

Inclusive Education Schools: A Literature Review

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Abstract

Purpose: Optimizing inclusion programs in schools to improve teacher skills through co-teaching training and training to create an inclusive and learning-friendly environment.

Methodology: This type of research uses a literature review.

Results: Based on a literature review, information was obtained about several ways to optimize an inclusive environment that is good for regular students and students with special needs, such as building an excellent inclusive learning environment that requires cooperation from various parties, bringing in professionals to provide knowledge to teachers about handling students with special needs, participating in multiple pieces of training, one of which is training on co-teaching, a teaching method, namely two teachers teaching one class, and can also take part in LIRP (learning-friendly, inclusive environment) training.

Limitations: Data collection techniques and articles only use a few search engines.

Contribution: Based on the literature review results, providing training or professional direction to teachers regarding co-teaching is beneficial for teachers who do not have a special children's education background. Two teachers handling the class can be done effectively if the two teachers have discussed and planned to take and also learning designs suitable for students with special needs.

Keywords: *Inclusive Education, Inclusive Schools*

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1. Introduction

Inclusive education is the development of an integrated education program launched in Indonesia around 1980. The term inclusive education is a word or term voiced by UNESCO which comes from the word Education for All, which means friendly education for all with an educational approach that seeks to reach everyone. Without exception. Concerning Law no. 20 of 2003, the National Education System Article 11 Paragraph 1: the government and local governments are obliged to provide services and facilities, as well as ensure the implementation of quality education for every citizen without discrimination and also Article 5 Paragraph 2: citizens who have physical, emotional, mental, intellectual, and social right to obtain special education. This verse is in line with UNESCO's statement that education does not see the background of citizens. This inclusive education is intended as an educational service system that includes children with special needs studying with their peers in regular schools. The implementation of inclusive education in Indonesia began around 2000 (Herawati, 2016). In its performance, some obstacles arise, namely those related to teachers, students, parents, schools, communities, and the government. The problem most often found is regarding the teacher who teaches in the classroom (Kasmur, Riyanto, & Sutanto, 2021).

Teachers are the main component of the inclusive education process in the classroom (Tarnoto, 2016). Ferbalinda (2016), said the inability of teachers to deal with students with special needs includes teacher professionalism; there are still teachers whose educational background does not come from special education and the low competence of teachers in planning inclusive education programs. In

addition to the inability of teachers to carry out inclusion programs, parents also play an essential role in teaching children specific skills not necessarily trained in schools—for example, communication skills and skills to interact with peers. Constraints experienced in implementing inclusive education are the lack of operational costs, the lack of expert teaching staff, there is still poor treatment for students with special needs, and the teaching for students with special needs is still modest (Wiranti, 2021). Also, school facilities and infrastructure include source classes or ramps for students using a wheelchair (Nurjanah (2013); Agustin (2016); Windarsih, Jumiatin, Efrizal, Sumini, and Utami (2017). Meanwhile, according to Thomas, Peeples, Kennedy, and Decker (2019), the obstacles faced in inclusive education are the differences between government policies and school policies, the speed of development of learning aids, and the lack of knowledge of the teaching staff.

Training is one form of optimizing the inclusive learning environment. Teachers who are required to know and understand how to design inclusive learning need to be well-equipped with their knowledge to make this happen (Sulaimah, Riyanto, & Aminin, 2021). Teachers who lack experience and receive less training tend to have a bad attitude toward students with special needs (Anggriana & Trisnani, 2016). The training allows teachers to explore and develop professionalism, increasing their competence, expertise, and skills in managing classes (Kornelius, Margono, & Hartutningsih). Training allows teachers to develop their abilities to develop learning objectives, curriculum, and content for both regular students and students with special needs (Damayanti, Hamdan, & Khasanah, 2017). This literature review aims to provide treatment for inclusive classroom teachers that can provide a comfortable learning space for students with special needs and regular students (Fitrianingrum, Aminin, & Riyanto, 2022).

2. Research Methodology

This literature review shows how to optimize an inclusive school environment. The journals used were in English and Indonesian, with a publication range of the last five years. Journal searches were carried out in electronic Google Scholar. The keywords used in the journal search were “optimizing inclusive education.” Searches ranged from 2018 to 2022 and identified a total of 3.290 studies and articles worldwide.

The journal criteria used for this research are:

- a. Discussing optimizing the inclusive school environment
- b. There are ways to optimize the inclusive school environment
- c. There are results listed in the journal

Journals that have been downloaded are filtered by reading the abstract first. Abstracts that do not meet the criteria are not used. Furthermore, the remaining journals were read thoroughly to determine whether they were still suitable for use.

3. Results and Discussions

This section reports the main findings from several articles the author has read. The analysis selected most of the articles based on optimizing inclusive education. The articles that have been reviewed are research conducted in several countries in the world. The table describes the results of the literature review conducted by the author. Research has been carried out in several schools and universities.

No.	Title/Author	Country	Method	Results
1.	Effective Strategies for District Leadership to Create Successful Inclusion Models: Special Education Directors and School Reform in Context of Least Restrictive Environment (Bublitz,	USA	Qualitative	The school promotes a program of providing knowledge about inclusive students by bringing in professionals or sending teachers to undergo training on communication with inclusive students and developing other social skills. The way to maintain the program to develop an excellent inclusive environment is to

	2016).			commit with other teachers to work together and discuss the use of individualized educational programs outside of class hours so as not to interfere with teaching time.
2.	Co-teaching as a Solution to Challenges Faced by General and Special Education Teachers(Cunningham, 2014) .	USA	Qualitative	Schools use co-teaching methods to reduce the turnover rate of inclusive teachers. Co-teaching is two teachers (teacher and teacher candidate) who work with a group of students and share information about learning. Teachers can quickly provide information to inclusive students by modifying the information delivery. Co-teaching can help new teachers adapt to the learning environment and provide opportunities for teachers who have previously taught to get feedback and new ideas from other teachers.
3.	An Analysis of Co-teaching as an Intervention to Support Special Education Students in the Least Restrictive Environment (Keeley, 2017).	USA	Action Research, Mixed Methods	Co-teaching carried out by teachers changes the way teachers teach them in the classroom. The teacher felt that this method was effective in teaching the class. Teachers become better at teaching, and it is also easier to get feedback from fellow teachers who teach in the same class. Students also find it much easier to learn in class because two teachers teach.
4.	Implementing Co-teaching Approach in an Inclusive Classroom: Overview of the Challenges, Readiness, and Role of Special Education Teacher (Hamdan, Anuar, & Khan, 2016).	Malaysia	Quantitative	Teachers and their colleagues need time to design learning with co-teaching because co-teaching is a way to share the burden of teaching and responsibility for the class being taught. The study shows that the readiness aspect is positive, meaning that teachers jointly plan and prepare to teach together.
5.	Teachers' Misunderstanding the Concept of Inclusive Education (Sanagi, 2016).	Japan	Survey	Schools need to expand each school apparatus's role and responsibilities to certain parties and classroom teachers. Class teachers have an essential role in protecting students with special needs in the classroom; therefore, teachers need to have awareness and knowledge of inclusive education. Teachers will have this when they have the opportunity to receive various kinds of training.
6.	Participation in Out-Of-Home Environments for Young Children With and Without	Singapore	Quantitative Descriptive	The treatment of students with special needs should be changed to make the environment around these students aware that students with special needs are entitled to support and assistance

Developmental Disabilities (Lim, Law, Khetani, Pollock, & Rosenbaum, 2016)				like students in general. The therapist stated that the participation of students with special needs in the classroom also increased other students' awareness of students with special needs. Parents also need to be trained to choose activities in the community that are not too socially demanding to increase the participation of children with special needs.
7.	Development of an Inclusive Learning Friendly Environment (LIRP) for Elementary Schools in Buleleng District. Agung, Pudjawan, and Oka (2017).	Indonesia	Training Method	The result of this training is that teachers can learn new ways of teaching children with various conditions, making teaching fun. Teachers can encourage children to do creative learning. Students also develop self-confidence, and they can also respond to differences between friends.

To build an excellent inclusive learning environment, it is necessary to have cooperation from various parties. Teachers are the main factor in the inclusive education process. However, with other school officials' assistance, inclusive education implementation will be optimal (Tarnoto, 2016). Teachers are essential in protecting students with special needs in the classroom. Therefore, teachers need to develop awareness, knowledge, and ability to manage classes with students with different backgrounds and abilities. The teacher's view of inclusive education is the basis for how the teacher is aware of the differences in abilities among the students he teaches in class. To gain knowledge, abilities, and skills in teaching students with various backgrounds, teachers need to take part in training related to this (Sanagi, 2016).

Schools can bring in professionals to teach teachers about handling students with special needs. Teachers are also expected to develop communication skills for students with special needs. In addition, teachers also need to get teacher capacity development through various pieces of training and instill a commitment to work together with other teachers to discuss the use of individualized educational programs for students with special needs in regular classes (Bublitz, 2016). Individualized or individualized education programs are used to provide education according to the student's needs and are personal (Khoeriah, 2017). Teachers can receive various pieces of training, one of which is training on co-teaching, a teaching method for two teachers who teach one class (Cunningham, 2014). Co-teaching can increase teacher engagement with the classes they teach and can also reduce turnover rates. Through co-teaching, teachers can share information about learning with students in class. Co-teaching can reduce the burden on teachers in the classroom because two teachers share learning. New teachers who become co-workers with old teachers can quickly adapt to classroom learning and easily provide feedback from one teacher to another (Keeley, 2017).

Co-teaching can also provide more experience in teaching that can be formed from facing the challenges that arise when using this method. One of the challenges of using the co-teaching method is time management and compatibility between teacher pairs. Pairs of teachers will be good at teaching when both are ready to teach together and share the teaching responsibility. Teacher pairs need to build good communication with their colleagues so that learning objectives can be achieved. If the teacher whom teachers can work well together, the perceived teaching burden will be reduced (Hamdan et al., 2016). In addition to training on co-teaching, teachers can also take part in LIRP (learning-friendly inclusive environment) training. This training requires teachers to describe how to create a learning-friendly school by reflecting on book 1, "Making an Inclusive Environment Friendly to Learning." In this book, teachers are asked to understand the basic concepts of ILRA. Then

continued the description of book 2, "The Relationship between the Community-teacher-parents in Creating LIRP." In this stage, the teacher is asked to describe strategies for cooperating, maintaining communication, and other strategies.

The training continued with the description of book three, which discussed "Inviting All Children to School." In the book's description, three teachers are taught how to make a profile of each student. Turning to the design of book 4, namely "Creating an Inclusive Class that is Friendly to Learners," teachers are required to reflect on the learning process that has been carried out, starting from how to design lessons that have been done, how to overcome diversity, and also how teachers create meaningful learning. In the design of book 5, "Managing an Inclusive Classroom with Friendly Learning," teachers reflect on how they create learning conditions in the classroom. In this section, the teacher must also design a class management model that can make students comfortable learning in class. Finally, the design of book 6, entitled "Creating an Inclusive, Friendly Environment for Safe and Healthy Learning," made teachers describe how to make safe and healthy learning adapted to the conditions of the school where they teach.

After receiving the training, teachers can grow their knowledge of teaching children with diverse backgrounds, build knowledge of how students with special needs and regular students learn, and see gaps to develop a positive attitude. Teachers gain development in teaching, and students also get positive results from their teachers' training. Students can develop self-confidence, respond to differences that arise with their classmates, learn essential values in social interaction, and develop good communication skills (Agung et al., 2017). Teachers must have the knowledge and skills to teach students with special needs. From a social perspective, parents and the surrounding community need to be aware that children with special needs need more help and support than their children's peers in general. Parents must also involve children with special needs in social activities to hone their social skills. However, it should be noted that children cannot be included in all social activities, but children can be included in activities in society that are less socially demanding. Children's participation in community activities will also affect their participation in class learning. Participating in class will also increase classmates' awareness that exceptional students require special handling in their learning.

4. Conclusion

Several treatments can be done to optimize the inclusive environment in the home environment, especially in the school environment. Starting from building teacher knowledge about inclusive education by involving teachers in several pieces of training on this subject, for example, by participating in LIRP training which trains teachers to foster a comfortable, safe and healthy learning environment for regular students as well as students with special needs. In addition, in teaching in the classroom, teachers can also apply co-teaching methods, namely presenting two teachers who teach simultaneously in one class.

The teacher is the primary concern in inclusive learning because the teacher is a school device that directly interacts with students and, at the same time, provides teaching to students in the classroom. So teachers need to be able to realize inclusive learning in the classroom. In addition to the school situation, parents can also make the community aware that children with special needs need support by teaching participation in their home environment.

Limitation and Study Forward

This research still needs to improve, especially in the collection of journal articles to be reviewed. In practice, it may be necessary to increase the number of journals used so that more references are obtained, and the study results are more precise. They can encourage the development of knowledge about optimizing education in inclusive schools for all teachers who do not have an educational background for students with special needs training or professional direction to teachers regarding co-teaching is beneficial for teachers who do not have a special children's education background.

Two teachers handling the class can be done effectively if the two teachers have discussed and planned handling and learning designs suitable for students with special needs. Teachers and other school officials also need to be given directions so that other school officials also provide appropriate treatment for optimizing the learning environment for students with special needs.

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