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Exploring Lecturers' Perspectives for Inclusive Elementary School Mentoring Program Based on University-School Collaborative Partnership (USCP) in Indonesia
3

Rasmitadila[1], Megan Asri Humaira[2], Reza Rachmadtullah[3], Achmad Samsudin[4], Muhammad Nurtanto[5]

[1,2]Department of Elementary School Teacher Education, Universitas Djuanda, Indonesia
[3]Department of Elementary School Teacher Education, Universitas PGRI Adibuana, Indonesia
[4]Department of Physical Education, Universitas Pendidikan Indonesia, Indonesia
[5]Department of Mechanical Engineering Education, Universitas Sultan Ageng Tirtayasa, Indonesia

[1]Email: rasmitadila@unida.ac.id
[2]Email: megan.asri@unida.ac.id
[3]Email: reza@unipasby.ac.id
Email: achmadsamsudin@upi.edu
Email: mnurtanto23@untirta.ac.id

Abstract
The government has not fully addressed problems in inclusive elementary schools in Indonesia. It is necessary to involve all parties, including universities, in helping to solve these problems, including university. Universities must play a role in the implementation of inclusive education in real programs such as continuous mentoring programs so that they have a positive impact on inclusive elementary schools. Data were collected using in-depth interviews with seven lecturers from universities that organize teacher education faculties in Indonesia. Data were analyzed using thematic analysis. The results show three main themes, namely the form of mentoring activities, collaboration with inclusive elementary schools, and the benefits of mentoring. An inclusive elementary school mentoring program based on university-school collaborative partnership is a form of conditioning that must produce mutual benefits between the two parties. Universities must be able to help inclusive elementary schools solve problems and provide appropriate solutions so that the implementation of inclusive education in elementary schools can follow government regulations. The government as a policy maker can be actively involved in evaluating inclusive education programs so that they can make more flexible regulations.

Keywords: inclusive elementary school, mentoring program, university-school, collaborative, partnership, Indonesia

Introduction

Implementing inclusive education in elementary schools requires support and collaboration from all stakeholders, including universities. In Indonesia, the government, through Government Regulation No. 13 of 2020 concerning adequate accommodation for students with disabilities, article 5 Number 3a states that in the context of preparing and providing educators and education personnel, universities that organize teacher candidate education programs must provide inclusive education courses. This statement confirms that there is a great attachment and responsibility

between higher education institutions -- universities -- and the competence of student teachers who will teach in inclusive elementary schools. Collaboration between universities and schools is a continuation of the teacher development program so that their competence is of higher quality through quality training programs (Rasmitadila et al., 2021; Kelchtermans et al., 2018; Bicaj & Treska, 2014).

The problems faced by inclusive elementary schools in Indonesia are a challenge for universities. According to Rasmitadila et al (2021), various problems that have been met by inclusive elementary schools such as: not getting assistance from the government in implementing inclusive education programs; there being no ongoing training from the government; schools do not yet have collaborations with other relevant parties in supporting the implementation of inclusive education; there is a gap between theory and practice obtained by student teachers at universities when they have to teach in inclusive elementary schools; schools do not yet have a special unit that can help solve problems in inclusive classes. These problems can hinder the successful implementation of inclusive education in Indonesia if they are not solved jointly by all parties, including universities.

Universities must play a role in the implementation of inclusive education in real programs such as continuous mentoring programs so that they have a positive impact on inclusive elementary schools (Hunter-Johnson et al., 2014a; Loreman, 2007). Through mentoring programs, universities can help inclusive elementary schools solve problems that are still difficult for schools to solve. Inclusive universities and elementary schools can be partners that are mutually beneficial to both parties (Butcher et al., 2011; Gross, 2015; Rasmitadila et al., 2021). Universities and elementary schools together have needs-input that can develop an inclusive education system as a whole (Haines et al., 2015; Officer et al., 2013; Frazier, 2018). The need for the importance of the quality of prospective teacher graduates from universities is expected to help solve problems faced by teachers in inclusive schools when graduates teach schools. Input from inclusive elementary schools must be implemented in inclusive education courses at universities, producing qualified prospective graduates.

Collaborative partnership means working together to achieve a common goal of mutual trust, knowledge, power, and assistance (Murtagh & Birchinall, 2018). The concept that goes hand in hand with teamwork. This implies developing trust and recognizing the shared values of all parties involved. The main bases on the university-school collaborative partnership (USCP) used in collaboration are (Bentley-Williams et al., 2017): (1) respect and acknowledgment of each other's contributions and potential are essential to a successful relationship; (2) transparent understanding of shared responsibilities through developing articulated specific objectives by both parties/organizations; (3) commitment to the partnership as seen in the provision of a supportive and nurturing environment built by both parties; (4) administrative support to facilitate the achievement of the model's results is essential; (5) a constant process of analysis and evaluation of partnerships is essential to facilitate the achievement of results. The goals of the USCP in the context of inclusive education are (Farah, 2019):
(1) bridge the gap between theory and practice in inclusive education, especially in inclusive classroom learning, so mentoring can reduce the gap; (2) provide opportunities for prospective inclusive teachers to learn more about inclusive practices so that they can implement learning in inclusive classrooms when they are ready to teach; (3) offer more coherent, effective, and relevant inclusive education practices for students and members of inclusive schools; (4) connecting inclusive teachers in primary schools and prospective teachers in universities in learning communities based on shared interests and beliefs is expected to lead to school development, and even school reform, which can affect inclusive primary schools and mentoring programs.

Lecturers must be able to develop inclusive education courses based on input from inclusive elementary schools so that they are relevant to the problems faced so far. Lecturers can map need-

input from research activities, student internships, or field practices that have been carried out in inclusive elementary schools. This study aimed to explore the lecturer's perspective on the mentoring program for inclusive elementary schools based on the university-school collaborative partnership (USCP).

Methodology

The purpose of this research is to explore the lecturer's perspective on the mentoring program for inclusive elementary schools based on the USCP. For this reason, the researcher uses case study research by using in-depth interviews with lecturers who teach inclusive education courses at the elementary school teacher education department at the university that provides teacher education. A qualitative design was used to explore lecturers' opinions regarding the USCP-based mentoring program for inclusive elementary schools. The lecturers' perspective is critical as input for the department so that the inclusive elementary school mentoring program is right on target and relevant in implementing inclusive education in elementary schools.

Participants

The participants involved in the research comprised seven lecturers from the university that runs the teacher education faculty, specifically in the department of elementary school teacher education in Indonesia. The selection of lecturers was carried out because they teach courses to students whose lecture activities have a lot to do with inclusive elementary schools, including learning observation activities in inclusive classes, which are part of the subject topic. In addition, lecturers also conduct research in inclusive schools with students to provide appropriate input on the USCP-based inclusive elementary school mentoring program. In detail, participant information can be seen in Table 1:

Table 1 Profile of participants

ID #	Gender (M/F)	Teaching Experience (year)	Level of Education
1	F (H)	14	Master
2	M (J)	6	Master
3	M (Ju)	12	Doctoral
4	F (N)	18	Doctoral
5	F (D)	10	Master
6	M (A)	7	Doctoral
7	M (ULM)	10	Master

Data collection procedures

Data were collected using in-depth interviews. Interviews were conducted face-to-face, both offline and online. Offline, researchers directly meet face to face with lecturers. Meanwhile, online is done using the Zoom application. Interviews were conducted for 1-2 hours. The interview technique uses a semi-structured in-depth that explores the experience of lecturers related to the collaborative relationship between the department and inclusive elementary schools. These programs have been carried out for inclusive elementary schools, the involvement of the department with inclusive elementary schools in solving inclusive problems, and subject topics related to the needs of inclusive elementary schools. Background information such as teacher demographics (i.e., gender, number of years of teaching, education level) was also collected.
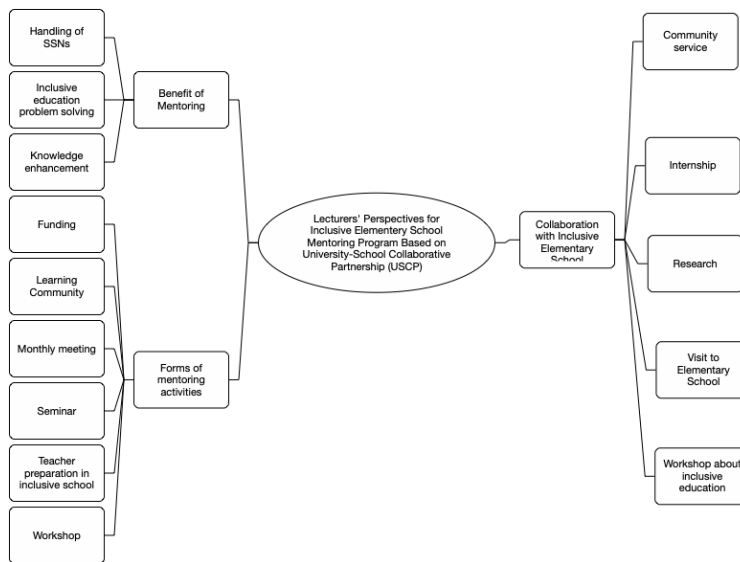
Data analysis techniques

The interviews were professionally transcribed verbatim, sorted, and categorized according to emerging themes surrounding the USCP-based inclusive elementary school mentoring program. The thematic analysis aims to identify, evaluate and generate themes expressed by participants (Galloway & Jenkins, 2009). The analysis began by reading each transcript several times and

noting the main themes and patterns that emerged. Codes with the same meaning are developed, checked, compared, and redefined as needed. This process is ongoing to help ensure that the codes capture the ideas expressed by participants. To facilitate coding and categorization, the researchers used the Nvivo 12 Program. The interview data were entered into Nodes and Codes to be grouped into data with relevant codes. Thematic maps show the organization of concepts according to various levels, and potential interactions between concepts are then developed (Clarke et al., 2015; Braun & Clarke, 2012). The research team members then discussed all the codes and categorizations found, including simplifying the code by integrating several codes that have similarities. The next step will produce the main themes that will be discussed in the next step of this research.

Findings

This research shows that the lecturer's perspective on the USCP-based inclusive elementary school mentoring program is related to 3 themes, including 1) The form of mentoring activities; 2) Collaboration with inclusive elementary schools; 3) the Benefits of mentoring.

Forms of mentoring activities

 The form of mentoring activity must choose that can assist inclusive elementary schools in solving problems that often occur in implementing inclusive education to realize the mentoring program. According to the lecturer, mentoring activities can include learning communities, funding, teacher preparation, regular meetings, seminars, and training. Learning communities are essential to be formed by the department and inclusive elementary schools so that there is good collaboration between the two parties in developing inclusive schools. It is also a liaison between the department

and inclusive elementary schools so that every problem faced by the school can be jointly found to find the best solution. One lecturer explained this opinion:

> "The form of mentoring can also be by connecting inclusive teachers in elementary schools and student teachers at universities in learning communities based on shared interests and beliefs, which is expected to lead to school development" (#6).

The form of mentoring activity that is also needed is the availability of funds for inclusive elementary schools, with the aim that several problems related to the provision of facilities and infrastructure that many inclusive elementary schools have faced can be adequately addressed. With the provision of funds from university departments, it is easier for inclusive elementary schools to meet the needs of students, especially students with special needs (SSNs) who have limitations in movement or mobility. So far, more funding has been provided by the government, but it is still inadequate, which causes inclusive elementary schools not to accept SSNs with characteristics of physical limitations.

Other mentoring programs that are also important to do are the preparation of human resources, namely teachers who teach in inclusive classes. Teacher preparation in inclusive classes must be adjusted to the competencies obtained by teachers, especially in inclusive education. Teachers must understand all aspects of inclusive education, not only get basic teaching standards. Teaching readiness for inclusive teachers can be done through regular meetings between departments, inclusive education seminars, or, more specifically, training. Regular meetings can be in the form of monthly meetings that the department can organize for inclusive teachers. Meetings can be held monthly, three months, or six months.
Meanwhile, inclusive education seminars are also a way to prepare teachers to be ready to teach in inclusive classes. Some of the topics most often given to teachers are related to inclusive education as a whole. In particular, it takes the form of outreach to teachers about inclusive education. Many teachers still do not understand the basics of inclusive education because they come from different backgrounds, not from elementary school teacher education, and do not get inclusive education courses. One of the lecturers stated that this seminar needs to be carried out by the department or campus and explained the following opinion:

> "From campus we hold seminars related to inclusive education, including the topic of children with special needs as well so as to provide knowledge to inclusive teachers" (# 2).

Besides seminars, training with special topics on inclusive education also needs to be organized by the department as a form of mentoring. Lecturers think that several issues that teachers need to be trained include identification and assessment, characteristics of special needs students, curriculum, lesson plans, and inclusive education. These topics are topics that are also the most frequent problems for teachers when teaching in inclusive classrooms. With different educational backgrounds, teachers face learning problems in class on their own, without any special assistance or assistance that can help solve them quickly. For example, teachers find it difficult to identify students because they do not have identification instruments, so they cannot distinguish the characteristics of all students, both regular and special students. As a result, the teacher's treatment of students is given the same, even though some students with special characteristics must also be given special treatment. One lecturer explained the importance of training for teachers:

> "One form of targeted activity is training for teachers. For example, training on curriculum. This is very important so that teachers can design the right inclusive classroom curriculum" (#5).

Collaboration with inclusive elementary schools

Collaboration between the department and inclusive elementary schools needs to be done intensely. Lecturers think that collaboration between universities and inclusive elementary schools is an obligation for universities to contribute to providing solutions for inclusive elementary schools. The department must understand the problems faced by inclusive elementary schools as a basis for determining the topic of inclusive education courses because it is an institution that produces graduate teacher candidates who will teach in inclusive elementary schools. For this reason, there is a need for mutually beneficial collaboration between the two parties. This opinion was explained by one of the lecturers:

> "Of course, collaboration is needed in solving inclusive education problems. With mutually beneficial collaboration both parties are expected to overcome the problems that occur in inclusive elementary schools" (#6).

Some examples of collaboration that can be carried out between the two parties include regular visits to inclusive elementary schools, internships, research, community service, and workshops on inclusive education. Regular visits to schools are essential for lecturers and students. This visit can be helpful for schools as additional information related to current issues in inclusive education. In addition to visits, activities such as student internships are an example of collaboration that can provide opportunities for students to practice knowledge about inclusive education in inclusive classes to have an accurate picture of direct learning. Students can learn from inclusive teachers and collaborate to learn to solve problems in inclusive classrooms. The department can make inclusive schools partner schools that can regularly hold meetings such as improving learning or other problems teachers face.

For more in-depth activities besides internships, partner schools can also be research sites for students and lecturers with more specific topics. The purpose of research conducted by lecturers or students is to solve problems and provide the best solutions to problems faced by teachers. In line with research, the form of activities such as dedication to inclusive schools is also essential to be carried out by lecturers and students. In-service activities, lecturers and students can provide material about inclusive education through workshops, and mentoring in a few months, so that inclusive elementary schools get a complete understanding of inclusive education. This opinion was stated by one of the lecturers:

> "We collaborate with these schools in the form of community service. We provide mentoring materials for some time, stay overnight and integrate with the community for the development of inclusive resources"(#4)

Collaboration between the department and inclusive elementary schools is expected to provide benefits for both parties in the practice of inclusive education (Rasmitadila et al., 2022; Suc et al., 2017; Mittler, 2012). Collaboration can provide benefits in solving problems that inclusive elementary schools often face.

Benefits of mentoring

The benefits of inclusive elementary school mentoring are expected to solve inclusive education problems, increase knowledge for inclusive teachers, and handle students with special needs. The problem of inclusive education that occurs in inclusive elementary schools has always been a primary concern, so its implementation can be successful. Lecturers think that teachers in inclusive classes must be accompanied by experts who can provide solutions to problems dap to these problems, including lecturers at the Departments-Universities who have collaborated with inclusive schools. The department can be a bridge between the department and inclusive

elementary schools so that it can help inclusive teachers with solutions that are appropriate to the problems faced by teachers. This opinion was explained by one of the lecturers:

> "So there must be collaboration, being a forum or a bridge to overcome problems, especially in the inclusive elementary school"(#5).

Another benefit that inclusive elementary schools can feel is the increased knowledge of inclusive teachers related to all information about inclusive education. Through seminars and regular training by the department, teachers can update their knowledge and skills, especially the latest inclusive education issues, which can be practiced in inclusive classrooms. Lecturers in departments conducting research and attending international seminars can share knowledge and experiences with teachers to add insight, including problem-solving in inclusive classes.

Some of the main problems that often occur with inclusive teachers, such as handling special needs students, can be shared by lecturers or experts when mentoring is given to teachers. In mentoring, lecturers and teachers can share insights on managing SSNs. Problems teachers face in managing crew members in class can be considered for lecturers to provide mentoring materials to teachers on how to handle SSNs. This opinion is explained by the lecturer below:

> "I think there is a need for assistance, because sometimes teachers have a background not from special education or not special education, when they find SSNs in their schools, and there are no accompanying teachers. In particular, they become confused, and don't know where to ask" (#1).

Mentoring for inclusive elementary schools is expected to help schools solve problems that often occur (Budge, 2006; Daresh, 2004). Lecturers and teachers can collaborate in mapping the problem so that the correct solution can be found in solving the problem.

Discussion

The university's inclusive elementary school mentoring program--the Ministry of Elementary School Teacher Education--is necessary to carry out targeted, relevant and sustainable activities. The problems faced by inclusive elementary schools must be solved with solutions following each inclusive class's characteristics. The mentoring program is one form of the university's concern that provides teacher education to inclusive elementary schools and is the implementation of the Indonesian Ministry of Education regulations related to the university's obligations. The findings from this study indicate a need for real activities that can support the implementation of inclusive education in inclusive elementary schools (Kurth et al., 2015; Leung & Mak, 2010; Mukhopadhyay et al., 2012). First, the form of mentoring activities must increase the competence of inclusive teachers, starting from increasing the competence of student teachers in inclusive education courses. Students' understanding of inclusive education needs to be given during the lecture because they will teach in inclusive elementary schools (De Boer et al., 2011; Florian & Black-Hawkins, 2011; Hunter-Johnson et al., 2014). Mentoring activities such as seminars or training by the department, especially by lecturers and experts on inclusive education, must be carried out on a scheduled and ongoing basis (Murray et al., 2009) so that teachers have experience, especially in solving problems in inclusive classes.

Second, a collaboration between the department and inclusive elementary schools must be based on mutual benefit. For inclusive elementary schools, the existence of the teacher education department in activities such as research, internships, and community service is an excellent opportunity to solve problems that have been faced so far. The research results and service implementation for a certain period are expected to help inclusive teachers find solutions relevant

to the problems faced by teachers so far (Friend et al., 2010; Mitchell, 2014; Zwane & Malale, 2018). As a form of reciprocity, for the department, the above activities can be input for improving the topics of inclusive education courses so that they are relevant to the problems faced by inclusive elementary schools (Graham & Spandagou, 2011; Kurth et al., 2015; Spratt & Florian, 2015).

Third, the benefits of the mentoring program for departments and inclusive elementary schools must be felt by both parties. For the department, the benefits of the mentoring program must be able to be input in improving the competence of student teachers. They can help in solving problems faced by inclusive teachers. For inclusive elementary schools, mentoring programs, in addition to gaining a comprehensive understanding and knowledge of inclusive education, can help solve problems that teachers have faced (Able et al., 2015; Lancaster & Bain, 2007; Messinger-Willman & Marino, 2010).

Conclusion and Recommendation

According to the lecturer's perspective, the inclusive elementary school mentoring program based on the university-school collaborative partnership is a form of activity that must produce mutual benefits between the two parties. In universities, in this case, the elementary school teacher education department must be able to help inclusive elementary schools help solve problems and provide appropriate solutions so that the implementation of inclusive education in elementary schools can be carried out following government regulations. The results of this study are expected to be the basis for universities to update the topics of inclusive education courses according to current issues and following the needs of inclusive elementary schools. The government as a policy maker can be actively involved in evaluating inclusive education programs so that they can make more flexible regulations. The involvement of all parties can be accommodated as a more active form of collaboration in the success of the implementation of inclusive education.
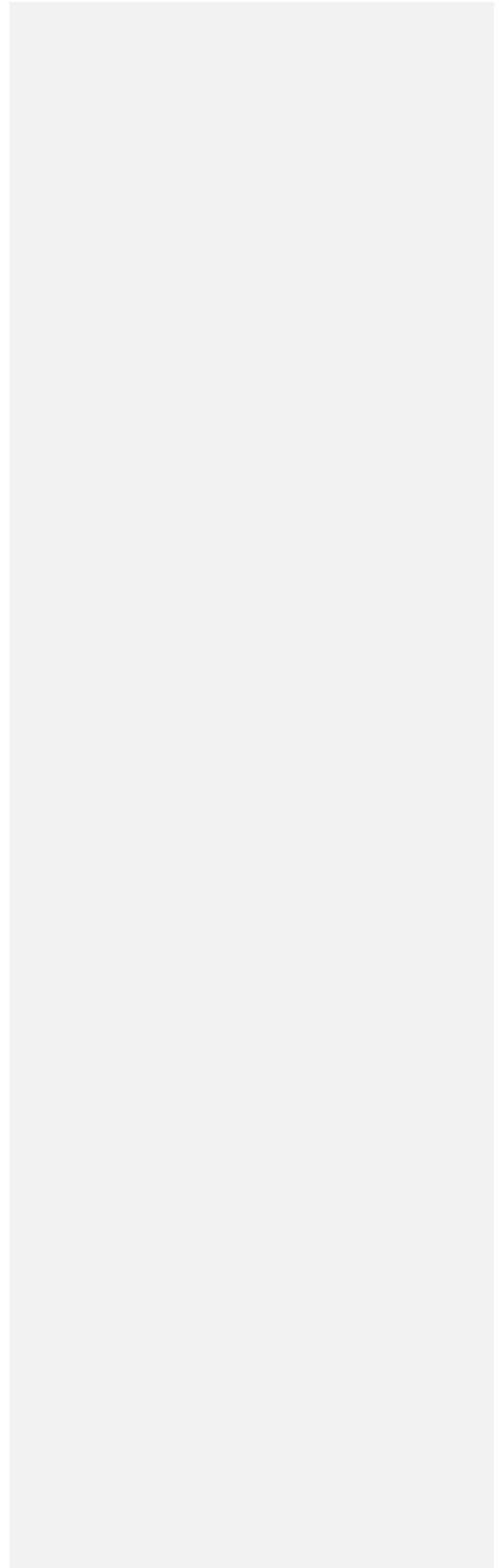
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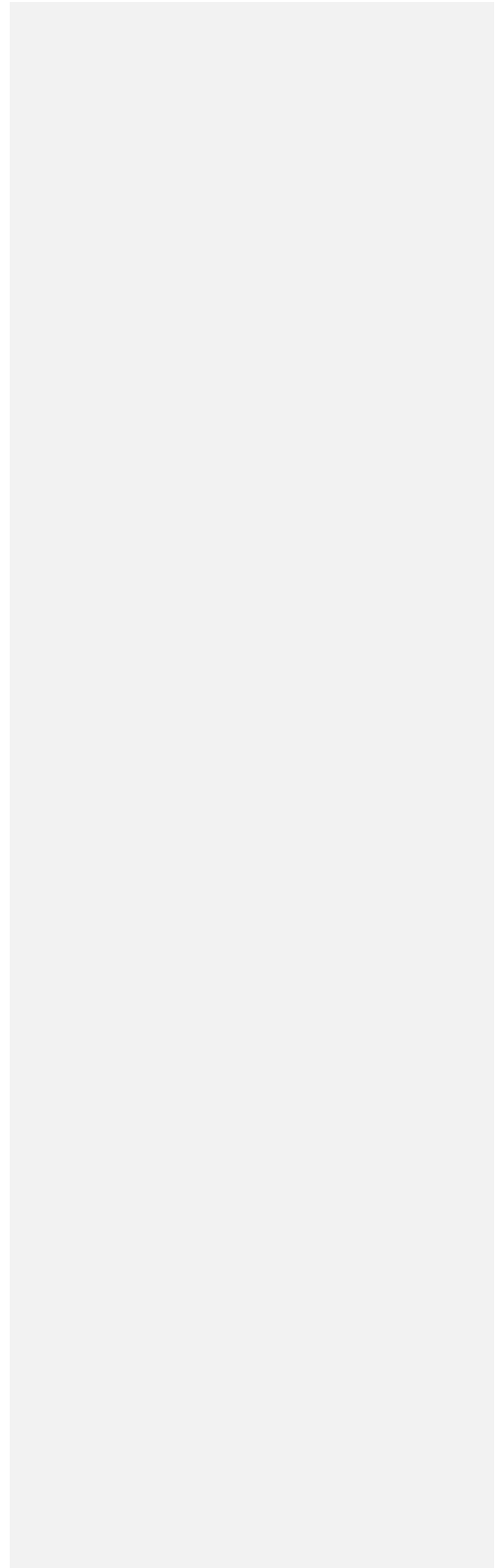
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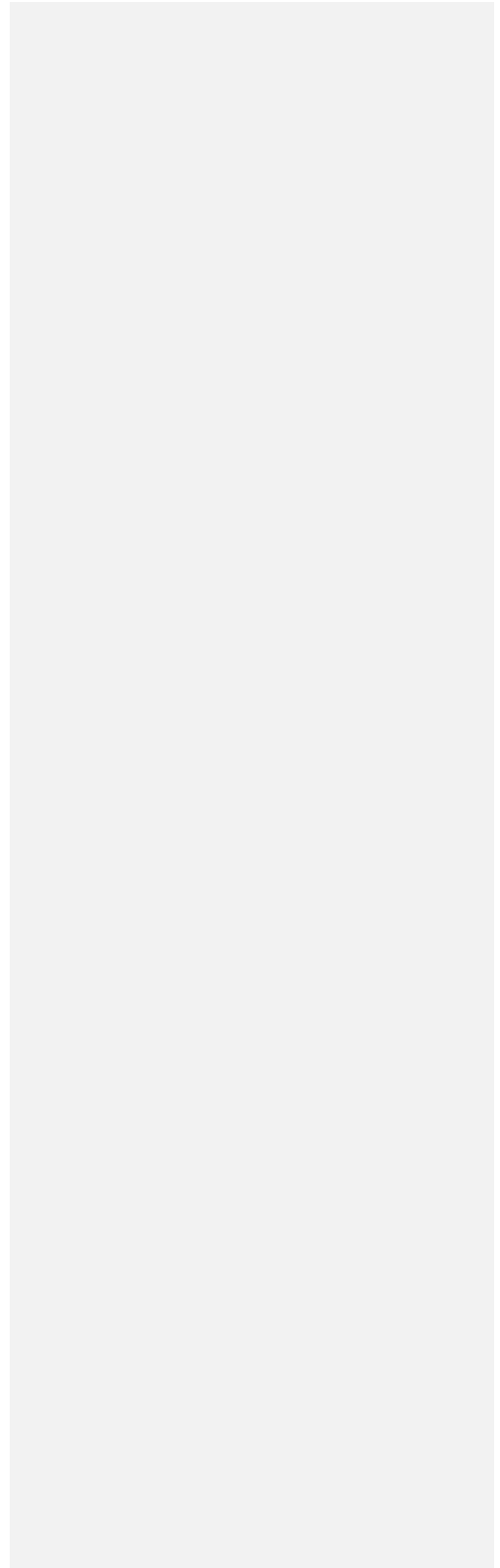I look forward to hearing from you.

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Dr. Rasmitadila (Associate Professor)
Elementary School Teacher Education Department
Faculty of Teacher Training and Education
Universitas Djuanda
Jl. Raya Puncak, Ciawi, Bogor, Jawa Barat 16720
Indonesia

Email: Rasmitadila@unida.ac.id
Phone: +6281382001331

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Exploring Lecturers' Perspectives for Inclusive Elementary School Mentoring Program Based on University-School Collaborative Partnership (USCP) in Indonesia

Rasmitadila[1]
Megan Asri Humaira[2]
Reza Rachmadtullah[3]
Achmad Samsudin[4]
Muhammad Nurtanto[5]

(⌨ *Corresponding Author*)

[1,2]*Department of Elementary School Teacher Education, Djuanda University, Indonesia.*
[3]*Department of Elementary School Teacher Education, PGRI Adibuana University, Indonesia.*
[4]*Department of Physics Education, Indonesian University of Education, Indonesia.*
[5]*Department of Mechanical Engineering Education, Sultan Ageng Tirtayasa University, Indonesia.*

[1]*Email: rasmitadila@unida.ac.id ((orcid: https://orcid.org/0000-0002-0740-1611)*
[2]*Email: mega.asri@unida.ac.id (orcid: https://orcid.org/0000-0002-3969-8966)*
[3]*Email: reza@unipasby.ac.id (orcid: https://orcid.org/0000-0003-2438-8030)*
[4]*Email: achmadsamsudin@upi.edu (orcid: http://orcid.org/0000-0003-3564-6031)*
[5]*Email: mnurtanto23@untirta.ac.id (orcid: http://orcid.org/0000-0002-6357-7152)*

Abstract

The government has not fully addressed problems in inclusive elementary schools in Indonesia. It is necessary to involve all parties, including universities, in helping to solve these problems, including university. Universities must play a role in the implementation of inclusive education in real programs such as continuous mentoring programs so that they have a positive impact on inclusive elementary schools. Data were collected using in-depth interviews with seven lecturers from universities that organize teacher education faculties in Indonesia. Data were analyzed using thematic analysis. The results show three main themes, namely the form of mentoring activities, collaboration with inclusive elementary schools, and the benefits of mentoring. An inclusive elementary school mentoring program based on university-school collaborative partnership is a form of conditioning that must produce mutual benefits between the two parties. Universities must be able to help inclusive elementary schools solve problems and provide appropriate solutions so that the implementation of inclusive education in elementary schools can follow government regulations. The government as a policy maker can be actively involved in evaluating inclusive education programs so that they can make more flexible regulations.

Keywords: Inclusive elementary school, Mentoring program, University-school, Collaborative, Partnership, Indonesia.

Contribution of this paper to the literature

> **Commented [AF1]:** Please write the contribution of the study stating how new or innovative is this study. Your contribution shouldn't be more than 50 words. Please revise.

Collaboration between university and inclusive elementary schools must be equal as partners. This paper contributes to the role of universities must be able to help inclusive elementary schools solve problems and provide appropriate solutions so that the implementation of inclusive education in elementary schools can follow government regulations.

1. Introduction

Implementing inclusive education in elementary schools requires support and collaboration from all stakeholders, including universities. In Indonesia, the government, through Government Regulation No. 13 of 2020 concerning adequate accommodation for students with disabilities, article 5 Number 3a states that in the context of preparing and providing educators and education personnel, universities that organize teacher candidate education programs must provide inclusive education courses. This statement confirms that there is a great attachment and responsibility between higher education institutions -- universities -- and the competence of student teachers who will teach in inclusive elementary schools. Collaboration between universities and schools is a continuation of the teacher development program so that their competence is of higher quality through quality training programs (Bicaj & Treska, 2014; Kelchtermans, Smith, & Vanderlinde, 2018; Rasmitadila, Humaira, & Rachmadtullah, 2021).

The problems faced by inclusive elementary schools in Indonesia are a challenge for universities. According to Rasmitadila. et al. (2021a) , various problems that have been met by inclusive elementary schools such as: not getting assistance from the government in implementing inclusive education programs; there being no ongoing training from the government; schools do not yet have collaborations with other relevant parties in supporting the implementation of inclusive education; there is a gap between theory and practice obtained by student teachers at universities when they have to teach in inclusive elementary schools; schools do not yet have a special unit that can help solve problems in inclusive classes. These problems can hinder the successful implementation of inclusive education in Indonesia if they are not solved jointly by all parties, including universities.

Universities must play a role in the implementation of inclusive education in real programs such as continuous mentoring programs so that they have a positive impact on inclusive elementary schools (Yvonne Hunter-Johnson, Newton, & Cambridge-Johnson, 2014a; Loreman, 2007). Through mentoring programs, universities can help inclusive elementary schools solve problems that are still difficult for schools to solve. Inclusive universities and elementary schools can be partners that are mutually beneficial to both parties (Butcher, Bezzina, & Moran, 2011; Gross, 2015; Rasmitadila et al., 2021). Universities and elementary schools together have needs-input that can develop an inclusive education system as a whole (Frazier, 2018; Haines, Gross, Blue-Banning, Francis, & Turnbull, 2015; Officer, Grim, Medina, Bringle, & Foreman, 2013). The need for the importance of the quality of prospective teacher graduates from universities is expected to help solve problems faced by teachers in inclusive schools when graduates teach schools. Input from inclusive elementary schools must be implemented in inclusive education courses at universities, producing qualified prospective graduates.

Collaborative partnership means working together to achieve a common goal of mutual trust, knowledge, power, and assistance (Murtagh & Birchinall, 2018). The concept that goes hand in hand with teamwork. This implies developing trust and recognizing the shared values of all parties involved. The main bases on the university-school collaborative partnership (USCP) used in collaboration are (Bentley-Williams, Grima-Farrell, Long, & Laws, 2017): (1) respect and

acknowledgment of each other's contributions and potential are essential to a successful relationship; (2) transparent understanding of shared responsibilities through developing articulated specific objectives by both parties/organizations; (3) commitment to the partnership as seen in the provision of a supportive and nurturing environment built by both parties; (4) administrative support to facilitate the achievement of the model's results is essential; (5) a constant process of analysis and evaluation of partnerships is essential to facilitate the achievement of results. The goals of the USCP in the context of inclusive education are (Farah, 2019):

(1) bridge the gap between theory and practice in inclusive education, especially in inclusive classroom learning, so mentoring can reduce the gap; (2) provide opportunities for prospective inclusive teachers to learn more about inclusive practices so that they can implement learning in inclusive classrooms when they are ready to teach; (3) offer more coherent, effective, and relevant inclusive education practices for students and members of inclusive schools; (4) connecting inclusive teachers in primary schools and prospective teachers in universities in learning communities based on shared interests and beliefs is expected to lead to school development, and even school reform, which can affect inclusive primary schools and mentoring programs.

Lecturers must be able to develop inclusive education courses based on input from inclusive elementary schools so that they are relevant to the problems faced so far. Lecturers can map need-input from research activities, student internships, or field practices that have been carried out in inclusive elementary schools. This study aimed to explore the lecturer's perspective on the mentoring program for inclusive elementary schools based on the university-school collaborative partnership (USCP).

2. Methodology

The purpose of this research is to explore the lecturer's perspective on the mentoring program for inclusive elementary schools based on the USCP. For this reason, the researcher uses case study research by using in-depth interviews with lecturers who teach inclusive education courses at the elementary school teacher education department at the university that provides teacher education. A qualitative design was used to explore lecturers' opinions regarding the USCP-based mentoring program for inclusive elementary schools. The lecturers' perspective is critical as input for the department so that the inclusive elementary school mentoring program is right on target and relevant in implementing inclusive education in elementary schools.

3. Participants

The participants involved in the research comprised seven lecturers from the university that runs the teacher education faculty, specifically in the department of elementary school teacher education in Indonesia. The selection of lecturers was carried out because they teach courses to students whose lecture activities have a lot to do with inclusive elementary schools, including learning observation activities in inclusive classes, which are part of the subject topic. In addition, lecturers also conduct research in inclusive schools with students to provide appropriate input on the USCP-based inclusive elementary school mentoring program. In detail, participant information can be seen in Table 1.

Table 1. Profile of participants.

ID #	Gender (M/F)	Teaching Experience (year)	Level of Education
1	F (H)	14	Master
2	M (J)	6	Master
3	M (Ju)	12	Doctoral
4	F (N)	18	Doctoral
5	F (D)	10	Master
6	M (A)	7	Doctoral
7	M (ULM)	10	Master

3.1. Data Collection Procedures

Data were collected using in-depth interviews. Interviews were conducted face-to-face, both offline and online. Offline, researchers directly meet face to face with lecturers. Meanwhile, online is done using the Zoom application. Interviews were conducted for 1-2 hours. The interview technique uses a semi-structured in-depth that explores the experience of lecturers related to the collaborative relationship between the department and inclusive elementary schools. These programs have been carried out for inclusive elementary schools, the involvement of the department with inclusive elementary schools in solving inclusive problems, and subject topics related to the needs of inclusive elementary schools. Background information such as teacher demographics (i.e., gender, number of years of teaching, education level) was also collected.

3.2. Data Analysis Techniques

The interviews were professionally transcribed verbatim, sorted, and categorized according to emerging themes surrounding the USCP-based inclusive elementary school mentoring program. The thematic analysis aims to identify, evaluate and generate themes expressed by participants (Galloway & Jenkins, 2009). The analysis began by reading each transcript several times and noting the main themes and patterns that emerged. Codes with the same meaning are developed, checked, compared, and redefined as needed. This process is ongoing to help ensure that the codes capture the ideas expressed by participants. To facilitate coding and categorization, the researchers used the Nvivo 12 Program. The interview data were entered into Nodes and Codes to be grouped into data with relevant codes. Thematic maps show the organization of concepts according to various levels, and potential interactions between concepts are then developed (Braun & Clarke, 2012; Clarke, Braun, & Hayfield, 2015). The research team members then discussed all the codes and categorizations found, including simplifying the code by integrating several codes that have similarities. The next step will produce the main themes that will be discussed in the next step of this research.

4. Findings

This research shows that the lecturer's perspective on the USCP-based inclusive elementary school mentoring program is related to 3 themes, including 1) The form of mentoring activities; 2) Collaboration with inclusive elementary schools; 3) the Benefits of mentoring.
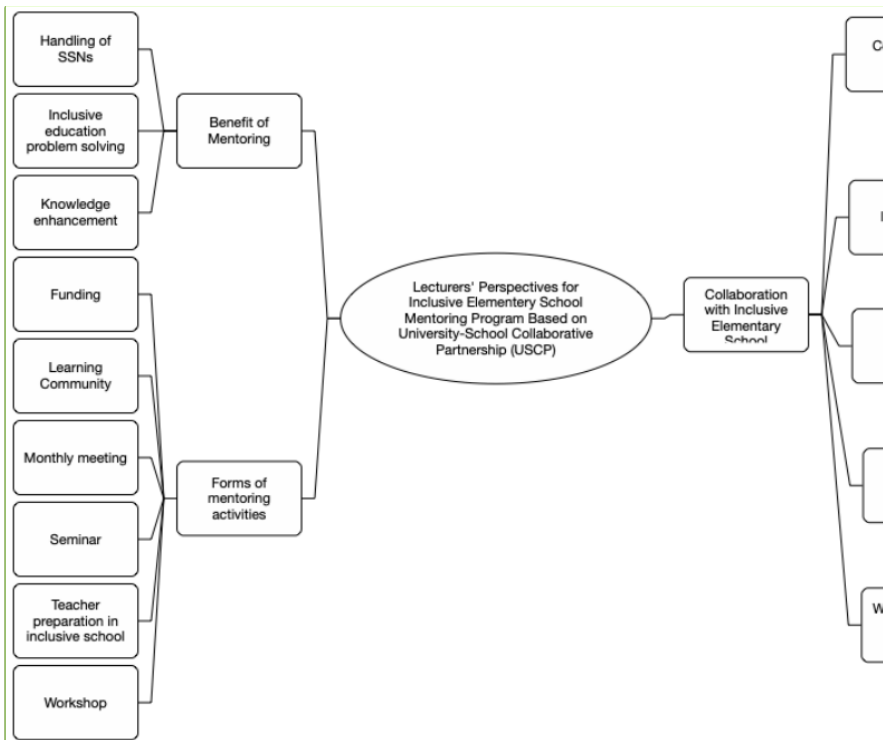
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4.1. Forms of Mentoring Activities

The form of mentoring activity must choose that can assist inclusive elementary schools in solving problems that often occur in implementing inclusive education to realize the mentoring program. According to the lecturer, mentoring activities can include learning communities, funding, teacher preparation, regular meetings, seminars, and training. Learning communities are essential to be formed by the department and inclusive elementary schools so that there is good collaboration between the two parties in developing inclusive schools. It is also a liaison between the department and inclusive elementary schools so that every problem faced by the school can be jointly found to find the best solution. One lecturer explained this opinion:

"The form of mentoring can also be by connecting inclusive teachers in elementary schools and student teachers at universities in learning communities based on shared interests and beliefs, which is expected to lead to school development" (#6).

The form of mentoring activity that is also needed is the availability of funds for inclusive elementary schools, with the aim that several problems related to the provision of facilities and infrastructure that many inclusive elementary schools have faced can be adequately addressed. With the provision of funds from university departments, it is easier for inclusive elementary schools to meet the needs of students, especially students with special needs (SSNs) who have limitations in movement or mobility. So far, more funding has been provided by the government, but it is still inadequate, which causes inclusive elementary schools not to accept SSNs with characteristics of physical limitations.

Other mentoring programs that are also important to do are the preparation of human resources, namely teachers who teach in inclusive classes. Teacher preparation in inclusive classes must be adjusted to the competencies obtained by teachers, especially in inclusive

education. Teachers must understand all aspects of inclusive education, not only get basic teaching standards. Teaching readiness for inclusive teachers can be done through regular meetings between departments, inclusive education seminars, or, more specifically, training. Regular meetings can be in the form of monthly meetings that the department can organize for inclusive teachers. Meetings can be held monthly, three months, or six months.

Meanwhile, inclusive education seminars are also a way to prepare teachers to be ready to teach in inclusive classes. Some of the topics most often given to teachers are related to inclusive education as a whole. In particular, it takes the form of outreach to teachers about inclusive education. Many teachers still do not understand the basics of inclusive education because they come from different backgrounds, not from elementary school teacher education, and do not get inclusive education courses. One of the lecturers stated that this seminar needs to be carried out by the department or campus and explained the following opinion:

"From campus we hold seminars related to inclusive education, including the topic of children with special needs as well so as to provide knowledge to inclusive teachers" (# 2).

Besides seminars, training with special topics on inclusive education also needs to be organized by the department as a form of mentoring. Lecturers think that several issues that teachers need to be trained include identification and assessment, characteristics of special needs students, curriculum, lesson plans, and inclusive education. These topics are topics that are also the most frequent problems for teachers when teaching in inclusive classrooms. With different educational backgrounds, teachers face learning problems in class on their own, without any special assistance or assistance that can help solve them quickly. For example, teachers find it difficult to identify students because they do not have identification instruments, so they cannot distinguish the characteristics of all students, both regular and special students. As a result, the teacher's treatment of students is given the same, even though some students with special characteristics must also be given special treatment. One lecturer explained the importance of training for teachers:

"One form of targeted activity is training for teachers. For example, training on curriculum. This is very important so that teachers can design the right inclusive classroom curriculum" (#5).

4.2. Collaboration with Inclusive Elementary Schools

Collaboration between the department and inclusive elementary schools needs to be done intensely. Lecturers think that collaboration between universities and inclusive elementary schools is an obligation for universities to contribute to providing solutions for inclusive elementary schools. The department must understand the problems faced by inclusive elementary schools as a basis for determining the topic of inclusive education courses because it is an institution that produces graduate teacher candidates who will teach in inclusive elementary schools. For this reason, there is a need for mutually beneficial collaboration between the two parties. This opinion was explained by one of the lecturers:

"Of course, collaboration is needed in solving inclusive education problems. With mutually beneficial collaboration both parties are expected to overcome the problems that occur in inclusive elementary schools" (#6).

Some examples of collaboration that can be carried out between the two parties include regular visits to inclusive elementary schools, internships, research, community service, and workshops on inclusive education. Regular visits to schools are essential for lecturers and students. This visit can be helpful for schools as additional information related to current issues in inclusive education. In addition to visits, activities such as student internships are an example of collaboration that can provide opportunities for students to practice knowledge about inclusive education in inclusive classes to have an accurate picture of direct learning. Students can learn from inclusive teachers and collaborate to learn to solve problems in inclusive classrooms. The department can make inclusive schools partner schools that can regularly hold meetings such as improving learning or other problems teachers face.

For more in-depth activities besides internships, partner schools can also be research sites for students and lecturers with more specific topics. The purpose of research conducted by lecturers or students is to solve problems and provide the best solutions to problems faced by teachers. In line with research, the form of activities such as dedication to inclusive schools is also essential to be carried out by lecturers and students. In-service activities, lecturers and students can provide material about inclusive education through workshops, and mentoring in a few months, so that inclusive elementary schools get a complete understanding of inclusive education. This opinion was stated by one of the lecturers:

"We collaborate with these schools in the form of community service. We provide mentoring materials for some time, stay overnight and integrate with the community for the development of inclusive resources"(#4)

Collaboration between the department and inclusive elementary schools is expected to provide benefits for both parties in the practice of inclusive education (Mittler, 2012; Rasmitadila.., Humaira, & Rachmadtullah, 2022; Suc, Bukovec, & Karpljuk, 2017). Collaboration can provide benefits in solving problems that inclusive elementary schools often face.

4.3. Benefits of Mentoring

The benefits of inclusive elementary school mentoring are expected to solve inclusive education problems, increase knowledge for inclusive teachers, and handle students with special needs. The problem of inclusive education that occurs in inclusive elementary schools has always been a primary concern, so its implementation can be successful. Lecturers think that teachers in inclusive classes must be accompanied by experts who can provide solutions to problems dap to these problems, including lecturers at the Departments-Universities who have collaborated with inclusive schools. The department can be a bridge between the department and inclusive elementary schools so that it can help inclusive teachers with solutions that are appropriate to the problems faced by teachers. This opinion was explained by one of the lecturers:

"So there must be collaboration, being a forum or a bridge to overcome problems, especially in the inclusive elementary school"(#5).

Another benefit that inclusive elementary schools can feel is the increased knowledge of inclusive teachers related to all information about inclusive education. Through seminars and regular training by the department, teachers can update their knowledge and skills, especially the latest inclusive education issues, which can be practiced in inclusive classrooms. Lecturers in departments conducting research and attending international seminars can share knowledge and experiences with teachers to add insight, including problem-solving in inclusive classes.

Some of the main problems that often occur with inclusive teachers, such as handling special needs students, can be shared by lecturers or experts when mentoring is given to teachers. In mentoring, lecturers and teachers can share insights on managing SSNs. Problems teachers face in managing crew members in class can be considered for lecturers to provide mentoring materials to teachers on how to handle SSNs. This opinion is explained by the lecturer below:

"I think there is a need for assistance, because sometimes teachers have a background not from special education or not special education, when they find SSNs in their schools, and there are no accompanying teachers. In particular, they become confused, and don't know where to ask" (#1).

Mentoring for inclusive elementary schools is expected to help schools solve problems that often occur (Budge, 2006; Daresh, 2004). Lecturers and teachers can collaborate in mapping the problem so that the correct solution can be found in solving the problem.

5. Discussion

The university's inclusive elementary school mentoring program--the Ministry of Elementary School Teacher Education--is necessary to carry out targeted, relevant and sustainable activities. The problems faced by inclusive elementary schools must be solved with solutions following each inclusive class's characteristics. The mentoring program is one form of the university's concern that provides teacher education to inclusive elementary schools and is the implementation of the Indonesian Ministry of Education regulations related to the

university's obligations. The findings from this study indicate a need for real activities that can support the implementation of inclusive education in inclusive elementary schools (Kurth, Lyon, & Shogren, 2015; Leung & Mak, 2010; Mukhopadhyay, Nenty, & Abosi, 2012). First, the form of mentoring activities must increase the competence of inclusive teachers, starting from increasing the competence of student teachers in inclusive education courses. Students' understanding of inclusive education needs to be given during the lecture because they will teach in inclusive elementary schools (De Boer, Pijl, & Minnaert, 2011; Florian & Black-Hawkins, 2011; Y. Hunter-Johnson, Newton, & Cambridge-Johnson, 2014b). Mentoring activities such as seminars or training by the department, especially by lecturers and experts on inclusive education, must be carried out on a scheduled and ongoing basis (Murray, Ma, & Mazur, 2009) so that teachers have experience, especially in solving problems in inclusive classes.

Second, a collaboration between the department and inclusive elementary schools must be based on mutual benefit. For inclusive elementary schools, the existence of the teacher education department in activities such as research, internships, and community service is an excellent opportunity to solve problems that have been faced so far. The research results and service implementation for a certain period are expected to help inclusive teachers find solutions relevant to the problems faced by teachers so far (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Mitchell, 2014; Zwane & Malale, 2018). As a form of reciprocity, for the department, the above activities can be input for improving the topics of inclusive education courses so that they are relevant to the problems faced by inclusive elementary schools (Graham & Spandagou, 2011; Kurth et al., 2015; Spratt & Florian, 2015).

Third, the benefits of the mentoring program for departments and inclusive elementary schools must be felt by both parties. For the department, the benefits of the mentoring program must be able to be input in improving the competence of student teachers. They can help in solving problems faced by inclusive teachers. For inclusive elementary schools, mentoring programs, in addition to gaining a comprehensive understanding and knowledge of inclusive education, can help solve problems that teachers have faced (Able, Sreckovic, Schultz, Garwood, & Sherman, 2015; Lancaster & Bain, 2007; Messinger-Willman & Marino, 2010).

6. Conclusion and Recommendation

According to the lecturer's perspective, the inclusive elementary school mentoring program based on the university-school collaborative partnership is a form of activity that must produce mutual benefits between the two parties. In universities, in this case, the elementary school teacher education department must be able to help inclusive elementary schools help solve problems and provide appropriate solutions so that the implementation of inclusive education in elementary schools can be carried out following government regulations. The results of this study are expected to be the basis for universities to update the topics of inclusive education courses according to current issues and following the needs of inclusive elementary schools. The government as a policy maker can be actively involved in evaluating inclusive education programs so that they can make more flexible regulations. The involvement of all parties can be accommodated as a more active form of collaboration in the success of the implementation of inclusive education.

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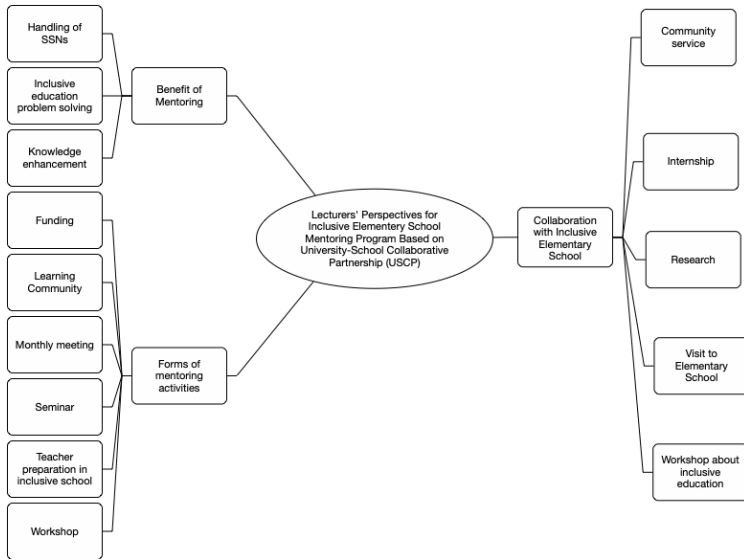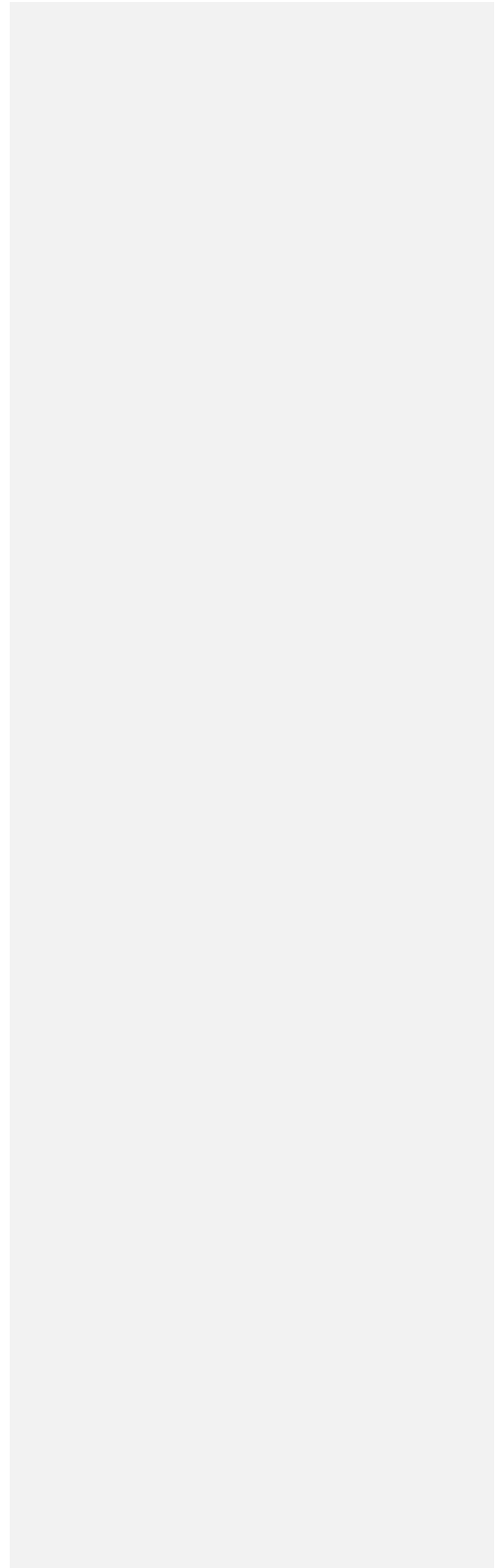| Query- No.	Questions
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Figure 1. Main Themes of Data Analysis with Nvivo 12

Figure 1 illustrate the lecturer's perspective on the USCP-based inclusive elementary school mentoring program. The mentoring program must be able to provide mutual benefits between the two parties, namely universities and inclusive elementary schools through the mentoring and collaboration activity with inclusive elementary school

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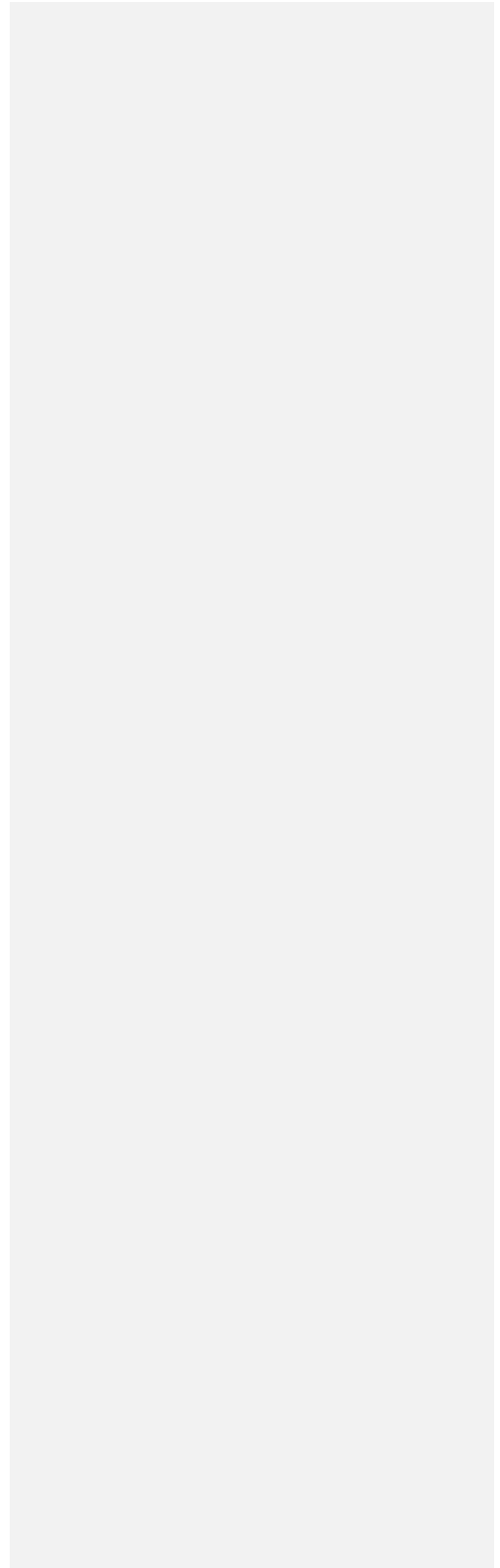
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Best regards,
Rasmitadila
Dr. Rasmitadila (Associate Professor)
Elementary School Teacher Education Department
Faculty of Teacher Training and Education
Universitas Djuanda
Jl. Raya Puncak, Ciawi, Bogor, Jawa Barat 16720
Indonesia

Email: Rasmitadila@unida.ac.id
Phone: +6281382001331

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Exploring Lecturers' Perspectives on Inclusive Elementary School Mentoring Programs based on University-School Collaborative Partnership in Indonesia

Rasmitadila¹
Megan Asri Humaira²
Reza Rachmadtullah³
Achmad Samsudin⁴
Muhammad Nurtanto⁵

(Corresponding Author)

¹²Department of Elementary School Teacher Education, Universitas Djuanda, Indonesia.
³Department of Elementary School Teacher Education, Universitas PGRI Adibuana, Indonesia.
⁴Department of Physics Education, Indonesian Universitas Pendidikan Indonesia, Indonesia.
⁵Department of Mechanical Engineering Education, Universitas Sultan Ageng Tirtayasa, Indonesia.

¹Email: rasmitadila@unida.ac.id ((orcid: https://orcid.org/0000-0002-0740-1611)
²Email: mega.asri@unida.ac.id (orcid: https://orcid.org/0000-0002-3969-8966)
³Email: reza@unipasby.ac.id (orcid: https://orcid.org/0000-0003-2438-8030)
⁴Email: achmadsamsudin@upi.edu (orcid: http://orcid.org/0000-0003-3564-6031)
⁵Email: mnurtanto23@untirta.ac.id (orcid: http://orcid.org/0000-0002-6357-7152)

Abstract

The government has not fully addressed the problems faced in providing inclusive education in elementary schools in Indonesia. It is necessary to involve all parties, including universities, to help solve these problems. Universities should play an important role in the implementation of inclusive education through practical ventures such as continuous mentoring programs to enable positive outcomes in inclusive elementary school education. Data (state the aim or purpose of data collection) were collected using in-depth interviews with seven lecturers from universities in Indonesia that have teacher education faculties. The data were analyzed using thematic analysis. The results provided insight into three areas of interest, namely the forms of mentoring activities, collaboration with inclusive elementary schools and the benefits of mentoring. An inclusive elementary school mentoring program based on university-school collaborative partnership is one that should produce mutual benefits for both parties. Universities are seen to be in a position to help inclusive elementary schools solve problems and provide appropriate solutions so that the implementation of inclusive education in elementary schools can follow government regulations. The government as the policy maker can be actively involved in evaluating inclusive education programs so that more flexible regulations can be introduced.

Keywords: Inclusive elementary school, Mentoring program, University-school, Collaborative, Partnership, Indonesia.

Contents

Contribution of this paper to the literature

Collaboration between university and inclusive elementary schools should exist between equal partners. This paper contributes to literature on the role of universities in helping inclusive elementary schools solve problems and providing appropriate solutions so that the implementation of inclusive education in elementary schools can follow government regulations.

1. Introduction

Implementing inclusive education in elementary schools requires the support and collaboration of all stakeholders, including universities. In Indonesia, the government, through Government Regulation No. 13 of 2020 concerning adequate accommodation for students with disabilities, article 5 Number 3a states that in the context of preparing and providing educators and education personnel, universities that organize teacher candidate education programs must provide inclusive education courses. This regulation specifies that higher education institutions, that is, the universities have a big responsibility in producing student teachers who are competent to teach in inclusive elementary schools. Collaboration between universities and schools is in practice a continuation of the teacher development programs that leads to higher levels of teacher competence through quality training programs (Bicaj & Treska, 2014; Kelchtermans, Smith & Vanderlinde, 2018; Rasmitadila, Humaira & Rachmadtullah, 2021).

The problems faced by inclusive elementary schools in Indonesia pose challenges for universities in initiating collaboration in inclusive education. According to Rasmitadila et al. (2021a), various problems are faced by inclusive elementary schools, such as not getting assistance from the government in implementing inclusive education programs; having no ongoing training provided by the government; schools not collaborating with other relevant parties in supporting the implementation of inclusive education; student teachers from universities experiencing gaps between theory and practice when they start teaching in inclusive elementary schools and schools not having special units that can help solve problems in

inclusive classes. These problems can hinder the successful implementation of inclusive education in Indonesia if they are not solved jointly by all parties concerned, including universities.

Universities can play a role in the implementation of inclusive education through continuous mentoring programs that have a positive impact on inclusive elementary schools (Yvonne Hunter-Johnson, Newton & Cambridge-Johnson, 2014a; Loreman, 2007). Through mentoring programs, universities can help inclusive elementary schools manage problems that are difficult for schools to solve. Inclusive universities and elementary schools can be partners in providing mutual benefit to both parties (Butcher, Bezzina & Moran, 2011; Gross, 2015; Rasmitadila et al., 2021). Universities and elementary schools can work together based on the needs-input deemed necessary to develop an inclusive education system as a whole (Frazier, 2018; Haines, Gross, Blue-Banning, Francis & Turnbull, 2015; Officer, Grim, Medina, Bringle & Foreman, 2013). The importance placed on the quality of prospective teacher graduates from universities is expected to help solve problems faced by teachers in inclusive schools when these graduates start teaching in elementary schools. Input gained from inclusive elementary schools must be used constructively in inclusive education courses at universities to produce highly qualified graduates.

Collaborative partnership means working together to achieve a common goal of mutual trust, knowledge, power and assistance (Murtagh & Birchinall, 2018). This is a concept that goes hand in hand with teamwork. This implies developing trust and recognizing the shared values of all parties involved. The main bases of the university-school collaborative partnership (USCP), as stated by Bentley-Williams, Grima-Farrell, Long & Laws (2017) are as follows: (1) respect and acknowledgment of each other's contributions and potential are essential for a successful relationship; (2) transparent understanding of shared responsibilities through developing articulated specific objectives by both parties/organizations; (3) commitment to the partnership as seen in the provision of a supportive and nurturing environment built by both parties; (4) administrative support to facilitate the achievement of the model's results is essential and (5) a constant process of analysis and evaluation of partnerships is essential to facilitate the achievement of results. Subsequently, the goals of the USCP in the context of inclusive education are (Farah, 2019):

(1) bridging the gap between theory and practice in inclusive education, especially in inclusive classroom learning, so mentoring can reduce the gap; (2) providing opportunities for prospective inclusive teachers to learn more about inclusive practices so that they can implement learning in inclusive classrooms when they are ready to teach; (3) offering more coherent, effective and relevant inclusive education practices for students and members of inclusive schools; (4) connecting inclusive teachers in primary schools and prospective teachers in universities in learning communities based on shared interests and beliefs, which is expected to lead to school development and school reforms which can affect inclusive primary schools and mentoring programs.

Lecturers must be able to develop inclusive education courses based on input from inclusive elementary schools so that they are relevant to solving the problems faced by these schools. Lecturers can map needs-input from research activities, student internships or field practices that have been carried out in inclusive elementary schools. In view of the above scenario, this study aimed to explore the lecturers' perspectives on the mentoring programs conducted for inclusive elementary schools based on the university-school collaborative partnership (USCP).

2. Methodology

The purpose of this research was to explore the lecturers' perspectives on the mentoring programs conducted for inclusive elementary schools based on the USCP. To this purpose, the researcher conducted a case study by means of in-depth interviews with lecturers who teach inclusive education courses at the elementary school teacher education department of the university that provides teacher education. A qualitative design was used to explore the lecturers' opinions on the USCP-based mentoring program for inclusive elementary schools. The lecturers'

perspectives are critical as input for the department so that the inclusive elementary school mentoring program is right on target and relevant in implementing inclusive education in elementary schools.

3. Participants

The participants involved in the research comprised seven lecturers from the university that runs the teacher education faculty, specifically in the department of elementary school teacher education in Indonesia. The selection of lecturers was based on the fact that they teach students who are prospective elementary school teachers   and are involved in activities which have a lot to do with inclusive elementary schools, including learning observation activities in inclusive classes, which are part of the subject topic. In addition, the lecturers also conduct research in inclusive schools with students to provide appropriate input on the USCP-based inclusive elementary school mentoring program. The participants' demographic details can be seen in Table 1.

Table 1. Profile of participants

ID #	Gender (M/F)	Teaching Experience (years)	Level of Education
1	F (H)	14	Master
2	M (J)	6	Master
3	M (Ju)	12	Doctoral
4	F (N)	18	Doctoral
5	F (D)	10	Master
6	M (A)	7	Doctoral
7	M (ULM)	10	Master

3.1. Data Collection Procedures

Data were collected using in-depth interviews. The interviews were conducted face-to-face, both offline and online. In the offline interviews, the researchers met face to face directly with the lecturers, while the online interviews were conducted using the Zoom application. The interviews lasted from 1-2 hours. The interview technique was (semi-structured in-depth - meaning is not clear) that explored the experience of lecturers in the collaborative relationship between the department and inclusive elementary schools. The interviews aimed to identify the perceptions of the lecturers on the programs being carried out for inclusive elementary schools, the involvement of the department with inclusive elementary schools in solving inclusive problems and subject topics related to the needs of inclusive elementary schools; teacher demographics (i.e., gender, number of years of teaching and education levels) were also collected.

3.2. Data Analysis Techniques

The interviews were professionally transcribed verbatim, sorted and categorized according to emerging themes related to the USCP-based inclusive elementary school mentoring program. The thematic analysis aimed to identify, evaluate and generate themes expressed by the participants (Galloway & Jenkins, 2009). The analysis began with the reading of each transcript several times and noting the main themes and patterns that emerged. Codes with the same meaning were developed, checked, compared and redefined as needed. This process was ongoing to help ensure that the codes captured the ideas expressed by participants. To facilitate coding and categorization, the researchers used the Nvivo 12 Program. The interview data were entered into Nodes and Codes to be grouped into data with relevant codes. Thematic maps showed the organization of concepts according to various levels, and potential interactions between concepts were then developed (Braun & Clarke, 2012; Clarke, Braun & Hayfield, 2015). The research team members then discussed all the codes and categorizations and simplified the code by integrating

several codes that had similarities. The next step was to produce the main themes that are discussed in the next step of this research.

4. Findings

This research showed that the lecturers' perspectives on the USCP-based inclusive elementary school mentoring program were related to 3 themes, namely 1) the form of mentoring activities; 2) collaboration with inclusive elementary schools and 3) the benefits of mentoring.
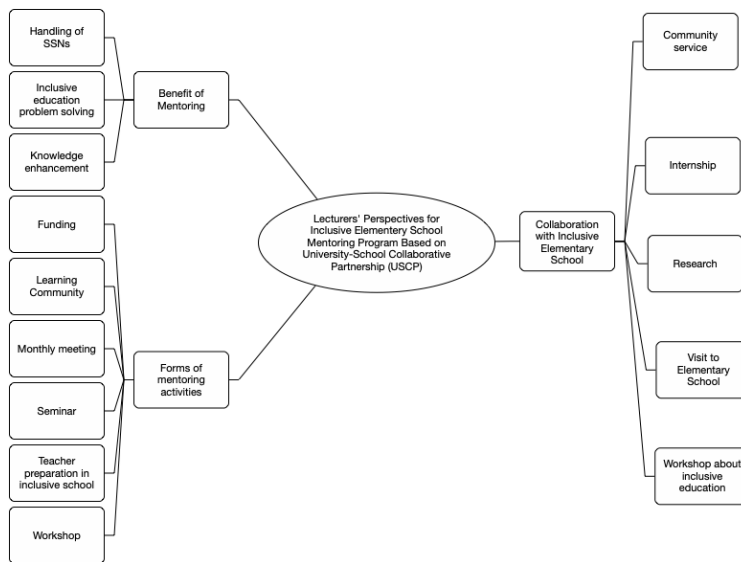

Figure 1. Main themes of data analysis with Nvivo 12

Figure 1 illustrates the lecturers' perspectives on the USCP-based inclusive elementary school mentoring program. The mentoring program must be able to provide mutual benefits to both parties, namely universities and inclusive elementary schools, through the mentoring and collaboration activity with inclusive elementary schools.

4.1. Forms of Mentoring Activities

The form of mentoring activity chosen is one that can assist inclusive elementary schools in solving problems that often occur in implementing inclusive education. According to the lecturers, mentoring activities can be in the form of learning communities, funding, teacher preparation, regular meetings, seminars and training. Learning communities are essential to be formed by the department and inclusive elementary schools so that there is good collaboration between the two parties in developing inclusive schools. It is also a liaison between the department and inclusive elementary schools so that every problem faced by the school can be jointly identified to find the best solution. One lecturer gave this opinion:

" Mentoring can also be done by connecting inclusive teachers in elementary schools and student teachers at universities in learning communities based on shared interests and   beliefs, which is expected to lead to school development" (#6).

Another form of mentoring that is also needed is the availability of funds for inclusive elementary schools, as several problems related to the provision of facilities and infrastructure faced by many inclusive elementary schools can be adequately addressed. With the provision of

funds from university departments, it is easier for inclusive elementary schools to meet the needs of students, especially students with special needs (SSNs) who have limitations in movement or mobility. So far, more funding has been provided by the government, but it is still inadequate, which causes inclusive elementary schools not to accept SSNs with characteristics of physical limitations.

Other mentoring programs are also important, such as human resources; these are namely teachers who teach in inclusive classes. Teacher preparation for inclusive classes must be adjusted to the competencies found among teachers, especially in inclusive education. Teachers must understand all aspects of inclusive education and not only possess basic teaching skills. Teaching readiness among inclusive teachers can be promoted through regular meetings between departments, inclusive education seminars, or more specifically through training. Regular meetings can be in the form of monthly meetings that the departments can organize for inclusive teachers; these meetings can be held monthly or at intervals of three or six months.

Meanwhile, inclusive education seminars are also a way to prepare teachers to be ready to teach in inclusive classes. Some of the topics most often discussed with teachers are related to inclusive education as a whole. In particular, it takes the form of outreach to teachers on inclusive education. Many teachers still do not understand the basics of inclusive education because they come from different backgrounds; they do not have training in elementary school teacher education and have not attended inclusive education courses. One of the lecturers opined that seminar of this type need to be conducted by the department or campus and gave the following explanation:

" In campus we hold seminars related to inclusive education, which includes the topic of children with special needs; this is to provide knowledge to teachers on inclusive education" (# 2).

Besides seminars, training in special topics of inclusive education also needs to be organized by the department as a form of mentoring. The lecturers were of the opinion that among the several issues that teachers need to be trained in were identification and assessment of characteristics of special needs students, curriculum, lesson plans and inclusive education. These are areas which give rise to the most frequent problems among teachers when teaching in inclusive classrooms. With different educational backgrounds, teachers face learning problems in class when they are on their own, without any assistance to help solve their problems quickly. For example, teachers find it difficult to identify students because they do not have identification instruments, so they cannot distinguish the characteristics of individual students, both regular and special students. As a result, the teacher's treatment of all students is the same, even though students with special needs must be given special treatment. One lecturer explained the importance of such training for teachers:

"One form of targeted activity is training for teachers. An example is training in curriculum (can be training in handling children with special needs). This training is very important for teachers to be able to design the right inclusive classroom curriculum" (#5).

4.2. Collaboration with Inclusive Elementary Schools

Collaboration between the department and inclusive elementary schools needs to be done in depth. Lecturers think that collaboration between universities and inclusive elementary schools is an obligation for universities to contribute to providing solutions for inclusive elementary schools. The department must understand the problems faced by inclusive elementary schools as a basis for determining the topic of inclusive education courses because it is an institution that produces graduate teacher candidates who will teach in inclusive elementary schools. For this reason, there is a need for mutually beneficial collaboration between the two parties. This opinion was explained by one of the lecturers:

"Of course, collaboration is needed in solving problems in inclusive education. With a mutually beneficial program, both schools and universities are expected to succeed in solving the problems that occur in inclusive education in elementary schools" (#6).

Some examples of collaboration that can be practiced between the two parties include regular visits to inclusive elementary schools, internships, research, community service and workshops

on inclusive education. Regular visits to schools are essential for lecturers and students. These visits can be helpful for schools to gain additional information related to current issues in inclusive education. In addition to visits, activities such as student internships are an example of collaboration that can provide opportunities for students to practice knowledge about inclusive education in inclusive classes and to get an accurate picture of direct learning. Students can learn from inclusive teachers and collaborate to learn to solve problems in inclusive classrooms. The department can make inclusive schools' partner with schools that can hold meetings regularly, on improving learning or other problems faced by teachers.

For more in-depth activities besides internships, partner schools can also be research sites for students and lecturers on specific topics. The purpose of research conducted by lecturers or students is to solve problems and provide the best solutions to problems faced by teachers. In line with such research aims, dedication to inclusive schools is also essential on the part of lecturers and students. Through in-service activities, lecturers and students can provide material about inclusive education through workshops and mentoring carried out for a few months, so that inclusive elementary schools get a complete understanding of inclusive education. The following opinion was given by one of the lecturers: "We collaborate with these schools in the form of community service. We provide   mentoring materials, stay overnight and integrate with the community for   the development of inclusive resources"(#4)

Collaboration between the department and inclusive elementary schools is expected to provide benefits for both parties in the practice of inclusive education (Mittler, 2012; Rasmitadila, Humaira & Rachmadtullah, 2022; Suc, Bukovec & Karpljuk, 2017). Collaboration can provide benefits through solving problems that inclusive elementary schools often face.

4.3. Benefits of Mentoring

The benefits of inclusive elementary school mentoring are expected to solve inclusive education problems, increase knowledge for inclusive teachers and handle students with special needs. The problem of inclusive education faced in inclusive elementary schools has always been a primary concern; its implementation has to be successful. Lecturers think that teachers in inclusive classes must be accompanied by experts who can provide solutions to problems; they include lecturers at the Departments-Universities who have collaborated with inclusive schools. The department can be a bridge between the department and inclusive elementary schools to help inclusive teachers with solutions that are appropriate to the problems faced by teachers. The following opinion was given by one of the lecturers:

" There must be collaboration in order to overcome problems, especially in inclusive elementary schools"(#5).

Another benefit that inclusive elementary schools can gain is the increased knowledge among teachers on all information about inclusive education. Through seminars and regular training provided by the department, teachers can update their knowledge and skills, especially on the latest inclusive education issues, which can be practiced in inclusive classrooms. Lecturers in departments conducting research and attending international seminars can share knowledge and experiences with teachers to add insight, including problem-solving strategies in inclusive classes.

Some of the major problems that often occur with inclusive teachers, such as handling special needs students, can be shared by lecturers or experts when mentoring is given to teachers. In mentoring, lecturers and teachers can share insights on managing SSNs. Problems teachers face in managing (crew members – not clear) in class can be brought to the attention of lecturers, who can provide mentoring materials to teachers on how to handle SSNs. This is further explained by the lecturer below:

"I think there is a need for assistance because sometimes teachers do not have the required background on special education to handle SSNs in their schools, and   there   are   no accompanying teachers. Under such circumstances, they become confused and don't   know whom to ask" (#1).

Mentoring for inclusive elementary schools is expected to help schools solve problems that often occur (Budge, 2006; Daresh, 2004). Lecturers and teachers can collaborate in mapping the problems so that the correct solutions can be found.

5. Discussion

It is important for university level inclusive elementary school mentoring program departments and the Ministry of Elementary School Teacher Education Division to carry out targeted, relevant and sustainable activities. The problems faced by inclusive elementary schools must be solved with solutions that suit the characteristics of each inclusive class. The mentor program is one way for the university to show concern and provide teacher education to inclusive elementary schools; this is one of the regulations of the Indonesian Ministry of Education in relation to the university's obligations. The findings from this study indicate a need for real activities that can support the implementation of inclusive education in inclusive elementary schools (Kurth, Lyon & Shogren, 2015; Leung & Mak, 2010; Mukhopadhyay, Nenty & Abosi, 2012). First, the mentoring activities must increase the competence of inclusive teachers, starting with the increase in competency levels of student teachers in inclusive education courses. Students' understanding of inclusive education needs to be stressed during lectures because they will teach in inclusive elementary schools (De Boer, Pijl & Minnaert, 2011; Florian & Black-Hawkins, 2011; Hunter-Johnson, Newton & Cambridge-Johnson, 2014b). Mentoring activities such as seminars or training by the department, especially by lecturers and experts on inclusive education, must be carried out on a scheduled and ongoing basis (Murray, Ma & Mazur, 2009) so that teachers have experience, especially in solving problems in inclusive classes.

Second, collaboration between the department and inclusive elementary schools must be based on mutual benefit. For inclusive elementary schools, the role played by the teacher education department in activities such as research, internships and community service are an excellent opportunity to solve the problems that they face. Research results and service implementation for a certain period of time are expected to help inclusive teachers find solutions relevant to the problems faced by teachers so far (Friend, Cook, Hurley-Chamberlain & Shamberger, 2010; Mitchell, 2014; Zwane & Malale, 2018). As a form of reciprocity, for the department, the above activities can be used as input for improving the topics of inclusive education courses so that they are relevant to the problems faced by inclusive elementary schools (Graham & Spandagou, 2011; Kurth et al., 2015; Spratt & Florian, 2015).

Third, the benefits of the mentoring program for departments and inclusive elementary schools must be felt by both parties. For the department, the benefits of the mentoring program must be in the form of input in improving the competence of student teachers. They can help in solving problems faced by inclusive teachers. For inclusive elementary schools, mentoring programs, in addition to gaining a comprehensive understanding and knowledge of inclusive education, can help solve problems that teachers face (Able, Sreckovic, Schultz, Garwood & Sherman, 2015; Lancaster & Bain, 2007; Messinger-Willman & Marino, 2010).

6. Conclusion and Recommendation

Based on the lecturers' perspectives, the inclusive elementary school mentoring program based on the university-school collaborative partnership is a form of activity that envisages mutual benefits for both parties. In universities, the elementary school teacher education department is expected to help inclusive elementary schools solve problems by providing appropriate assistance so that the implementation of inclusive education in elementary schools can be carried out following government regulations. The results of this study are expected to be the basis for universities to update the topics of inclusive education courses in line with current issues and following the needs of inclusive elementary schools. The government as the policy

maker can be actively involved in evaluating inclusive education programs so that they can make more flexible regulations. There should be concerted effort with the involvement of all parties in an active form of collaboration in the successful outcome of the implementation of inclusive education.
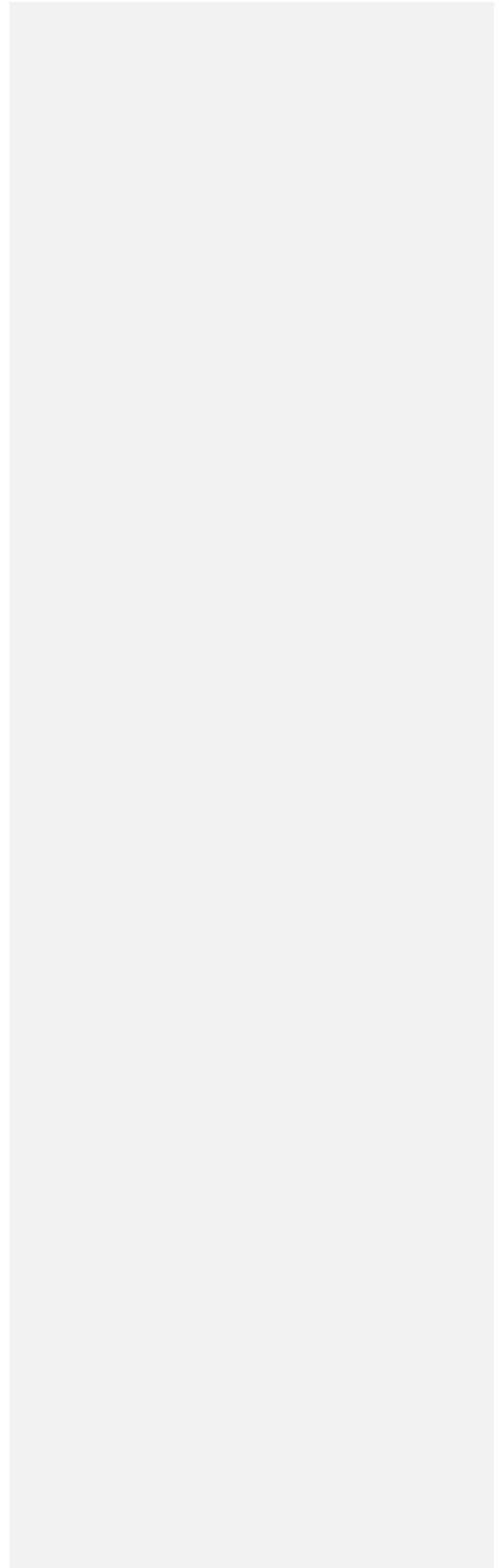
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