



**35<sup>th</sup> ANNIVERSARY OF SEBELAS MARET UNIVERSITY**

Accelerating Sebelas Maret University

towards World Class University



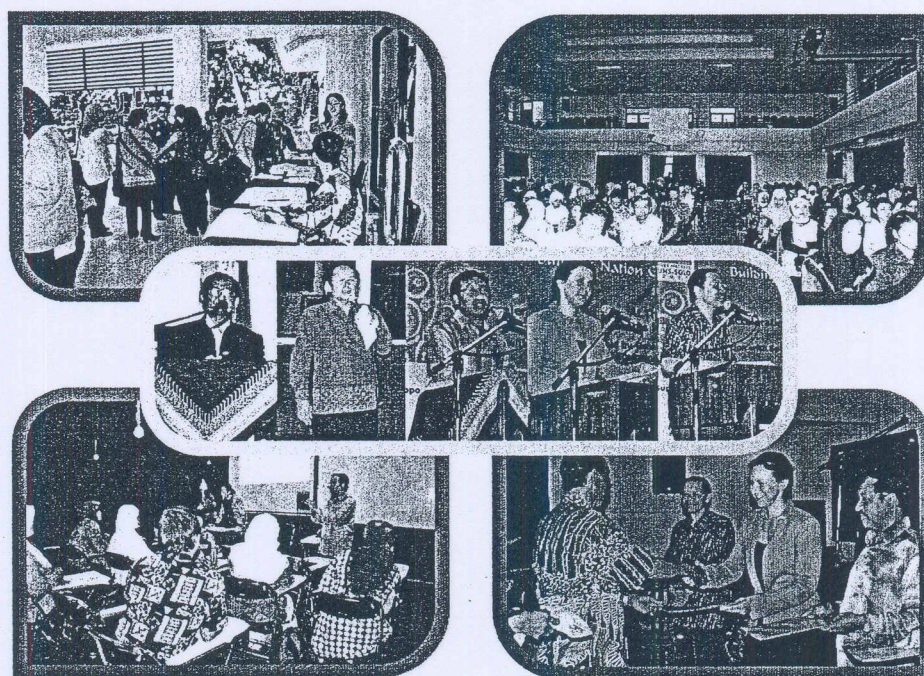
# PROCEEDING

INTERNATIONAL SEMINAR ON SPECIAL EDUCATION

Building Nation Character through Inclusive Education

in Global Perspective

Solo, March 19<sup>th</sup> 2011



Editor :

Drs. Gunarhadi, MA, Ph.D

Drs. Sarwono, MS

Mohammad Anwar, S.Pd

Published :



SEBELAS MARET UNIVERSITY PRESS



ISBN 978-979-498-592-

**PROCEEDING**  
**INTERNATIONAL SEMINAR ON SPECIAL EDUCATION**  
***“Building a Nation Character Through Inclusive Education***  
***in Global Perspective”***

University of Sebelas Maret Surakarta, 19<sup>th</sup> March 2011

**SURAT TUGAS**

NO. 2290A/H27/KP/2011

Pelindung	: Prof. Dr. M. Syamsulhadi, dr. Sp.KJ (K)
Penasehat	: 1. Prof. Dr. Ravik Karsidi, MS 2. Prof. Dr. Sunardi, M.Sc 3. Prof. Dr. H. M. Furqon H., M.Pd
Pengarah	: 1. Drs. Munawir Yusuf, M.Psi 2. Drs. R. Indianto, M.Pd 3. Drs. A. Salim Choiri, M.Kes
Penanggung Jawab	: 1. Prof. Dr. Soetarno J., M.Pd 2. Dr. Widodo Muktiyo S.E.,M.Com
Ketua	: Drs. Gunarhadi, MA, Ph.D
Wakil ketua	: Drs. Sukarno, M.Pd
Sekretaris	: Tri Rejeki Andayani, S.Psi, M.Si.
Bendahara	: 1. Dewi Sri Rejeki, S.Pd, M.Pd 2. Erna Nuraini, S.Sos.
Anggota	: 1. Dra. B. Sunarti, M.Pd 2. Dra. Munzayannah 3. Sugini, SPd, M.Pd 4. Drs. Subagyo, M.Si 5. Priyono, S.Pd., M.Si 6. Nurma Yunita, M.Si 7. Dra. Ismaryati, M.Kes 8. Drs. Sarwono, M.Kes 9. Wachid Musthofa, M.Si 10. Mohammad Anwar, S.Pd 11. Susilo Setyaningsih, S.Pd 12. Karyono, S.Pd 13. Muhar Slamet 14. Hartati Kusumaningsih, S.Pd 15. Tyas Martika 16. Elisabet Dian Puspita Wardani 17. Redy Dian Aditya Nugraha 18. Nandesasih Panitisan 19. Iga Lusia Priyantini 20. Lukman Hidayat 21. Candra Puspita Dewi 22. Akhmad Nufirroziqin 23. Mahardika Supratiwi 24. Amir Tohari

## PREFACE

It's a great pleasure to have finished the editing of the scientific articles presented in the international seminar on special education in commemoration of the 35<sup>th</sup> Annivesary of UNS, under the theme of "Accelerating University of Sebelas Maret towards the World Class University".

This seminar is conducted by Research Center for Rehabilitation and Remediation (PPRR) Research Center and Community Service (LPPM) in collaboration with Special Education Program, Doctoral Degree of Education Science, and Faculty of Teacher Training and Education University of Sebelas Maret Surakarta. In line with the theme, this seminar attempts to promote the Inclusive Education as the global issue in Building the Nation Character.

The purpose of the seminar is firstly to digest the current information on the development of special education in general and to share the best practice of inclusive education delivered by different agents and experts. Secondly, this seminar is aimed to expose the indigenious masterpiece of scientific articles for publication. Lastly, the seminar covers mainly three sessions; the seminar itself, mentoring article writing for national and international journals, and paper presentation for proceeding.

The committee feels indebted to all contribution from participants, the peer groups of centers of studies in The Research Center and Community Services (LPPM) UNS, and all the sponsors. Special thank is also given to the Dean and staff members of FKIP for meaningful supports and advice to organize to event.

On the other side, the committee realizes there are always shortcomings and problems within the seminar. Therefore, the committee should apologize for any weird cases in terms of difficulties and inconvenience caused during the seminar.

Finally, the committee hopes that the result of the seminar will lead to better insight in disseminating the best practice of inclusive education for children with special needs.

**Committee**

## **ORGANIZING COMMITTEE REPORT**

### **The International Seminar on Special Education**

**By Chief of Committee**

Assalamu 'Alaikum Wr. Wb.

Dear Our Distinguished guests....

The Director of Management for Special Education and Services Rector of UNS

Prof.Dr.dr. Syamsulhdi Sp.K.J (K)

The Vice Rector, Prof. Dr. Ravik Karsidi, MS.

The Déan of FKIP, Prof. Dr. M.Furqon Hidayatullah, M.Pd.

The Education Authorities in Solo Raya.

Our colleagues form Centers of studies in LPPM

Inclusive education Unions; Boyolali, Wonogiri and Karanganyar

And all the Seminar Participants

Assalamu 'Alaikum Wr. Wb.

First of all, we would like greet all of you, the participants of International Seminar on Special Education. This seminar is conducted in collaboration between PPRR, LPPM and Special Education Program, Doctoral Degree of Education Science, and Faculty of Teacher Training and Education University of Sebelas Maret Surakarta.

The seminar is conducted in the framework the 35<sup>th</sup> Anniversary of UNS with the theme of " Accelerating UNS towards the World Class University". In line with the theme, this seminar attempts to promote the Inclusive Education as the global issue in Building the Nation Character.

The main purpose of the seminar is to share the current information as well as to expose the indigenous masterpiece of scientific articles for national and international publication. So the agenda of the seminar will cover mainly three sessions; the seminar itself, mentoring article writing for national and international journal, and the last is paper presentation for proceeding.

On behalf of the committee, allow me to report that the seminar is attended by more or less 400 participants mostly from domestic and few from the neighboring country. These participants consist of experts, teachers, students, organization representatives, and those interested in education especially for children with special needs.

The committee feels delighted and, hence, extends the gratitude to all kinds of contribution from participants, the peer groups of centers of studies in The Research Center and Community Services (LPPM) UNS, and all the sponsors, in particular, as to make this scientific meeting a fruitful and meaningful gathering for all of us. On the other side, the committee should apologize for any cases in terms of difficulties and inconvenience caused during the seminar.

Finally, we hope that you could fully participate in all the activities and enjoy the whole day of seminar.

That is all for now, Thank you

Wass. 'Alaikum Wr. Wb.

International Seminar  
On Special Education

Committee

## WELCOME SPEECH

The 35<sup>th</sup> ANNIVERSARY of Sebelas Maret University

By Chief of Committee

Assalamu 'Alaikum Wr. Wb.

Dear Our Distinguished guests....

The Director of Management for Special Education and Services

The Rector of UNS Prof.Dr.dr. Syamsulhdi Sp.K.J (K)

The Vice Rector, Prof. Dr. Ravik Karsidi, MS.

The Dean of FKIP, Prof. Dr. M.Furqon Hidayatullah, M.Pd.

The Education Authorities in Solo Raya.

Inclusive education Unions; Boyolali, Wonogiri and Karanganyar

And all the Seminar Participants.

Assalamu 'Alaikum Wr. Wb.

On behalf of Committee of the 35 Anniversary of UNS, we would like welcome to all of you, the participants of International Seminar on Special Education. This seminar is a part of the activities in memorial of the 35<sup>th</sup> Anniversary of Sebelas Maret University Surakarta 2011.

In line with the current theme of the anniversary” Accelerating UNS towards the World Class University, this seminar attempts to promote the Inclusive Education as the global issue in Building the Nation Character.

There are two roads to accelerate the UNS towards the World Class University; keeping up with global information, and preserving the indigenous or local wisdom. It seems this international seminar today will cover these two purposes:

*First*; we will share the current issues on Inclusive Education from different perspective around the world. This seminar serves as an arena to share with and learn from other countries on the positive aspects of the implementation

of inclusive education as to promote the Quality, Equality, and Equity of Education for the children with special needs.

*Second*; we would encourage the local human resource to expose our own masterpiece of scientific articles not only to the national but also to the international publication.

On behalf of committee of DIES NATALIS, allow me to express our gratitude particularly to the distinguished speakers, all participants, and also all the *sponsors* for their meaningful participation as to make this seminar a great success.

Last but not least, special appreciation is forwarded to the committee of the seminar for the participation in promoting UNS towards the world class university.

That is all for now, Thank you

Wass. 'Alaikum Wr. Wb.

The 35<sup>th</sup> Anniversary of UNS  
Chief Committee

**Prof. Dr. Soetarno J., M.Pd.**

## **OPENING SPEECH**

**For the International Seminar on Special Education**

**By Rector, UNS**

Assalamu 'Alaikum Wr. Wb.

Dear Our Distinguished guests....

The Director of Management for Special Education and Services

The Rector of Sebelas Maret University

The Chief of LPPM, Sebelas Maret University

The Dean of FKIP and the staff

The Education Authorities in Solo Raya

The Honorable Speakers from UUM and Helen Keller International

And all the Seminar Participants

Assalamu 'Alaikum Wr. Wb.

First of all, welcome to UNS and to Solo to all of you, the participants of this International Seminar on Special Education. This morning, we are participating in the opening ceremony of International Seminar on Special Education in the memorial of the 35th DIES NATALIS Sebelas Maret University “Accelerating UNS towards the World Class University”

In line with the theme of DIES NATALIS, this seminar is conducted firstly to share humanistic ideas on how to admit and respect the potential of children with special needs in the action framework of building character in Special Education. Secondly, this seminar would encourage the participants to expose their ideas through scientific articles not only to the local but also national and international publication.

As an educational institution, UNS (Sebelas Maret University) has been putting concerns and awareness on the Special Education since this program is developed not only in the Faculty of Teacher Training and Education especially in Special Education and Physical Education Department, but also other faculties



related to the needs of accessibility to build the campus community as an inclusive society.

This University has become a welcoming campus for students with special needs. From time to time, this campus has been attempting to develop the facilities so as to provide the comfort and convenience for all students. In addition, UNS provides a large opportunity for all academic staff to keep up with the knowledge and technology not only to accept the incoming information but also to expose the internal advancement towards the global development.

To promote the academic performances, UNS has been continuously attempted to encourage the lecturers to publish the results of research in journals. In addition, to promote the quality of educational services for children with special needs, UNS is now preparing a post graduate study (S-2) in INCLUSIVE EDUCATION.

We hope this moment would not be only a dream. We believe this seminar would inspire stronger commitment to all of us in serving the education for all. The results of the seminar would serve meaningful contribution the global acceleration of UNS towards the world Class University.

Finally, with the cohesive networking among different institutions, we could do more to promote better service for all us.

By “Building the Nation Character through the Inclusive Education” we would do more in enhancing the equal rights for persons with special needs in more inclusive settings.

That is all for now, and have a nice time of Seminar  
Wass. 'Alaikum Wr. Wb.

Rector

Prof Dr. Muh. Syamsulhadi, dr Sp.Kj.(K)

## TABLE OF CONTENT

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

## PARALLEL PRESENTATION

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

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

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

**HEADMASTER LEADERSHIP ROLE IN THE GROWING AWARENESS  
OF INDIVIDUAL DIFFERENCES SPECIAL NEEDS  
IN SCHOOL INCLUSION**

By. Hermanto SP

Special Education Department of Yogyakarta State University

**ABSTRACT**

*The school headmaster has an important role in climate building school. In implementing the headmaster's leadership must be able to do division and descriptions of work in accordance with the basic tasks and functions to empower the working units available. The school headmaster is obliged to move each personalized for willing and earnest in carrying out the leadership tasks performed by the function to direct, coordinate, and control functions. A headmaster with a spirit of leadership will be an effective leader if at least have the ability or skills to communicate well, have the technical ability in his field, has a sharp analytical skills, be assertive and take bold decisions, have a high work ethic and a vision clear. Similarly, the headmaster role in raising awareness to teachers, learners, or to the citizens of other schools on individual differences with special needs can be a model for the lead. The school headmaster who has the communication skills to explain the importance of respect for individual differences, with the underlying analytical sharp will be a driving force for teachers and learners. With a firm stance and bold decision of a headmaster, the importance of respect for individual differences, including individuals with special needs can produce programs clearly in the implementation of inclusive education in the schools they lead.*

**Keywords:** *leadership, school headmaster, IBK, inclusion*

**A. INTRODUCTION**

The position of school headmaster is the supreme leader and had to supervise, protect all human resources at the school. In this role, the headmaster is responsible for the

implementation of the overall education process in schools that were shared by all elements of the school community. As a leader, fair if the headmaster is required to pursue the implementation of the education

process effectively and efficiently. In performing its duties, a school headmaster has some function or role. Aside from being a leader, the role of school headmasters in relation to the achievement of objectives of the institution is as a manager, as an administrator, as an entrepreneur, as a supervisor, as a builder school climate, as educators, headmasters should also be able to mobilize all citizens of good school teachers, students, parents students, community and educational facilities to achieve educational goals.

The school headmaster in carrying out their duties need to have the principles of leadership. The principle of leadership of these schools include constructive, creative, participatory, cooperative, delegate, integrated, rational and objective. The existence of school headmasters in every level of education is very important. With a centralized authority in the hands of school headmasters, the headmasters became a central figure as a top manager and a determinant of school success in achieving the expected goals. The existence of the headmaster terms of achieving success in education, largely determined by the

school management. Successful management of schools is largely determined by the leadership of school headmasters. The existence of school headmasters were highly correlated with its ability in managing the school.

Both school headmaster in public schools, private, regular school, special school, or an inclusive school, headmasters as well as a leader and manager, must have programs and targets to be met during the their leadership, therefore it must have a good understanding of the vision, mission and ability to analyze the work to be performed. The analysis should be the basis for the implementation work. Analytical capabilities is the ability to recognize strengths and weaknesses of himself, his men and the potential and opportunities that can be developed, as well as the ability to identify threats that may arise in their leadership needs to be recognized by the sharpness of his analysis. The more sharp analytical power of a head of school will be more possible to be able to perform and do something better.

The school headmaster is the highest leadership in the schools they lead. The pattern of leadership will be

very influential even will largely determine the progress of the school. Leadership is the way the headmaster or headmaster's attempt to influence, encourage, guide, direct, and mobilize teachers, staff, students, parents, students and other parties related to work or participate in the effort to reach those objectives. The school headmaster as a leader will surely have the ability or skills that support his ability as a leader in a school such as good communication skills, technical ability in his field, has a sharp analytical skills, be assertive and daring decision, high work ethic and have a clear vision.

In connection with the headmaster's leadership role is very strategic and become a figure model for the human resources that exist in these schools, there are requirements that must be held to be headmasters that include general and specific qualifications, as in Permendiknas No. 13, 2007 on the Standard Headmaster. The following general qualifications to be possessed by an aspiring headmaster are:

1. Have the academic qualification (S1) or a diploma four (D-IV),

- educational or non educational at an accredited college;
2. At the time he was appointed as head of the old school maximum of 56 years;
3. Having teaching experience at minimal 5 (five) years according to each school level, except in kindergarten/Raudhatul RA (TK / RA) has teaching experience of at least 3 (three) years in TK / RA; and
4. Having a rank as low III/c for civil servants (PNS) and for non-civil servant with the rank equivalent issued by the foundation or institution authorized.

The school headmaster as in Permendiknas No 13 of 2007 also required to have five of competence: competence personality, managerial, entrepreneurial, supervision, and social. The school headmaster as a leader must know the ins and outs of the field that it faces a field of arable or organization. As a headmaster technical skills possessed is the ability to create a program of teaching, lesson plans, present the subject matter, evaluating, guiding students and master the subject matter which it is responsible. These



skills not only to be used as the headmaster still has an obligation to teach, but are used to supervise teachers, which is the headmaster task, one can not supervise if not master it. This capability not only in regular schools, special schools, but also in inclusive schools. In an effort to succeed in inclusive education in the schools they lead, a school headmaster also has a very big role.

A school headmaster must be responsible for the implementation and success of inclusive education lead. Forms of responsibility and effort to achieve success can be seen from the programs created, realization, and evaluation conducted on this inclusion. Looking at the program and find out realization. This becomes important because of the frequent cases occur, the school uses inclusive label, but the realization is far from fact. Even children with special needs only to be the object at the school. For this reason the headmaster's leadership role in accepting the existence of children with special needs as a difference and should get attention and services in inclusive schools should be improved and pursued. Without the exemplary

leadership of the headmasters of inclusive education programs at these schools would be difficult to application that the school is friendly and accept the diversity of learner differences.

#### **B. INCLUSIVE EDUCATION, DIVERSITY AND DIFFERENCE ACCEPTANCE**

During this education is for children with special needs was held in a special school or who is often called SLB. Thus, children with special needs in particular following the educational process by grouping children based on the type of disorder it bears. This educational process provides benefits for children with disabilities, but also gives harm to the special needs children. Thus a model or form of special education continues to think about and formulated in order to obtain the most advantageous model for children with special needs, but also did not harm other children or its management. Why must find a way out because of the presence of children who have such specificity that requires education and management a special nature. This was as the understanding

special education the following: Special Education is education for learners who have difficulties in following the learning process because of physical, emotional, intellectual, social, and/or have the potential of intelligence and special talents. Special education includes students with disabilities and students who have the intellectual potential and special talents. This special education process standards, applicable to learners with visual impairment, hearing impairment, mentally retarded, physical handicap, behavior and emotional disorder on SDLB, SMPLB and SMALB including schools/madrasah education providers inclusion/ integration. (Permendiknas No. 1 of 2008, on Standards Special educational process with visual impairment, hearing impairment, mentally retarded, physical handicap, and emotional disorder).

Following the developments and trends on education for children with special needs this is the show of inclusive education. Many perspectives on inclusive education include the perspective of each of which looked at. It has a clear understanding of inclusive education was important because it will

impact on the principles and values that underlie this understanding. For example, if inclusive education is narrowly defined, or based on the assumption that 'children as a matter' of the inclusive education program will fail and will not be accepted by those who claim to "normal." If the definition is used to develop or monitor the practice, then the inclusive education will fail or not be sustainable. Why is this happening because of the wrong perception of the underlying of persons responsible at the school.

To obtain the formulation of inclusive education is more "favorable" all parties, both the children with special needs and normal children, the definition of inclusive education continually formulated and developed. The formulation of the definition of inclusive education is in line with the more profound reflection of people against the existing practice, and in line with the implementation of inclusive education in different cultures and contexts are increasingly widespread. As according to Sue Stubbs in Didi Tarsidi, 2002. The definition of inclusive education should continue to grow if inclusive education intends to

remain a real and valuable answers to the challenges of education and human rights. Finally, define inclusive education is important because many people still assume that inclusive education is just another version of special education.

As Didi Tarsidi opinion is, it must be realized that the main concepts and assumptions that underlie inclusive education would in many ways contrary to the concepts and assumptions underlying the extraordinary education in schools. It said the concept of inclusive education and the assumption contradicts the concept of education in special schools because the education in special schools, children with special needs will get a focused service and special needs children will gather together in order to provide spirit for their condition. This is certainly different from the case in inclusive schools, where children with special needs educated in regular schools along with other normal children. This condition can actually lead to low self-esteem for children with special needs when previous children are not prepared mentally as well. So also with other

normal children, if they are not equipped with the attitude of openness and the existence of differences in the normal children would be a tremendous supporter mock for children with special needs in the inclusive schools.

As one of the principles of inclusive education, namely the acceptance will be diversity and differences of children in school. For that, it should be for schools that have dared to promote itself as an inclusive school it is only logical if the school really prepare for and facilitate the physical and mental comfort crew at school. To support the physical aspects of comfort, such schools have been working to provide the facilities and buildings accessible so that children with special needs are not constrained by the condition of the building and can be independent to Work. From the social aspect, which can be prepared by the school is to provide and prepare the attitude of friendliness, openness, togetherness for all people in the school without exception. Do not get in school inclusion teacher acceptance does not occur, the child's parent, or even fellow students themselves to the presence of children with special needs.

As one program that can continue to be done and pursued by the school in forming friendly schools for children with special needs in inclusive schools, as the realization of hospitality school, then the headmaster must already have commitments. With his leadership the school headmaster must dare to socialize to all citizens of the school and this activity must be done programmatically, not just once but several times. In addition to socializing, the program that the school can do is start setting up an understanding of all teachers will be learning strategies and modification of learning for children with special needs in inclusion classes. With the understanding of fellow teachers, then teachers will not apply careless in providing service and attention to children with special needs in the classroom or at school. In addition to the general teachers are provided with insight into children with special needs and how to provide services, through the leadership of school headmasters must have the courage to delegate a teacher who should be the coordinator of inclusion at the school.

For schools that provide education inclusive and open to acceptance, and diversity, and individual differences. Schools through the leadership of school headmasters must dare to instruct and communicate the importance of understanding towards children with special needs such as a plurality and as a mercy. Through supervision of school headmasters, teachers generally will provide guidance in accordance with the level of development and abilities of children without leaving the normal children. Given the heterogeneity of the condition and capabilities of children, then teachers should have to become increasingly creative in the learning process and manage the classroom. With the understanding of public teachers in the existence of children with special needs, and with the ability to provide appropriate services of all teachers, of course these schools will be able to implement fully inclusive and do not always rely on itinerant teacher in the school that the presence of only two days within a week.

**C. HEADMASTER LEADERSHIP  
ROLE IN RECEIVING  
INDIVIDUAL DIFFERENCES**

In Big Indonesian Dictionary/ KBBI (2002) leadership comes from the word leader is a person who leads. In this case, means a person who leads in a group, institution or organization that has a specific purpose. Leaders must visioner, strategic in finding ways, as an agent reformer, as a mentor, as a politician and as guardians of the life line of life he leads the organization financially. According to Nanus (1999) is a leader. A leader is a dealer in hope, WHO's leaders are people perceive what is needed and what is right and know-how to mobilize people and resources to accomplish mutual goals. Leaders are individuals WHO significantly influence the thoughts, behaviors, and/or feeling of others. Leaders are pioneers. They are people WHO venture into unexplored territory. They guide us to new and unfamiliar destinations often. WHO people make the leads are the Foot soldiers in the campaigns for change. The unique reason for having leaders - their differentiating function-is to move us

forward. Leaders get us going some place.

According to Locke (1997), leadership is the process of persuading others to take steps toward a common goal. The leader must dare to take risks and consequences of what he was doing. In this sense includes the three elements of leadership that leadership is a conceptual relationship, leadership is a process and the leadership must persuade others to take action. Thus the act of leadership is the activity of influencing people to cooperate in order to realize and achieve the goals of the chill from the results of his leadership. For that the art of leadership required to lead the art or the ability to coordinate and mobilize an individual or group towards the achievement of expected goals. According to Sanusi (1989) leadership in a substantive sense, refers to a reality where someone or a system has the strength and courage in stating the mental ability, organizational, social, and physically larger than average, which is supported by the essential elements of the Ways and means. Ways and means it is 1) the ability to create, explain, and offer ideas on themes of

interest, open creative enough to be tested and is superior in the competitive or bargaining with other parties, 2) the ability to argue and defend the establishment of a ethical rationale that motivated the other party to negotiate and consider until finally accept the idea of choice which is derived from earlier, 3) the ability to influence others by using the Ways and Means of the most appropriate so that all parties work together and in one organizational unit to obey directives or coordination, 4 ) the ability to control other forms of cooperation are more stable and more productive process, through the selection of personnel who monolith. In a school organization, which became the leader was the headmaster, headmaster legally obtained because the school headmaster has the authority to govern, manage and make decisions. The school headmaster is classified in the formal leader is the leader in the organization as designated. Leadership of headmasters in general have characteristics: 1) has a time limit, 2) meet the formal requirements, 3) has a superior, 4) can be promoted to a higher position/job, 5) has the benefit,

and 6) may be penalized. According to Usman (1998) headmasters have six main tasks, namely as a manager, leader, administrator, supervisor, mentor and school climate as an educator. This role would continue to grow and often known as the EMASLIM FM. Thus, school headmasters through their leadership should be able to set an example for all who are in it. With the ability and their leadership, a school headmaster will be more respected and honored.

Headmaster task as manager is to manage tasks, arrange programs and targets to be realized during his tenure, and thus required a good understanding of the vision and mission of the school, school conditions and the conditions surrounding community. The school headmaster must be capable of analyzing the work to be done to realize programs and target schools. The school headmaster as a leader should have a great spirit, and ability to convince and mobilize others, including the staff, students and community to achieve the objectives on target, so it must develop a sense of belonging to the school and give awards as well as sanctions in

accordance with the provisions consistently. In this context, a school headmaster should be able to play their role as managers and as leaders. Without the ability of collaboration between the two is difficult for headmasters to achieve the vision, mission, goals for the school.

The school headmaster as an administrator should understand and be able to coordinate the implementation of school administration accordance with the guidelines of management and administrative services should be able to create a smooth and timely. As a supervisor (supervisors) should be able to communicate the headmaster's supervisory program for faculty and students in accordance with work programs so that every faculty and students feel the need for supervised. The school headmaster as builder good working climate, must be able to persuade and mobilize the entire faculty and students to create the cleanliness, beauty, order, security, shade and family as an integral part of professionalism. As educators (teachers) should be able to have a good understanding of the Insights Wiyata Mandala and must be able to

equate the perception of all staff and students on these values, the headmaster must also set an example in his role as coach, teacher and educator. In addition to technical capability has been stated above, that a school headmaster is also important to have the ability to communicate.

Logically a headmaster in a leader because there are people who led, thus mean a headmaster should always be entered into relationship with person at work, especially the leads, the interaction between the ruler and the ruled. Communications must be conducted in an ethical, empathetic depth and how not to hurt the lead, so that the teacher-employees, or students with full awareness and a sense of happy, satisfied his mind to do what is desired by the headmaster. Through good communication skills, a head of school will be able to convey the vision the school's mission which is planned or established. This skill does not mean a headmaster should not act decisively in decision-making, or in implementing the strategy. It has a firmness to anyone is very important to have in this life. So is a head of school must have a firm stance and bold decision. Decision

making is not something easy, because the decision is a process of selection of an activity or position of a number of alternatives are available. Similarly, if a head of school hopes to make an effective decision making then it is not easy, because someone's head these schools must examine many elements in the decision making process. Assertion of this headmaster is defined as an attitude in decision making if it has been through the various considerations by using the resources that are sensitive and have decided, then a school headmaster must dare to defend resolutely and willing to take the risk of leadership.

If in the paragraphs above in this subtitles in particular has been discussed about the meaning and role of headmaster leadership, and how the school head's leadership role in accepting differences individual special needs in school. To discuss this then it must be stressed beforehand that is the child or individual with special needs. There are several classifications of children with special needs is based on the assumed needs or constraints, such as children with a lack of communication, interaction and

language (HKIB), children with barriers of perception, motor skills and mobility (HPMM), children with emotional and behavioral barriers (HEP), children with intelligence and academic barriers (HKA), and children with special talents and special intelligence (CI & BI). In addition to this classification is also commonly known as the grouping of children with special needs are: a. blind/ visually impaired children who have b. deaf/ hearing impaired children; c. Mentally retarded/child who has the intelligence level below average; d. Physical handicap/children who have disorders of the body / movement; e. Children who have emotional and behavioral disorders; f. Gifted child/children have exceptional ability and intelligence; e. child slow to learn; f. children who have specific learning difficulties; and g. children with autism, and others.

After knowing the various types of special needs children, and also the leadership of the headmaster, the headmaster role in accepting individual differences with special needs can be developed from his leadership role. The school headmaster as a leader in school, it should give an example or



exemplary how to receive and provide services to individuals with special needs. Through his leadership of a headmaster is very important to always promote the importance of accepting differences of individuals with special needs in schools is gradually but surely in this inclusive education program. For that school heads should always be aware of all the human resources school to always try to plan a good program that the physical form of buildings or set up a mental attitude of all the existence of children with special needs. In the headmaster's leadership role, must realize that inclusive education should be carried out gradually according to the level of ability and school readiness.

Speaking readiness programmatically and gradual implementation, then a school headmaster may require every person in the school make the program how and what will be done in respect for individual differences with special needs in school. To support this all application program, then the headmaster must also strive to know and be able to do the acceptance of children with special needs in advance

significantly. Activities undertaken by a headmaster, in a simple example how to greet or say hello to the headmaster, provides assistance to individuals with special needs while in school. School headmasters to understand and understand the characteristics and ways to respect individuals with special needs. Once a headmaster provide exemplary in his leadership in serving, and then how this ability current to people who exist at the school. For that school headmasters should make a program of socialization and understanding of children with special needs, including its potential.

The next program of leadership is the courage to provide facilities to suit the needs of children with special needs. This leadership role can be developed in stages so that a fully inclusive school on time. When studied further, there are several headmaster leadership role that can be done in accepting individual differences with special needs. In general, these leadership roles can be distinguished in the classification as follows: first, a direct role with respect to exemplary headmasters themselves. Second, the role of school headmaster relating to

teachers and employees they lead. Third, the role associated with parents and community. Fourth, the role associated with building a conducive climate and friendly environment for individuals with special needs. From some of these roles, the headmaster can contribute to color the perspective and knowledge of all the leads, then directed at instilling the attitude of openness and readiness to receive the difference, and ultimately led to tangible behavior and actions of individuals with disabilities receive the difference.

#### D. CONCLUSION

In general, the ability of the headmaster leadership is needed to improve the quality of education in the institutions they lead. The role of school headmasters to be very strategic because it must take the lead and at the same time empowering the existing human resources directly. In this role means that he must always be entered into relationship with man at work, especially the leads, namely the interaction between school headmasters as leaders and teachers or staff and students as being led. Headmaster's

leadership role should produce satisfaction and fun for the lead. The school headmaster in communicating his thoughts would have fun and be accepted by the people who exist around him. When a school has and will conduct an inclusive education, the first step that must be prepared and considered is the ability to provide supplies to teachers who have to have common understanding and ability to identify children with special needs, and provide services.

Provide supplies to the teachers the ability of existing common to have the ability to identify children with special needs certainly is one of the major role in encouraging school headmasters, provide support for inclusive education in schools realization lead. The role of the other headmasters in growing awareness of individual differences with special needs in inclusive schools is to provide programs and facilitation of the real to the implementation of inclusive education in schools. Programs that can be done is exemplary ways to treat and acceptance of children with special needs, commitment and ability in preparing the physical facilities of the building,

and give enlightenment to children children with special needs better  
generally and "normal parents" so they leading.  
are ready to accept the existence of

## REFERENCES

- Anonim. 1999. *Panduan Manajemen Pendidikan*. Jakarta: Depdikbud.
- Burt Nanus and Stephen M. Dobbs. 1999. *Leaders Who make a Difference: Essential Strategies for Meeting the Nonprofit Challenge*. San Francisco: Jossey-Bass, Inc.
- Edwin A. Locke dan Associates. 1997. *The Essence of Leadership: The Four Keys to Leading Successfully*. (terjemahan: Aris Ananda) Jakarta: Mitra Utama.
- Emmett C. Murphy. 1998. *IQ Kepemimpinan*. (Terjemahan). Jakarta: PT Gramedia Pustaka Utama.
- Hartati Sukirman, dkk. 1998. *Manajemen Pendidikan*. Yogyakarta: Diktat Kuliah Jurusan Administrasi Pendidikan.
- Made Pidarta. 1988. *Manajemen Pendidikan Indonesia*. Jakarta: Rineka Cipta.
- Mudjito. 1998. *Manajemen Sekolah Dasar*. Bandung: Remaja Rosda Karya Offset.
- Nanang Fattah. 1999. *Landasan Manajemen Pendidikan*. Bandung: Remaja Rosdakarya.
- Slamet, Hamid Muhammad dan Cecep Rustana. 2000. *Manajemen Peningkatan Mutu Berbasis Sekolah*. Jakarta: Depdiknas.
- Suharsimi Arikunto. 1993. *Organisasi dan Administrasi Pendidikan Teknologi dan Kejuruan*. Jakarta: Raja Grafindo Persada.
- Wahjosumidjo. 2002. *Kepemimpinan Kepala Sekolah Tinjauan Teoritik dan Permasalahannya*. Cetakan ketiga. Jakarta: PT Raja Grafindo Persada.