions is expected. sesame especially those who were participated in this seminar, and other collaborating partners among higher education institutions from Indonesia and Hungary. The purpose of the seminar is strengthening the research collaboration between the two countries. The seminar is strengthened the international relations between Indonesia and Hungary had given the presentation of parallel activities. The seminar was held at the end of the first day and on the second day, which was held in the University of England. The seminar was held by University of Hungary and Hungarian Business School (Hungary) and with foreign universities such as Budapest Business School (Hungary) and Hungarian University of Veterinary. The seminar was held by International Development, Society Empowerment through Multidimensional Approaches in International View.

This proceeding was arranged based on the International Seminar on...

FORWARD
# TABLE OF CONTENTS

INTERNATIONAL SEMINAR 2015 ................................................................. i

FOREWORD ................................................................. ii

TABLE OF CONTENTS ................................................................. iii

HEAD OF COMMITTEE SPEECH ................................................................. i

RECTOR SPEECH ................................................................. ii

COMMITTEE OF INTERNATIONAL SEMINAR 2015 - UNIVERSITY OF MERCU BUANA YOGYAKARTA ................................................................. iv

SCHEDULE OF INTERNATIONAL SEMINAR ................................................................. viii

KEYNOTE SPEAKER ................................................................. 1

HAMENGKU BUWONO X ................................................................. 2

INTENSIFICATION OF SUSTAINABLE DEVELOPMENT GOALS (SDGS) TO END POVERTY IN INDONESIA ................................................................. 6

Prof. Haryono Suyono ................................................................. 6

SPEAKER ................................................................. 7

THE IMPACT OF INTERNATIONALIZATION OF HIGHER EDUCATION ON SUSTAINABLE DEVELOPMENT – IN THE EASTERN EUROPEAN CONTEXT ................................................................. 8

HIDASI Judit ................................................................. 8

SÁNDOR-KRISZT Éva ................................................................. 8

TRANSFORMING OUR WORLD, THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT: THE CASE FOR PRIVATE BUSINESS ................................................................. 25

Peter Craven ................................................................. 25

ATTITUDE OF PREMARRITAL SEXUAL BEHAVIOR, SEXUAL KNOWLEDGE AND CONTROL OF PREMARRITAL SEXUAL BEHAVIOR ON JUNIOR HIGH SCHOOL STUDENTS IN YOGYAKARTA ................................................................. 27

Purnamasari, S.E ................................................................. 27
Safitri, R.M.................................................................27
IDENTIFICATION OF IDEAL SOFTSKILL PROFILE AND YOUTH’S
SOFTSKILL DEVELOPMENT STRATEGY FOR JOB SUCCESS...........35
Sri Muliai Abdullah.......................................................35
THE MODEL OF SCHOOL SATISFACTION IN JUNIOR HIGH SCHOOL
STUDENTS.................................................................56
Nurul Hidayah...............................................................56
IMPLEMENTATION OF CREATIVE PROBLEM SOLVING (CPS) WITH
FIGURE TOOLS FOR IMPROVING STUDENT ACHIEVEMENT IN
MATHEMATICS LEARNING SMP N 2 GODEAN CLASS VIII.............71
Nuryadi.....................................................................71
DESTINATION IMAGE OF YOGYAKARTA AND
STUDENT’S SUBJECTIVE WELL-BEING (SWB).........................86
Alimatus Sahrah..........................................................86
Ranni Merti Safitri........................................................86
CORRELATION OF SOCIAL SUPPORT CUSTODIAN TO SUBJECTIVE
WELL BEING PRISONERS AT PENITENTIARY CLASS IIA
YOGYAKARTA..........................................................106
Alimatus Sahrah..........................................................106
Reny Yuniasanti..........................................................106
Indiyah.................................................................106
THE MASTERY OF PEDAGOGIC COMPETENCY AMONG THE
TEACHERS OF SPECIAL SCHOOL IN SURAKARTA AREA................124
Abdul Salim...............................................................124
COGNITIVE PIAGET IN LEARNING MOTIVATION TO ADOLESCENCE
TUNALARAS DELINQUENT..............................................135
Ati Kusmawati............................................................135
ANALYSIS STRATEGY PROBLEM - FOCUSED COPING AND EMOTION - FOCUSED COPING IN WOMEN VICTIMS OF DOMESTIC VIOLENCE IN JAKARTA: “THE SOCIAL ECONOMIC ASPECTS APPROACH” .......................... 157

Komsi Koranti .................................................................................................................. 157

Widio Purwani ................................................................................................................. 157

Quroyzhin Kartika Rini .................................................................................................. 157

NEEDS ASSESSMENT OF EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES IN INCLUSIVE SCHOOLS IN MUNICIPALITY OF SURAKARTA .................................................................................................................. 171

Gunarhadi ....................................................................................................................... 171

Sunardi ............................................................................................................................. 171

Tri Rejeki Andayani ..................................................................................................... 171

RELATIONSHIP BETWEEN MORAL DEVELOPMENT AND ETHICAL JUDGEMENT: EVIDENCE FROM EAST JAVA ................................................................................................................................. 183

Nujmatul Laily .................................................................................................................. 183

Sulastrri .......................................................................................................................... 183

Sumadi ............................................................................................................................ 183

Dian Syariati ................................................................................................................. 183

THE CORRELATION BETWEEN PEER SOCIAL SUPPORT AND SELF-REGULATED LEARNING ................................................................................................................................. 194

Asina Christina Rosito .................................................................................................. 194

BRAND IMAGE AND SERVICE QUALITY AS PREDICTORS OF BRAND LOYALTY OF STUDENTS ................................................................................................................................. 203

Ranni Merli Safitri ......................................................................................................... 203
NEEDS ASSESSMENT OF EDUCATIONAL SERVICES FOR
CHILDREN WITH DISABILITIES IN INCLUSIVE SCHOOLS
IN MUNICIPALITY OF SURAKARTA

Gunarhadi
gunarhadi@fsip.uns.ac.id

Sunardi

Tri Rejeki Andayani

Research Center of Studies in Disability
LPPM, Sebelas Maret University, Surakarta, Indonesia

Abstract
Inclusive education has been admittedly well recognized in the educational society in Indonesia. The practice, however, is still beyond the success of quality education. This research aims to identify the important components that need to be accommodated for the sake of instruction as how to make the inclusive schools better educational services. This research was a survey on the needs assessment of educational service responded by 16 teachers taken through snow ball sampling from inclusive schools in Municipality of Surakarta. The data was collected through questionnaire and analyzed by means of categorization and percentage. The study found as many as thirteen important components of educational services were needed to be adjusted for children with disabilities in inclusive classrooms. Based on the degree of the importance of accommodation, seven most important components were indicated as the following sequence: 1) identification (75%), 2) assessment (69%), 3) curriculum (38%), 4) special instructional strategy (56%), 5) evaluation (50%), 6) individualized instruction (56%), and 7) role of special education teachers (63%). The research concludes that the degree of
accommodation fulfillment in special instruction gives a great amount of contribution to the success of inclusive education. It is recommended that training on instructional accommodation for teachers in inclusive schools be continuously conducted so as to improve their instructional competence in special education services.

Keywords: inclusive, education services, instruction, disability, assessment, accommodation.

A. Introduction

1. Background

The rapid development of education as the demand of education for all (EFA) has proved that the right to education for Children with special needs is becoming the central issue of universal attention. Since EFA was declared as a collective commitment by UNESCO in 2000, each country is striving to guarantee that all marginalized children share actual participation to education (Farrell & Ainseow, 2002). It is believed that inclusion is the best solution to overcome the problems of EFA. Inclusive education came up the first time as a demand of the right to education for all. Every child has the fundamental right to education and has to be given the opportunities to achieve and own proper degree of knowledge (Mayor, 1994). It implies that everyone has to get education regardless of tribe, religion, and culture including those with certain handicapping conditions. Under the World Declaration of education for all (EFA) initiated by United Nations in 1948, inclusive education grows stronger as a universal demand. Inclusive education was becoming vigorous since it was proclaimed both in Salamanca and the World Education Conference in Dakar, Sinegal, 2000. These world forums consent the regular schools with inclusive orientation is believed to be effective means of combating discriminatory attitude, creating child-friendly environment, and building inclusive society, correspondingly. To be specific, Slavin (2012) defines