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towards World Class University



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Building Nation Character through Inclusive Education

in Global Perspective

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TABLE OF CONTENT

	Page
PREFACE	ii
ORGANIZING COMMITTEE REPORT	iii
WELCOME SPEECH	v
OPENING SPEECH	vii
TABLE OF CONTENT	ix
KEYNOTE SPEAKER	
1. Dr. Sutji Harijanto, MM, M.Pd (PPKLK Dikmen Kemendikas RI) <i>Title : The Indonesian Government Policy on Special Education in the Global Perspective</i>	1
2. Prof. Dr. Abdull Sukor Shaari (University of Utara Malaysia) <i>Title : Character Building in Special Education</i>	22
3. Silvana Faillace, M.Sc.,M.Ph (Hellen Keller International) <i>Title : The Role of Non Government Organization in Promoting Inclusive Education in Indonesia</i>	34
4. Prof. Dr. Sunardi, M.Sc (University of Sebelas Maret Surakarta) <i>Title : The Role of Inclusive Education in Building Nation Character</i>	44

PARALLEL PRESENTATION

- | | | |
|-----|--|-----|
| 1. | Abdull Sukor Shaari And Gunarhadi | 64 |
| | <i>Tittle :Inclusive Education in Malaysia: Issues and Chalengges</i> | |
| 2. | Achmad Munib | 73 |
| | <i>Tittle :Learning Strategies in Management</i> | |
| 3. | Aniva Kartika | 90 |
| | <i>Tittle :Admire His Willingness in Helping Others....." : Lesson Learned By a Peer Buddy in an Inclusive Classroom</i> | |
| 4. | Asrowi | 112 |
| | <i>Tittle :Communication Basic Skills Model for Improving Performance Counseling Services The Counselor State High School in The First</i> | |
| 5. | Atien Nur Chamidah, M.D. | 136 |
| | <i>Tittle : The Usage of Denver Development Screening Test II for Identifying Children with Special Need in Inclusive Kindergarten</i> | |
| 6. | Cerika Rismayanthi | 146 |
| | <i>Tittle :Teacher's Role in Adaptive Physical Education Toward The Implementation of Learning in Special School</i> | |
| 7. | Ehan | 159 |
| | <i>Tittle :Multicultural Counseling Program in Senior High School</i> | |
| 8. | Eka Swasta B. | 176 |
| | <i>Tittle :Physical Activity / Sport as a Character Builder</i> | |
| 9. | Haryanto | 187 |
| | <i>Tittle :Identification and Need Assessment Accessibility Students with Disabilities in Elementary School Inclusion</i> | |
| 10. | Hermanto SP | 200 |
| | <i>Tittle :Headmaster Leadership Role in The Growing Awareness of Individual Differences Special Needs in School Inclusion</i> | |

11. Ibnu Syamsi	215
<i>Title :Empowerness of Child of Special Need in South Beach Yogyakarta</i>	
12. Pujaningsih	230
<i>Title :The Urgency of Teacher's Acceptance and Expectation on Children with Learning Difficulties</i>	
13. Pujiyanto	245
<i>Title :Exploitation of Children in The Advertising: a Deprivation of The Rights of Children</i>	
14. Rahayu Ginintasasi	262
<i>Title :Collaborative Counseling Program in Handling Autistic Children</i>	
15. Sari Rudiwati	306
<i>Title :Instructional of Children with Visually Impaired in Inclusive School</i>	
16. Sri Widati	328
<i>Title :The Rehabilitative Intervention Model to Increase The Independence of Cerebral Palsy Children in Doing Daily Life Activities</i>	
17. Sri Winarni	349
<i>Title :Cooperatif Learning in Inclusive Education</i>	
18. Sugini	363
<i>Title :Childhood Enuresis</i>	
19. B. Suhartini	381
<i>Title :Prepare The Motor Perception of Evaluation Tools for Students / Female Capable Mentally Isabled Learners Tunagrahita Capable School Class of Extraordinary Yogyakarta City State</i>	
20. Sukinah	389
<i>Title :Sexuality Education Learning Strategy for Autistic Children From Early Ages</i>	

21. Sulistyو Saputro, M. Masykuri And Sri Yamtinah	400
<i>Tittle :Implementation of Science, Environment, Technology and Society (Sets) Vision in a Learning Strategy</i>	
22. Sumaryanti	409
<i>Tittle :Implementation of Adapted Learning Model for Optimizing Physical Brain Children Mental Retarded: Physical Therapy and Neuroscience Reviews</i>	
23. Suparno	430
<i>Tittle :The Evaluation of Educational Service Models for Children with Special Needs in Kindergarten School</i>	
24. Tjutju Soendari	446
<i>Tittle : The Collaborative Guidance and Counseling Model to Develop The Adaptive Behaviour of Mentally Retarded Children in Elementary School</i>	
25. Sri Winarni And Tri Ani Hastuti	471
<i>Tittle :Fine Motor Skills Level of Educable Mental Retardation of Elementary Level Students in Sayidan II State Special School, Yogyakarta</i>	
CONCLUSION	487
TIME TABLE	490

INSTRUCTIONAL OF CHILDREN WITH VISUALLY IMPAIRED IN INCLUSIVE SCHOOL

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ABSTRACT

In general, this research aims for understanding and describing the instructional of children with visually impaired in inclusive school. Particularly, this research has purpose to gain: (1) the description of teacher's strategies in instructional of children with visually impaired in inclusive school; (2) the description of special method used by teachers in instructional of children with visually impaired in inclusive school; (3) the description of the media, sources and tools used by teachers in instructional of children with visually impaired in inclusive school.

The approach used in this research is qualitative approach with the design of case study. The subject of this research are visually impaired children and teachers involving in the instructional of children with visually impaired in inclusive school. The data collecting techniques in this research was conducted by participant observation technique, depth interview, and document analysis. The data analysis was conducted in two stages which were during and after collecting the data. The data was obtained by conducting descriptive qualitative analysis with following in line and interactive model technique developed by Miles and Huberman (1992)

The result and finding of this research are: (1) Some teachers have positive perceptive toward the teacher's role and the learning ability of the children with visually impaired in inclusive school; (2) Some regular teachers still do learning strategy which is not much different from learning for common students in inclusive school, they are still less attentive to the deficiency and needs of children with visually impaired; (3) Most regular teachers still used special method in children with visually impaired's learning in inclusive class by assimilation or duplication. Only some subject matters used modification; (4) Most teachers have not utilized media, source and special instruments in the learning hours based on the needs and condition of children with visually impaired; (5) procedures conducted by

the regular teachers in the learning process of children with visually impaired children in inclusive school is still the same as common students, specific steps conducted by the teachers in the learning process of children with visually impaired is still insufficient; (6) The constraints faced by most regular teachers in the learning process of children with visually impaired in inclusive school is in explaining the lesson. The solution taken by most regular teachers in solving those problems is by utilizing tutor from peers/classmates to help in explaining and or re-reading the material delivered by the teachers.

Keywords: *Instructional Activities, children with visually impaired; inclusive school*

A. BACKGROUND

Visually impaired children are children who are due to several things; do not have proper visual ability. This condition is either caused by the impairment of eyes, optical nerves, or the brain region which processes visual stimuli (FH. Sasraningrat, 1984). Children with visually impaired who go to inclusive school are become a student of a regular teacher in the respected school. Thus, these visually impaired children are also included in the inclusive school instructional activities.

The Salamanca Statement and Framework for Action on Special Needs Education (1994) stated that:

Inclusive education means that: "... schools should accommodate

all children regardless of their physical, intellectual, social, emotional, linguistic or other condition. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized areas or groups"

According to the Salamanca Framework for Action (Unesco, 1994) about the inclusive school, can be stated that:

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to

the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. They should be a continuum of support and services to match the continuum of special needs encountered in every school.

Refer to Vaughn, Bos & Schum in the Directorate of Special Education Institution Development (2007: 6-10); the placement of disabled children/children with special educational needs in the inclusive school in Indonesia can be performed using several models, i.e.,: Full inclusion, regular classes with cluster, regular classes with pull out, regular classes with cluster and pull out, special classes with several integrations, and full special classes.

1. Full Inclusion” regular classes, in which the children with special educational needs including the visually impaired one, are learning together with the other children full day in the regular/inclusive classes using the same curricula;

2. Regular classes with clusters, in which the children with special educational needs including the visually impaired one, are learning together with the other children in the regular/inclusive classes in special groups;
3. Regular classes with pull out, in which the children with special educational needs including the visually impaired one, are learning together with the other children in the regular/inclusive classes but in certain times can be pulled out of the respected class into the special/resource room to study and to be provided with specific guidance from Special Guidance Teaacher;
4. Regular classes with cluster and pull out, in which the children with special educational needs including the visually impaired one are learning together with the other children in the regular/inclusive in special groups, and on the certain times can be pulled out of the respected classes into the resource room to study and to be provided with specific guidance from Special Guidance Teacher;

5. Special classes with several integrations of the children with special educational needs including the visually impaired one are learning and being provided with guidance from Special Guidance Teacher/Special Education Teacher in the special classes in regular/inclusive school; but on certain field of study can study together with the other children in regular/inclusive classes;
6. Full special classes, in which the children with special educational needs including the visually impaired one are learning and being provided with guidance from the Special Education Teacher/Special Guidance Teacher in the special class in regular/inclusive school.

In the inclusive school models above, the children with special educational needs do not have to be in regular/inclusive class every time to study all the subjects or "Full Inclusion"; instead, some part of the children with special educational needs can be placed in special class/resource room or therapy room due to diversity

of both type and severity of the needs. Children with severe type and needs are more suitable to spend longer time in special classes/resource room in regular/inclusive school. Children with very severe type and needs which make it's impossible for them to study in regular/inclusive school can be placed in special school for the children with special educational needs or Special school for children with visually impaired; or Social Rehabilitation Center; and or Hospital School.

Inclusive school can choose which models to be conducted flexibly; this means, the school can replace the model at any moment; due to many considerations, depends on these respected things:

1. Total number of the children with special educational needs to be served
2. Type and severity of the needs
3. The availability of human resources, including the Special Education Teacher/Special Guidance Teacher
4. The supporting facilities available.

The activity of instructional basically is an interacting activity between the student and their

environment (Mulyasa, 2003). Instructional is also a series of event created and designed to motivate, encourage, and support the student to study. Beside that, instructional also means the creation of environment system in which a series of event created and designed to motivate, encourage, support, and enable learning activities. Based on those definitions, instructional of the children with visually impaired is an interacting activity between the students who are visually impaired and their environment, and or process of creating an environment system in which a series of event created and designed to motivate, encourage, support and enable the children with visually impaired to study.

Strategy is an elaborate and systematic plan of action about an activity to acquire specific target (Depdikbud, 1990). Therefore, instructional strategy of the children with visually impaired means an elaborate and systematic plan of action about the interaction processes between the students who are visually impaired with their environment, and or process to create environment system which is

a set of event created and designed to motivate, encourage, support and enable the visually impaired children to study, thus behavior of visually impaired children can be improved.

According Arief S. Sadiman (1984), instructional strategy in narrower sense is equal to method or technique of delivering materials of study to the students so that the aim of studying can be accomplished; while in broadest sense, instructional strategy may include method, approach, and choosing resources and media, student grouping, and evaluation of the result of study. Romiszowski (1981), instructional strategy is a general approach and a series of treatment taken to choose a suitable instructional method. Beside that, according to George L. Gropyer in Mulyono Abdurrahman (1994), instructional strategy is a prospective guidance to design educating or instructing events which can create studying experiences needed to accomplish several specific aims which have been set.

Based on the definition and instructional components of the visually impaired children above, then teacher of the children with visually

impaired on inclusive school must perform management of children with visually impaired education; which is the management of interaction process of students with visually impaired with their environment, and or creation process of environment system which is a set of event created and designed to motivate, encourage, support, and enable the students with visually impaired to study, therefore their behavior is improved.

In the management of children with visually impaired teaching which is a system, creativity of the teachers is required to perform collaboration of all teaching components including the aim, study materials, teaching activities, method, tools, resources, and studying media, and also evaluation. Beside that, in teaching learning activities, teacher of students with visually impaired should give attention to individuality distinction of the students, either physically, intellectually, psychology, and socially, or to the cause, level and onset of visual impairment to the children.

Based on the opinion of the experts, around 85% of information gathered by human is acquired visually

(FH. Sasraningrat, 1984), therefore, visual ability plays a great role in studying. It's understandable that most of visually impaired children are slow in respond to the event or situations surround them. Based on that point, to visually impaired children who do not have any visual perception anymore, a compensation effort for visual introduction and experience is required on their study. This compensation can be performed through role shift to the non visual senses.

Specific method for visually impaired children is processes, procedures, coordinated ways or procedures/regulation in teaching certain subject to visually impaired students. According to F.H. Sasraningrat (1984), there are four approaches or procedures that can be taken to deliver the subject materials to visually impaired students, which are, assimilation or duplication, modification, substitution and omission. The four approaches then can be analyzed, as such:

1. Assimilation or duplication is a procedure in teaching certain study material in which the materials, method, tools, etc, used in serving

the respected material is precisely the same as used to the common children.

2. Modification procedure is a procedure to teach certain study material in which certain modifications are made, either on the way of teaching, tools used, or both. This modification procedure is needed to be performed if the assimilation procedure is either hard or impossible to be performed. It must be remembered that on performing the modification procedure, both content and level of the materials are not be lessen. Therefore the material given is equal to the non modified one.

3. Substitution procedure is a procedure in which certain study material is being replaced with the other material. This procedure is used if the assimilation and modification procedures can not overcome the limitations faced by the teacher. The replacing material should be equal with the replaced one.

4. Omission procedure is a procedure in which certain study material is

removed because the former three procedures are impossible to be performed. As in chemistry, laboratory practice is required. There are certain things that is impossible to be performed by children in total blindness, therefore activity as such must be removed. Thus, the omission procedure is needed if the former three procedures totally can not be performed.

Teaching activities of children with visually impaired is an integral part of teaching activities of all students in inclusive school, nevertheless whether the regular teachers have performed teaching according to condition and requirement of children with visually impaired.

Teacher perception to the children with visually impaired is affected by several factors, i.e., social cultural context and teacher's subjective view towards children with visually impair. Beside that, intruactional quality services given by teachers is also affected by the teaching method and skill of teaching children with visually impaired who have special needs they mastered. If

instructional service is not suitable with the condition and the needs of children with visually impaired, it can be suggested that visually impaired students will not acquired optimal study results.

Phenomenon shows that not all regular teachers have performed instructional according to the condition and the needs of children with visually impaired in inclusive school. This is due to many factors, such as regular teacher does not have the competence/skill to teach visually impaired students. Part of regular teacher has not been acknowledged the science and experience of teaching children with visually impaired. Therefore, research of instructional of children with visually impaired in inclusive school need to be performed.

Based on the background explained above, the issue of instructional in inclusive school is very complex, thus the issues that will be discussed on this research are limited on:

1. Perception of the teachers on children with visually impaired in inclusive school
2. Teacher's strategy of instructional ,

including the way of service and system used to deliver material of study to children with visually impaired in inclusive school

3. Method used by teacher on instructional of children with visually impaired in inclusive school
4. The utilization of facilities, media, resources and tools by teacher in delivering the materials to hildren with visually impaired in inclusive school. This research also limited on certain subjects, i.e., Mathematics, Arabian, Computer, and Science (Chemistry, Physics, and Biology) which are suspected hard to be delivered to students with visually impaired in inclusive school. Therefore, the issue discussed on this researched can be summarized: "How instructional activities for visually impaired children are conducted in inclusive school?"

Generally, this research aim is to understand and describe teaching for visually impaired children in inclusive school. Specifically, this research aim is to generate:

1. Description of strategies used by teachers in instructional of children with visually impaired in inclusive school
2. Description of special method used by teacher in instructional of children with visually impaired in inclusive school
3. Description of the media, resource and tool used by teacher in instructional of children with visually impaired in inclusive school.

B. RESEARCH METHOD

The approach used in this research is qualitative approach, because this approach is suitable to give in depth understanding of the instructional of children with visually impaired in inclusive school. The researcher is tried to understand the events of instructional and its connection to the instructional of children with visually impaired in inclusive school. The understanding of instructional of children with visually impaired in inclusive school required a natural research, without manipulation from the researcher. Bogdan and Taylor (1995) have defined qualitative method

as research procedure that generate descriptive data either in written or verbal forms obtained from observed behavior. This approach is directed on each background and respected individual holistically; therefore, with this qualitative approach, in depth understanding and definition of relevant reality and fact with instructional of children with visually impaired in inclusive school can be gathered.

Design used in this research is a case study design, because this research is analyzing mul -ticates in the forms of words and behavior of researched actors, written resources, photograph, and instructional events of visually impaired children in inclusive school. This research was conducted in Madrasah Aliyah Negeri (MAN) Maguwoharjo, Sleman, Yogyakarta, on April to November 2010. The subject of the study is 15 students with visually impaired and 12 teachers involved in instructional of these visually impaired students in inclusive school MAN Maguwoharjo, Sleman, Yogyakarta.

Data gathering in this research was performed with participant observation, in depth interview, and

document analysis :

1. Participant observation basically is conducting observation and listening carefully on the details (Moleong, 1996). According to Bogdan (1972), participant observation is socially interaction characterized research which required long time, and during the time, field journal data is gathered systematically. Participant observation was performed in each class conducted instructional of children with visually impaired.
2. In depth interview is an interview conducted by researcher toward the actors who are simultaneously informant in this research. This interview is conducted in order to construct the events and or to verify the teaching events of visually impaired children in inclusive school. In depth interview is performed toward teachers of children with visually impaired in inclusive classes and students with visually impaired which just begun their study in respected classes, in order to verify instructional activities which has been observed by researcher.

Therefore, the construction of instructional events of children with visually impaired in inclusive class can be performed.

Participant observation and in depth interview are established and developed according to the way found by Spradley (1980: 34) which begun with observation and descriptive interview, focused observation and structured interview, then followed with selective observation and contrast interview.

On the beginning of observation, researcher observed all phenomenon found on the instructional of visually impaired children in inclusive class generally, then focused on the research object, and finally selectively choose more specific and the most relevant things to be observed closely. On the beginning of this research, researcher also conducted in depth interview to the research actors about instructional of children with visually impaired in inclusive school; then conducted a structured interview directed on the focus of research, then finally contrasted the events transpired during instructional of children with visually impaired in inclusive classes. Beside

involved observation and in depth interview, researcher also conducted analysis towards document that is relevant to the instructional of children visually impaired in inclusive school. (3) Documentation. Beside participant observation and in depth interview, researcher also conducted data gathering from document that is relevant to the instructional of visually impaired children in inclusive school, e.g., document of student's with visually impaired results of study.

This data analysis activity will be conducted in two stages, i.e., during and after the data gathering. Towards the collected data, analysis of flowing model and interactive model developed by Miles and Huberman (1992: 15-21) which are consisted of three components possessed in line and interacting following activity, i.e.: data reduction, data presentation/display, and conclusion drawing/verification. Data that had been gathered using involved observation, in depth interview and document analysis are logged on field journal and then being analyzed with three activity flow which are data reduction, data presentation/display and conclusion

drawing/verification.

C. RESULTS AND DISCUSSION

1. Teacher's perception towards students with visually impaired, their learning ability, and teacher's role.

Result of in depth interview with teachers of MAN Maguwoharjo shows that they have perception that all children with visually impaired have learning ability although they have to learn longer than common children. This is caused by visual limitation which burdened them. Therefore, a teacher of children with visually impaired must show their patience, persistence and creativity, and also willing to be their student's with visually impaired resource of information.

As stated by Ms. Martini (alias), a teacher, who reflected her perception toward students with visually impaired and the role of teacher to them on the instructional in inclusive classes, as such:

"All child, regardless children with visually impaired one has the ability to study; although children with visually impaired have deficiencies,

they also can study in inclusive school. Therefore, as a teacher of children with visually impaired, chance for children with visually impaired to study must be given; although due to their visual limitation, they need longer time than common children. Thus, the teachers of children with visually impaired must have patience, persistence, and creativity as their based capital, as well as willing to be their children with visually impaired resource of information in their instructional”.

Therefore, the teachers of MAN Maguwoharjo Yogyakarta owned positive perception toward the ability of children with visually impaired to study and teacher's role in instructional of visually impaired children.

2. Teacher's strategy in instructional of children with visually impaired in inclusive school

Teachers of children with visually impaired children in inclusive school must performed teaching management for children with visually impaired; in which management of interaction process of the students who are visually impaired and their environment, and or creation of

environment system which is a set of events created and designed to motivate, encourage, support and enable children with visually impaired to study; thus behavior of children with visually impaired is improved.

Based on the observation of the inclusive classes in which children with visually impaired studied, part of regular teacher still performed a similar instructional strategy to strategy used for common children, but they have not give proper attention yet to the deficiency and needs of visually impaired children; and designed to motivate, encourage, support, and enable children with visually impaired to study, so then their behavior is improved. Limitation of receiving visual information and the needs of information which can be accessed using non visual senses as a compensation of visual function loss, can not yet be achieved.

- a. On Mathematics subject, during logarithmic concept, teacher only explained it verbally and children with visually impaired only listen to the explanation without any helping tools which can strengthen the concept established.

Nevertheless, teacher has given a study accommodation, in which his friend is obligated to explain the concept once again to him. The friend has taken initiative to explain the logarithmic concept by drawing the mathematics formula in the respected child's with visually impaired palms. According to researcher's observation, the respected child with visually impaired is a clever student; because only by those drawing on his palms, he managed to understand the concept.

- b. On Arabian subject, during the explanation of Arabian writing, teacher explained it only verbally and by writing it on the white board; whereas, children with visually impaired can not see and understand of Arabian writing that was written by their teacher. On the time of teacher explained, as of their common friends, children with visually impaired should be able to read, although in the form of Arabian Braille, but the thing did not happen. Therefore, children with visually impaired children are hard to understand it. According to

statement made by the respected child with visually impaired, as such: "Yes indeed I need an Arabian book in Braille, but it's not available in school. I can only listen to the teacher's explanation, it's indeed hard for me to understand, but there is no way else; it's better for me than do not knowing it at all, I'm lucky already that I've been given the chance to study. I will also learn Arabian outside the class, by borrowing my friend's books and I will transfer it into the Arabian Braille."

- c. On the Computer subject, during the teacher explained about computer's hardware, teacher used computer's model and pointing to the each of its part to the common students; but he forgot that there are children with visually impaired who can not see without the chance to touch the explained parts of computer; although the computer used by children with visually impaired are talking books, nevertheless the components are just the same as regular computer, it's only equipped with the addition of

synthesizer speech program from Jaws so it can produce sounds. The result of interview with the Computer subject's teacher i.e.: "Oh, I forgot that Edi (alias) and Tono (alias) can not see so even though I have explained several times to them, it maybe still difficult for them to understand. So of course I need to make them touch these components, so it will be easier for them to understand. Tomorrow, I will repeat this again, and give them the chance to touch it, so they will understand what I have explained"

Actually this teacher has already a good ethic towards students with visually impaired, but because she has not been prepared with proper science and experience in instructional of children with visually impaired, this respected teacher do not really aware of what he should have done during instructional of computer skill to students with visually impaired.

- d. On Sciences subject (Physics, Chemistry and Biology) during the explanation of Physics, Chemistry

and Biology symbols, the teacher explained verbally by writing on the white board only; whereas, children with visually impaired can not see anything that has been written by their teacher on the board, and can not understand those symbols in Latin.

On the time teacher gave the explanation, as the other friend, the visually impaired children should have read the respected subject in Braille, but this thing was not implemented; although Physics, Chemistry, and Biology should be available in Braille. If those symbols are available in Braille, it will be easier for visually impaired children to understand them.

As the statement of the teachers of Sciences subject; this can be narrated as such: "We faced difficulties on explaining the Physics, Chemistry and Biology Latin symbols, because the students with visually impaired could not observed those symbols visually. It indeed will be better if there are Physics, Chemistry and Biology books in Braille, because

the students with visually impaired can observe the books while their teachers are explaining; nevertheless, those books are not yet available in this school. Because of that, we are trying to deliver the materials as much as we are capable of.”

According to the researcher observation on those respected subjects, the friend who sits beside the student with visually impaired has tried to describe Physics, Chemistry and Biology symbols by drawing on the respected student's with visually impaired palms. This can improve the students with visually impaired to understand the respected subjects.

3. Special method used by teacher in instructional of children with visually impaired in inclusive school.

Most of the regular teachers still use special method in instructional of students with visually impaired in inclusive class using assimilation or duplication ways. Assimilation or duplication is a way to teach certain subjects in which the required

materials, methods, tools, etc, for students with visually impaired are exactly same as required for the common children. Therefore, specific technique is not used in delivering the materials of those respected subjects. Students with visually impaired are given the subjects verbally together with the other common students.

Modification technique is still rare to be performed in inclusive classes, in which certain subjects are delivered with several modifications, either on the way and tools of instructional, or both. This modification technique is required to be used if assimilation and duplication technique is either hard or impossible to be performed, with taking into concern that the materials of the subject is not less both its value and content than the original materials, thus the value of those materials are equal to the materials should be given. According to researcher observation, there are only some subjects which have used this modification method, as on computer subject, teacher has used computer with sound or talking computer with Jaws program; but the way she explained it still same with the way she explained it

to the students who are able to see.

There are no teachers in inclusive classes who have used substitution procedure, which is a procedure to teach a certain subjects in which replacement of those subjects into another subjects is required. This procedure is used if assimilation and modification procedures can not overcome the difficulties faced by the teachers. Basically, the replacing subjects must have same value with the replaced subjects.

Omission procedure is a procedure which remove certain subjects due to the former three procedures which are assimilation, modification, and substitution impossible to be performed have been taken by the teachers of inclusive school in practical activity on Chemistry subject. There are certain things that impossible to be performed by children with total blindness, therefore it needed to be removed. Thus, the omission procedure is required if the former three procedures can not be performed.

4. Media, resources, and tools used by the teachers in instructional of visually impaired children in inclusive school.

In instructional of children with visually impaired, most of the teachers have not yet chose and used the proper method suitable with the condition, needs, and environment of students with visually impaired. Beside that, the teachers have not yet used several variation of the method, instead tend to use verbal method, and hardly put the accuracy of the method towards the condition, needs and environment of the respected students with visually impaired into concern. This can be proven from the instructional of children with visually impaired that has not yet consider the needs of observation via non visual senses as replacement of visual senses which are impaired or not functional, and using any functional visual senses, so that misconception will not happen.

The teachers still have not being sharp observant in choosing and establishing resources and media of study for students with visually impaired, in which utilized anything which can ease and or facilitate

studying activity, and also anything that can mediate the messages in instructional of students with visually impaired. Resources of study chosen for students with visually impaired are still lack of consideration of limitation and disability of visual perception of students with visually impaired. One of the examples is using subject books which are not printed with Latin words. Limitation or disability of visual perception factually still can be compensated with non visual senses and functional visual senses left. Such as, subject books printed in Braille, or with talking books which is a recording cassette of subject's materials; nevertheless these things did not available.

The selection of media used for visually impaired children to study also can use anything which can act as a messenger in instructional activity. Nevertheless, the teachers still prefer to use the media which need visual observation only, and can not be observed using other senses, such as tactual senses. This thing should be avoided as far as possible, except for the children whose although with their lack of visual ability still can use their

vision to observe an enhanced version of drawing or writing. Beside that, certain models which can be observed using non visual senses, such as tactual, hearing, feeling, and smelling senses also can be used.

In utilization of media, resources, and tools used by the teachers in instructional of students with visually impaired in inclusive school, most of the teachers still have not yet use specific media, resources, and tools which can be used according to the condition and needs of children with visually impaired. The teachers are also have not utilize the availability of Special Education Teacher/Special Guidance Teacher in order to provide specific media, resources, and tools which can be used in instructional of children with visually impaired according to their condition and needs.

5. Procedures in instructional of visually impaired children in inclusive school

Procedures conducted by the regular teachers in instructional of children with visually impaired in inclusive school still same as the other common children, there is no specific

procedures taken by the teachers in instructional of children with visually impaired, according to their condition and needs.

**6. Constraints and its solution
in instructional of children
with visually impaired
in inclusive school.**

Constraint faced by most of regular teachers in instructional of children with visually impaired in inclusive school is the way of explaining the subjects so that the visually impaired children can understand the respected subjects.

Solution taken by most of the regular teachers to overcome those problems are by giving instructional accommodation, i.e., by utilizing peer tutor/classmates in order to help to explain or reread materials that have been given by the teachers.

**D. CONCLUSIONS AND
SUGGESTIONS**

1. Conclusions

Based on results and discussion of this research, it can be concluded that:

a. The teachers of MAN

Maguwoharjo Sleman Yogyakarta owned positive perception toward the ability of children with visually impaired and teacher's role in instructional of visually impaired in inclusive school.

b. Some regular teachers still conduct learning strategy which is not much different than learning strategy conducted for common students in inclusive school; their attention toward the deficiency and needs of students with visually impaired is still lack. Deficiency to acquire visual information and the needs of information which can be accessed via non visual senses as a compensation of visual function loss has not been properly overcame.

c. Most of the regular teachers only use assimilation or duplication as special method in instructional of children with visually impaired in inclusive classes. Only a few of teachers on several subjects use modification procedure, i.e., on computer subject, the teacher already used the talking computer with Jaws program. There is no teacher in inclusive class who uses

- substitution procedure. Omission procedure which removed certain subject due to the three former procedures, i.e., assimilation, modification, and substitution are impossible to be performed, has been used by teacher in inclusive school on Chemistry subject during the practical activity in the laboratory. There are certain things which impossible to be performed by children who is experiencing total blindness, therefore it needed to be removed. Thus, the omission procedure is required if the three former procedures totally can not be performed.
- d. In the utilization of media, resources, and tools used by teachers in instructional of children with visually impaired children in inclusive school, most of the teachers have not yet utilized specific media, resources and tools which can be used during instructional according to condition and needs of visually impaired children. Beside that, the teacher has not fully utilize the availability of Special Education Teacher/ Special Guidance Teacher to provide suitable media, resources, and tools together, which can be used during instructional according to condition and needs of children with visually impaired.
 - e. Procedures conducted by regular teachers in instructional of visually impaired children in inclusive school are still the same as procedures conducted in instructional of other children, there have not been any specific procedures taken by the teachers in instructional of children with visually impaired.
 - f. Constraint faced by most of regular teachers in instructional of children with visually impaired in inclusive school is in explaining the subject they held for children with visually impaired to be able to understand the respected subject better. Solution that has been taken by most of regular teachers to overcome this problem is by giving study accommodation, such as using peer tutor/classmates to help to explain or reread the materials which have been explained by the teachers.

2. Suggestions

Based on the conclusions above, can be suggested that:

- a. In instructional of children with visually impaired in inclusive school, the regular teachers can intensified the coordination with Special Education Teacher/Special Guidance Teacher in establishing the strategy, specific method, media, resources, tools and evaluation of their study results, so that make it suitable to the condition and needs of children with visually impaired.
- b. The Education and Sports Service Official can coordinate with relevant University to organize training for regular teachers about instructional of children with visually impaired specifically and or for children with special educational needs generally in inclusive school, along with its components.

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