Cooperative Learning in Inclusive Education

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Abstract

School-based inclusive education will work best, if supported by positive attitudes and beliefs, plans are avaibable special eguipment and assistive technology to access curricular programs, physical environment adapted to make it more accessible for students with disabilities, support system, itinerant teacher collaboration with subject teachers, community support, and learning method that uses cooperative learning approach.

There are five basic element in cooperatif learning, The five basic elements of cooperative learning are: 1) Positive interdependence, 2) Individual and Group Accountability, 3) Interpersonal and Small Group Skills, 4) Face-to-Face Promotive Interaction, 4) Group Processing.

Activities that use Cooperative Learning from Kagan are: jigsaw, think-pair-share, three- step interview, number heads together, team pair solo, circle the sage, partners.

Introduction

Inclusive education is the education services that include children with special needs (ABK) study with children of non-ABK age peers in regular classrooms closest to their homes. The learning process is more cooperative and co-operation 'join in' among the students as members of the class, they have the same obligations and rights in carrying out its duties and school services.

According Permendiknas number 70 in 2009 ... chapter one is meant by inclusive education is a system of education that provides opportunities to all students who have the disorder and has the potential of intelligence and / or special talent to participate in education or learning in an educational environment together with learners in general. UNESCO 1994 in Alimin (2008: 7), suggests that: Inclusive Education means that schools should accommodate all children, without exception there are differences in physical, intellectual, social, emotional, language, or other conditions, including children with disabilities and gifted children, street children, working children, children from ethnic, cultural, language,

minority and a group of children who are not fortunate and marginalized. This is what is meant by one school for all.

Inclusive education is an ideology or ideals that we want to achieve. As an ideology and ideals, inclusive education should be the direction in efforts to improve overall education quality. Therefore, inclusive education is not interpreted as a model of education or educational approaches that include children with disabilities into regular schools solely. Rather it is the education system and friendly school that can accommodate the needs of each child as learners. The spirit of the implementation of inclusive education is to provide opportunities or access to the widest of all children to obtain quality education and tailored to individual needs of students without discrimination.

Furthermore, according to Hidayat (important aspects that must be considered in implementing an inclusive school is:

1. Teachers need to know how to teach children with backgrounds and diverse abilities. Improving this ability we can do in various ways, such as: training, exchange of experience, workshops, read books, and explore / explore other sources, then practice them in class.
2. All children have the right to learn, regardless of differences in physical, intellectual, social, emotional, linguistic or other conditions, as defined in the Convention on the Rights of the Child which has been signed by all governments in the world.

3. Teachers appreciate all the children in the classroom, teacher dialogue with their students 'teachers to encourage interaction among children, teachers strive for a pleasant schools' teachers to consider diversity in its class, the teacher set up a task adapted for children, teachers encourage active learning for all children.

4. In an inclusive learning environment, each person sharing the same vision about how children should learn, work and play together. They believe that education should be inclusive, equitable and non-discriminatory, sensitive to all cultures, and relevant to everyday life of children.

5. Inclusive learning environment that teaches life skills and healthy lifestyle, so that learners can use the information obtained to protect themselves from disease and danger. In addition, there was no violence against children, assault or physical punishment.

The benefits of an inclusive learning environment are as follows:

1. The benefits for children, namely: developing confidence; proud of himself for the achievements they have received; learn independently; trying to understand and apply the

lessons in school in everyday life, interacting actively with friends and teachers; learn to accept differences and adapt to differences, and children become more creative in learning.

2. The benefits for teachers, among others: the opportunity to learn new ways of teaching in melakukukan learning for students who have a background and a variety of conditions; able to overcome challenges; able to develop positive attitudes towards members of the community, children and the diverse situations; have the opportunity to explore new ideas through communication with others inside and outside school; able to apply new ideas and encourage learners more proactive, creative, and critical; have the openness to input from parents and children to obtain positive results.

3. Benefits for parents include: parents can learn more about how children are educated, they are personally involved and feel more important to help children learn.When teachers ask their opinion about the child; parents feel valued and consider themselves as equal partners in providing quality learning opportunities for children, parents also can learn how to guide their children at home better, namely by applying techniques used by teachers in school.

4. Benefits to the community, among other things: more people feel proud when more children are in school and learning to follow; people find more "future leaders" are prepared to participate actively in society. Community to see that potential social problems, such as juvenile delinquency and problems can be reduced; and communities become more involved in schools in order to create better relations between schools and communities.

Inclusive education in Indonesia was held with the aim of:

1) To provide the widest opportunities to all children (including children with special needs)to get a decent education according to his needs.

2) To help accelerate the compulsory education program.

3) To help improve the quality of primary and secondary education by pressing the digit repetition and drop out of school.

4) Creating educational system that respects diversity, non-discriminatory, and friendly towards learning.

5) Fulfilling the mandate of the constitution / laws:a) Act of 1945 Article 32 paragraph (1) which states "every citizens are entitled to education "; b) of the Constitution of 1945 Article 32 paragraph (2) which states" every citizen is obliged to follow basic education and government must afford "; c) of Act No. 20 of 2003 on National Education System,Article 5 paragraph (1) which states "every citizen has an equal right to obtain quality education"; d) of Act No. 23 of 2002 on Protection of the Child, Article 51 which states "children who bear the physical and or mental disabilities are given equal opportunities and accessibility for regular education and special education. " e) Regulation of the national education minister of the republic of Indonesia (game) number 70 of 2009 on inclusive education for learners who have the disorder and has the potential of intelligence and / or special talent.

Platform for Inclusive Education

Inclusive Education as Human Rights. Here is Relevant international Inclusive Education: 1) 1948: universal declaration of human rights;

2) 1989: United Nations Convention on the rights of children;

3) 1990: Declaration of the world of education for all, Jomtien;

4) 1993: Standard Rules on the Equalization of Opportunities for persons with disabilities;

5) 1994: Salamanca Statement and Framework for Action on Special Needs Education;

6) 1999: Review of 5 years of Salamanca;

7) 2000: A Framework for Action Forum World Pendikan, Dackar;

8) 2000: Millennium Development Goals that focus on decreasing the number Kemisnikan and Development;

9) 2001: Flagship Education for All (EFA) on Education and Disability. (Sue Stubbs, 2003: 15)

According to Didi Tarsidi in his article entitled "From Segregation to Inclusion" revealed that "Numerous studies show that the inclusion of students with disabilities (from the various categories of disabilities with varying degrees of disability) into regular classes work well when supported by factors following "(Ahmad Nawawi: 2010).

   a. Positive attitudes and beliefs

   Regular teacher believes that students with disabilities will be successful, if: 1) The school principal felt responsible for the learning outcomes of students with disabilities; 2) All staff and students of the school in question had been prepared to accept the presence of students with disabilities; 3) Parents of children with disabilities informed and support these school programs, 4) Teacher special adviser has a commitment to collaborate with regular teachers in the classroom;

   b. Available programs to meet the specific needs of students with disabilities For students with low vision, this program includes training development of functional vision, orientation and mobility, daily living skills (ADL), and social skills.

   c. Available specialized equipment and assistive technology to access curricular programs for students with low vision, this includes devices such as low vision aids magnifer, large print, computer talk, and so forth.

   d. The physical environment adapted to make it more accessible for students with disabilities, students with low vision, these adaptations include the provision of

facilities with the contrast and colors that stand out for their ease-oriented environment and facilitate mobility in the environment.

e. Support system

The school principal understands the special needs of students with disabilities, such as:
1) Available personnel with sufficient quantities, including teachers, special counselors and other support personnel, 2) There are efforts to staff development and provision of technical assistance based on needs of school personnel (eg, provision of appropriate information on matters relating to disability, teaching methods, awareness and acceptance of campaign activities for students, and teamwork skills training), 3) There are appropriate policies and procedures to monitor the progress of each student with disabilities, including those for assessment and evaluation of learning outcomes.

f. Teacher Collaboration itinerant teaching program to prepare individualization (individualized educational program) for students with disabilities, and is part of the teaching team in the regular classroom. The team approach is used for problem solving and program implementation. Regular teachers, itinerant teachers and other specialists collaborate (eg in co-teaching, team teaching, teacher assistance teams).

g. Teaching methods

Teachers have the knowledge and skills necessary to select and adapt learning materials and teaching methods according to the specific needs of each student.Used various classroom management strategies (eg team teaching, cross-grade grouping, peer tutoring, teacher assistance teams). Teachers create a learning environment for cooperation and promote the socialization of all students.

h. Community support

Communities realize that children with disabilities is an integral part of the community. There are disability organizations are active in advocacy and public awareness campaigns, and serves as a vehicle to bring together children with adults with disabilities as models in order to strengthen academic achievement.

Cooperative Learning

A working definition of **Cooperative Learning** is the use of small groups through which students work together to maximize their own and each other's learning.

Example: a team-based project with grades based on the performance of the team.

In contrast, a definition for **competitive learning** would be: Students work against each other in order to achieve an academic goal (such as a high grade) that only one, or very few, students can attain.

Examples: Most high school and college classes; grading on a "curve;" class rankings based on GPA.

Finally, there's **individualistic learning**: Students work by themselves to accomplish learning goals unrelated to those of other students.

Example: A self-directed learning project such as investing in stocks.

The differences and similarities between traditional learning and cooperative learning groups can be summarized like this:

Traditional Learning Groups	Cooperative Learning Groups
Responsibility only for oneself	Responsibility for each other
No interdependence	Positive interdependence
No individual accountability	Individual accountability
Social skills assumed	Social skills taught & reinforced
Teacher is primary resource	Students are the major resource
Teacher intervenes	Teacher interacts
One appointed leader	Shared leadership
No group processing	Effective group processing
Top priority: get the job done	Top priority: get the job done, have fun, enjoy each other

Cooperative learning is a strategy designed to help you maximize your own and other classmates' learning.   This strategy makes use of small groups and students working together as a team.   The team approach has proven successful not just for learning in college classrooms, but also in the workplace, in community activities, and even in the home. The

cooperative learning team uses specific techniques to make sure everyone in the group meets the defined goals. NOBODY gets to slack off, and no member of the group gets stuck with all the work.

Five Basic Elements of Cooperative Learning

There are five fundamental elements involved in cooperative learning.   In fact, these five elements distinguish cooperative learning from other forms of group learning. These elements can be thought of as pieces in a puzzle. When all of these elements are present in a learning situation, the result is a cooperative learning group. The five basic elements of cooperative learning are: 1) Positive Interdependence, 2) Individual and Group Accountability, 3) Interpersonal and Small Group Skills, 4) Face-to-Face Promotive Interaction, 4) Group Processing

Positive Interdependence

This means the group has a clear task or goal so everyone knows they sink or swim together. The efforts of each person benefit not only that individual, but everyone else in the group. The key to positive interdependence is having commitments made to personal success as well as the success of every member of the group.

Individual and Group Accountability

The group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. No one can "hitchhike" on the work of others. The performance of each individual must be assessed and the results given back to the group.

Interpersonal and Small-Group Skills

Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know how to -- and be motivated to -- provide effective leadership, make decisions, build trust, communicate, and manage conflict.

Face-to-Face Promotive Interaction

This means that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal support are part of this mutual goal.

Group Processing

Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships.

To help you understand cooperative learning a little better, here are some ideas and activities that could help team members develop better skills in each of the areas listed above:

Ways To Ensure Positive Interdependence:

- the group has only one pencil, paper, book, or other resource
- one paper is written by the group
- a task is divided into jobs and can't be finished unless all help
- pass one paper around the group on which each member must write a section
- jigsaw - each person learns a topic and then teaches it to the group
- a reward (e.g. bonus points) if everyone in the group succeeds

Ways To Ensure Individual Accountability:

- students do the work before bringing it to the group
- one student is chosen at random and questioned on the material the group has studied
- everyone writes a paper; the group certifies the accuracy of all their papers; the instructor chooses only one paper to grade
- students receive bonus points if all do well individually
- instructor observes students taking turns orally rehearsing information

Ways To Ensure Interpersonal and Small-Group Skills:

- be on time for group meetings and start them on time
- listen to others. Don't be so busy rehearsing what you are going to say that you miss other group members' points and ideas

- don't close the road to mutual learning by interrupting or using language that can be regarded as a personal attack
- make sure everyone has the opportunity to speak
- don't suppress conflict, but do control and discipline it

Ways To Ensure Face-to-Face Promotive Interaction:

- a student orally explains how to solve a problem
- one group member discusses a concept with others
- a group member teaches classmates about a topic
- students help each other connect present and past learning

Ways To Ensure Group Processing:

- group members describe each other's helpful and unhelpful behaviors and actions
- as a group, make decisions about which behaviors to continue and which behaviors to change

Additional Elements of Effective Groups

Although team dynamics (how the individual team members work together) can differ from team to team, effective teams also share the following characteristics (modified from Bodwell 1996, 1999):

Full Participation -All team members contribute their time and energy to the project. More importantly, all team members participate in the **decision making** process.

Trust -Members trust that each member will add value to the project, and members work to ensure that everybody does contribute and appreciation is expressed for different contributions.

Open Communication -The main glue that holds a team together. Communication is effective when all members:

- contribute ideas
- provide feedback constructively
- ask for clarification on anything that might be confusing

- provide frequent updates
- listen to each other carefully

Social/Business Balance -Although teams shouldn't socialize 100% of the time, it shouldn't be all business either. Casual conversation allows members to know each other better, leading to better working relations.

Activities that use Cooperative Learning

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development.

1. **Jigsaw** - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. (Wood, p. 17) Tests or assessment follows.

2. **Think-Pair-Share** - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3. **Three-Step Interview** (Kagan) **-** Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

4. **RoundRobin Brainstorming** (Kagan)- Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

5. **Three-minute review** - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

6. **Numbered Heads Together** (Kagan) - A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

7.**Team Pair Solo** (Kagan)- Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

8. **Circle the Sage** (Kagan)- First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

9. **Partners** (Kagan) - The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

Conclusion

In Inclusive Schools, teachers must to create a learning environment for cooperation and promote the socialization of all students. Cooperative learning with different charateristic of student it's good to develop social skills, empathy, and tolerance. So cooperative learning can success if the class conditioned by full participatian, trust, open communication, and social balance.

References

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