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

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

Key words: An Interdisciplinary Collaboration, Teachers, Inclusion Education

**A. BACKGROUND**

   Inclusion school are regular schools that receive special need childreen to follow education along with normal children . special need childreen is childreen that have special need both in terms of phisic, psychic, intellectual, emotional, social, or a mix of individual specificity. Because of his specialty, the children is need of special education service to developed their potential to be able to live out his life in the come to go. Before the educational inclusion,  special need childreen follow segregation educationthat is separated with normal children.   The form of education is special need education school.

   Handling of special need childreen in inclusion school needs resources, facilities and infrastructure in contrast to regular schools in General. For a teacher, every school which hosts educational inclusion should be have one special need education teacher, in order to deal with special need childreen to follow the teaching and learning process with regard to the special needs of each child. For schools that do not have special need education teacher, must be get a teacher that derives from the extraordinary school nearby. Similarly, with the means of facilities and infrastructure, the school must provide the infrastructure required by childreen accordance with their specificity. Children who have disorders of impaired vision has different facilities with impaired speech childreen.

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

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

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

**B. INCLUSIVE EDUCATION**

Inclusive education is education for public school students with special needs. Students with special needs learn together and interact with teachers and students in the classroom normal. Interaction between students who awakened normal with normal students is different between normal students with special needs students. Specificity of the students clearly will affect the shape of these interactions, such interactions normal children with children with impaired speech, to be able to interact with both normal children should be able to understand the spoken word is slow and it is not clear, even sometimes just a gesture. Likewise, children with special needs will try to follow every conversation. Not to mention if there are two or three students with special needs with different specificities in the classroom. They interact with each way and influenced by differences due to its specificity. They did have the diversity and multiplicity, but that's not what makes them have become a minority in its class. According Skørten (Johnsen and Skørten, 2004 39) we are not talking about a minority of children with special needs, but we are talking about a large number of children, including those with special needs, we are talking about children who go to school

Children come to school will be challenged with tasks given by teachers to participate in complex social situations in the classroom. Whatever form the task given to both individuals and groups perandalam situation requires that students take classes. As part of a class organization, children with special needs must also follow its role together with normal children. With teachers, have a mutual relationship as a consequence of a dynamic learning process. The role of the teacher is no longer the dominator talks as the one-way communication, but students are also entitled to present something, whether it be in the form of questions and responses regardless of its specificity. Important of all is that the student has become part of the class as well as the characteristics of the school or inclusive classroom.

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

A special needs child is considered as a member of society. They should be able to participate in various activities in the community and culture, such as religious activities, activities surrounding environment, and groups. In other words, inclusion creates a space in

which children with special needs received by members of other communities in the same way with children without disabilities receive. families, teachers, and staff members at the school should provide a foundation for the development optimal.Dalam inclusive settings, children are involved in activities that occur naturally, they typically interact with peers and adults thrive in the community,and learn the appropriate skills and adaptive social behavior.

**C. AN INTERDICIPLINARY COLLABORATION IN INCLUSIVE EDUCATION**

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

1. Background of education. or Academic background

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

2. Subject learners

Special need education teacher will teach children with special needs with a variety of specialists while the regular teachers to teach normal children.

3. The level of intervention

Special need education teacher accustomed to handling forms individually. All individually tailored learning in the form of Individual Teaching Program (PPI) . have to deal with more than one student, usually no more than the number of students 5orang with only two types of specificity in one class. While regular teachers to design learning 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 acros discipline. The main reason underlying interdisciplinary collaboration in inclusive education is the 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, specialization members making each subsystem has a certain territory restrictions. This restriction that requires every sub system out of its environment to conduct cooperation with other parties. However Siagian (2007 176-177) warned that to achieve collective goals, the parties must make a contribution to the achievement of common goals, while not trying to assert 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 now to provide maximum educational services to the children of special needs, so the children in special need can develop its potential. Regular teacher could not ignore if in his class there are children in special need, should not discriminate in providing education services needed by all children in the class. High and low charge instructional materials may look 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 needs children alone but there are other children. These differences must have same intersection through vision of inclusive education. Kagan (1991 3) distinguishes collaboration from cooperation and coordination by emphasizing the collaboration that requires the organizational structure and inter-organization is more complex where 'resources, power, and authority is shared and where people are brought together to achieve a 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 independent organisation' (Kagan, 1991).

Collaboration is an intellectual dynamics of a joint effort and the theme of connection, fusion, transformation, conflict, and separation energizing shared connection (John-Steiner, 2000). When examined carefully, in collaboration there is cooperation to achieve the goal. But 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, Jackman (2006, 61) emphasizes that the collaboration involves attempts to work with others to find solutions that satisfy the interests of both parties.

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

D'amour and Oandasan (2005) also developed a model about the effectiveness of an interdisciplinary collaboration and interprofesion that have been tested to his success in collaboration between doctors and nurses. D'amour and Oandasan (2005) defined interprofesion as the development of cohesive practices among professionals from different disciplines. This is a process that reflects the professional and develop ways to practice that provides an integrated and integrated answer to the needs of client/ family/community. This 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 input of the calculations related to the task, the composition of the groups, cultural context and the context of the organization. These models also incorporate variables which influence the effectiveness in the process of collaboration, namely leadership, communication and decision-making. As the output from this collaboration, will find the performance, innovation, wellbeing, and viability. This model can also be developed in an inclusive situation between special need education teacher and the regular teacher's, but of course it requires research to get the right models.

**CONCLUSIONS and SUGGESTIONS**

An interdisciplinary collaboration between special need education teacher and regular teacher is very important to provide educational services to the maximum for the children in special need and normal children in the inclusive class. An interdisciplinary collaboration is a form of cooperation that complement the corresponding functional disciplines each teacher without any that stand out because of the science, there is no overlap in giving servicesiven the importance of this collaboration, it should be compiled a handbook berisirambu signs in doing collaborations. This book should be the result of the research to be more tested and can

be so guidelines by teachers at the inclusive school. The availability of an effective collaboration model device, and efficient as well as research-based of special need education teacher and regular teachers to provide educational services for the special need children in inclusive school.

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