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INTERDISCIPLINARY COLLABORATION OF SPECIAL NEED EDUCATION TEACHERS AND REGULAR TEACHERS AT INCLUSION SCHOOL

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ABSTRACT

Collaboration between special need education teachers and regular teacher at inclusion school is very important to give maximum service to special need children in inclusion school. As long as this, collaboration between special education teacher and regular teacher in inclusion school still not run effectively, special need education teacher as well as regular teacher run singly, result of the process education, special need children in inclusion school is not handled properly. Availability effective device models of collaboration, research as well as based research between special need education teacher and regular teacher highly recommended to give educational services for special need children at inclusion school

Keywords: Interdisciplinary Collaboration, Teachers, Inclusion Education

BACKGROUND

Inclusion school are regular schools that receive special need children to follow learning with normal children. Special need children is children that have special needs in terms of phisic, psychic, intellectual, emotional, social, or a mix of individual needs. Because of his specialty, the children is need of special education service to realize their potential to be able to live out his life in the come to go. Before the implementation of inclusion, special need children follow segregation education that is separated from normal children. The form of education is special need education school.

Education of special need children in inclusion school needs resources, facilities and infrastructure in contrast to regular schools in General. For a teacher, every school that implement educational inclusion should be have one special need education teacher, in addition to the regular teacher, to deal with special need children to follow the teaching and learning process with attention to the special needs of each child. For schools that do not have special need education teacher, they must be get a teacher that derives from the extraordinary school nearby. Similarly, in terms of facilities and infrastructure, the school must provide the infrastructure

required by children accordance with their specificity. Children who have impaired vision has different facilities with impaired speech children.

To be able to deal with children in special need inclusion school, teachers special need education teacher as well as regular teachers should collaborate in role. special need education teacher deal with special need children and regular handle the exceptional child related to his education in common. Effective collaboration will improve education services to special need children so they as a citizen.

However, during this days special need education teacher or regular teacher singly even occasionally throw each other the responsibility of a special need handled together do not has progress in his education. If something like this certain that educational of special need children service not running.

Special need education teacher and regular teacher coming from different from having educational background and different disciplines, as well as institutional work system background of origin must collaborate to handle children and normal children in the class. This difference can be a implementation of the educational inclusion automatically, handling against children also hampered.

INCLUSIVE EDUCATION

Inclusive education is education for public school students with special needs special needs learn together and interact with teachers and students in the class. Interaction between students who awakened normal with normal students between normal students with special needs students. Specificity of the students affect the shape of these interactions, such interactions normal children with impaired speech, to be able to interact with both normal children should understand the spoken word is slow and it is not clear, even sometimes. Likewise, children with special needs will try to follow every conversation. If there are two or three students with special needs with different special



They interact with each way and influenced by differences due to its specificity. Have the diversity and multiplicity, but that's not what makes them have become a in its class. According Skørten (Johnsen and Skørten, 2004 39) we are not talking community of children with special needs, but we are talking about a large number of including those with special needs, we are talking about children who go to school come to school will be challenged with tasks given by teachers to participate in social situations in the classroom. Whatever form the task given to both individuals perandalam situation requires that students take classes. As part of a class on, children with special needs must also follow its role together with normal With teachers, have a mutual relationship as a consequence of a dynamic learning The role of the teacher is no longer the dominator talks as the one-way tion, but students are also entitled to present something, whether it be in the form andresponses regardless of its specificity. Important of all is that the student has part of the class as well as the characteristics of the school or inclusive classroom.

to education in the general education system and are not discriminated against has highlighted in the instruments more detailed like Jomtien Declaration and the UN on the Rights of the Child. World Declaration on Education for All (World on Education For All) in Jomtien Thailand 1990 tried to address some of these The Jomtien Declaration went further than the Universal Declaration in Article 'universalization Access and Promoting Equity'. It stated that the educational gap certain groups of various ranges to discrimination and exclusion. This includes the poor, street children and working children, residents of rural and remote areas, minorities and other groups, and specifically referred to the disabled.

and needs child is considered as a member of society. They should be able to in various activities in the community and culture, such as religious activities, surrounding environment, and groups. In other words, inclusion creates a space in children with special needs received by members of other communities in the same children without disabilities receive. families, teachers, and staff members at the should provide a foundation for the development optimal. Dalam inclusive settings,

children are involved in activities that occur naturally, they typically interact with adults thrive in the community, and learn the appropriate skills and adaptive social

AN INTERDISCIPLINARY COLLABORATION IN INCLUSIVE EDUCATION

Special need education teacher and regular teacher have outstanding differences in cooperate in managing learning for special need children in regular classes. Collaborative inclusive education involving special need education teacher and regular teacher in classroom. However, in the inclusive education, both must work together in order to service to the special need children maximally. Together devised a plan of management the shared learning, and do an assessment. Some differences can be seen others:

1. Background of education, or Academic background
To be a special need education teacher should be taking courses in the Department of Special Education for at least four years or by qualifying S1 with competence in special need education teacher. Regular teachers in regular schools also have educational backgrounds in accordance with the field, for example, teachers in primary class must have Alumni PGSD equivalent to S1

2. Subject learners
Special need education teacher will teach children with special needs with a variety of subject learners

3. The level of intervention
Specialists while the regular teachers to teach normal children. Special need education teacher accustomed to handling forms individually tailored learning in the form of Individual Teaching Program (PTP) deal with more than one student, usually no more than the number of students with only two types of specificity in one class. While regular teachers to design in the classical style.

Background and work systems are different but special need education teachers and regular teachers should work together in inclusive education. They must collaborate in interdisciplinary collaboration in inclusive education. The main reason underlying interdisciplinary collaboration in inclusive education



lack of knowledge of each teacher to the complexity of the symptoms seen in children with special needs. Children with special needs and regular children differ in the learning process. Not only that reason, some of the reasons as stated by Siagian (2007:176) as the division of duties, powers and responsibilities, structure and type of organization used, and the members making each subsystem has a certain territory restrictions. This situation that requires every sub system out of its environment to conduct cooperation with other systems. However Siagian (2007:176-177) warned that to achieve collective goals, the members must make a contribution to the achievement of common goals, while not trying to protect themselves and the group.

Collaboration is the relationship between individuals, groups, and organizations in they are working together towards a common goal. The purpose of an interdisciplinary collaboration is to provide maximum educational services to the children of special needs, so the children with special need can develop its potential. Regular teacher could not ignore if in his classroom there are children in special need, should not discriminate in providing education that is needed by all children in the class. High and low charge instructional materials may be different, but the opportunity to follow that course should be the same. On the other hand, special need education teachers also must not overlook that in the classroom not only children with special need alone but there are other children. These differences must have same treatment through vision of inclusive education. Kagan (1991:3) distinguishes collaboration from cooperation and coordination by emphasizing the collaboration that the organizational structure and inter-organization is more complex where power, and authority is shared and where people are brought together to achieve common goal. The collaboration not only means working together but rather to work together to attain full common goals that cannot be achieved by one individual or one organization' (Kagan, 1991).

Collaboration is an intellectual dynamics of a joint effort and the theme of connection, transformation, conflict, and separation energizing shared connection (John-Steiner, 1991). When examined carefully, in collaboration there is cooperation to achieve the goal. There is a difference between collaboration and cooperation. Cooperation is more focused on the joint venture but with a different purpose. Both parties involved in the

partnership have different interests, while collaboration is not the case. Therefore (2006, 61) emphasizes that the collaboration involves attempts to work with other solutions that satisfy the interests of both parties.

According to Walker (Walker, Craig, Stohl, 1998) Collaboration involves two autonomous stakeholders they are joined by combining resources, knowledge, and in watu limited and ultimately to achieve a change. Two or more people involved have knowledge of what to do, or expertise to solve problems so that the results accordance with a common goal. In order for special need education teachers and teachers have the same vision, then they should meet regularly to discuss any faced by both classroom teachers and teacher of special need education. Special children handling in the inclusive classroom requires expertise and solved the problem classroom teacher and the teacher's Companion. Moreover, the collaboration is limited by time goals.

D'Amour and Oandasan (2005) also developed a model about the effectiveness interdisciplinary collaboration and interprofession that have been tested to his collaboration between doctors and nurses. D'Amour and Oandasan (2005) interprofession as the development of cohesive practices among professionals from disciplines. This is a process that reflects the professional and develop ways to provides an integrated and integrated answer to the needs of client/family/community development aims to give answers similar in all professions involved in collaboration The model developed by D'Amour and Oandasan (2005) taking into account the calculations related to the task, the composition of the groups, cultural context of the organization. These models also incorporate variables which effectiveness in the process of collaboration, namely leadership, community decision-making. As the output from this collaboration, will find the innovation, wellbeing, and viability. This model can also be developed in a situation between special need education teacher and the regular teachers, but requires research to get the right models.



CONCLUSIONS AND SUGGESTIONS

Disciplinary collaboration between special need education teacher and regular teacher is very important to provide educational services to the maximum for the children in special and normal children in the inclusive class. An interdisciplinary collaboration is cooperation that complement the corresponding functional disciplines each teacher that stand out because of the science, there is no overlap in giving services even in the absence of this collaboration, it should be compiled a handbook berisirambu signs in collaborations. This book should be the result of the research to be more tested and validated guidelines by teachers at the inclusive school. The availability of an effective learning model device, and efficient as well as research-based of special need education and regular teachers to provide educational services for the special need children in inclusive school.

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