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BRIEF CONTENTS

INVITED SPEAKERS	IV
ORGANIZING COMMITTEES	V
FOREWORD	VII
CONTENTS	IX

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FOREWORD

Praise be to Allah, Almighty God who has given opportunity, guidance and ability for us continuously to take part in developing of education.

This proceeding is one of the outcomes of the 1st International Conference on Educational Science (ICES) that was held in November 2017 in Bandung. ICES is one of the annual agenda of the Faculty of Education (FIP) Universitas Pendidikan Indonesia (UPI) that was aimed to provide a venue for education experts and practitioners in dissemination, exchange and expansion of scientific experiences at the international forum level.

This Proceeding contains a number of research articles, studies and best practice selected in the field of education such as educational psychology, educational administration, curriculum and educational technology, guidance and counseling, early childhood education, primary school education, out of school education, special education , and library & information science.

On this occasion I do thank and express my highest appreciation to all parties who have supported and contributed to during the implementation of the conference until the proceeding publication. My highest appreciation is also specially addressed to all article authors, reviewers, and steering committees as well as organizing committee who have spent their expertise and worked cooperatively and seriously . Hopefully they have got the rewards that are worthy of Allah SWT. Aamiin.

Finally, I do hope the 2nd ICES as annual academic event that will be held in the Faculty of Education UPI can be implemented better and more effectively. It is also hoped that ICES as an international academic forum will provide significant benefits for the development education in terms of theory as well as practices.

Dean of Faculty of Education UPI,
Agus Taufiq

CONTENTS

PAPERS

FULL PAPERS

Decentralisation and Effective School Leadership - Expectation versus Reality <i>Cecep Somantri</i>	5
Fulfilling Individual Right to and Need of Education - A Note to Remember for Indonesian Educational Leaders <i>Cecep Somantri and Sardin Sardin</i>	17
How Has Higher Education Influenced the Empowerment of Modern-Day South Korean Women? <i>Teri Jayun Ham</i>	29
The Effectiveness of Symbolic Modeling Techniques for Students' Emphatic Development <i>Sindi Tia Nopianti and Anne Hafina</i>	38
Quality Control System of Learning in Vocational School <i>Endang Herawan</i>	46
The Configuration of Career Identity Factor of Prospective Students at Indonesia University of Education <i>Sunaryo Kartadinata, Anne Hafina, Yusi Riksa Yustiana and Ifiandra Ifiandra</i>	51
Reading Behaviour Base on Biological Information of Blood Groups <i>Susanti Agustina, Doddy Rusmono and Riche Cynthia Cynthia Johan</i>	58
Teachers Classroom Management to Support Inclusion - A Preschool Ethnography <i>Wulan Adiarti and Ali Formen</i>	67
The Implementation of TPM-Kurtilas - A Study to Reveal the Response of Kindergarten Students and Teachers <i>Anggita Indah Pratiwi, Aan Listiana and Ocih Setiasih</i>	75
Developing Peace Culture Based on Al-Quran Values in Indonesian <i>Uman Suherman and Nurhudaya Nurhudaya</i>	81
Social Guidance for Developing Adolescents Empathy <i>Herny Novianti, Mamat Supriatna and Nani M. Sugandhi</i>	87
Democracy and Early Childhood Education <i>Fitria Ulfah, Hani Yulindrasari and Vina Adriany</i>	93
The Analysis of High Order Thinking Skill (HOTs) on Science Learning Using Project Based Learning Model <i>Kartika Chrysti S., Sajidan Sajidan, Sentot Budi R., Zuhdan Kun P. and Siti Fatimah</i>	97
Design of Integrated Learning Environment Based on Multiple Intelligence for Early Childhood Education <i>Rita Mariyana and Ocih Setiasih</i>	104

Solution Focused Brief Therapy - New Approach of Counseling for Students' Self Determination Development <i>Nandang Rusmana and Dodi Suryana</i>	109
A Brief View on Teaching Philosophy in the Curriculum Implementation in Universitas Pendidikan Indonesia (UPI) <i>Dinn Wahyudin</i>	115
The Improvement Writing Explanation Text through the Implementation of Text Structure Mapping Strategy <i>Lilik Binti Mirnawati</i>	122
Adaptation of Teenage Nonviolence Test to Measure the Peacefulness of Senior High School Students <i>Dadang Sudrajat</i>	127
The Influence of Islamic Boarding School (Pondok Pesantren) Culture on Hopelessness Behaviors to Students <i>Ari Khusumadewi and Riza Melinda</i>	133
Local Wisdom-Based Social Entrepreneurial Participative Training <i>Dayat Hidayat</i>	138
Community Empower through the Local Railway of Rural Area <i>Ratih Arum Sari</i>	146
Development of E-Learning Model to Improve Learning Outcomes <i>Rusman Rusman and Ronny Mugara</i>	152
Empowerment Boarding School Institution - Study Fenomenologis Entrepreneurship Role of Kyai in Pondok Pesantren in Indonesia <i>Dedy Achmad Kurniady and Zaini Hafidh</i>	158
Problem-Based Learning on Parenting Programs at Early Childhood Education Institutions in Indonesia <i>Sardin Sardin</i>	166
Environmental Education in Kindergarten <i>Heny Djoehaeni, Mubiar Agustin and Asep Deni Gustina</i>	173
Classroom-Based Peace Education to Develop Students Character at Religious School in Salatiga <i>Wahidin Wahidin and Wawan Ahmad Ridwan</i>	178
The Internal Quality Assurance System - An Implementation <i>A. N. Hidayat, E. Mulyasa, S. Sauri and Vidia Lantari Ayundhari</i>	184
Accounting Education Challenges in the New Millennium Era - Impact of Advanced of Technology and Dynamic Business Environment <i>Sofik Handoyo and Syaiful Anas</i>	190
Group Counseling with Pictorial Riddle Media for Incresing Achieving Motivation in Early Childhood <i>Richma Hidayati, Indah Lestari, Sunardi Sunardi and Nur Mahardika</i>	198
Sustainable Professional Development for Teachers - What is Needed? <i>Wiedy Murtini, Hery Sawiji and Subroto Rapih</i>	205

Primary School Pre-Service Teacher's Perspectives on Cultural Needs in Developing Culture-Based Mathematics' Learning Materials <i>Rahayu Condro Murti and Marsigit Marsigit</i>	210
Becoming Autonomous Parents in Giving Intervention to Children with Autism - Is It Possible? <i>Herlina Herlina and Rudi Susilana</i>	218
Ethnic Idiom Articulation and Civic Education Material for Elementary School - Development of Cultural Citizenship Literacy <i>Fauzi Abdillah, Solihin Ichas Hamid and Tuti Istianti</i>	225
The Use of Peer Teaching Method to Increase Self-Confidence of Deaf Students <i>Imas Diana Aprilia and Shinta Malida Balqis</i>	230
Rational and Cultural Self-Disclosure through Social Media in People Living with HIV/AIDS <i>Argyo Demartoto, Bhisma Murti and Siti Zunariyah</i>	239
Attention Deficit-hyperactivity Disorder (ADHD) in Preschool <i>Nur Faizah Romadona</i>	243
The Assesment of Media Feasibility at Vocational School <i>S. Sriadhi, Syawal Gultom and R. Restu</i>	248
Researching Young Boys' Masculinity in School Context <i>Sarah Nandya Mutiara, Hani Yulindrasari and Vina Adriany</i>	253
The Cooperative Experiential Learning Model Based on Soft Skill and Hard Skill in Improving Trainees' Competence at the Beauty Course Institute <i>Wiwin Herwina</i>	256
Teacher Development Through Implementation of Thematic Teaching Material in Project-Based Learning Setting on Primary School <i>Effy Mulyasari, Andhin Dyas Fitriani and Harsa Wara Prabawa</i>	260
Benefits of Parenting Programs for Parents <i>Dede Nurul Qomariah and Viena Rusmiati Hasanah</i>	264
The Role of Teacher as a Moral Agent - A Conceptual Framework for Teachers' Professional Ethics Development <i>Teguh Ibrahim, Babang Robandi, Mamat Supriatna and Pupun Nuryani</i>	268
Students' Perception of Pedagogical Course Learning Process - Developing Pedagogical Competence in Teacher Education <i>Gema Rullyana, Nadia Hanoum and Laksmi Dewi</i>	277
Development Model Career Coaching for Graduates University <i>Zahara Tussoleha Rony</i>	283
Evaluation Instrument Development for Translation Learning <i>Anam Sutopo and Titis Setyabudi</i>	290
Model of Biology Teachers' Professional Competency Development Based on the Early Competency Test in Surakarta Residency <i>Sofyan Anif and Anam Sutopo</i>	296

Appreciative Inquiry towards the Learning Outcome of the Children <i>Nike Kamarubiani and Ade Romi Rosmia</i>	301
The Importance of Multicultural based Education in Indonesia to Avoid the Conflict and Issue of Disintegration <i>Hiqma Nur Agustina</i>	305
Competences of The 21st Century: - The Development of Multicultural Counselor Competences <i>Nandang Budiman</i>	310
Development of Malay Culture-Based Dance Learning Model to Enhance Early Childhood Students' Creativity <i>Nurlita Nurlita, Ahmad Zain Sarnoto and Miratul Hayati</i>	316
Higher Education for Teacher Training Students' Motivation to Become Teachers <i>Mohammad Ali, Vina Adriany and Banrul Hayat</i>	320
Reflective Learning - Teachers' Failure in Choosing Learning Method is One Source of Students' Learning Problem and Misconception <i>Sandi Budi Iriawan</i>	326
The Application of The Entrepreneur Program in Early Age Character Development <i>Farah Rizkita Putri and Heny Djoehaeni</i>	333
Determinant Factors Affecting the Quality of Private Universities <i>Nani Sutarni, B. Lena Nuryanti and Achmad Hufad</i>	339
The Effectiveness of Steinberg Early Reading Programme on the Ability of Reading at Primary School in Primary School <i>Tatat Hartati and Nuri Annisa</i>	343
The Implementation of Modified Lesson Study Integrated with PCK to Optimize the Professional Competence of Elementary School Teachers <i>Andhin Dyas Fitriani, Effy Mulyasari, Harsa Wara Prabawa and Rosiana Mufliva</i>	349
Geographic Skills Measurement for Geography Education Students <i>Ahmad Yani and Enok Maryani</i>	354
Nonformal Education (PLS) Supporting Inclusive Education in Education Framework for All - Training Needs Assessment <i>Helma Malini</i>	361
Recruitment Model of Human Resources Training and Development Education in Improving Graduates' Competence and Employability <i>Jajat S. Ardiwinata, Dadang Yunus and Cucu Sukmana</i>	365
Measuring The Contribution of Educational Science to The Profession of Teacher <i>Oong Komar</i>	371
Current Practices of Inclusive Education - A Case Study in Indonesia <i>Unik Ambarwati, Sisca Rahmadonna and Pujaningsih Pujaningsih</i>	375
Developing Local Content Curriculum in Kepulauan Riau Province <i>Rudi Susilana and Asep Herry Hernawan</i>	382
Does Identity Status Influence Marriage Readiness Among Early Adults in Bandung City? <i>Ifa Hanifah Misbach, Syahnur Rahman and Lira Fessia Damaianti</i>	386

mPatch - Microlearning Application in a Multimedia Environment to Enhance Students Learning <i>Nordiana Ludin, Mai Neo and Heidi Tan Yeen-Ju</i>	392
Stigma, Discrimination upon People with Mental Disorder and Mental Health Literacy in Indonesia <i>Rika Damayanti, Ahmad Hufad and Mustofa Kamil</i>	398
Improving Students' Art Creativity and Appreciation of PGSD FIP UPI Through The Art Performance Entitled "KALENG" in Art Development Course <i>Ira Rengganis</i>	402
Analysis of Student Satisfaction on Academic and Non Academic Administration <i>Sri Lestari and Khusaini Khusaini</i>	409
The Role of Zakah in Improving the Quality of Children's Education <i>Priyanka Permata Putri and Danica Dwi Prahesti</i>	414
Development of Training Model in Increasing the Competence of Labor at PT Sari Ater Raya Subang <i>Mohammad Asyhadi and Oong Komar</i>	420
Educational Interaction in Early Childhood Classroom Management <i>Iip Saripah and Ishak Abdulhak</i>	425
Error Analysis of Trigonometric Problem Solving by Vocational High School Students Based on Differences in Ability and Cognitive Style <i>Liknin Nugraheni, Nur Fathonah, Sri Rahayu and Esti Widhiarni</i>	428
Implementation of Mother Language in Early Childhood <i>Carmi Sriwidaningsih</i>	433
Developing Teaching Multimedia to Improve Elementary Students' Understanding of Fraction Concepts <i>Andhin Dyas Fitriani</i>	441
Developing Wisdom of Multicultural Counselor through Dyadic, Triadic, and Group Supervision <i>Agus Taufiq and Herdi Herdi</i>	446
Peace Education in Freedom Writers Movie - A Sociological Perspective <i>Abdillah Nugroho</i>	454
Developing School Management Capacity through Teacher and School Staff (PTK) Involvement <i>Cepi Triatna</i>	461
Autonomous Self-Directed Learning as the Realization of Learning Society - Study of Online Social Media as a Medium of Learning <i>Nia Oktaviani and Yanti Shantini</i>	469
Learning Class Management Inclusion in Building Value and Caring Reverence for Students in Government Primary School of 3 in Bengkulu Tengah <i>Puspa Djuwita</i>	475
Validation of Advanced Progressive Matrices as a Instrument Intelligence Test in Indonesian Cultural Perspective <i>Yaya Sunarya and Nurhudaya Nurhudaya</i>	480
Youth Empowerment through a Local Potential-Based Entrepreneurship Training <i>Mustofa Kamil, Dadang Yunus and Cucu Sukmana</i>	487

Implications of Self Conceptual Assumptions in Adult Learning <i>Rini Novianti Yusuf and Yanti Shantini</i>	493
Difference of Teen Emotion Based on Parenting Patterns <i>Ummah Karimah and Sadari Sadari</i>	498
Improving Laundry Skills of Children with Developmental Disabilities through Apprenticeships at Laundry Cling <i>Oom Sitti Homdijah, Tjutju Soendari and Prima Dea Pangestu</i>	504
Grounded Theory in Guidance and Counseling Research <i>Syahril Syahril and Juliana Batubara</i>	510
Positive Peace Culture in Pesantren (Islamic Boarding School) in Bandung-Indonesia <i>Sahril Buchori and Nurfitriany Fakhri</i>	517
Critical Literacy Education with Problem Posing Approach - An Alternative for Critical Learning Practice in Elementary School <i>Ani Hendriani, Teguh Ibrahim and Pupun Nuryani</i>	523
Semiotic in Lyrics and Perception of Community of Nagari Suayan on Saluang Ratok Suayan Anguih <i>Hasnul Fikri, Syofiani Syofiani and Lolita Lestari</i>	530
The Character Profile of a Learner Teacher - An Integrative Review and Conceptual Framework <i>Dharma Kesuma, Babang Robandi, Teguh Ibrahim and Arie Rakhmat Riyadi</i>	535
Multicultural Counseling in Cultural Perspective Indonesia <i>Sofwan Adiputra and Mujiyati Mujiyati</i>	544
Implementation of Transformational Leadership Aspect of "Inspirational Motivation" - Behavior in Leadership of Higher Education Academic Development <i>Diding Nurdin and Bambang Ismaya</i>	550
Post-Traumatic Guidance and Counseling Using Modern Tasawuf Hamka Approach in Lowering Traumatic Grief <i>Muhamad Rifa'i Subhi and Wiwied Widiyanti</i>	554
Development Hi2-CounselLink as Online Counseling Software Based on Android Platform - Product Inspections <i>Hafit Riansyah, Itsar Bolo Rangka and Ifdil Ifdil</i>	562
Prevention of Plagiarism Activities in Students Final Assignment <i>Hana Silvana, Gema Rullyana and Angga Hadiapurwa</i>	569
Factors Causing Bullying in School Based Perceptions of Male and Female Students in Lampung <i>Mujiyati Mujiyati and Sofwan Adiputra</i>	576
Assessing Youth Knowledge and Attitude about HIV AIDS in Bandung City <i>Yanti Shantini, Jajat S. Ardiwinata and Purnomo Purnomo</i>	582
Student's Self Development in Higher Education <i>Nunu Heryanto, Purnomo Purnomo and Viena R. Hasanah</i>	589
Therapeutic Alliances and Trajectory Learning for The Counselor Education Programs <i>Andi Kiswanto and Dodi Suryana</i>	595

Generating Flair among Library and Information Science Students - A Case Study on In-class English Sessions <i>Doddy Rusmono and Euis Rosinar</i>	601
Building Family Resilience - Emotion Focused Family Counseling Approach <i>Gian Sugiana Sugara and Rina Rindanah</i>	606
Competitive Intelligence Based Decision Making Model as a Global Market Competitive Strategy (MEA 2015) in Educational Institutions <i>Eka Prihatin and Nani Hartini</i>	612
Study of Evaluation of Library Organization with Indonesian National Standard in State Junior High School Bandung <i>Linda Setiawati, Angga Hadiapurwa, Toto Fathoni and Dian Arya Susanti</i>	618
The Implementation of Education Policy in Local Areas <i>Dwi Amperawati, Drajat Tri Kartono and Didik Gunawan Suharto</i>	622
Design of Interactive Multimedia Based IPS Learning Module Using CTL Approach Based on Student Tendency Response in the Use of Learning Module in Grade IV <i>Ade Sri Madona</i>	627
The Tendency of Principals' Innovation Potentials and Decision Making Foundation Mastery <i>Aceng Muhtaram Mirfani</i>	633
A Critical Analysis of Cambodia's Policy for Integrating Information Technology in Education using Human Capital Theory and Globalization <i>Teri Jayun Ham</i>	640
Simulation-Praxis-Collaborative Lecture Method Design for Students' Self-Regulation Development <i>Pupun Nuryani and Ani Hendriani</i>	650
Gender, Power and Play in Early Childhood Education <i>Suci Ramdaeni, Vina Adriany and Hani Yulindrasari</i>	658
Creative Economy Based on Community Education <i>Purnomo Purnomo, Achmad Hufad and Joni Rahmat</i>	664
Humanistic Existential Counselling Model to Improve Psychological Well-Being in Adolescents <i>Devi Ratnasari, Imawanty Fransiska and Miskanik Miskanik</i>	670
Mobile Game Education for Developing Soft Skill of Elementary School Students <i>Cepi Riyana</i>	677
Corporate Social Responsibility (CSR) Training Model <i>Ihat Hatimah</i>	684
The Implementation of Classroom Management Concept Towards Joyful Learning on Learning Activity <i>Yayah Rahyasih</i>	688
The Empowerment of Environmentally Friendly Women <i>Achmad Hufad, Joni Rahmat Pramudia and Muhammad Irfan Hilmi</i>	693
The Profile of Students' Lesson-Planning Ability Based on Problem-Solving in Science Learning <i>Widiasih Widiasih, Anna Permanasari, Riandi Riandi, T. Damayanti and H. Johan</i>	697

Education for Children in Consumer Decision Making <i>Anastasia Wulandari and Lovely Dena Pratiwi Putri</i>	702
Validity and Practicality Test on Social Studies Learning Module-Based Interactive Multimedia by Employing CTL Approach for Elementary Students <i>Yulfia Nora, Ade Sri Madona and Selfa Idriani</i>	706
Development of Instructional Media for Teaching Bahasa Indonesia through Interactive Multimedia Based on Response of Trends in Using Instructional Media by the Students and Teachers during the Learning Process <i>Hasnul Fikri, Ade Sri Madona and Yulfia Nora</i>	711
The Advance Organizer Model to Improve Primary School Teacher Education Students' Learning Activities and Achievement in the Philosophy of Education Class <i>Kurniasih Kurniasih</i>	719
A Case Study of NL Influence in Students' Interlanguage <i>Irmala Sukendra</i>	724
Effectiveness of Using Self Collection Strategy towards Students' English Vocabulary Mastery on English Subject <i>Selfa Idriani</i>	728
The Implication of Students' Misperceptions of Philosophy for the Educational Philosophy Curriculum Development <i>Tatang Syaripudin</i>	732
Identifying Students' Creativity in the Higher Education Classroom <i>Laksmi Dewi and M. Ridwan Sutisna</i>	738
Senior High School Bahasa Indonesia National Examination Score Inappropriateness - A Case Study in West Java <i>Imas Mulyati and Mohammad Ali</i>	743
Waste Management Based on Wise Behavior in Japan and Indonesia <i>Mustofa Kamil and Indriyani Indriyani</i>	749
Minangkabau's Kinship in Novel by Marah Rusli and Novel by Muhammad Subhan - An Intertextual Study <i>Syofiani Syofiani, Hasnul Fikri and Nur Aidah Ramadhani Wadiyah</i>	757
Batik Skill, Indonesian Local Wisdom and Its Relation to Children Readiness in Writing - Correlational Study in Primary School, Jakarta <i>Anita Damayanti</i>	762
Femininity, Masculinity, and Androgyny - Minority Students' Gender Role Issues <i>Ipah Saripah and Nur Fitri Rosdianti</i>	768
The Understanding of Friday Prayer Attendees (Mustamik) Towards Friday Sermon Discourse <i>Fahruroji Fahruroji, Moh. Rakhmat and Muhammad Shodiq</i>	773
Competences of the 21st Century - Social-Emotional Competences of Gifted Accelerated Students in Indonesia <i>Eka Sakti Yudha, Sunaryo Kartadinata and Nandang Rusmana</i>	780

Developing the Potential of Early Childhood through the Play Dough <i>Erna Budiarti</i>	784
Adaptive Reading Learning Program for Children with Intellectual Disabilities in Inclusive Elementary School <i>Tjutju Soendari</i>	789
Learning Media and Gender in Early Childhood Education <i>Marina Trie Ramadhany Gunawan, Vina Adriany and Safrina Soemadipradja Noorman</i>	796
Development of Learning Model in Education of Early Children for Generation Children Z <i>Ernawulan Syaodih and Hany Handayani</i>	800
Internship Course Design - Ex-Post Facto on Curriculum Development of Educational Technology Study Program <i>Riche Cynthia Cynthia Johan, Rudi Susilana, M. Ridwan Sutisna and Didi Supriadi</i>	805
The Chance of Gifted Intelligent Students' Success in Career <i>Rini Sugiarti and Fendy Suhariadi</i>	811
Development of Inclusive Education for Children with Special Needs Based on Social-Economic Family <i>Rury Muslifar, Erwiantoro Erwiantoro, Erwan Sulistianto, Itsar Bolo Rangka and Ifdil Ifdil</i>	817
Inquiry Models One of the Alternatives in Improving Primary School Students' Scientific Process Skill <i>Nana Djumhana</i>	823
The Agroindustry Corporate Performance of Beyond Compliance on the Environmental Protection and Management <i>Anwar Hamdani, Mulyanto Mulyanto and I. Gusti Putu Diva Awatara</i>	828
Teachers' Competences to Implement the Character Education in Early Childhood Education <i>Silvie Mil</i>	832
Analysis of Peer's Influence on Academic Procrastination <i>Evi Winingsih, Denok Setyawati and Khoirul Afidah</i>	838
Effectiveness of Implementation of Teachers Professional Education Program After SM3T Program in Universitas Pendidikan Indonesia <i>Asep Herry Hernawan and Rudi Susilana</i>	843
Strengthening Teacher Competence Through Lesson Study - An Indonesian Elementary School Experience <i>Moh Salimi, Tri Saptuti Susiani and Suhartono Suhartono</i>	848
Servant Leadership - Teachers Leadership Model in the Classroom <i>Asep Suryana, Bumi Hadirahmadiani and Riema Afriani</i>	851
Modified Student Activity Sheet and Improving Problem Solving Skill <i>Yayu Nurhayati Rahayu, Dindin Nasrudin, Siti Hamidah Nardiatun and Mila Faizatul Millah</i>	858
Students' Motivation in Studying Psychology <i>Sitti Chotidjah</i>	863
Cultivating Wisdom, Harvesting Peace - Strengthening Multicultural Counselor Competencies for 21st Century <i>Herdi Herdi, Sunaryo Kartadinata and Agus Taufiq</i>	867

Developing Information and Technology Based Learning Model in Curriculum and Instruction Subject to Improve Students' Learning Achievement <i>Zainal Arifin</i>	876
Communication Policy Management of the Curriculum Implementation in Indonesia <i>Deni Darmawan, Didi Supriadi and Muthia Alinawati</i>	883
The Practice of Early Childhood Musicality Education in Germany <i>Leli Kurniawati</i>	888
Sustainable Development - Role of Education <i>Mohammad Ali</i>	893
School Effectiveness - Situational Leadership and School Cultures <i>Aan Komariah, Mawardi Mawardi and Abubakar Abubakar</i>	901
The Effectiveness of Learning Activity Based Costing (LABC) in Teacher Education Institution Based on Science Cluster in Cost Unification Context <i>Abubakar Abubakar</i>	907
The Implementation of "Management Qolbu" at School Level <i>Nurdin Nurdin</i>	911
The Partnership of Students and the Manager of Rumah Pintar (Community Learning Center) in Building the Community Empowerment <i>Viena Rusmiati Hasanah, Nita Fauziah, Yanti Shantini, Iip Saripah, Pipin Tresnawati and Lilis Widaningsih</i>	915
Framework of Independence Guidance to Students with Moderate Mental Retardation Based on Behavioral Approach <i>Iding Tarsidi</i>	919
Comprehensive Guidance and Counseling for Gifted Children - Model of Academic Achievement of "Dark Horse" <i>Yuyus Suherman</i>	923
The Profile of Kindergarten Students' Kindness <i>Euis Kurniati, Syamsu Yusuf L. N., Juntikan Nurihsan and Nandang Rusmana</i>	930
The Use of Mind Mapping to Understand Question Words of Hearing-Impaired Students <i>Tati Hernawati and Dini Nur Legita</i>	935
Optimizing Private University Image through Educational Unit Marketing Services Interrelation Strengthened <i>Elin Rosalin, Taufani Chusnul Kurniatun and Anisa Fadila</i>	940
The Readiness of College Students as Prospective Teachers in Elementary School for Serving Children with Special Needs <i>Dedy Kurniadi and Sunaryo Sunaryo</i>	945
Influence of Rhythm Motion on Improving the Ability of Orientation of Student with Intellectual Disability <i>Maman Abdurahman S. and Azmi Azmi</i>	950
Cognitive-Behavioral Counseling Model to Optimize Cognitive Potentiality and Adaptive Behavior of Attention Deficite Hyperactivity Disorders (ADHD) Students <i>Hidayat Hidayat</i>	954

Probability Total Choice Answer for Multiple Choice Test Logistic Model Three Parameters on IRT <i>Budi Susetyo</i>	959
The Role of Community Learning Center to Promote ESD <i>Sodikin Sodikin, Yanti Shantini and Takahashi Mitsuru</i>	963
Developing a Culture of Peace in School Setting - The 21st Century Educational Challenges <i>Sunaryo Kartadinata</i>	967
Teacher Quality - Management Strategies in Peparing Professional Teachers for Facing Global Challenges <i>Mohammad Fakry Gaffar</i>	974
“I” at the Centre of Ethics and Ethical Dilemmas in Educational Leadership <i>Cecep Somantri and Sardin Sardin</i>	981
Cooperative Learning in Math Teaching for Students with Learning Difficulties <i>Sri Rizqi Widasari, Rikrik Triwiaty, Kabia Nur Lestari, Diajeng Tyas Pinru Phytanza and Arti Budiarti</i>	993
Curriculum Learning in Inclusive Class Setting <i>Suhendar Suhendar, Toni Yudha Pratama, Juhaini Juhaini, Dea Novitasari, Yulia Indriani and Vairuz Meutia</i>	998
Improving Numeracy Skill through Use of Figure Poster Props at Deaf Students at The Age of Second Grade Students <i>Nenden Ineu Herawati and Septiyani Endang Yunitasari</i>	1002
Parent Support Group (PSG) Approach for Parents of Children with Autism <i>Diajeng Tyas Pinru Phytanza, Sri Rizqi Widasari, Sukinah Sukinah, Rohmah Ageng Mursita, Rikrik Triwiaty and Edi Purwanta</i>	1006
Analysis of Understanding the Dynamics of Kindergarten Teacher on Children with Special Needs <i>Mubiar Agustin</i>	1011
Cognitive-behavioral Counseling Model to Optimize Cognitive Potentially and Adaptive Behavior of Attention Deficit Hyperactivity Disorders Students <i>Hidayat Hidayat</i>	1016
Learning Model to Improve Social and Emotional Abillity of the Children with Special Needs in Inclusive School <i>Nandi Warnandi, Imas Diana Aprilia and Neni Satriani</i>	1021
Postural Control as Prerequisites of Handwriting for Children with Spastic Cerebral Palsy <i>Rikma Akhlan, Endang Rochyadi and Sunardi Sunardi</i>	1027
Using Roleplay Teaching Method to Improve the Creative Thinking Abilities of Students with Special Needs in Primary School <i>Septiyani Endang Yunitasari, Siti Luthfah, Euis Sumiati, Yuli Nur Fauziah and Erna Hernawati</i>	1034
Teaching Reading to a Non-Verbal Child with Autism - A Pilot Study <i>Yoga B. Santoso, Syihabuddin Syihabuddin, Djadja Rahardja, Ernie C. Siregar, H. Herlina, Riskma N. R. Akhlan, Rahmatrisilvia Rahmatrisilvia, Arief Taboer, Ranti Novianti and A. Rahim Kurniawan</i>	1039

Increasing Teachers' Ability in Handling Children with Learning Disabilities through Training and Mentoring of Teaching Accommodation and Modification <i>Sari Rudyati, Mumpuniarti Mumpuniarti and Pujaningsih Pujaningsih</i>	1043
Early Reading for Students with Intellectual Disability Based on Linguistic and Visual Perception Awareness <i>Endang Rochyadi and Riksmak Akhlan</i>	1048
The Analysis of the Existence of Special Education Teacher in Inclusive School in Indonesia <i>Munawir Yusuf, Erma Kumala Sari and Priyono Priyono</i>	1052
Index for Inclusion in Instructional Practice at Elementary Schools <i>Juang Sunanto</i>	1057
Developing Rural Community Empowerment Model to Increase Educational Needs Fulfillment for Children with Disabilities <i>Ranti Novianti, Zaenal Alimin, Endang Rochyadi, Didi Tarsidi and Nenden Ineu Herawati</i>	1062
Special Education in Islamic Law Perspective <i>Elan Sumarna</i>	1068
Parental Intervention for Children with Autism Spectrum Disorder - A Review of Curriculum <i>Rudi Susilana and H. Herlina</i>	1073
An Assistive Technology for Physical Impairment <i>Neneng Maya Komalasari, Rohmah Ageng Mursita, R. Fachmy Faisal and Yuli Afmi Ropitasari</i>	1079
The Assessment of Communication Ability on Deafblind Students <i>Tati Nurul Hayati, Rahman Rahman, Juang Sunanto and Lalan Erlani</i>	1084
How to Improve Photo Editing Skill of Deaf Children <i>Toni Yudha Pratama, Suhendar Suhendar, Imas Diana Aprilia, Tati Nurul Hayati, Endang Rusyani, Yuni Tanjung Utami and Hidayat Hidayat</i>	1090
AUTHOR INDEX	1095

FULL PAPERS

Current Practices of Inclusive Education

A Case Study in Indonesia

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Keywords: Inclusive Education, Teacher.

Abstract: Increasing enrollment number of students with special needs in regular classroom required specific teaching skills of classroom teachers. Since 2001, Indonesia has been implementing an inclusive education that leads to urgent call for an in-depth investigation of some challenges and the need of support for teachers to provide adequate educational services for all learners including students with special needs. This paper reports a case study of inclusive practices in Yogyakarta, one of the cities in Indonesia which received a national award as an inclusive city in 2015. A forum Group Discussion (FGD), interview and observation were conducted in order to investigate the current practices and the need of support for teachers in inclusive schools. A variety of educational practices in inclusive schools in one city in Indonesia is found that relate to the need of support to improve collaborative work and teaching competencies in inclusive classrooms.

1 INTRODUCTION

The Government of Indonesia has signed a Resolution related to the human rights of persons with disabilities on 30 March 2007 in New York and continued with the ratification of the Convention on the Rights of Persons with Disabilities on Tuesday 18 October 2011. It is clearly stated in the convention that persons with disabilities have equal rights in various fields, one of which is education. Long before the ratification was signed, the policy on inclusive education has been specifically set in the National Education Minister's regulation no 70 of 2009 on Inclusive Education for learners with special needs and gifted and talented. Furthermore, the number of inclusive schools continues to grow from 254 schools in 2008 to over 2000 schools in 2009. The numbers of inclusive schools are likely to increase as the municipalities, districts and provinces declare and commit supporting inclusive education. Based on this situation, it is very clear that teachers are required to handle all learners, including children with special needs. However, current practices of inclusive education after more than 10 years has been implemented is rarely being investigated. Some local and national newspapers reported the need for support to implement inclusive education. A local newspaper broadcasted the limited of educational sources and

teaching skills of the teachers in inclusive schools according to director of educational agency at South Sumatra (Fornews, 2017). The director of educational agency at Yogyakarta also stated that inclusive education as mandated by national regulation need more support (Tribun Jogja, 2016). Additionally, the need to provide support for teachers for better educational services for all learners is urgently required.

Kilanowski-Press et al. (2010) stated that in order to improve the quality of inclusive schools, identification of common practices, the need of support, and evaluate teachers' efficacy are needed. Furthermore, investigation of the inclusive practices will gather not only valuable information about the need of specific training for teachers but also the excellent practices that need to be continued. Schwab et al. (2015) revealed that teachers reported the need of training for behavior management, while they already feel confidence to build teamwork (co-teaching) to support students with special needs because the positive atmosphere at schools already established. In Indonesia, less number of research has been conducted to investigate the current practices of inclusive education. Further studies of how the current practice in inclusive school will provide information about the need of support for practicing teachers. Additionally, this information also beneficial for educational institution to develop

training for teachers and teacher education program to prepare future teachers to be more capable of supporting inclusive education. Furthermore, this study focused on investigation of current practices and the need of support for teachers also discussed.

2 METHODOLOGY

The FGD was conducted by inviting representatives of teachers in Yogyakarta. In this FGD, there are two important points was discussed, namely, a) how teachers know the needs of each student? b) how teachers provide educational services for students with special needs in inclusive classrooms? School observation was conducted in order to observe how teachers handling children with special needs in their class. There were five schools were visited to represent 5 districts in Yogyakarta namely one elementary school in Gunung Kidul, one elementary school in Sleman, one elementary school in Kulon Progo, one elementary school in Kota Yogyakarta, and one elementary school in Bantul.

Descriptive analysis was employed to analyze the data from FGD and observation. Percentage of demographic data to represent the majority of disabling conditions serve in inclusive classrooms is provided. Along with this, a descriptive narrative about current practices and the need of support for teachers are presented.

3 RESULTS AND DISCUSSION

Nineteen teachers were attended FGD from twenty-five invited teachers. They represented 19 inclusive schools in Yogyakarta were joined in FGD in order to discuss their current practices and challenges in teaching in inclusive classrooms. The average of teaching experience of the participants is 2 years with the longest 13 years, and the shortest is one year.

In the classroom, the number of students with special needs approximately is two students, with the highest number is 4 students and the lowest number is zero students. The zero number is related to the limited access for conducting a comprehensive assessment for students who have academic problems. So, the teachers stated that they might have disabilities but unrecognized yet as students with special needs. The highest percentage of disabling conditions is students with mild academic problems according to teacher report.

According to interview data, students with mild academic problems include several disabling conditions: slow learner, intellectual disability, and low vision. Based on chart 1, some disabling conditions might overlap, for example, students with sensory problem might have an academic concern, and students with behavior problem might have academic difficulties and vice versa. A specific definition for each disabling conditions that enable school practitioners to conduct diagnosis and provide special education services is still missing in the national regulation no 70 of 2009. Furthermore, in this study reported disabling terminologies as five possible problems that can understand by teachers easily. However, this data might not represent the real number of students with special needs because of lack of diagnostic procedures and bias in teacher referral.

3.1 Current Practices in Inclusive Schools

3.1.1 Referral and Diagnostic Procedures

According to FGD and interview with some of the teachers, referral and diagnostic procedure are varied. One of the FGD participants stated that teachers recognize the existence of academic problems during the first year of schooling. Some information that leads to referral are a low academic achievement (below the class level), lack of concentration span during classroom instruction, and unable to respond appropriately, e.g., difficulties in reading and writing, and experience specific barrier of learning, e.g., unable to see the written text on the blackboard. Similarly, Dunn et al. (2009) revealed two common criteria for teacher referral: inattention (i.e., lack of concentration) and aptitude (poor reasoning skills, request assistance of directions).

The teacher then refers for further assessment in order to know the need of the student. The detailed assessment is conducted by the expert. Most of the expert is a psychologist in order to know the intelligence level. In this case, the teacher referral is based on students' academic performance which might be influenced by the quality of instruction instead of a possibility of students' disabling condition. Fuchs and Fuchs (2006) stated that low achievement, especially for students with learning disability, reflects low quality of instruction. Teachers' sense of efficacy was found as a source of bias in teacher referral (Podell and Soodak, 1993). Podell and Soodak (1993) revealed that teachers with low efficacy tend to refer students from low-SES families for special education services. Furthermore,

the criteria of teacher referral require more specific guidance in order to reduce the bias.

Another school applies identification of students with special needs during the enrollment process. This is part of school policies while many other inclusive schools do not clearly mention it. They interview parents to know the characteristics of the students. This information will be accumulated with teacher observation during instruction to make a referral when it is necessary.

3.1.2 Referral and Diagnostic Procedures

Various educational services are provided for students with special needs in different quantity. Teachers reported frequent supports for students with special needs are direct feedback, peer tutor, and work group. The participants of FGD stated that they provide feedback daily. According to Mitchell (2014) feedback combined with formative assessment is one of the suggested teaching practices in inclusive classrooms. Feedback will inform the learners about their progress in learning. Additionally, peer tutor is conducted in some inclusive schools weekly. Even though many of the students in this study have academic difficulties, but all the teachers stated that they never adjust the learning materials to the needs of students. Educational services for students with special needs provided by teachers in different frequency can be seen in figure 1.

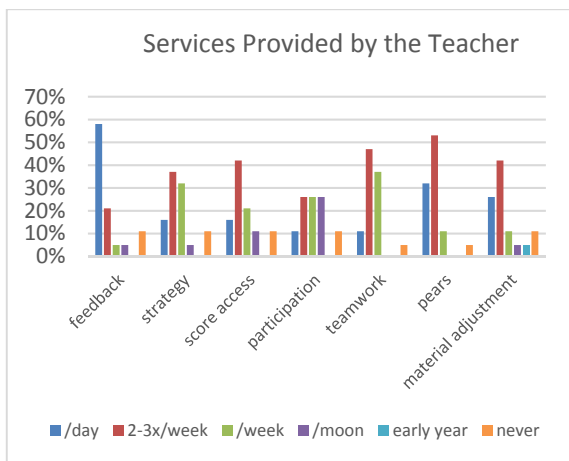


Figure 1: Educational services for students with special needs provided by teachers.

Based on the observation data, teachers give feedback individually when the students have misconceptions. The teachers gather this information from students' portfolio and students responds to teachers' questions which indicating incorrect answers. The teachers provide feedback by asking the

students to correct their answers and rewrite the correct answer. If the student is still having trouble, the teacher will explain some of the material that the students still finds difficult. In this situation, the teacher providing a space for students to locate their misconceptions before making some corrections. In line with this, Mitchell (2014) suggest considering immediate feedback for new tasks, corrective feedback instead of hints, and early support with structure.

When teacher asking questions verbally and the students provide an incorrect answer, the teachers provide feedback as soon as possible by asking a further explanation of the answer (i.e., why is your answer like that?). When the students quiet and looked confused to explain, then the teacher gives the space to ask friends. The last option for feedback is given some clues as keywords. Asking questions of students with learning difficulties might lead to embarrassing moment because they might not know the correct answer. For this reason, teachers need to adjust the level of complexity of the question (Mitchell, 2014) to improve the possibility of success. However, Mitchell (2014) suggest that teachers no need to avoid asking questions because there are a variety of sources for feedback (i.e., peers, books, written, computers).

In some schools, teacher providing a formative evaluation through verbal and written formats. In verbal questions, teachers stated that they ask other students as a model before they ask students with special needs. The reason for this is increasing the readiness of students with special needs. Written formative assessment for students with special needs is similar with other students. When the students with special needs have low academic performance compare to class goals, then teachers will reduce the level of difficulty and conduct remedial teaching. Some teachers conducted written evaluation by asking the students to do problem-solving in front of the classrooms. In this situation, teachers seemed to pay less attention to students with special needs to reduce harassment when the students cannot finish the problems. Other students invited to solve the problems and they received applause when the answer was correct.

Teachers provided a variety of instructional tools to ensure students with special needs comprehend the content. Based on observational data, one of the teachers conduct demonstration and provide a real media to explain about musical instruments for students with intellectual disability. Students' responses to specific instruction are different regarding their cognitive abilities. In line with this, a

study conducted by Cho et al. (2015) revealed that students with lower cognitive areas almost respond incapable compared to typical peers and adequate responders. Reading and math difficulties among students with mild disabilities are related to their lower cognitive abilities with different profiles. Lower working memory skills are found in students with intellectual disability who have more cognitive impairments compared to students with behavior disorders and students with learning disabilities (Peng and Fuchs, 2016). Furthermore, the more teacher's understanding of each disabling conditions, the better specific instruction they can provide to meet the needs of each student.

According to teacher's report and classroom observation, it seems that the implementation of formative assessment either verbally or written format for students with special needs at school is devoted to developing instruction adjustment. This is in line with the purpose of formative assessment to make instructional decisions based on student needs to ensure learning for all learners (Cornelius, 2013; Watkins, 2013). Some teachers stated that they provide adjustment in their expectation to evaluate student outcomes, for example, students with writing problems will be assessed based on their writing performance such as neatness instead of writing structures. The teachers stated that this evaluation would gradually improve as the students with special needs make progress in their writing. Furthermore, even though teachers implicitly stated the need for differentiated instruction, but most of the teachers reported that they rarely create individual instruction for students with special needs. The missing of differentiated instruction for students with special needs in inclusive classrooms requires further investigation. The reason for this is the previous study shows a positive impact of differentiated instruction on student academic achievement levels, student motivation, and teacher perception to meet the need of students with special needs (Watkins, 2013).

During classroom observations, teachers also employ cooperative learning by providing opportunities for students with special needs to work in a group and receive support from peers. Teachers distribute students with special needs into different groups. Small group instructions consist of six students, and one of the group members is students with special needs. Some teachers stated that sometimes they allow students with special needs select their group based on their preference, so they feel comfortable to work with friends. The teacher reported that they select the leader for each group to

lead the discussion based on students' performance. The teacher explained that most of the time, students with high academic performance would lead the group, but sometimes they choose students with special needs to lead the group. In order to increase the quality of work group, the teacher stated that they set up a rule before students start their collaborative group. Furthermore, when the group is finished, they are directed to support other groups. Not many information can be gathered from teachers about how they prepare the students for group works. The previous study revealed that students in elementary school tend to work individually, so they need support from teachers. Kutnick et al. (2008) revealed that relational strategy improves the student's performance on academic achievement, motivation to work with peers, group work, learning focus, and communication with partners. The relational strategy consists of sequential activities which start from building trust, improving communication skills through partnered discussion, and working to solve problems in a group (Kutnick et al. 2008).

Some teachers reported that they conduct peer tutors in their classrooms to facilitate learning of students with special needs. For those who do not implement this strategy stated that the number of students with special needs and the number of tutors is not proportional. The previous study revealed that peer tutor could improve reading skills of students with reading problems with several steps, such as training for tutor material preparation (Pujaningsih et al. 2016).

Instructional adaptation is rarely implemented according to teachers' statements during FGD even though in some classrooms observation they showed that they provide several adaptations in learning. One of the teachers asked students with special needs verbally because the student has difficulties in writing. Once the student answers the questions, then the teacher writes down on the paper, and the students imitate it. This situation shows that the teacher willing to support students with special needs even though they have limited training about inclusive education. As previously mentioned that some teachers also have a different expectation in regards to evaluating students with special needs, so the teacher acceptance is clearly seen during FGD. Based on the observation data, teachers provided prompts and hints for students with special needs to be socially accepted by using proper words for request help, apologies, and praise. Based on classroom observations, the teacher also did not hesitate to help students with special needs whenever they asked and

managed the class adequately. Some of the students with special needs are supported by teacher assistance

Limited specific educational services for students with special needs is provided in inclusive classrooms but requires more improvement. Some teachers already provide direct feedback, different teaching strategies, more opportunities to engage in classroom activities through various ways, and an adjustment in terms of the evaluation process. The reason for this situation might relate to the lack of information for classroom teachers to provide educational services for students with special needs. Furthermore, support for teachers to improve their instructional qualities in inclusive classrooms is urgently needed.

3.2 The Need for Support

3.2.1 Systemic Procedures for Referral and Diagnostic Process

Most of the inclusive schools in this study conduct classroom observations as a source of information for referral process. Some of the teachers stated that they had tried some of the different teaching strategies to support students who have academic difficulties after they found some students who have low academic achievement. They tried to support the students before they refer to experts for further diagnostic procedures. However, the selection of the teaching strategies almost never relies on evidence-based practice. Furthermore, the students' academic achievement might remain the same because the instructional strategy is not working. Most of the screening process relies on the teachers' initiative because there are no written guidelines about how to conduct it. In line with this, Kugelmass (2001) revealed one of the key components for successful inclusive implementation is teacher initiatives which supported by school principal as part of school commitment in order to build an inclusive community. With limited time and support from schools, this process can be overwhelming for classroom teachers. Working with parents in order to locate the students' problems is also stated by some teachers. Despite the importance of parental involvement in the implementation of inclusion (Filler and Xu, 2006), some inclusive schools do not include parents to develop educational services for students with special needs. Some teachers mentioned the reason for this is difficulties in collaborating with parents because the parents refuse if their children are labelled as students with special needs. One of the reason for parent's rejection to collaborate with the school is parents found that their children are doing

OK at home, so they feel that their children do not require extra services. This information might be either correct or false that need further assessment steps. The missing part that can be seen in the building collaboration with parents is communicating the student's data and hearing parent's concern in regards to students' learning. It is crucial to communicate the evidence of students' performance in order to seek a better support for them at school and home environment. When parents refused to share some information about their children, they might have some concern that needs to be heard. Mitchell (2014) stated that parents of students with special needs have extra demands on their children, feel shame and need support to deal with their emotional distress. The empathic approach to the family situation and listening to parents' voices and acknowledging the unique needs and hopes expectations to their children can be one of the first steps to collaborate with them (Pérez et al., 2005). The school might also provide a systematic procedure to build communication with parents so sharing detailed information about students will not only required for parents of suspected students with special needs.

The missing of systematic ways of providing educational services for students with special needs lead to some delayed intervention for students with special needs. One teacher stated that the school determined that one of the students has intellectual disability in 2nd grade. The option to refer the student to a special school was refused by the parents because of financial issue. One systematic way of providing educational services that already implement worldwide is Response to Intervention (Fuchs and Fuchs, 2006) to monitor at-risk students and providing support in three different tiers might need to be considered because the teacher can focus on specific needs of the students based on their learning achievement and provide different strategies, then monitor students learning progress continuously. However, the educational services for students with special needs require adequate teaching skills and collaborative skills among teachers.

3.2.2 Adequate Sources to Ensure Better Educational Qualities for All Learners

3.2.2.1 Adequate Sources to Ensure Better Educational Qualities for All Learners

Many schools during FGD stated that the availability of support from special education teachers is limited because they have one day scheduled for a week to serve students with special needs. On the other hand,

teachers report that students with special needs require support from special education teachers more. This situation burden classroom teacher because they felt that they are not adequately prepared to deal with students with special needs daily while they have to ensure learning for all students in their class. Some of the teachers stated that they conduct peer tutor strategy to assist students with special needs while they focus on the rest of the class.

In this situation, teachers work alone to serve students in their classroom including students with special needs with limited support and limited teaching skills. Improving teacher competencies through workshops might be not the answer in this situation as Indonesia government has been providing them since 2001 all over the country. Learning from other countries that already implement the same strategy might lead to a solution for this problem. Vaughn and Schumm, (1995) tried to understand the situation in educational practice in the U.S. in the early 90s about the teachers' hindrance providing accommodations for students with special needs. They found that teachers at that time did not get enough support while it was time-consuming and difficult to implement different accommodations for each student with special needs. In Israel, a similar situation was found when regular teachers burn out because they did not get enough support from the organizational system at schools when they have problems dealing with students with special needs in their class (Talmor et al., 2005). At this point, the need for collaborative work as school routines can establish through pre and in-service training for teachers is suggested by Sugai and Horner (2009), which focuses on not only how teachers support a student with special needs, but also the whole class to learn together (Vaughn and Schumm, 1995). Working as a team in order to obtain the fullest of learning achievement for all learners including students with special needs require some specific skills that need to develop in training programs. Lack of performance in those skills might reduce the quality of team work and affect the quality of educational programs.

3.2.2.2 Teaching competencies improvement for inclusive classroom

As inclusive education is defined as providing a better educational program to meet the needs of all students, then the curriculum adjustment is a must. However, teachers stated that they need to know more about teaching strategies in inclusive classrooms. They reported that their current teaching practices are inadequate to meet the needs of students with special

needs, specifically dealing with students with behavior problems, motivating low-interest children to do the work, and explain behavior expectation in the classroom. Teachers stated some teaching competencies that urgently need to be improved are: 1) behavior management, 2) classroom management, and 3) alternative learning strategies. Based on teachers' statement, it can be seen that they have the willingness to provide educational services for students with special needs and they feel that they need to improve their teaching competencies handle inclusive classrooms.

The need of support to improve teachers' collaborative and teaching skills in inclusive classrooms is clearly stated based on FGD and interview in this study. Some of them already receive some workshops about this skill and need full support from school administrator to implement the skills and transfer to other class as well. Building community of learning at school can facilitate the learning process among teachers and provide support when the sources still limited

4 CONCLUSIONS

Current practices in inclusive schools in one city in Indonesia are varied because there is clear guideline or procedures to provide educational services for students with special needs. However, providing direct feedback for students with special needs is the most current practice in inclusive schools in one city in Indonesia. Along with this, teachers already have initiatives to provide adaptation in the learning process and refer at-risk students to expert. Some schools already collaborate with parents, but most of the teachers in this study reported the need to improve parental involvement. The missing of school structure to provide support for teachers to deal with students with special needs lead to delayed intervention and minimum instructional adjustment. This situation relates to the need of support to build collaborative work among teachers and improve teachers' competencies in inclusive classrooms.

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Increasing Teachers' Ability in Handling Children with Learning Disabilities through Training and Mentoring of Teaching Accommodation and Modification

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Keywords: The Ability of Teachers, Children with Learning Disabilities.

Abstract: This study aims to improve the ability of teachers in handling with children with learning disabilities through training and mentoring of teaching accommodation and modification. This research is action research. Subjects were 42 regular teachers and 21 special teacher of Inclusive Elementary School using proportional sampling technique. Data was collected using tests, questionnaires, observations, interviews, and documentation and analyzed descriptively quantitative and qualitative using interactive techniques and percentages. Findings from this study indicate that the ability of 63 teachers in the knowledge and understanding of dealing with children with learning disabilities has increased by training, but in a sense, teachers still need mentoring. Model and product guidebooks of teaching accommodations and modifications effective to improve the ability of teachers in handling children with learning disabilities.

1 INTRODUCTION

There are view things importance of previous research relating to the problems of children with learning disabilities. The Teacher Preparation Program does not provide materials on children with learning disabilities. It makes almost all regular teachers are difficult to deal with children with learning disabilities. Then, the acceptance rate teachers also affect the way they treat children with learning disabilities. Unfortunately, perception teacher of children with learning disabilities are still very rare (Pavri and Lutfig, 2001; Cook et al., 2000), so the negative votes are upon children with specific learning disabilities. Lopes et al. (2004) agree with the statement. They say that the regular teachers are difficult to deal with children with learning disabilities and feel that children with learning disabilities are a burden to them. Children with learning disabilities need more time and attention to learn compared with other children but they are underachiever. Research conducted by Rudiwati et al. (2010) about learning model accommodation for dealing with children with specific learning difficulties in different classes is difficult to implement because of the low percentage of

acceptance of teachers to children with specific learning difficulties.

There are the adverse effects caused by the neglect of the needs of children. Litch (Smith, 1998) says that the adaptation is one of the causes of failure faced by children with specific learning difficulties. Then, they are difficult to socialize and be rejected by their friends (Pavri and Lutfig, 2001). Lackaye and Margalit (2006) found that children with learning disabilities feel bad emotions and loneliness. The feeling can be developed into a depression (Magg and Reid, 2006) and suicidal tendencies. When the teacher gives a bad example to the students ignore children with learning disabilities, other students will emulate the attitude of the teacher. Favazza et al. (2000) explains that the rejection of children with learning disabilities occur in places that are not supported to perform denial.

The main focus of this research is the teacher as the lead actor to build a classroom situation. Teachers are expected to accept children with learning disabilities and develop strategies suitable for the needs of these children. It will be the basis of the development model of accommodations and modifications learning. This model aims to train teachers how to treat students with specific learning

difficulties without ignoring the other students. Issues specific learning disabilities or children with disabilities learn to be a serious problem. Unfortunately, no action is sufficient to address the problem. In addition, people, especially teachers, are still rarely understood by the term learning difficulties or specific learning disabilities. These conditions make teachers misjudge their students as "stupid boy", "lazy boy", "underachiever", and so on.

This research can train primary school teachers and provide information on specific learning disabilities or learning disability through the learning model of accommodations and modifications in handling children with learning disabilities. The study also improved the quality of learning in the classroom, indirectly. Through the guide books handling system that uses "in-service training" teachers are expected to accept children with learning disability and to handle them well. The handling model of children with learning disabilities based on teaching accommodation and modification compiled in previous studies need to be completed because only focused on children with learning difficulties generally. Hopefully, this research can enhance previous studies with a focus on the handling of children with learning disabilities. This will be a guide that contains a variety of alternatives to accommodate and modify the teaching and learning activities by implementing measures is clear. Design models of handling children with specific learning difficulties based on accommodations and modifications will be developed from the previous model obtained from Pujaningsih (2007) and continued with her research Rudiwati et al. (2010 to 2012). The previous model is a general guideline that has not pointed to children with specific learning difficulties and special teaching accommodations and modifications. This model provides flexibility in four aspects: a) Submission of materials and how to teach, b) the provision of duty and assessment, c) Timing and scheduling, d) learning environment. It is thus very important that the ability of teachers in handling children with learning disabilities need to be improved.

This study aims to improve the ability of teachers in handling children with learning disabilities through training and mentoring of teaching accommodation and modification. This study is limited to the training and mentoring of teachers in handling children with learning disabilities with teaching accommodations and modifications provides flexibility in four aspects: a) Submission of materials and how to teach, b) duty assignment and assessment, c) Timing and scheduling, d) learnings' environment.

2 RESEARCH METHODS

This type of research is action research. Subjects were 42 regular teachers and 21 special teachers in Inclusive Elementary School using proportional sampling techniques. The study was conducted over eight months from March to October 2016. The research location is at 15 Inclusive Elementary School in five districts in Yogyakarta Special Province, Indonesia. Actions taken by the training and mentoring of teaching accommodations and modifications to the children with learning disabilities for 63 inclusive elementary school teachers in 4 counties and municipalities in the special province of Yogyakarta, Indonesia. Data were collected using tests, questionnaires, observations, interviews, and documentation and analyzed descriptively quantitative and qualitative used interactive techniques and percentages.

3 RESULTS

There has been increased knowledge and insight of inclusive primary school teachers in handling children with learning disabilities, but in its implementation teachers still need mentoring. Therefore, mentoring is needed in the implementation of teaching accommodations and modifications for children with learning disabilities from inclusive primary school teacher.

This study was conducted in 15 primary schools of four districts and municipalities distribution in Yogyakarta Special Province, Indonesia. Based on the data obtained in this study can be divided into descriptions before training, after training, and after mentoring them.

3.1 Teachers' Understanding in the Identification of Children with Learning Disabilities

Teachers can identify children as children with learning disabilities to use instruments that contain some aspects of observation. It contains observations on aspects of motor consists of 8 behaviors, language consisting of 16 behaviors, reading consists of 14 behaviors, written language consists of 12 behaviors, mathematics consisting of 12 behaviors, social and emotional consists of 6 behaviors, attention consisting of 7 behaviors, and other aspects which consists of 10 behaviors so all there are 85 indicators observations. Through the existing data can be seen

that 55% of teachers identified behavioral indicators that experienced by children with learning disabilities. Results of identification that has been done by the teacher, showed average difficulty children with learning disabilities in every aspect can be seen through the figure 1 below:

Aspects of Identification Children with Learning Disabilities Yogyakarta Province Year 2016

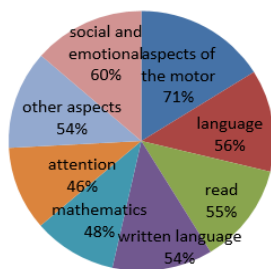


Figure 1: Teachers' understanding in the identification of children with learning disabilities.

3.2 Teachers' Understanding Mapping Needs of Teaching Accommodations and Modifications

In Figure 2 below can be observed in the percentage increase teachers' understanding mapping needs of teaching modification and accommodation. Increased counted from after the training given and after direct mentoring in schools.

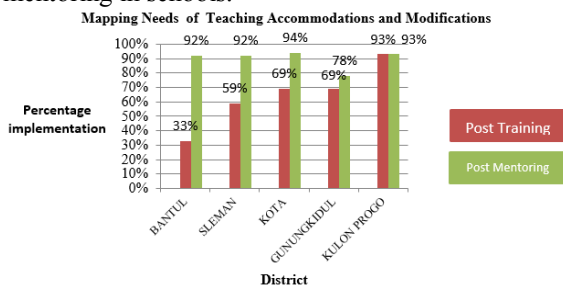


Figure 2: Teachers' Understanding Mapping Needs of Teaching Accommodations and Modification.

3.3 Teachers' Understanding in Implementing Teaching Accommodations and Modifications

In Figure 3 below can be observed percentage increase teachers' understanding in carrying out this type of teaching accommodation and modification. Increased counted from after the training given and after direct mentoring in schools.

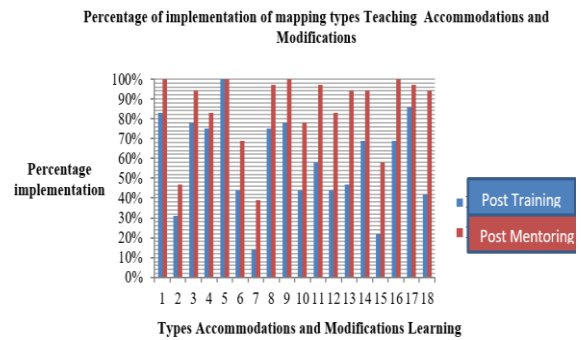


Figure 3: Teachers' Understanding in Implementing Teaching Accommodations and Modifications.

Information:

1. Help in the learning process
2. The use of equipment
3. Peer Tutor
4. Ensure the child's attention
5. Repetition of material
6. Other additional learning material
7. Write down a list of tasks
8. Homework and tasks according to the child
9. Direct questions
10. Decrease in the level of difficulty
11. The provision of assistance in the task
12. The reading matter for students
13. Pause break
14. The additional time on assignments
15. Separate Exam
16. Sitting in front
17. Requests of parental attention
18. Placement in a group

Implementation of teaching accommodations and modifications by inclusive primary school teachers in describe the handling children with learning disabilities by teaching model that contains flexibility in four aspects: a) How the delivery of content and how to teach, b) duty assignment and assessment, c) Timing and scheduling, d) learning environment. Of the four aspects of flexibility there are several types of teaching accommodations and modifications, among others: (1) help in the learning process; (2) The use of equipment; (3) Peer Tutor; (4) Ensure the child's attention; (5) Repetition of material; (6) other additional learning material; (7) Write down a list of tasks; (8) Homework and tasks according to the child; (9) Direct questions; (10) Decrease in level of difficulty; (11) The provision of assistance in the task; (12) The reading matter for students; (13) Pause break; (14) The additional time on assignments ; (15) Separate exam; (16) Sitting in the front; (17) Request

for parental attention; (18) The placement in the group.

Implementation in the field closely related to the selection of teacher responses in this type of teaching accommodation and modification, reactions on children with learning disabilities, and the reaction of their peers. Based on the linkages several aspects mentioned above obtained results of implementation of teaching accommodations and modifications focuses on the difficulties faced by children with learning disabilities. This was evidenced by an increase in teachers' competency in handling children with learning disabilities of 12 people or 19.5% are poor and 51 people or 80.95% of teachers enough, to 7 people or 11.11% good and 56 or 88, 89% is very good.

4 DISCUSSION

There has been increased knowledge and insight inclusive primary school teachers in handling children with learning disabilities, but on the level of implementation the teachers are still needs mentoring. Results of handling children with learning disabilities based on teaching model of accommodations and modifications. This model provides flexibility in four aspects: a) Providing material and how to teach, b) Duties and assessment, c) Timing and scheduling, d) learning environment. In line with the design model of handling children with learning difficulties based on teaching accommodation and modification has been developed from the previous model obtained from Pujaningsih (2007) and continued with the research Rudiwati et al. (2010 to 2012). The previous model is a general guideline that has not pointed to children with specific learning difficulties and special teaching accommodations and modifications. This models Provides flexibility in four aspects: a) Providing material and how to teach, b) Duties and assessment, c) Timing and scheduling, d) Learning environmental. Hayden (2004) indicated resources the scope of accommodation applied to the learning process. There was some coverage of the property as follows: (1) Materials and methods of teaching; (2) The tasks and assessment in the classroom; (3) The time and scheduling demands; (4) Location of learning; (5) The use of communication systems. Special communication of children with learning disabilities are not investigated, because they can communicate with the environment through special language without specifications so that the use of specific language is not addressed in this study.

To achieve optimal results, the implementation of the handling of children with learning disabilities based on teaching accommodation and modification, as a model for the handling of children with learning disabilities in inclusive primary school, need a guide that can be used as a guideline in the implementation of the handling of children with learning disabilities. Therefore, the model and product handling of children with learning disabilities who have been tested and validated, it should be disseminated and applied further. Training and mentoring for the implementation of teaching accommodations and modifications for handling children with learning disabilities for inclusive primary school teacher turned out to be understood and applied as a model of teaching accommodations and modifications for handling children with learning disabilities.

5 CONCLUSIONS

Based on the research results and discussion, conclusions can be presented as follows: Knowledge and insight inclusive primary school teachers in dealing with children with learning disabilities has increased, but the level of implementation of the teachers are still need in mentoring. This was evidenced by the teachers' ability of handling children with disabilities study of 12 people or 19.5% are poor and 51 people or 80.95% of teachers enough, to 7 people or 11.11% good and 56 people or 88.89% is very good.

The effectiveness of the model and product of handling children with learning disabilities can be evidenced by indicators that inclusive primary school teachers have implemented a model and products such as in the implementation guide book teaching accommodations and modifications of children with learning disabilities. Application of teaching accommodations and modifications of children with learning disabilities in the form of flexibility of learning is done in four aspects: (a) the provision of material and how to teach, (b) the provision of duty and assessment, (c) the time and scheduling, and (d) the learning environment. Four aspects are supported by a management climate conducive academic situation. That the implementation of teaching accommodations and modifications can improve the learning of children with learning disabilities in terms of: (a) motivation to learn; (b) social interaction; and (c) Academic Achievement.

6 SUGGESTION

For elementary school teachers can implement inclusive accommodation and modification of models of learning and manual handling of children with learning disabilities in the form of learning flexibility. Flexibility learning is done in four aspects: (a) the provision of material and how to teach, (b) the provision of duty and assessment, (c) the time and schedule, and (d) the learning environment. Four aspects are supported by a management climate conducive academic situation; and the results can be recorded in a diary "logbook".

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AUTHOR INDEX

- Abdillah, F. 225
 Abdulkhak, I. 425
 Abubakar, A. 901, 907
 Adianti, W. 67
 Adiputra, S. 544, 576
 Adriany, V. . 93, 253, 320, 658,
 796
 Afidah, K. 838
 Afriani, R. 851
 Agustin, M. 173, 1011
 Agustina, H. 305
 Agustina, S. 58
 Akhlan, R. . 1027, 1039, 1048
 Ali, M. 320, 743, 893
 Alimin, Z. 1062
 Alinawati, M. 883
 Ambarwati, U. 375
 Amperawati, D. 622
 Anas, S. 190
 Anif, S. 296
 Annisa, N. 343
 Aprilia, I. 230, 1021, 1090
 Ardiwinata, J. 365, 582
 Arifin, Z. 876
 Asyhadi, M. 420
 Awatara, I. 828
 Ayundhari, V. 184
 Azmi, A. 950
- Balqis, S. 230
 Batubara, J. 510
 Buchori, S. 517
 Budiarti, A. 993
 Budiarti, E. 784
 Budiman, N. 310
- Chotidjah, S. 863
 Cynthia Johan, R. 58, 805
- Damaianti, L. 386
 Damayanti, A. 762
 Damayanti, R. 398
 Damayanti, T. 697
 Darmawan, D. 883
 Demartoto, A. 239
 Dewi, L. 277, 738
 Djoehaeni, H. 173, 333
 Djumhana, N. 823
 Djuwita, P. 475
- Erlani, L. 1084
 Erwiantoro, E. 817
- Fadila, A. 940
 Fahrurroji, F. 773
 Faisal, R. 1079
 Fakhri, N. 517
 Fathonah, N. 428
 Fathoni, T. 618
 Fatimah, S. 97
 Fauziah, N. 915
 Fauziah, Y. 1034
 Fikri, H. 530, 711, 757
 Fitriani, A. 260, 349, 441
 Formen, A. 67
 Fransiska, I. 670
- Gaffar, M. 974
 Gultom, S. 248
 Gunawan, M. 796
 Gustina, A. 173
- Hadiapurwa, A. 569, 618
 Hadirahmadiani, B. 851
 Hafidh, Z. 158
 Hafina, A. 38, 51
 Ham, T. 29, 640
 Hamdani, A. 828
 Hamid, S. 225
 Handayani, H. 800
 Handoyo, S. 190
 Hanoum, N. 277
 Hartati, T. 343
 Hartini, N. 612
 Hasanah, V. 264, 589, 915
 Hatimah, I. 684
 Hayat, B. 320
 Hayati, M. 316
 Hayati, T. 1084, 1090
 Hendriani, A. 523, 650
 Herawan, E. 46
 Herawati, N. 1002, 1062
 Herdi, H. 446, 867
 Herlina, H. . 218, 1039, 1073
 Hernawan, A. 382, 843
 Hernawati, E. 1034
 Hernawati, T. 935
 Herwina, W. 256
 Heryanto, N. 589
 Hidayat, A. 184
 Hidayat, D. 138
 Hidayat, H. . 954, 1016, 1090
 Hidayati, R. 198
 Hilmi, M. 693
 Homdijah, O. 504
- Hufad, A. . 339, 398, 664, 693
- Ibrahim, T. 268, 523, 535
 Idriani, S. 706, 728
 Ifdil, I. 562, 817
 Ilfiandra, I. 51
 Indriani, Y. 998
 Indriyani, I. 749
 Iriawan, S. 326
 Ismaya, B. 550
 Istianti, T. 225
- Johan, H. 697
 Juhanaini, J. 998
- Kamarubiani, N. 301
 Kamil, M. 398, 487, 749
 Karimah, U. 498
 Kartadinata, S. . 51, 780, 867,
 967
 Kartono, D. 622
 Kesuma, D. 535
 Khusaini, K. 409
 Khusumadewi, A. 133
 Kiswanto, A. 595
 Komalasari, N. 1079
 Komar, O. 371, 420
 Komariah, A. 901
 Kurniadi, D. 945
 Kurniady, D. 158
 Kurniasih, K. 719
 Kurniati, E. 930
 Kurniatun, T. 940
 Kurniawan, A. 1039
 Kurniawati, L. 888
- Legita, D. 935
 Lestari, I. 198
 Lestari, K. 993
 Lestari, L. 530
 Lestari, S. 409
 Listiana, A. 75
 Ludin, N. 392
 Luthfah, S. 1034
- Madona, A. 627, 706, 711
 Mahardika, N. 198
 Malini, H. 361
 Maryana, R. 104
 Marsigit, M. 210
 Maryani, E. 354
 Mawardi, M. 901

Melinda, R.	133
Meutia, V.	998
Mil, S.	832
Millah, M.	858
Mirfani, A.	633
Mirnawati, L.	122
Misbach, I.	386
Miskanik, M.	670
Mitsuru, T.	963
Mufliva, R.	349
Mugara, R.	152
Mujiyati, M.	544, 576
Mulyanto, M.	828
Mulyasa, E.	184
Mulyasari, E.	260, 349
Mulyati, I.	743
Mumpuniarti, M.	1043
Mursita, R.	1006, 1079
Murti, B.	239
Murti, R.	210
Murtini, W.	205
Muslifar, R.	817
Mutiara, S.	253
N., S.	930
Nardiatun, S.	858
Nasrudin, D.	858
Neo, M.	392
Noorman, S.	796
Nopianti, S.	38
Nora, Y.	706, 711
Novianti, H.	87
Novianti, R.	1039, 1062
Novitasari, D.	998
Nugraheni, L.	428
Nugroho, A.	454
Nurdin, D.	550
Nurdin, N.	911
Nurhudaya, N.	81, 480
Nurihsan, J.	930
Nurlita, N.	316
Nuryani, P.	268, 523, 650
Nuryanti, B.	339
Oktaviani, N.	469
P., Z.	97
Pangestu, P.	504
Permanasari, A.	697
Phytanza, D.	993, 1006
Prabawa, H.	260, 349
Prahesti, D.	414
Pramudia, J.	693
Pratama, T.	998, 1090
Pratiwi, A.	75
Prihatin, E.	612
Priyono, P.	1052
Pujaningsih, P.	375, 1043
Purnomo, P.	582, 589, 664
Purwanta, E.	1006
Putri, F.	333
Putri, L.	702
Putri, P.	414
Qomariah, D.	264
R., S.	97
Rahardja, D.	1039
Rahayu, S.	428
Rahayu, Y.	858
Rahmadonna, S.	375
Rahman, R.	1084
Rahman, S.	386
Rahmat, J.	664
Rahmatrisilvia, R.	1039
Rahyasih, Y.	688
Rakhmat, M.	773
Ramdaeni, S.	658
Rangka, I.	562, 817
Rapih, S.	205
Ratnasari, D.	670
Rengganis, I.	402
Restu, R.	248
Riandi, R.	697
Riansyah, H.	562
Ridwan, W.	178
Rindanah, R.	606
Riyadi, A.	535
Riyana, C.	677
Robandi, B.	268, 535
Rochyadi, E.	1027, 1048, 1062
Romadona, N.	243
Rony, Z.	283
Ropitasari, Y.	1079
Rosalin, E.	940
Rosdianti, N.	768
Rosinar, E.	601
Rosmia, A.	301
Rudiyati, S.	1043
Rullyana, G.	277, 569
Rusman, R.	152
Rusmana, N.	109, 780, 930
Rusmono, D.	58, 601
Rusyani, E.	1090
S., K.	97
S., M.	950
Sadari, S.	498
Sajidan, S.	97
Salimi, M.	848
Santoso, Y.	1039
Sardin, S.	17, 166, 981
Sari, E.	1052
Sari, R.	146
Saripah, I.	425, 768, 915
Sarnoto, A.	316
Satriani, N.	1021
Sauri, S.	184
Sawiji, H.	205
Setiasih, O.	75, 104
Setiawati, L.	618
Setyabudi, T.	290
Setyawati, D.	838
Shantini, Y.	469, 493, 582, 915, 963
Shodiq, M.	773
Silvana, H.	569
Siregar, E.	1039
Sodikin, S.	963
Soendari, T.	504, 789
Somantri, C.	5, 17, 981
Sriadhi, S.	248
Sriwidaningsih, C.	433
Subhi, M.	554
Sudrajat, D.	127
Sugandhi, N.	87
Sugara, G.	606
Sugiarti, R.	811
Suhariadi, F.	811
Suharto, D.	622
Suhartono, S.	848
Suhendar, S.	998, 1090
Suherman, U.	81
Suherman, Y.	923
Sukendra, I.	724
Sukinah, S.	1006
Sukmana, C.	365, 487
Sulistianto, E.	817
Sumarna, E.	1068
Sumiati, E.	1034
Sunanto, J.	1057, 1084
Sunardi, S.	198, 1027
Sunarya, Y.	480
Sunaryo, S.	945
Supriadi, D.	883
Supriadie, D.	805
Supriatna, M.	87, 268
Suryana, A.	851
Suryana, D.	109, 595
Susanti, D.	618
Susetyo, B.	959
Susiani, T.	848
Susilana, R.	218, 382, 805, 843, 1073

Sutarni, N.	339	Triatna, C.	461	Winingsih, E.	838
Sutisna, M.	738, 805	Triwiaty, R.	993, 1006	Wulandari, A.	702
Sutopo, A.	290, 296	Ulfah, F.	93	Yani, A.	354
Syahril, S.	510	Utami, Y.	1090	Yeen-Ju, H.	392
Syaodih, E.	800	Wadiyah, N.	757	Yudha, E.	780
Syaripudin, T.	732	Wahidin, W.	178	Yulindrasari, H. ..	93, 253, 658
Syihabuddin, S.	1039	Wahyudin, D.	115	Yunitasari, S.	1002, 1034
Syofiani, S.	530, 757	Warnandi, N.	1021	Yunus, D.	365, 487
Taboer, A.	1039	Widaningsih, L.	915	Yustiana, Y.	51
Tarsidi, D.	1062	Widasari, S.	993, 1006	Yusuf, M.	1052
Tarsidi, I.	919	Widhiarni, E.	428	Yusuf, R.	493
Taufiq, A.	446, 867	Widiasih, W.	697	Zunariyah, S.	239
Tresnawati, P.	915	Widiyanti, W.	554		



The First International Conference on Educational Sciences (ICES) will be conducted on 2nd-3rd November 2017, at the Grand Tjokro Hotel, Bandung. This year, the ICES' theme is Education and 21st-Century challenges. The Conference is a event Faculty of Educational Sciences, Universitas Pendidikan Indonesia (UPI). <http://ices.conference.upi.edu/>.

Through this conference, we invite experts, practitioners, and observers of education from all around the globe to sit together to explore various issues and debates on educational research, policies, and experiences. The conference aims to provide a platform to redefine the meaning of education in the 21st century.

Scopes of the Conference

The scopes of the conference are ranged from but not limited to:

21st century challenge to education: Skills for 21st century (roles and objectives of education), Inclusive education (formal and informal education). Learning assessment, New Learning/Teaching Models, Neuroscience in Education, Creativity in Education, Development of body of knowledge²¹

21st-century challenges to teachers' education: Strengthening Teachers' Profesional Identity, Teachers' Development Program, Best Practice of Teacher Education Model, The roles of teachers' Association, Accreditation system

Current Issues in Education: Guidance and Counseling in Education, Non-Formal and Continuing Education, Special Needs Education, Curriculum and Educational Technology, Quality Assurance/Standards and Accreditation, Educational Management and Leadership, Policy, Legal, and Financial Issues in Education, ICT skills and Digital Literacy, Early Childhood Education, Primary Education

Educational research paradigm in 21st century: New paradigm of educational research, Academic research projects, Research methodologies in education, Linkage between education and research, Collaboration models in educational and research

Educational and Sustainable Development Goals (SDGs) Diversity of Learning, Education and Globalization, Multicultural and Peace Education, Impact of Education on Development, Empowering local wisdom, Ecology Education, Sustainable education



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