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Institute of Educational Development and Quality Assurance

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FOREWORD BY RECTOR OF YOGYAKARTA STATE UNIVERSITY

Assalamu'alaikum warrahmatullah wabarakatuh.
May peace and God's blessings be upon you all.

First of all, let me express my gratitude for the successful of organizing profound speakers and participants to attend the International Conference on Teacher Education and Professional Development held by the Institute of Educational Development and Quality Assurance, Yogyakarta State University, for the first time. On behalf of the university and the committee, let me extend my honor and great appreciation to the keynote speaker, the invited speakers, parallel session speakers and all participants who have travelled hundreds or even thousands of miles to come to Yogyakarta to attend this conference. It is my strong belief that a safe journey has been due to the blessings granted by God the Almighty and the Most Merciful to Whom we without any further due have to express our gratitude and praise.

It is indeed a privilege for Yogyakarta State University to have the opportunity to organise this very important conference in which educational researchers and practitioners on teacher training programs get together to share excellent ideas, recent experiences, expectations, and empirical research findings. The main theme of the conference is "In search of effective teacher education and professional development: Learning from research and best practices around the globe". This conference is also one of the activities in the agenda of Yogyakarta State University to celebrate its 52nd anniversary.

The current advancement of the education in Indonesia has been pursued in the further development of the teacher education as it is provided by teacher education institutions across the country. The development takes concerns on two prominent areas, (i) teacher education programs namely pre-service training; and (ii) teacher professional development designed for current teachers in service. The conference addresses these two areas in related to philosophical basis, purposes, programs and policies on teacher education and professional development. The first area may include content materials (capacities, knowledge, beliefs and skills) should be acquired and developed by teachers; recruitment and selection (and retention) for teachers; qualifications for teacher educators and the institutions providing the programs and licenses to teach. While the second takes into account various in-service programs to maintain and advance the qualities of current teachers through periodical assessment and evaluation, trainings/courses and involvement in professional forums to share knowledge, experiences and skills between teachers.

Efforts to improve the quality of teacher education and professional development for all subjects must be continuously supported to produce new innovations, high-quality instructions and sustainable program. Therefore, this conference is specifically aimed for:

1. Identifying principles of effective teacher education (pre-service training) based on current research findings and best practices in different parts of the world.
2. Identifying principles of effective continuous teacher professional development based on current research findings and best practices in different parts of the world.

3. Developing effective models of teacher education based on current principles of effective teacher education.
4. Developing models of in-service training based on current principles of effective continuous teacher professional development.

It is expected that this conference provides teachers/lecturers, education practitioners, college students, and policy makers the opportunity to share their knowledge, experiences, and research findings relevant to develop the educational practices focusing on the process and product. Eventually, this conference is aimed to facilitate academics, researchers and teachers to yield some recommendations on the importance of education and development of teacher education programs based on empirical evidence which brings the benefits of the prosperity of all.

This international conference will not be what it is without the cooperation and support rendered by the whole committee whose names I will impossibly mention one by one. Therefore, I would like to take the opportunity to extend my highest appreciation and sincerest gratitude to especially the the organizing committee for their commitment and hard work. Only with their support will this international conference certainly reach its declared objectives successfully. Yogyakarta State University has done its best to make this conference a big success, however, should you find any shortcomings and inconveniences, please accept my apologies.

Finally, we hope this conference brings practical recommendations for the university and also for relevant educational institutes. We also wish all participants great success and this international conference will bring us fruitful benefits in education. Thank you very much.

Wassalamu'alaikum warahmatullah wabarakatuh.
May peace and God's blessings be upon you all.

Yogyakarta, 17 May 2016
Rector,

Prof. Dr. Rochmat Wahab, M.Pd., M.A.

FOREWORD BY THE HEAD COMMITTEE

Assalamu'alaikumwaRahmatullahiwaBarakatuh
May God bless upon us

This conference entitled International Conference on Teacher Education and Professional Development is organized by the Institute of Educational Development and Quality Assurance, Yogyakarta State University.This is the first time that our university is proudly holding an international conference specific on pre-service and in-service teacher development. The main theme of the conference is "in search of effective teacher education and professional development: Learning from research and best practices around the globe". This conference is also dedicated to the 52nd anniversary of Yogyakarta State University.

This conference facilitates academics, researchers and teachers from the field of teacher education, policy in education, standards and management, educational science and continuous professional development. Innovative issues, thought, empirical findings in these fields are emerging from time to time. Hence, it is necessary for us tocome together and discuss these exciting recent developments of teacher education and professional development through this conference. Furthermore, it is expected that this conference would produce some recommendations on how to improve pre-service and in-service training programs.

On behalf of the organizing committee of this conference, I would like to express my highest appreciation and gratitude to the keynote speaker from the Ministry of Research and Higher Education of the Republic of Indonesia who will deliver the recent teacher education policy in Indonesia; and for the invited speakers from Australia, Finland, the USA, Hong Kong and Indonesia. They and the title of the talk are:

1. Prof. Lesley Harbon, Ph.D; The University of Technology Sydney; Teacher professional development in Australia and Asia: A comparative study.
2. Prof. Dr. Ng Shun Wing; The Hong Kong Institute of Education; Model of teacher education in Hong Kong.
3. Heidi Layne, Ph.D; Teacher education and teacher's professional development in Finland: Myths and realities.
4. JeniseRowekamp, M.A.; Successes and challenges in the development of excellent teachers in the United States.
5. Prof. Dr. SunaryoKartadinata; Education University of Indonesia; Model of teacher education and in-service professional development in Indonesia.
6. Prof. SuwarsihMadya, Ph.D.; Yogyakarta State University, Indonesia; Teacher initiative and continuous professional development in Indonesia.

Furthermore, I would also like to express my appreciation to about ## regular presenters, ## invited participants and 20 regular participants, who have travelled from many places to Yogyakarta in order to attend this conference. The regular presenters are allocated 30 minutes to present and discuss their paper, in the parallel session. From the selection and review stages, half of the regular presentation takes theme on the in-service teacher training program and the other half is on the pre-service teacher training program. Great appreciation goes to the presenters and reviewer teams in preparing the papers.

We do hope this conference will achieve its goals in emerging innovative, effective and efficient teacher programs towards a better education results. We also hope that this conference willbring fruitful results and promote networking as well as future collaborations for all participants to promote successful education in the near future.

Finally, highest appreciation goes to the organizing committee who have been working very hard since about a year ago to ensure the success of the conference. We hope all participants take the most of the conference, have a very good moment during the conference and enjoy the city of Yogyakarta, Indonesia. Thank you very much.

Wassalamu'alaikumwaRahmatullahiwaBarakatuh.

May God bless upon us

Yogyakarta, 17 May 2016
Chairman of InCoTEPD 2016

Drs. Suyud, M.Pd

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REDESIGN TEACHER EDUCATION PROGRAM IN INDONESIA TO SUPPORT INCLUSIVE EDUCATION

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Abstract

This paper proposes the need for redesign teacher preparation program to provide adequate teaching competencies for quality improvement in inclusive education. The need for teaching competencies in inclusive classrooms is articulated by the government with an enormous number of in-service program for teachers in inclusive schools. This policy goes along with the increasing of enrollment number of students with special needs in Indonesia since the implementation of inclusive education is enacted by the government in 2001. However, teachers still face many obstacles to deal with diverse learners because they do not get enough support from special teachers. The situation might be worsening in the future if there is no curriculum adjustment in pre-service level. Furthermore, preparing the future teachers with appropriate skills and knowledge in their pre-service training would be a big agenda in order to provide equal access to quality in education. However, the implementation of inclusive education still has opponent and proponents that mostly related changes in terms of educational philosophy and practices. Furthermore, exploration of the philosophical perspective about inclusive education needs to explore more in order to define some changes that need to be covered. In addition to this, previous experiences in teacher preparation program in a different context also needed in order to develop themes that related to teacher's competencies and teacher preparation program to support inclusive education.

Discussion about inclusive education, teacher's competencies that are needed to support inclusive education and teacher preparation program about those changes in relation to the implementation of inclusive education will provide analytical reasons for the need for changes in education practices. The three major changes proposed in this paper that are needed to be considered in teacher education program will be discussed. In line with this, some possible education practices and characteristic of highly qualified teacher education program based on previous studies will be discussed to support those changes.

Keyword: Teacher education program, inclusive education

1. Introduction

The idea of teaching diverse learners started when Declaration of Human Rights was enacted in 1948. However, Dewey in 1915 already mentioned the same vision that "schools use stuff of reality to educate men and women intelligent about reality. Adjustment of conditions, not to them, a remaking of existing conditions, not a mere remaking of self and individual to fit into them" (Archambault, 1966, p. 23). In other words, the education system needs to adjust the way they provide access to students' learning rather than force the students to follow the education system. This is in line with the progress of educational beliefs of inclusion which the education is not only transfer of learning, but also a way to enable the students to build their knowledge from diverse experiences in their classroom environment and connect with their social life in order to adapt to their real life. Additionally, Miles and Singal (2010) define inclusive education as a commitment to revisiting the concept of the purpose of education because it is not only placing children with different needs in a regular classroom but also enabling them to engage and participate. Furthermore, all children can learn together about mini-society from their daily basis in the classroom.

This paper describes the foundation of inclusive education that related is to its history with some challenges that need changes in teachers preparation program. The first topic will discuss the definition, history, both negative and positive perspectives about inclusive education and barriers to inclusive education that change the paradigm of teaching. In the second topic, the section will discuss the need for changes in education in order to minimize the barriers. The changes are related to teaching practice for all students that end up with some suggestion for teacher preparation program will be discussed in the third section. Previous philosophers and relevant studies offer perspectives; ideas will be discussed deeper to depict some positive values that needed in the pre-services program. Furthermore, it will lead to some alternatives approaches as an alternatives ways in order to prepare future teacher with the high quality of teaching skills with global vision to educate all students.

2. Inclusive Education

2.1. *Definition*

The definition of inclusive educations was stated by Ainscow (2005) which has four element: a) inclusion is a never ending process to search for the best way to respond to diversity, b) inclusion is concerned with the identification and removal of barriers, c) inclusion is about the presence, participation and achievement of all students, and d) inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement (Ainscow, 2005, pp. 118–119). In line with this, "inclusion is not just about disability issue and goes far beyond students differ from one another: race, class, gender, ethnicity, family background, sexual orientation, language, abilities, size, religion, and on and on" (Sapon-Shevin, 2007, p. 10). Based on some definitions that have been discussed, inclusion is a kind of humanization in diverse culture where all differences are well-accepted and appreciated to build a peaceful global community. In the long term, inclusive society that lives peacefully in diversity is something that is in line with Leibnitz idea said "that society may be reformed, when I see how much education may be reformed" (Ulich, 1954, p. 582).

In the classroom where so many students with different abilities and different capacities of learning are interacting, they have more opportunities to learn from each other and build more positive values through their daily interaction. When some students struggle to read, at the same time, other friends have opportunities to help them, so they have experiences caring and supporting each other. Dewey saw this situation as an ideal of community where differences are accepted and appreciated as a part of the establishment of mutual interaction (Archambault, 1966). The way teachers provide feedback and support students' engagement in the learning process will create a moral atmosphere that builds students' personal capacity. In line with this, Whitehead proposed the golden role of education that students could actively build their learning here and now when they practice the knowledge that their teacher taught them. In a diverse classroom, students learn virtue far beyond the subject matter by practicing and implementing positive values through daily interaction with peers when they support each other,

communicate, accept differences and build meaningful interaction in their classroom community.

2.2. *The History of Inclusive Education*

Sections, The movement of inclusive education is related to a momentum that differs between countries. However, most of them represent Freire's opinion about 'culture of silence.' The changing paradigm from segregation model to inclusive model happened because the majority group listened to the oppressed about their needs and searched for the way to bridging the gap (Freire, 1970) between the minority groups and the majority groups either in the U.S. or Europe. However, in the developing countries, inclusive education became a massive reform after the Salamanca Statement was signed in 1994.

The movement of special education in the U.S. started after Civil Right Movement and the impact of Brown v Board of Education. This case was about discrimination of African American students who enrolled in regular school in 1954. Equal rights for people of color to enroll in public school was approved by this case. This case expanded to equal access for children with disability to enroll in public education. Then Section 504 of the Vocational Rehabilitation Act was signed by the U.S. government in 1973 and was followed by Education for Handicapped Act (PL 94-142) authorized by the congress in 1975 to ensure free appropriate public education for children with special needs (Friend & Bursuck, 2006). At this passage, parents have the right to get consent for their children's educational services and due process if they are dissatisfied with the educational services conducted by schools. This law was reauthorized to Individuals with Disabilities Education Act (IDEA) in 1990. There are six principles of IDEA to ensure the appropriate educational services for children with special needs a) zero reject, b) nondiscriminatory evaluation, c) appropriate education, d) least restrictive environment, e) parent and student participation, and f) procedural due process (Turnbull, Turnbull, & Wehmeyer, 2010). All states in the U.S use these six basic principles as guidance to provide services. The changing name in IDEA from handicapped and disabled into people with disability related to Warnock (1979) suggestion in the UK.

The reflection of segregation approached in Europe, specifically in the UK started after the Warnock Report in 1978. This report is one of the most valuable moments in special needs education in the UK based on its recommendation about inclusive education that was followed by Educational Act in

1981. This law gives support not only for parental rights of children with special needs but also and education support system for students with special needs in general.

The idea of inclusive education for most developing countries grew fast after the Salamanca Statement was signed in 1994. Ninety-two governments and twenty-five international organizations agreed on inclusion framework that all students regardless of their physical, emotional, social, and economic barriers have equal access to school (UNESCO, 1994). In Indonesia, the enrollment number of students with a disability in the regular classroom is increasing. However, the support system is not ready yet because there is a lack of awareness of school staff that leads to negative attitudes. The special teachers need improvement regarding their quality of teaching. This situation is related to some barriers that will be discussed in the next section.

2.3. Proponents and Opponents Argument of Inclusive Education

Inclusive education leads to some opponent and proponent arguments about where the most meaningful and beneficial place for students with disabilities is. There are four proponent ideas regarding inclusive education for students with special needs proposed by Friend and Bursuck (2006). Students with special needs must a) get equal access to regular education, and avoid negative stigmatizing from peer and similar instruction with peer, b) learn appropriate social skills from peer and their peer also learn to accept diversity in proper way, c) get access to adequate learning resources, and d) generalize easily in real context. Furthermore, Morris (1990 cited in Lipsky & Gartner, 1997) mentioned that people will not learn to accept people with disabilities if they are segregated. Daily interaction among students with disability with other students will create mutual understanding, so they can learn from each other and develop an inclusive society in the long term. However, not all students with special needs would benefit in a regular setting. IDEA also mentioned special procedures for students with special needs changing placement from regular school to segregated school.

In general.--To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Part B, Section 612 (5) (A)

Many children with severe disability need specific treatment and intervention that sometimes is not well-supported in public school because these children need to be focused on learning functional skills with less academic materials. In line with this, Friend and Bursuck (2006) mentioned the need for alternative places for students who are not benefitting from the regular classroom. The placement of children with severe disabilities could not be generalized because it needs to be determined on a case by case basis. Rachel Holland v Sacramento School District (1993/1994) was about an eleven-year-old girl, with an IQ score of 44. The placement in her IEP was in the restricted classroom. However, her parents saw that she could develop interaction with other children when she was motivated and imitated good behavior from her peers in the general classroom. The court approved it and decided that Rachel needs to be placed in a regular classroom because Rachel could gain non-academic benefits from peers.

2.4. The Barriers of Inclusive Education

As a major reform, the possibility to make inclusive education come true needs a hard effort from policy makers, higher institutions, media, parents and community members to be aware and then provide appropriate and equal access for diverse learners in education. Based on the implementation of inclusive education in many places, there are some barriers and constraints.

There are nine barriers in implementing of inclusive education based on the list that launched by UNESCO: a) attitudes, b) physical barriers, c) curriculum, d) teacher, e) language and communication, f) socio-economic factor, g) funding, and h) organization and education system. All the barriers are connected to each other. Attitudes of the teachers, policy makers, and society are found as the

major barriers to inclusive education because it would be related to the willingness to solve other barriers. Research conducted by Pivik, McComas, & Laflamme (2002) revealed that attitude barriers were found at schools in two ways, intentional and unintentional. Isolation and bullying are the examples of negative attitudes based on students with disabilities and parents of children with disability. This situation might happen if the welcoming environment is not established yet, so the students with special needs feel isolated from their peers. In this situation, schools have opportunities to build awareness and acceptance of diversity and to build positive atmosphere among teachers, students, and staffs. Negative attitudes that unintentionally came from teachers who lack awareness, lack understanding, and lack knowledge. In line with this, Ainscow (2005) stated that "many of the barriers experienced by learners arise from existing ways of thinking. Consequently, strategies for developing inclusive practices have to involve interruptions to thinking, in order to encourage ''insiders'' to explore overlooked possibilities for moving practice forward" (pp. 121–122). Stereotypes from community members that students with special needs will give negative impacts for their peers also raise up and could lead to some rejection for some children with special needs, especially for they who have behavior problems and severe disability. (Avramidis, Bayliss, & Burden, 2000). However, it was found that students with a severe disability will not negatively affect their classmates' academic performance (McGregor & Vogelsberg, 1998).

Lack of funding is found as one of the key barriers to inclusion based on a qualitative study conducted by Glazzard (2011). Financial barriers might come from a lack of additional funding to provide additional staff to assist, provide specific equipment to support learning and adjust school environment to be more accessible for students' needs. Inadequate funding of school districts might prevent students with special needs from achieving education services satisfactorily. There are some cases related to this issue; a girl with a wheelchair cannot access the toilet in her school because the door is too small and there is no ramp, so it's difficult to go to the toilet by herself. Another case is students with special needs who need an adult assistant that require extra expenses that need to be covered by schools or parents.

The fixed curriculums that do not give space to be more flexible for adaptation and adjustment is also a barrier towards inclusion. Students with special needs

have different ways and a different pace of learning that need curriculum adjustment. Some of them have different levels of learning that need modification. In the U.S., this problem is already solved with clear policies: Individualized Educational Program (IEP) that is mentioned in the IDEA. However, the No Child Left Behind (NCLB) Act as a part of the educational system with rigorous national tests invites many controversies because a teacher seems to be focused on teaching how to deal with the test, narrowing the curriculum (Klein, 2007). Similarly, national exams in Indonesia seems to lessen the aims of education because most of the teachers focus on the teaching materials so their student will gain a higher score and the school reputation will increase. This situation gives a negative impact for students with disabilities because many schools wouldn't allow them to reduce the accumulative score of National exam in their school by excluding them. Minimum of guidance from the government worsen the situations because each school decides their own services for their students with special needs which could lead to improper services. This problem related to the need for specific policies and rules which mandate that students with special needs have equal access to appropriate public educational services.

Those barriers also create creativity of each school in order to seek alternative solutions. A lesson from Bamako as the poorest district in Mali proves that they can support inclusive education even though they had a lack of funding because the community supported building a school and paying teacher's salaries (Stubb, 2000). The positive support from the villagers solved their barriers providing education in Bamako. The financial barriers might be solve because there was a change that happened in the society. The community felt the importance of education for their children, so they work together with the school. In other barriers, the solution would be similar as in this case study. The reason for teachers' negative attitudes is reasonable because they were not well-prepared. However, teachers' thinking plays significant roles of how they provide opportunities for learning for all children (Florian & Linklater, 2010) and how they will be more welcome, aware and supportive of inclusive education which is a big agenda for many countries to ensure that all students learn. In order to seek solutions to solve this problem, exploring the changes in educational practice will give a deeper understanding to improve more welcoming teachers for inclusive education.

2.5. *Changes Needed for Inclusive Education*

The implementation of inclusive education requires many changes in educational practices that will improve its process for each school, teachers, and students. The presence of diverse learners such as students with special needs in regular classrooms will promote some changes to ensure their participation in learning the process in meaningful ways, from transferring knowledge toward building knowledge. Similarly, Mittler (2012) stated that "Inclusion is not placing special needs student in mainstreaming education; it is about changing school to be responsible for the needs of all students (p.ii)."

The changes of inclusive education could be found on the small scale which related to how teachers play their role as actors in their classroom and implement the idea of inclusive education into their teaching practices. Elmore (1996) stated that in small scale, fundamental changes in "core educational practices" is needed. This core is defined as:

> "How teachers understand the nature of knowledge and the student's role in learning, and how these ideas about knowledge and learning are manifested in teaching and classwork. The 'core' also includes structural arrangements of schools, such as the physical layout of classrooms, student grouping practices, teachers' responsibilities for groups of students, and relations among teachers in their work with students, as well as processes for assessing student learning and communicating it to students, teachers, parents, administrators, and other interested parties (p.2)."

In line with Elmore's statement, the role of teachers is changing along with a shifting paradigm from teacher centered towards child-centered, individual teaching to collaborative teaching, and from offering services to providing supports (Ferguson, 2008) that need long-life learning.

2.5.1.   Child-Centered

Teaching in the classroom when students have similarities in learning abilities, so the teacher could prepare one-size-fits-all is a kind of situation that has almost disappeared nowadays in developed countries. Even though, a long time ago Emerson (Ulich, 1954) already mentioned about learner-centered by saying "Let them create their own world. Change the usual education from outside into an education from inside" (p. 577). Teacher-centered was common in homogeneous classes. This situation is shifting to child-centered when diverse learners are placed in the classroom. The need for adjustment in the learning process would be an obligation if the teacher wants every student to learn unless they denied the presence of students who cannot follow their style of teaching.

In inclusive education, different kind of students' needs, interests, strengths and cultural backgrounds acquire an opportunity for teachers to create a positive atmosphere of learning. It is because the teachers have to focus on the needs of the child and seek the commonalities to prepare the lessons and provide adjustment for the students who have different needs. In other words, a teacher is a person who is responsible for transferring the materials shifting to teachers that provide opportunities for all students to build their own knowledge. In line with this, Ferguson (1995) stated that the role of teachers as decision-makers for the materials that should be learned by their students move toward approaches that give an opportunity for the learner to decide and create the content that they need to explore and learn. In this situation, teachers need to provide richer experiences and valuable opportunities that enable students to build their own knowledge and understanding as a kind of good teaching practices for all students to achieve their success.

"We can think about ways of teaching and learning that recognize that we all have gifts and that the challenge of good teaching is to make those gift visible, rather than to sort people into the 'successful' and the 'unsuccessful.'" (Sapon-Shevin, 2007, p. 72).

In line with this, teaching practices which focus on the learning process in each student require some competencies. "Teaching that aims at deep learning…requires sophisticated judgment of how and what students are learning, what gaps in their understanding need to be addressed, what experiences will allow them to connect what they know to what they need to know, and what instructional adaptations can ensure that they reach common goals."(Darling-Hammond, 2006, p. 10). In order to determine the best way to meet different needs of each student, teachers need to be flexible for their teaching methods. (Ferguson, 2008) mentioned about three type of differentiated instructions (content, processes, and product) that can be combined with the universal design of curriculum. For example, girls in 4rd grade with reading difficulties could hear the test through the recorder and answer it verbally instead of writing it down while another friend uses paper and test in

their evaluation. She could perform better when the teacher provides that accommodation on her exams.

The interaction between teacher and students and among peers in the inclusive classroom when the focus is how student's learning create the willingness to support each other. The reason is when students have a different pace of learning, this would be the best context to learn empathy by using peer tutor strategy. In line with this, (Archambault, 1966) stated the idea of Dewey about how interaction between teachers and students and among students could build a supportive learning environment that enables them to learn about moral.

"The moral atmosphere of the classroom, the encouragement of curiosity and questioning, the relations among students and with the teacher are to be considered, not as irrelevant to the curriculum, but as the very basis of the moral and intellectual learning which goes on in the school when he or we deliberately plan it or not." (p.102)

2.5.2. Collaborative teamwork.

The structured situation with the homogeneous type of students would change to be more flexible to adjust to student different ways of learning required more hard work as a team. Teachers previously work alone from preparation, implementation and evaluation programs in their classroom, but in an inclusive classroom, that would be overwhelmed and burden teachers' workload.

The need to collaborate with special teachers and other team members is needed as shared responsibility to decide their lesson plan. (Darling-Hammond, 1992) mentioned about the need for teachers to work together to provide a wide range of learning opportunities for students. The situation in Indonesia when the government invested their budget in in-service training for the last ten years but the problem of teachers' with the lack of skills and feel burnout is always found in many places. The similar situation happened in the U.S. in the early 90s. Schumm, J. S., & Vaughn, S. (1995) tried to understand the reason for teachers have problems to provide 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 accommodation 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, Reiter, & Feigin, 2005). At this point, professional development for teachers is suggested to be integrated with working routines of the school (Sugai & Horner, 2009), focus on not only how teachers support student with special needs but also the whole class to learn together (Schumm & Vaughn, 1995) and they will get support through school system. In another word, moving from traditional ways of in-service training to more embedded training at schools could facilitate the real problems that face by the teachers so they can implement directly supported by another teacher as a team that focused on how all students can participate and engage in the classroom.

Fuchs, Fuchs, and Bishop (1992) revealed that 'participative decision' is needed to determine specialized learning adaptation for students. General education teachers are not only making the suggestion has been made by special education teachers, but they shared their thought about the suitable adaptation for each student. (Minke, Bear, Deemer, & Griffin, 1996) found that teacher articulate the need for communication and cooperation for successful collaboration among team members in a co-teaching model. Co-teaching model was found beneficial to the professional development of teachers and students in both social and academic area (Scruggs, Mastropieri, and McDuffie, 2007).

2.5.3. Life-long Learning Process

The diversity of students needs learning adjustment that never end because there are no particular methods or strategies that will be suitable for all kids. The ability of teachers to reflect their own practices and develop the new approach of teaching practice is kind of professional development as a lifelong learning process. Teachers can learn from the way how they teach to ensure all students to learn (Day, 1997). However, the willingness to make a better of teaching process through reflection might be not the case if there is a lack commitment of teachers and no school support. The need of conducive school climate for critical inquiry and opportunities for professional conversation supported by school policy will support professional development among teachers (Darling-Hammond & McLaughlin, 1995). Additionally, teachers also could improve their teaching practices through action research (Pring,

2004). Day (1997) mentioned about dialogical relationships between theories and practices which enriching teachers as a person. However, Day (1997) argue that few numbers of teachers have limited time to reflect and conduct a research, so he suggested the need for 'sustainable flexibility' in a cooperative partnership between schools, teachers and universities.

Three changes in educational practices that will support the implementation of inclusive education focused on teachers because they will implement it in their classroom. Elias Avramidis & Brahm Norwich (2002) also mentioned that teachers are believed to be a key factor to implement inclusive education; therefore, their positive attitudes play a decisive role in supporting this educational change successfully (Anke de Boer et.al, 2011). In another word, improvement of future teacher capacity will play a significant role in the long term to enhance and support the quality of inclusive education implementation in general.

3. **Teacher Preparation Program**

In order to support the implementation of inclusive education, teacher training program in the university is deemed essential to fulfilling the demand of teachers' competency. In line with this idea, general education pre-service teachers find it is necessary for them to know how to meet the needs of a myriad diversities in terms of students with different learning styles and abilities (Taylor & Ringlaben, 2012).

There is a big question for who will be able to provide appropriate academic services for diverse learners with high requirement of ability. Comenius (Ulich, 1954) mentioned that a teacher must be "selected, erudite, and moral person" (p.342). Criteria for selection who will be a good teacher have studied previously. The U.S. Department of Education in 2002 stated that verbal ability and content knowledge are the most important of highly qualified teachers (Darling-Hammond, 2006). However, if higher institutions focused on these specific criteria with the high qualification of people so the number of teachers will be limited and could fulfill the demand quantitatively. It is because smart people might be want to choose another profession that in line with their priorities instead of to be a teacher. Focusing on the number of people who will be a teacher need to be balanced with the quality of the teacher training. Darling-Hammond (2006) stated that "Inadequate of preparation increase teacher attrition, which exacerbates the revolving door that contributes to

teacher shortages" (p. 14). Providing high quality of teacher training will be discussed more in order to answer the challenges of teachers demand to support inclusive education.

The importance of teacher training for the purpose of improving attitudes towards inclusive education has been emphasized by previous literature. If pre-service teachers leave teacher preparation institutions with negative attitudes, then those attitudes are difficult to change (Murphy, 1996 as cited in Forlin, Sharma, & Loreman, 2007). Additionally, teacher preparation programs can provide students with opportunities to improves teacher candidates' knowledge and attitudes (Forlin, Loreman, Sharma, & Earle, 2009) about adapting their teaching (Taylor & Ringlaben, 2012) and differentiate their lessons to meet the needs of a variety of disabilities (Kozleski, Pugach, & Yinger, 2002)Furthermore, shaping positive attitudes toward students with disabilities is an important aspect of the education of pre-service teachers (Sze, 2009; Sharma, Forlin, & Loreman, 2008). While pre-service teacher education is seemingly the best way to support positive attitudes toward inclusion, studies are investigating the process of integrated fieldwork and the content, of course, syllabi remain limited in number and scope. Taylor & Ringlaben, (2012) emphasize the need to measure how universities prepare pre-service teachers to meet the demands of teaching students with disabilities in their future classrooms.

In Indonesia, the majority of teacher preparation programs do not include inclusive education materials in their curriculum although the inclusive education policy has been implemented. Consequently, pre-service teacher program has provided insufficient knowledge and experiences to their students. A study conducted by (Ahsan, Sharma, & Deppeler, 2012) shows that lack of support from leaders in teacher preparation program in terms of inclusive education becomes a major barrier to teacher education reform. In general, the problem of in-service training has not only been faced by developing countries but also by developed countries. Forlin et al., (2009) mention that the biggest current challenges for teacher preparation program are when the length of study is still the same, but there is an increasing growth in the scope of curricula that have to be covered. With regard to solutions towards this situation, Harvey, Yssel, Bauserman, & Merbler (2010) suggest that it is the priority to have time to develop initiatives, collaboration among faculty member to provide more

faculty awareness of special education, and offer more experiences with special education trough giving courses across disciplines or majors. However, teacher education needs to define what the goal of "high quality" teacher education is by knowing what we want teachers to be able to do in classrooms and schools (Townsend, 2007). In order to develop appropriate teacher preparation program, the concept of teacher competence to support inclusive education need to explore.
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3.1. *Teacher Competence for Inclusive Education*

A study conducted by Darling-Hammond (2006) in seven different in-service teacher training program revealed commonalities that represent about the quality of teacher training that have clear vision about good teaching that infused in coursework and clinical experiences, clear standard to implement and evaluate students' knowledges and performances, the content of curriculum taught in the context of practice, strong relationship between school and university, the use of case study and portfolio to learn a real problem of practice. The result of this study broadly speaking about the continuity of the vision and the implementation of teacher training which focus on collaboration and integration between coursework and clinical experiences. However, in order to know when teacher training already achieves the goal, so teacher's competence that needed in the inclusive classroom need to be defined.

Focusing on teacher competence that needs to achieve on teacher preparation as a goal will provide a clear explanation how to obtain it. Those are three teachers' competence that proposed by previous philosophers and strengthen by studies conducted some researchers. The first competence is positive attitudes as proposed by Emerson with respect to the child that will present from the way teachers communicating with learners (Hollins, 1993) based on their understanding of inclusion and diversity (Loreman, 2010). The second competence is related to teachers' knowledge as proposed by Darling-Hammond (2006). The third competency is collaboration skills that related to Pestalozzi (Ulich, 1954) idea of the human relationship to create supportive context (Hollin, 1993) through collaboration with stakeholders (Loreman, 2010).

3.1.1 Positive attitudes and beliefs of teacher-students

Teacher teach who they are. As a teacher, they can transfer values more than teaching materials that they taught deliberately. In line with this, Emerson (Ulich, 1954, p. 586) stated that "respect the child and yourself." When teachers appreciate to what and how students' differs from each other, at the same time they transfer same value to the students about how they appreciate themselves. The way teachers behave, smile, the response the child sent many messages to students about who they are. It is not surprising when each student could memorize who is the most teachers that they never forget. It could be positive either negative values as mentioned in a poster that hangs in the office of Ministry of Education in Pakistan.

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I have tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or honor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."
Poster - Ministry of Education – Pakistan
(EENET Asia Newsletter, 2005)

The way teachers behave would give powerful impact towards students' life. It is believed that what teachers' think will be related to their attitude so when they know about different ways of learning of their students so it would be easier to accept them and respect them. How to develop a positive attitude among teacher-students would be one of the targets in teacher training.

Florian & Linklater (2010) revealed that student-teachers who took a course of Learning without Limit noticed their role as an educator will be the one who responsible for creating a learning environment that enables all students can learn, rather than focus on learners' capacity. A similar study conducted by Forlin, Sharma, & Loreman (2007) found that disability education has influence teachers' attitude. Applied experience also believed could enhance teacher-student awareness of people with disability (Forlin & Chambers, 2011a). Furthermore, another benefit also revealed Sharma, Forlin, & Loreman (2008) that it can increase awareness towards people with disabilities and more welcome for diversity in their class. When teachers

acknowledge how students learn they would become more aware when the students' responses differently during the learning process and be flexible to select variety tools to support their learning. Comenius also stated similar thought that "the teacher should explore and apply all means and ways to making the acquisition of knowledge possible" (p: 345). Knowledge how learners can learn is one of the requirements of one of three general skill for all teachers (Darling-Hammond & Bransford, 2005). As stated by Emerson, respect the child would be one of the secrets of education. Positive attitudes and belief is found related to direct interaction with people with disabilities (Forlin & Chambers, 2011b). Studies conducted by Gokdere (2012) supported the need for special education in their course because it was claimed related to teachers' awareness and positive attitudes and behavior towards the student with disabilities. As mentioned by Darling-Hammond (2006) about the need of knowledge about how students are learning need to be supported by the integration of coursework and clinical experiences. Coursework not only discusses the theoretical background but also close with the context in the real classroom.

3.1.2 Teacher's knowledge

Darling-Hammond & Bransford (2005) proposed professional knowledge for teaching so teachers could decide what to teach and how. In order to do that, the teacher needs to understand how to develop curricular, how to teach subject matter, how to assess learning and how to manage a classroom that enables all students to learn. As a result, teacher-students could organize the materials that they are going to teach and define specific skill as the target of each lesson, manage the learning process and assess students' learning. In line with this, teachers-students need a deep understanding of subject matter and the meaning of its content for the student so they can develop some adaptation or adjustment if they have students who are gifted or students who need more functional skills. Furthermore, skills to assess learning achievement for each goal would provide information for teachers whether some students already pass their goals and need to learn new materials or some students who need additional exercises and explanations in different ways to achieve their goals. Darling-Hammond & Bransford (2005) mentioned this skill as one of skill that requires for all teachers that focus on assessment and classroom environments.

Additionally, one course in special education may not be sufficient to address all of the skills and competencies required to educate students with disabilities in the general education classroom; it may be an important step in preparing pre-service teacher (Allday, Neilsen-Gatti, & Hudson, 2013).

In order to enhance teacher-students' knowledge, case pedagogies is found meaningful to support their skill to be the creator of the curriculum in their class because they can understand the real issues that happened on a daily basis so it will enable teacher-students to feel the real situation before they do practical experiences. Cases present the real situation of dilemmas and problems that may be similar to another context that might appear in the student's future experiences (Wade, 2000). By analyzing complex teaching situations and by articulating, listening to, and possibly challenging a variety of interpretations presented during case discussions, students can become creator (Harrington & Garrison, 1992).

Clinical experience also provides could provide important influences on later practice for both general and special education teachers (Kozleski et al., 2002). Practical experiences for teacher-students need to be placed in positive and supportive environments so it will provide opportunities for teacher-students to experience success with reflection. In line with this, during the implementation of teacher training, Etscheidt et al. (2011) recommend that reflective activities should be covered throughout the preservice program deliberately. Reflective activities allowed insightful of teacher-students about their own learning and give feedback about what was useful, what could be more useful (Darling-Hammond & Bransford, 2005). The reflective process during in-service training would be needed to continue when teacher-students work as a teacher in order to improve their professionalism. This would long life learning process, as mentioned by Dewey (1915) that "to the educator for whom the problems of democracy are at all real, the vital necessity appears to be that of making the connection between the child and his environment as complete and intelligent as possible, both for the welfare of the child and for the sake of the community." (p.289) represent that teacher is not only teaching the facts that happen at the moment but also the students' long life learning skills with different situations and challenges. To prepare teacher in this way is kind of rewarding job because what will happen in the classroom and in the society will depend on how future teachers are prepared.

3.1.3 Collaboration skills

Pestalozzi (Ulich, 1954) stated that "You do not live for yourself alone. Therefore Nature forms you also for living within human relationship" (p. 484). Based on this statement, interaction during learning process could build a relationship between teacher and students and among students in order to achieve meaningful skills for students to be a part of the community. Darling-Hammond (2006) mentioned that students need support to learn how they confront with their own belief and experiences dealing with different opinion. Discussion with different perspectives provides real experience for appreciation and appropriate way of communication to deal with different perspectives.

As mentioned earlier that providing educational services for students with special needs need a support system and collaborative skills as teamwork. The way teacher training provide this experience through group discussion and teamwork during field experiences will enhance collaborative skills among teacher-students. Harvey, Yssel, Bauserman, & Merbler (2010) found that course work and field experiences across departmental based on a survey in 50 states in the U.S. Providing enough support for students through dialogue during coursework and supporting mentor teacher during the field study. Collaboration between university and school to provide support for new teachers into smooth transition is needed to enhance their quality of teaching skills become effective (Forlin & Chambers, 2011a). The need of partnership between teacher education program with a school that works together as part of continuity between preparation program into practice also stated by (Darling-Hammond & Bransford, 2005). Better teachers and better system stated by (Darling-Hammond & Bransford, 2005) that represent about how education reform in teacher preparation program walk side by side with school reform because it will be useless if the teacher-students learned something that they will not implement because the school goes in the different directions.

Those three teachers' competence will enable all students to learn based on their needs. When teachers are welcoming for diversity and transfer the positive values through their daily interaction with students, the positive atmosphere for learning in the classroom will be established for all students far beyond the learning materials. The skillful teaching knowledge about what need to teach and how to deliver it based on the student's need will enhance students learning appropriately. Then, in order to provide adequate educational services for diverse learners, teachers need support system with strong collaboration efforts from themselves, school staff and stakeholders. In another word, providing teacher that can support inclusive education would be in line with how to develop good quality of teacher for all students.

3.2. *Redesign Teacher Education Program*

The need for redesign of teacher education programs is based on the limitation of teachers' competence to deal with diverse learners at schools whether it related to negative belief or lack of teaching skills (de Boer et al., 2011; DeSimone & Parmar, 2006; Hornstra, Denessen, Bakker, Bergh, & Voeten, 2010). In order to fulfill the need of highly qualified teachers, the government supported the initiative of the redesign programs by providing external funding, but it still has some concern. In 2007, a competitive grant program for five years was known as 325T in 40 states was introduced in order to develop collaborative programs in the higher education. A study of the impact of this grant found that collaboration between special and general education is increased. However, there is a limited initiative (Little, Sobel, McCray, & Wang, 2015). They revealed resistance among faculty members as a hindrance for change and collaboration. Moreover, they articulated the needs of active leadership support in order to increase collegial support and participation. It seems that external support is not enough, so shared vision as internal strength would be one promising sustainability of collaborative works in teacher education programs across departments. In line with this, redesigning teacher education programs to prepare qualified teachers to meet the needs of students with special needs is not easy (Kozleski et al., 2002) without shared vision and strong internal commitment from the leaders and the faculty members. That vision and commitment will represent the policies and teaching practices in teacher education programs. Darling-Hammond (2000) conducted case studies

of high reputation of pre-service programs and found commonalities among them, as follows:

a. A common, clear vision of good teaching that is apparent in all course work and clinical experiences;

b. well-defined standards of practice that are used to guide and evaluate coursework and clinical work;

c. a curriculum grounded in and substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice;

d. extended clinical experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven coursework;

e. strong relationships, common knowledge, and shared beliefs among school-and university-based faculty; and

f. extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice. (p.x)

In general, the highly qualified of education programs have three major characteristics, namely: clear vision, strong collaboration not only within the institutions but also with schools, and high standard of the learning process for both coursework and fieldwork. The interconnection between coursework and fieldwork is explicitly presented in the vision and its actualization in learning practices. This list is valuable information as a model for other universities to improve their quality to provide adequate learning experiences for future teachers.

The gap between the need for a teacher education program which supports inclusive education and the limited initiatives to make it real due to lack of commitment needs to be solved. With regard to solutions towards this situation, Harvey et al. (2008) suggest that it is the priority to have time to develop initiatives, provide access for collaboration among faculty members to increase faculty awareness of special education, and offer more experiences with special education through giving courses across disciplines or majors. In recognizing the preparation towards the success of the entire program, this is, therefore, important to investigate a) the impact of the current model in terms of pre-service teachers'

attitude toward inclusion, their self-efficacy, b) pre-service teachers' challenges during teaching practices at practicum sessions and c) barriers among faculty members to work collaboratively. The future study as a starting point to solve major obstacles in the redesign of teacher education in response to inclusion could be done in two ways, mapping the students' achievement in the current model to represent the effect of coursework and field experiences that have been done or explore the feasibility of collaboration across departments.

Conclusion

Inclusive education as a major reform in education is in line with the effort of improvement education quality in general. Some changes needed in order to minimize its barriers and ensure all students learning. Those are child-centered, collaborative teamwork and long life learning the process. All of them related with how the quality of teaching would enhance through in-service training and pre-service training. There are three major points of pre-service training to prepare future teachers namely: attitudes, knowledge and collaborative skills that related to how students' learning, how teachers prepare and evaluate learning experience based on students' needs and how to develop learning atmosphere through mutual interaction. All teachers' competence that is built through preparation program needs to be in line with the support system that already established at school as sustainable efforts to support inclusive education. This competency will be achieved in highly qualified of teacher education program that has some characteristics, clear vision, strong collaboration not only within the institutions but also with schools, and high standard of the learning process for both coursework and fieldwork.

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