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United Nations Educational, Scientific and Cultural Organization (UNESCO)
Indonesia

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Sardin Sardin, Universitas Pendidikan Indonesia, Indonesia
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Ace Suryadi, Universitas Pendidikan Indonesia, Indonesia
Rudi Susilana, Universitas Pendidikan Indonesia, Bandung, Indonesia
Agus Taufik, Universitas Pendidikan Indonesia, Indonesia
FOREWORD

Praise be to Allah, Almighty God who has given opportunity, guidance and ability for us continuously to take part in developing of education.

This proceeding is one of the outcomes of the 1st International Conference on Educational Science (ICES) that was held in November 2017 in Bandung. ICES is one of the annual agenda of the Faculty of Education (FIP) Universitas Pendidikan Indonesia (UPI) that was aimed to provide a venue for education experts and practitioners in dissemination, exchange and expansion of scientific experiences at the international forum level.

This Proceeding contains a number of research articles, studies and best practice selected in the field of education such as educational psychology, educational administration, curriculum and educational technology, guidance and counseling, early childhood education, primary school education, out of school education, special education , and library & information science.

On this occasion I do thank and express my highest appreciation to all parties who have supported and contributed to during the implementation of the conference until the proceeding publication. My highest appreciation is also specially addressed to all article authors, reviewers, and steering committees as well as organizing committee who have spent their expertise and worked cooperatively and seriously . Hopefully they have got the rewards that are worthy of Allah SWT. Aamiin.

Finally, I do hope the 2nd ICES as annual academic event that will be held in the Faculty of Education UPI can be implemented better and more effectively. It is also hoped that ICES as an international academic forum will provide significant benefits for the development education in terms of theory as well as practices.

Dean of Faculty of Education UPI,

Agus Taufiq
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The Analysis of the Existence of Special Education Teacher in Inclusive School in Indonesia

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Keywords: Employment Status, Inclusive School, Recruitment, Regulation, Special Education Teacher, Work Guideline.

Abstract: The aim of this study is to map the special education teachers’ (SET) problems in inclusive school. This study used a mixed method research involving 265 SETs as respondents. The variables examined included: (1) SET regulation, (2) SET recruitment process, (3) SET employment status, (4) SET work guidelines, and (5) SET competence. Data were collected using a semi-open questionnaire and a competence scale. The data was analyzed by quantitative and qualitative technique. The results of the study concluded that the existence of SET in inclusive schools still faced problems in terms of regulation, recruitment, employment status, and work guidelines. In addition, the ministerial regulation No. 70 / 2009 about inclusive education has not been implemented optimally in inclusive schools. However, the teachers’ competence (pedagogy, professional, personality, social, and special education competence) of SETs in inclusive schools in Indonesia are mostly in good and adequate category. This study suggests that the government immediately organize the regulation of SET to guarantee the existence of SET in the future.

1 INTRODUCTION

Inclusive education is now becoming an important topic in education research’s in various countries (India, Nepal, Pacific region, Canada, South Africa, Arab, Madrid) around the world (Tilak, 2015; Maudsday, 2014; Miles and Mernumer, 2014; McCrimmon, 2014; Ntombela, 2011; Crabtree and Williams, 2011; Bermejo et al., 2009). Inclusive education also become the topic of education research in all levels of education (Yusuf et al., 2017; Mackey, 2014; Sucuözü et al., 2013). Many studies show that implementation of inclusive education in schools has a positive effect on students, both students in general and those with special needs (Waldron and McLesky, 2009; Salend and Duhaney, 1999). Thus, inclusive education is believed to be one of the solutions in expanding the access and improving the quality of education in schools (Waldron and McLesky, 2009; Salend and Duhaney, 1999). Many previous researches above about inclusive education show the importance of inclusive education and inclusive school as the topics of education researches.

One important aspect of the inclusive school is the existence of special education teachers (SET). Many researches have been done by previous researchers associated with special education teachers (Douglas et al., 2016; Vernon-Dotson et al., 2014; Gehrke and Cocchiarella, 2013; Sindelar, Brownell, and Billingsley, 2010; Takala et al., 2009; Waldron, McLeskey, and Pacciano, 2009; Van Laarhoven et al., 2007). Several studies have focused on the preparation as SET in inclusive school (Walker, 2016; McCrimmon, 2014; Vernon-Dotson et al., 2014; Oyler, 2011; Van Laarhoven et al., 2009), the role of SET in inclusive school (Takala et al., 2009), the evaluation of SET in inclusive school (Woolf, 2014), and the knowledge of SET in inclusive education (Gehrke and Cocchiarella, 2013). There is also a research that discusses the status and future direction of the SET (Sindelar et al., 2010). This study also discusses the future direction of the SET. However, this research is more focused on the analysis of the problems of SETs (regulation, recruitment process, employment status, and work guideline) and the competence of SETs in inclusive schools in Indonesia.

The existence of SETs in regular schools is one key to make the inclusive education better success. Legislation in Indonesia explained that each of the inclusive school is required to have at least one SET.
3.5 SET Competence in Inclusive School

Table 3 showed the descriptive statistic of the SET competence in inclusive schools. The mean score of SET competence is 293.95, with minimum score 149.00 and maximum score 419.00. Based on analysis of categorization refers to the normal curve, the score can be divided into five categories, excellent, good, adequate, less and very less.

Table 3: The Descriptive Statistic of SET Competence.

<table>
<thead>
<tr>
<th>Competence</th>
<th>N</th>
<th>Minimum score</th>
<th>Maximum score</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>265</td>
<td>149.00</td>
<td>419.00</td>
<td>293.95</td>
</tr>
</tbody>
</table>

Table 4: SET Competence Category.

<table>
<thead>
<tr>
<th>SET Competence Category</th>
<th>Range Score</th>
<th>Sum</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least</td>
<td>95 – 114</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Less</td>
<td>115 – 200</td>
<td>7</td>
<td>2.6</td>
</tr>
<tr>
<td>Adequate</td>
<td>201 – 275</td>
<td>85</td>
<td>32.1</td>
</tr>
<tr>
<td>Good</td>
<td>276 – 351</td>
<td>143</td>
<td>54.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>352 – 475</td>
<td>30</td>
<td>11.3</td>
</tr>
</tbody>
</table>

Table 4 showed that most of the SETs (54%) had good competence; 32.1% SETs had adequate competence, 11.3% respondents had excellent competence, and only 2.6% respondents had less competence. It can be concluded that the competence SET (professional competence, pedagogy, personality, social, and special education competence) in inclusive schools in Indonesia are mostly in good categories. The result of this research has progressed slightly as compared to previous studies (Martika et al., 2016; Gunarhadi et al., 2016; Gunarhadi et al., 2012). Gunarhadi et al. (2016) found that the level of knowledge and pedagogical skills of SETs in 3 districts of Central Java are in average and good category. The SET competence in this study is still better than the regular teacher competence, especially in special education competence (Martika et al., 2016).

According to the act (Teacher Act No. 14/2005), teacher should have 4 kinds of basic competencies (pedagogical, personality, social and professional competence). These results indicated that although the employment status of SETs was still unclear, but they still showed professional performances. Therefore, their status must be recognized and protected. They hope that their career in the future will be recognized as well as teachers in general.

4 CONCLUSIONS

The results of the study concluded that (1) the existence of SET in inclusive schools still faced with problems in terms of regulation, recruitment, employment status, and work guideline, (2) the ministerial regulation No. 70/2009 about inclusive education has not been implemented optimally in inclusive schools, (3) the competence (pedagogy, professional, personality, social, and special education competence) of SETs in inclusive schools in Indonesia are mostly in good and adequate category. Therefore, special regulations of SET in Indonesia must be drafted, so the existence and the future of SET in inclusive schools in Indonesia can be more protected as well as teachers in general and the SET are able to work more professionally in inclusive schools.

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