PROCEEDING
The 2nd International Conference on Learning
Innovation and Quality Education

“Strengthening Quality of Education through ASEAN Networking”

Oct, 28th 2017
Faculty of Teacher Training and Education
Sebelas Maret University

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Surakarta Central Java, Indonesia
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Gunarhadi, et al.

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About ICLIQE 2017

The 2nd ICLIQE 2017 invites researchers, academicians, educators, practitioners, government agencies, and consultants around the world to attend and share their insights, perspectives and new trends of research which relate to the same theme of the conference, "International Conference Learning and Quality Education". Manuscript submitted to the 2nd ICLIQE must follow the manuscript format and guideline of paper which is available on the official website of the 2nd ICLIQE 2017. The editorial and reviewer board of the ICLIQE will review the papers. Full paper submitted to the conference will be peer-reviewed.

Upon acceptance, the paper that has been presented at the conference by one of the authors will be published in the conference proceeding of ICLIQE 2017. The strictly selected papers will be suggested to be published in the international journals indexed in scopus under self-process submission. Others papers will be published in International Journal of Pedagogy and Teacher Education (IJPTE) and other reputable journals indexed in DOAJ or Copernicus. In the case of publications, the additional payment of publication will be taken and be the responsibility of the respective authors.
SPEECH FROM THE RECTOR OF UNS
ICLIQE 2017, Sebelas Maret University: October 28th 2017

Distinguish invited speakers, distinguish delegated and guests, dear colleagues, ladies and gentlemen,

Assalamu’alaikum warahmatullahi wabarakatuh, good morning

On behalf on Universitas Sebelas Maret (UNS), I would like to thank you for coming to this international conference in educational sciences. It is my honor to welcome you all at the second International Conference Learning Innovation and Quality Education – ICLIQE 2017. I wish to extend my sincere gratitude to all respected delegates, invited plenary speakers, paper presenters, delegates and guests, and all participants for attending this conference as the esteemed guests on this conference. It is, indeed, our honor to be with you in a great moment of conference.

The theme of the conference, which is “Strengthening Quality of Education through ASEAN Networking” is about making changes in order to improve the quality of education. This conference I believe will assist presenters and participants in appreciating the strengths, challenges, innovations, and reforms in education at both national and international levels.

Ladies and gentlemen, let me take this opportunity to congratulate the organizing Committee for putting great effort into making this conference of ICLIQE a great success. I am certain that ICLIQE 2017 with its dedicated committee will continue to organize more international gathering in order to extend the collaborations both in academic and publication networking among the neighboring countries. I wish all ICLIQE 2017 speakers, presenters, and participants find the conference meaningful to the scholarly development in educational sciences, and I hope you find your stay in solo rewarding and memorable.

Have a great day of conference! Thank You!

Wassalamualaikum’alaikum warahmatullahi wabarakatuh

Prof.Dr. Ravik Karsidi., M.S.
Rector of Universitas Sebelas Maret.
SPEECH OF THE CHAIRPERSON
Distinguished delegates and guests, respected invited Speakers,
Dear Presenters and Participants, ladies and gentlemen.
Assalammu’alaikum warahmatullahi wabarakatuh,
Good morning to everyone.

As the chairperson and on behalf of the organizing committee, It gives me great pleasure to extend to you all a very warm welcome to the second International Conference Learning Innovation and Quality Education (ICLIQE) 2017, hosted by the faculty of teacher training and Education, Sebelas Maret University, Surakarta. And welcome back all of you who attend the previous conference of ICLIQE 2016, really appreciated to be back here again with us.

We are extremely grateful to: 1. Prof. Dr. Ravik Karsidi, M.S., 2. Prof. Dr. Saleh Amat., 3. Prof. Madya Dr. Melor Md Yunus, 4. Prof. Handoyo Puji W., Ph.D and 5. Prof. Jiro Takai. Many of you have traveled long distance to be with us. I bid you a very warm welcome to Indonesia. We are indeed honored to have you here with us and we appreciate your willingness to openly share your knowledge and experiences.

The theme of this year’s conference is “Strengthening Quality of Education through ASEAN Networking” which embraces five main topics, namely: 1. Learning innovation and the quality of special education, 2. Learning innovation and quality of early childhood education, 3. Learning and quality of education in primary school children, 4. Professionalism in Education Counseling, and 5. Learning and Quality and Education Technology. With many research activities now taking on a global dimension, it is imperative to discuss positive approaches towards inculcating best research integrity practices.

Without wholehearted support from many parties, this conference is impossible to come into a reality. Therefore, on behalf of the committee, I would like to take this opportunity to extend my appreciation to the rector of sebelas maret University, Dean of faculty of teachers training and education, plenary speakers, paper presenters, reviewers, delegates and guest, participants, and all sponsoring agencies that we have supported us to host this conference. And also, my sincere thanks go to my organizing team and student volunteers for their untiring efforts to make this conference as a memorable one.

In addition, as the report data, we reviewed and selected 155 abstracts for concurrent session of presentation. We believe that we can learn plenty of things from different presenters. This 2017 conference is attended by more than 200 participants coming from different countries and regions in and beyond Indonesia. Selected papers will be published in indexed proceeding.

I wish all presenters and participants a fruitful and memorable experience at the second ICLIQE 2017 in Solo. Last but not least, I do hope we will meet again at the third International Conference Learning Innovation and Quality Education (ICLIQE) 2017.

Thank you.

Wassalamu’alaikum warahmatullahi wabarakatuh.

Prof. Drs. Gunarhadi., M.A., Ph.D.
Chair, the Organizing Committee
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Prototype of Teaching Material for Inclusive Education and Child Protection Course for Students in Faculty of Teacher Training and Education

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ABSTRACT

The purpose of this research is to produce the model of teaching material for Inclusive Education and Child Protection for students focusing on the substance of the study that is considered important to be given to students with 2 credits. The research was conducted in two stages, namely the survey and the focus group discussion (FGD) by involving 15 lecturers of the subjects of Inclusive Education at Faculty of Teacher Training and Education Sebelas Maret University. At the survey stage, participants were given an evaluation instrument about inclusive education course that had been taught to the students. At the FGD stage, participants are asked to discuss the results of the survey and formulate together to select the substance of the study considered as very important to be teaching materials for inclusive education which will be developed into the course of Inclusive Education and Child Protection with 2 credits. The results of this study are used as a reference in the textbook preparation of Inclusive Education and Child Protection for students in Faculty of Teacher Training and Education. The result of this research is concluded that (1) learning tools used by lecturers in teaching inclusive education courses are still varied, incomplete and inadequate, (2) the formulation of learning outcome and substance of the study of inclusive education has not been formulated properly and is still very diverse due to different understanding and experience (3) the substance of the study on child protection has not been given in the lecture (4) the requirement of the lecturer to the uniformity of the material and the availability of the reference book for teaching material is very high, (5) the participants agree the prototype of teaching material for Inclusive Education and Child Protection Course for Students in Faculty of Teacher Training and Education Sebelas Maret University.

Keywords: inclusive education, child protection, children with special needs, disability

INTRODUCTION

The issue of inclusive education and child protection has become an important theme in the educational environment in Indonesia. Not only because these two issues are part of the “international issues” inflated by the developed countries to make the developing countries participating in ratifying various world conventions in order to realize education for all, but also increasingly realized that it is impossible to building a broad education and quality with discrimination. Children with limitation of physical, mental, emotional and/or social and economic condition, including disability groups, must be an integral part of the future education system. Inclusive education is one form of non-discriminatory education service system that will be managed in all regular schools in elementary, junior and senior high schools.
Besides, the issue of child protection has also arisen in the last decade. Since the enactment of UU No. 23/2002 about Child Protection, cases of violence against children are increasingly revealed, and the cases of violence against children are not only committed by uneducated people, but also in educational institutions or schools. Data released by the Indonesian Child Protection Commission of 2014 presented that over the past 4 years (2011 - 2014), the number of reported cases of child abuse continues to increase to 669 cases (physical violence), 244 cases (Psychological violence), 2,296 cases (sexual violence), and 610 cases (trafficking and exploitation). According to Susanto (2014), based on child protection clusters, in addition to cases of violence as described above, cases of child abuse occurred in the educational environment in the last 4 years have reached a surprising number of 1,480 cases. It shows that the school environment has not become a safe place for children to live freely, comfortably, safely and protected. Based on these data, it indicates that in Indonesia, children have not been a well-protected individual in their life, in the family environment, society, even in the educational environment. This fact also suggests that the understanding of educational activists on child protection is still far from expectations and hence it needs to create a system that allows teachers and future teachers to have the understanding, attitudes and skills needed to create a friendly environment for all children, far from attitudes and behaviors that can be categorized as violence against children.

In some educational institutes of educational staff (LPTK) in Indonesia, there has begun a new awareness of the importance of providing future teachers about competence of special education (PLB). This debriefing is considered important as it anticipates in advance that all future teachers will work as teachers in an inclusive school environment for all diverse children. The course of Inclusive Education is agreed as a new course in all courses in LPTK with 2 credits. As a new course, there are not enough competent lecturers available in every study program to teach the course. They need to be assisted and provided additional knowledge that complements the learning process for children with disabilities in inclusive schools.

Based on the background, it is necessary to develop the main teaching materials for future teachers who are still studying in LPTK through Inclusive Education and Child Protection course, or other cohesive courses to equip future teachers to realize a quality school and friendly for all children.

1. **Concept of Inclusive Education**

Inclusive is taken from the word "to include" or "inclusion" or "inclusive" that means to invite or include. In the meaning of "Inclusive" as invited or included is to respect and embrace individuals with different backgrounds, gender, ethnicity, age, religion, language, culture, characteristics, status, way/lifestyle, physical condition, abilities and other differences conditions (UNESCO: 1994).

Inclusive education has diverse definitions. Stainback and Stainback (1990) suggest that inclusion schools are schools that accommodate all students in the same class. The school provides a proper, challenging education program, yet appropriate to the abilities and needs of each student, as well as the help and support that teachers can make for children to succeed. Moreover, inclusive schools are also a place where every child can be accepted, be part of the
class, and help each other with teachers and peers, as well as other members of the community so that individual needs can be met. Staub and Peck (1995) argue that inclusive education is the placement of children with moderate, mild, and severe grade disorders in regular classes. This suggests that the regular class is a learning place relevant for the disabled child, regardless of the type of abnormality and however their gradation is.

Meanwhile, Sapon-Shevin (O'Neil, 1995) states that inclusion education as an educational service system requires all children with disabilities to be treated in nearby schools, in regular classes together with their peers. Therefore, it emphasizes the restructuring of schools, so that it becomes a community that supports the fulfillment of the special needs of each child. It means rich in learning resources and get support from all parties, namely the students, teachers, parents, and the surrounding community.

Through inclusive education, children with special needs (ABK) together with other children are educated to optimize their potential (Freiberg, 1995). This is based on the fact that within the community there are diverse children including the presence of children with physical and mental limitations or often referred as persons with disabilities.

Inclusive education is understood as an approach seeking to transform the educational system by eliminating barriers that can prevent students from participating fully in education. This shift in educational paradigm not only benefits the often-marginalized individual like children with special needs, but all children and parents, all teachers and school administrators, and every member of the community and neighborhood also benefit from any changes. Inclusion in education is a process of increasing student participation and reducing its separation from the local school culture, curriculum and community. Inclusion also involves many aspects, including family, school and community environments. Inclusive education is basically an effort to create an inclusive society (Yusuf, 2014).

In countries that have long been implementing inclusive education programs, especially in developed countries, inclusive education is interpreted more broadly in the context of school culture which emphasizes on how schools, classes, and curriculum structures are designed for all children to learn and develop optimally (Kugelmass, 2004). Other evidence of inclusion education in developed countries is written by Schwab (2014), which describes that inclusive education is not just placing children with or without special needs in the same class, (such practice represents a form of integration in Germany) but the meaning of Inclusion is social participation in all students. In the context of developing inclusive education, it is necessary to survey not only the academic outcomes but also the social outcomes. In a broader context, inclusive education can be interpreted as a form of educational reform that emphasizes anti-discrimination, the struggle for rights, justice and the expansion of educational access for all, improving the quality of education, strategic efforts in the completion of 9-year compulsory education, and efforts to change community attitudes against special children (Sunaryo, 2009). Inclusive education is a strategy to promote effective universal education because it can create schools that are responsive to the actual needs of children and society. Thus, inclusive education ensures access and quality of education.

Inclusive education has grown rapidly in developed countries, while in Indonesia inclusive education is a new paradigm since it was only developed in 2003 (Yusuf, 2012;
UUSPN No. 20 Year 2003). As a new paradigm, it still needs various supporting tools, socialization and educational process to all stakeholders in its implementation. The shift from the old paradigm of conventional education that considers all children to be the same, to a new paradigm that assumes that every child has diverse needs, different potential, and unique barriers, then all future teachers need to be equipped with concepts and philosophies of inclusive education and child protection.

2. Concept of Child Protection

UU No. 23/2002 about Child Protection affirms, that "Every child shall have the right to live, to grow, to develop, and to participate reasonably in accordance with human dignity, and to be protected from violence and discrimination" (Article 4). Furthermore in (Article 8) it is affirmed that "Every child shall have the right to health and social security services in accordance with physical, mental, spiritual and social needs". Article 12 states that every child with disability has rights to obtain rehabilitation, social assistance and social welfare. Even in Article 21 states that country and governments shall be responsible and responsible for respecting and guaranteeing the rights of every child regardless of ethnicity, religion, race, class, gender, ethnicity, culture and language, legal status of children, birth order and physical and/or mental conditions. In another part of Article 51, it emphasizes that "Children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain regular education and special education".

On an international level, the Salamanca statement and the Framework for Action on Special Needs Education in 1994 Article 2 states that: We believe and state that: (1) Every child has a fundamental right to obtain education, and should be given the opportunity to achieve and maintain a reasonable level of knowledge, (2) Each child has different characteristics, interests, abilities and learning needs, (3) Educational systems should be designed and educational programs should be implemented by considering the diversity of these characteristics and needs, (4) Those with special educational needs should have access to regular schools that should accommodate them in the context of child-centered pedagogy that can meet the needs of the child, (5) Regular schools with such inclusion orientation are the most effective tools to combat discrimination, create a friendly society, build an inclusive society and achieve education for all; furthermore, such schools will provide effective education to the majority of children and improve efficiency and ultimately reduce costs for the entire education system.

Although the regulation on child protection has been issued by the government to ratify the international convention, in practice in the field, the issue of child protection is still far from expectations. The Report of the Indonesian Child Protection Commission (Susanto, 2014) states that: (1) The drop-out rate for children aged 7-17 is 2.91%. (2) There are still 3.4 million children aged 10-17 working. (Data of KPP & PA, Child Profile Year 2012), (3) Number of neglected children: 3,488,309, vulnerable child abandoned; 10,322,674 and child labor as much as 109,454. (Data Ministry). (4) According to Susenas Year 2011 there are 1.62% of girls aged 10-17 years in Indonesia have married status and ever married. (5) Data of Direktorat Jendral
Pemasyarakatan, in 2011, the number of child offenders throughout Indonesia reached 54,712 children. (6) KPAI's monitoring results in 9 Provinces to 1,026 elementary, junior high, and high school students in 2012 found that children as perpetrators of violence reached 78.3%, child abuse at school 87.6%, and 91% for family violence.

From the data, child abuse in school is still very high, reaching 87.6%. In a more complete description, Data, Information and Complaints Division of KPAI 2014 describes cases of child complaints based on child protection cluster between 2011-2014 as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Cluster/fields</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Total Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social and child in emergency situations</td>
<td>92</td>
<td>79</td>
<td>246</td>
<td>87</td>
<td>504</td>
</tr>
<tr>
<td>2</td>
<td>Family and alternative care</td>
<td>416</td>
<td>633</td>
<td>931</td>
<td>452</td>
<td>2432</td>
</tr>
<tr>
<td>3</td>
<td>Religion and culture</td>
<td>83</td>
<td>204</td>
<td>214</td>
<td>59</td>
<td>560</td>
</tr>
<tr>
<td>4</td>
<td>Civil rights and participation</td>
<td>37</td>
<td>42</td>
<td>75</td>
<td>47</td>
<td>205</td>
</tr>
<tr>
<td>5</td>
<td>Health and drugs</td>
<td>221</td>
<td>261</td>
<td>438</td>
<td>216</td>
<td>1136</td>
</tr>
<tr>
<td>6</td>
<td>Education</td>
<td>276</td>
<td>522</td>
<td>371</td>
<td>249</td>
<td>1480</td>
</tr>
<tr>
<td>7</td>
<td>Pornography and cyber crime</td>
<td>338</td>
<td>175</td>
<td>247</td>
<td>196</td>
<td>806</td>
</tr>
<tr>
<td>8</td>
<td>ABH AND VIOLENCE</td>
<td>188</td>
<td>530</td>
<td>420</td>
<td>432</td>
<td>1511</td>
</tr>
<tr>
<td>9</td>
<td>Physical abuse</td>
<td>129</td>
<td>110</td>
<td>291</td>
<td>142</td>
<td>669</td>
</tr>
<tr>
<td>10</td>
<td>Psychic violence</td>
<td>49</td>
<td>27</td>
<td>127</td>
<td>41</td>
<td>244</td>
</tr>
<tr>
<td>11</td>
<td>Sexual violence</td>
<td>329</td>
<td>746</td>
<td>590</td>
<td>621</td>
<td>2286</td>
</tr>
<tr>
<td>12</td>
<td>Trafficking and exploitation</td>
<td>160</td>
<td>173</td>
<td>184</td>
<td>93</td>
<td>610</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>10</td>
<td>10</td>
<td>173</td>
<td>78</td>
<td>271</td>
</tr>
<tr>
<td></td>
<td>TOTAL CASE OF CHILD PROTECTION</td>
<td>2178</td>
<td>3512</td>
<td>4311</td>
<td>2713</td>
<td>12714</td>
</tr>
</tbody>
</table>

Source: Susanto (2014)

From the data above, it shows that cases concerning the issue of child protection in Indonesia from year to year are still quite high. Even the cases of child protection that occurred in the educational cluster are no fewer than other cases reaching 1480 cases in the last four years. Factors contributing to the high incidence of child protection cases in schools are related to the understanding of education practitioners about the philosophy and child protection laws that are still low. Forms of teacher attitudes and behavior that seem to be reasonable for some teachers, it may be legally incorporated into the term of violation.

To create the rights of children to be fulfilled and all children get the protection and good treatment in order to foster full participation for every individual child in school, so in addition to teachers and principals should be given systematic and systemic socialization, not least for the future teachers in this case students in Faculty of Teacher Training and Education to get an understanding of child protection education through relevant lectures. Therefore, the existence of an inclusive education course needs to be expanded by adding the substance of the study on child protection.
RESEARCH METHOD

This research was conducted in two stages. First stage is the survey stage and second is the focus group discussion (FGD) stage. At the survey stage, the researcher conducted a survey by distributing an evaluative instrument on the course of Inclusive Education. A total of 15 lecturers of Inclusive Education course from 20 Study Program (non PLB) in Faculty of Teacher Training and Education Universitas Sebelas Maret (FKIP UNS), returned the instrument. Data was analyzed by using descriptive analysis. At the FGD stage, the lecturers were invited to discuss the survey results, and look for prototype agreements on the teaching material of Inclusive Education in Non-PLB Study Program with 2 credits. FGD results were used to develop a prototype of inclusive education teaching material for students at FKIP.

RESEARCH RESULTS

1. Survey results on the Constitutional Court

Table 1: Learning Tool of the Inclusive Education Course in LPTK

<table>
<thead>
<tr>
<th>No</th>
<th>The existence of the Learning Tool</th>
<th>None</th>
<th>Exist incomplete</th>
<th>Exist Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus / Semester Learning Plan (RPS)</td>
<td>26.7%</td>
<td>73.3%</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>The Main Instruction Book of Inclusive Education</td>
<td>26.7%</td>
<td>73.3%</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Reference Books used</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Learning Media (ppt)</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Test Evaluation of Learning Outcomes</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 2: Existence of Syllabus of Inclusive Education Course

<table>
<thead>
<tr>
<th>No</th>
<th>The existence of Syllabus / Semester Learning Plan (RPS)</th>
<th>None</th>
<th>Exist incomplete</th>
<th>Exist complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formulation of learning outcome in syllabus</td>
<td>100%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Details of study substance in syllabus</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>The substance of the study included the concept of child protection</td>
<td>100%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 3: Lecturers' Opinion on Inclusive Education Course

<table>
<thead>
<tr>
<th>No</th>
<th>Lecturer's Response to Inclusive Education</th>
<th>Important and need to be taught</th>
<th>Important but no need to be taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the Inclusive Education course is important for non-PLB students</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Does Inclusive Education course need to be</td>
<td>86.7%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>
equipped with the concept of Child Protection

Table 4: Substance of Inclusive Education Study to be Expected by Lecturers

<table>
<thead>
<tr>
<th>No</th>
<th>Substance of Inclusive Education Course</th>
<th>Important and need to be taught</th>
<th>Important but no need to be taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowing Children with Special Needs and their characteristics: (Blind, deaf, mentally disabled, handicapped, emotional disorder, autistic, learning difficulties, slow learning, gifted talented)</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Identification and Assessment of Children with Special Needs: (Understanding, purpose, grounding, objectives, procedures, tools used, analysis and interpretation, use of results, and follow-up)</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Principles of learning for Children with Special Needs based on their type of disabilities: (Blind, deaf, mentally disabled, handicapped, emotional disorder, autism, learning difficulties, slow learning, gifted talented)</td>
<td>86.7%</td>
<td>13.3%</td>
</tr>
<tr>
<td>4</td>
<td>Identify specific tools and their use in learning for ABK based on their type of impairment: (Blind, deaf, mentally disabled, handicapped, emotional disorder, autism, learning difficulties, slow learning, gifted talented)</td>
<td>86.7%</td>
<td>13.3%</td>
</tr>
<tr>
<td>5</td>
<td>Know the compensatory program (Special Needs Program) for Children with special needs as the type of impairment: (Blind, deaf, mentally disabled, handicapped, emotional disorder, autism, learning difficulties, slow learning, gifted talented)</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Know Segregate Education for children with special needs: (history, goals, grounding, aims, principles, education system, and continuation of studies, strengths and weaknesses of the segregate system)</td>
<td>86.7%</td>
<td>13.3%</td>
</tr>
<tr>
<td>7</td>
<td>Understanding Inclusive Education for children with special needs: (history, goals, foundations, objectives,</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>
principles of organization, education system, continuation of studies, strengths and weaknesses of the inclusive system).

8 Management of Inclusive Education:  
(1) student management  
(2) curriculum management  
(3) learning management  
(4) assessment management  
(5) management of personnel  
(6) management of infrastructure facilities  
(7) community resource management  
(8) financial management  
80% 20%

9 Know the Concepts of Child Protection and welfare:  
(the concept of child protection and welfare, the goals of child protection and welfare, the foundation of child protection and welfare programs, the aims of child protection and welfare programs, the risks for schools that do not implement child protection).  
86,7% 13,3%

10 Implementation of child protection and welfare programs in schools: (problem identification, program planning, program implementation, evaluation and follow-up).  
86,7% 13,3%

11 Accessibility, field visits, PI linkages with child protection, principles of child protection programs, the role of schools and parents in child protection.  
100% -

2. Focus Group Discussion (FGD) Result

The result of the survey was taken into the FGD involving the lecturers of Inclusive Education course. The results of the study at the FGD stage is The prototype of teaching material for Inclusive Education and Child Protection Course for Non-Special Education Students in FKIP UNS. The following are: (1) The content of the Inclusive Education course needs to be expanded to the subject of the concept of child protection. (2) It is necessary to make the formulation of RPS in Inclusive Education and Child Protection courses same for all programs. (3) It is necessary to make standard teaching materials as the main reference of Inclusive Education and Child Protection courses. (4) The subject matter of Inclusive Education and Child Protection Studies is regrouped and contains a minimum standard of 10 assessment materials as follows: (a) Changing the mindset, (b) Knowing the Diversity of Children with Special Needs and their characteristics, (c) Identification and Assessment, (d) Special Needs Program, (e) Concept of Inclusive Education, (f) Child Protection Concept, (g) Implementation of inclusive

DISCUSSION

The results of this research indicate that there is a new awareness in Higher Education that inclusive education is a very important material to be taught to students throughout the Program organizing teacher education. This is necessary to anticipate the teacher's duties at inclusive schools. In the future, all schools will become inclusive schools, then all future teacher need to be given competence about special education through the course of Inclusive Education.

Although the course of Inclusive Education has been taught in Non-Special Education Program, this research also finds that the implementation of Inclusive Education is not sufficient yet starting from insufficient RPS, unavailable teaching materials, and non-standard evaluation tools. Another important thing is also found in this research that not all lecturers formulate learning outcome courses correctly. They expect that there will be uniformity of lecture material and compiled of textbook as the main learning subject of Inclusive Education which is applied in all non-Special Education program.

Other findings in this research are most (86.7%) lecturers of Inclusive Education course agree that the Child Protection Concepts material needs to be added in Inclusive Education lectures. The urge of the lecturers is based on the number of cases of child abuse that occurred in schools (Susanto, 2014). Most cases of child abuse in schools are believed that because teachers and school community are not adequately aware of the concept and implementation of the Child Protection Law.

The practice of inclusive education still faces various problems. Several studies have concluded that there is a problem of cooperation between teachers and school administrators, classroom teachers with special teachers (Valeo, 2008). The need for training and debriefing of inclusive teachers of inclusive education was proposed by Fox and Ysseldyke in Valeo (2008). According to González-Gil, et al (2013), in the survey of training needs, concluded that 200 teachers in inclusive schools require various trainings mainly related to inclusive classroom management issues and learning methodologies.

Inclusive education in some southern countries in general includes a new paradigm. According to research by McBrayer & Wong (2013), the implementation of inclusive education involves value change, therefore to overcome technical difficulties in the field, the government issues a policy on partnership schemes between schools and source centers. There are many reasons why principals participate in inclusive education. McBrayer & Wong's (2013) research concludes that the willingness of the school principal to participate for religious reasons, shared vision and partnerships with other teachers in the community.

Another problem that teachers often face in inclusive schools is about curriculum modification. Fanu (2013) study in Papua New Guinea concludes that the curriculum of inclusive schools adopted from Western countries to be implemented in inclusive schools in Papua New Guinea was responded negatively by teachers. They claim to find it difficult to apply the
curriculum imported from other countries. Therefore, it is recommended that curriculum modification in inclusive schools considers local cultural factors and participatory approaches.

The problems of school management and the need for collaborative learning in schools are still challenging. Buhere and Ochieng's (2013) study in Kenya involving 150 inclusive schools, 30 principals, 120 regular teachers and 8 special teachers, concluded that the implementation of inclusive education has not yet been accompanied by adequate support structures; Educators do not have sufficient knowledge in using the available resources, available learning resources are inadequate. The study recommends that governments and principals undertake various ways to effectively implement inclusive education, such as in-service training, empowerment of professional support groups, intensify mentoring activities, build collaboration between teachers and special teachers, and strengthen school regulations for inclusive education. In addition, the government should increase funding to meet facilities and structural modifications.

A study of 72 regular school teachers in Serbia (Kalyva et al., 2007) concluded that regular school teachers were more negative than teachers experienced in dealing with Special Education Needs children in term of inclusive education. These findings warn the importance of special socialization and/or training for teachers to make inclusive education implement well. One study conducted by Mdikan, et al. (2007) to a number of final semester students at the University of Witwatersrand in Johannesburg Post Graduate Certificate program in education, B.Phys.ed. And BA (Ed.) with 22 male and 17 female students, that on average they perceive inclusive education as a positive thing. There is no difference in positive attitude between men and women. This illustrates that it is important for future teachers to get knowledge for inclusive education in their curriculum, while teachers who have worked, on average have not received inclusive education materials while studying in college.

CONCLUSION

The result of the research can be concluded that (1) learning tools used by lecturers in teaching inclusive education course at LPTK are still diverse, incomplete and inadequate, (2) the formulation of learning outcome and the substance of the study of inclusive education has not been formulated correctly and still various according to different backgrounds of understanding and experience, (3) the substance of the study on child protection has not been given in the lecture, (4) the lecturer's need for material uniformity and the availability of reference material of the course of Inclusive Education is very high. The results of the study at the FGD stage, the participants agreed on the formulation of learning outcomes and the substance of the study of Inclusive Education which was expanded by adding the study material on child protection. (5) The content of Inclusive Education courses needs to extend the substance of the study on the concept of child protection. (6) It is necessary to make the formulation of RPS of Inclusive Education and Child Protection course for all programs. (7) It is necessary to make standard teaching materials as the main reference of Inclusive Education and Child Protection courses. (8) The subject matter of Inclusive Education and Child Protection is regrouped and contains
minimum 10 assessment materials as follows: (a) Changing the mindset; (b) Knowing the diversity of children with special needs and characteristics; (c) Identification and Assessment, (d) Special Needs Program, (e) Inclusive Education Concept, (f) the concept of child protection, (g) Implementation of inclusive education in schools, (h) Case Studies of Inclusive Education, (i) Lessons in Inclusive Classes, (j) Systems Support in inclusive education.

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