



**KONTRAK PENELITIAN LANJUTAN
PENELITIAN TERAPAN UNGGULAN PERGURUAN TINGGI
Tahun Anggaran 2022
Nomor: 570/01/K-X/VI/2022**

Pada hari ini Senin tanggal Dua Puluh bulan Juni tahun Dua Ribu Dua Puluh Dua, kami yang bertandatangan dibawah ini :

1. **Prof. Dr. Suhaidi, S.H., M.H.** : Rektor Universitas Djuanda Bogor, dalam hal ini bertindak untuk dan atas nama Universitas yang berkedudukan Universitas Djuanda Bogor di Jl. Tol Ciawi No. 1 Kotak Pos 35, Ciawi Bogor 16720 untuk selanjutnya disebut **PIHAK PERTAMA**;
2. **Dr. Rasmitadila, M.Pd.** : Dosen Fakultas Keguruan dan Ilmu Pendidikan Universitas Djuanda Bogor, dalam hal ini bertindak sebagai pengusul dan Ketua Pelaksana, dengan anggota I bernama Megan Asri Humaira, S.Sos., M.Hum. dan anggota II bernama Dr. Reza Rachmadtullah, M.Pd. Penelitian Tahun Anggaran 2022 untuk selanjutnya disebut **PIHAK KEDUA**.

PIHAK PERTAMA dan **PIHAK KEDUA**, secara bersama-sama sepakat mengikatkan diri dalam suatu Kontrak Penelitian Terapan Unggulan Perguruan Tinggi Tahun Anggaran 2022 dengan ketentuan dan syarat-syarat sebagai berikut:

**Pasal 1
Ruang Lingkup Pelitian**

PIHAK PERTAMA memberi pekerjaan kepada **PIHAK KEDUA** dan **PIHAK KEDUA** menerima pekerjaan tersebut dari **PIHAK PERTAMA**, untuk melaksanakan dan menyelesaikan Penelitian Terapan Unggulan Perguruan Tinggi Tahun Anggaran 2022 dengan judul **“Model Program Pendampingan Sekolah Dasar Inklusif dengan Pendekatan University-School Collaborative Partnership (USCP)”**.

**Pasal 2
Sumber Dana Penelitian**

PIHAK KESATU memberikan Dana Penelitian sebagaimana dimaksud dibebankan pada DIPA Direktorat Riset, Teknologi, dan Pengabdian Kepada Masyarakat, Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Tahun Anggaran 2022, Nomor SP DIPA- Nomor SP DIPA-023.17.1.690523/2022 Tanggal 17 November 2021.

**Pasal 3
Nilai Kontrak Penelitian**

- (1) **PIHAK KESATU** memberikan pendanaan Kontrak **Penelitian** kepada **PIHAK KEDUA** dengan nilai kontrak sebesar **Rp. 369.825.000.- (tiga ratus enam puluh sembilan juta delapan ratus dua puluh lima ribu rupiah)**, yang di dalam nilai kontrak tersebut sudah termasuk seluruh biaya pajak sesuai peraturan perundang-undangan.
- (2) **PIHAK PERTAMA** tidak bertanggung jawab atas keterlambatan dan/atau tidak terbayarnya sejumlah dana sebagaimana dimaksud pada ayat (1) yang disebabkan karena kesalahan **PIHAK KEDUA** dalam menyampaikan data peneliti, nama bank, nomor rekening, dan persyaratan lainnya yang tidak sesuai dengan ketentuan.



Pasal 4

Tata Cara dan Tahapan Pembayaran

PIHAK PERTAMA akan membayarkan Dana Penelitian kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:

1. Pembayaran Tahap Pertama sebesar 70% dari total dana penelitian yaitu $70\% \times \text{Rp. } 369.825.000.- = \text{Rp. } 258.877.500.-$ (*dua ratus lima puluh delapan juta delapan ratus tujuh puluh tujuh ribu lima ratus rupiah*), yang akan dibayarkan pada tahap pertama oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA**. Dengan ketentuan apabila:
PIHAK KEDUA membuat dan melengkapi perbaikan proposal rancangan pelaksanaan penelitian yang memuat judul penelitian, pendekatan dan metode penelitian yang digunakan, data yang akan diperoleh, anggaran yang akan digunakan, tujuan penelitian berupa luaran yang akan dicapai dan surat kesanggupan pelaksanaan penelitian.
2. Pembayaran Tahap Kedua sebesar 30% dari total dana penelitian yaitu $30\% \times \text{Rp. } 369.825.000.- = \text{Rp. } 110.947.500.-$ (*seratus sepuluh juta sembilan ratus empat puluh tujuh ribu lima ratus rupiah*), yang akan dibayarkan pada tahap kedua oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA**. Dengan ketentuan apabila:
PIHAK KEDUA telah mengunggah ke laman yang telah ditentukan yaitu laporan akhir, luaran hasil penelitian, catatan harian 100 % dan SPTJB. Serta menyerahkan ke LPPM berupa *hardcopy* laporan akhir, laporan keuangan, luaran hasil penelitian, dan *softcopy* personalia penelitian yang perlu diarsipkan oleh LPPM.

Pasal 5

Jangka Waktu Pelaksanaan dan Penyelesaian

Jangka waktu pelaksanaan penelitian sebagaimana dimaksud dalam Pasal 1 sampai selesai 100%, adalah terhitung sejak **Tanggal 16 Maret 2022** dan berakhir pada **Tanggal 20 November 2022**.

Pasal 6

Hak dan Kewajiban Para Pihak

- (1) Hak dan Kewajiban **PIHAK PERTAMA**:
 - a. **PIHAK PERTAMA** berhak untuk mendapatkan dari **PIHAK KEDUA** luaran penelitian sebagaimana dimaksud dalam Pasal 5;
 - b. **PIHAK PERTAMA** berkewajiban untuk memberikan dana penelitian kepada **PIHAK KEDUA** dengan jumlah dan dengan tata cara pembayaran sebagaimana dimaksud dalam Pasal 3 dan Pasal 4.
- (2) Hak dan Kewajiban **PIHAK KEDUA**:
 - a. **PIHAK KEDUA** berhak menerima dana penelitian dari **PIHAK PERTAMA** dengan jumlah sebagaimana dimaksud dalam Pasal 3;
 - b. **PIHAK KEDUA** berkewajiban menyerahkan kepada **PIHAK PERTAMA** luaran Penelitian Terapan Unggulan Perguruan Tinggi dengan "**Model Program Pendampingan Sekolah Dasar Inklusif dengan Pendekatan University-School Collaborative Partnership (USCP)**", dan catatan harian pelaksanaan penelitian;
 - c. **PIHAK KEDUA** berkewajiban untuk bertanggungjawab dalam penggunaan dana penelitian yang diterimanya sesuai dengan proposal kegiatan yang telah disetujui;
 - d. **PIHAK KEDUA** berkewajiban untuk menyampaikan kepada **PIHAK PERTAMA** laporan penggunaan dana sebagaimana dimaksud dalam Pasal 3.



Pasal 7
Batas Akhir Pelaporan

- (1) **PIHAK KEDUA** berkewajiban untuk menyampaikan kepada **PIHAK PERTAMA** berupa laporan kemajuan dan laporan akhir mengenai luaran penelitian dan rekapitulasi penggunaan anggaran sesuai dengan jumlah dana yang diberikan oleh **PIHAK PERTAMA** yang tersusun secara sistematis sesuai pedoman yang ditentukan oleh **PIHAK PERTAMA**.
- (2) **PIHAK KEDUA** berkewajiban mengunggah Surat Pernyataan Tanggung jawab Belanja (SPTB) penelitian yang telah dilaksanakan pada laman yang ditentukan **paling lambat 20 November 2022**.
- (3) **PIHAK KEDUA** berkewajiban mengunggah Laporan Kemajuan bagi peneliti tahun pertama dan mengunggah Laporan Akhir, borang capaian hasil, poster, artikel ilmiah dan profil pada laman yang ditentukan **paling lambat 20 November 2022** (bagi penelitian tahun terakhir).

Pasal 8
Pencantuman Pemberi Dana Penelitian

- (1) Laporan hasil Penelitian sebagaimana tersebut harus memenuhi ketentuan sebagai berikut:
 - a. Bentuk/ukuran kertas A4;
 - b. Di bawah bagian *cover* ditulis:

Dibiayai oleh:

Direktorat Riset, Teknologi, dan Pengabdian Kepada Masyarakat,
Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi,
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia
Sesuai dengan Kontrak Penelitian
Nomor: 005/SP2H/RT-JAMAK/LL4/2022

- (2) **PIHAK KEDUA** berkewajiban mencantumkan Direktorat Riset, Teknologi, dan Pengabdian Kepada Masyarakat, Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi sebagai pemberi dana penelitian dalam publikasi ilmiah dan luaran penelitian lainnya.

Pasal 9
Luaran Penelitian

- (1) **PIHAK KEDUA** berkewajiban untuk mencapai target luaran wajib penelitian berupa : Dokumen hasil uji : Ada/Tersedia.
- (2) **PIHAK KEDUA** diharapkan untuk mencapai target luaran tambahan penelitian berupa:
 - a. Arikel di Jurnal Internasional Terindeks di Pengindeks Bereputasi : Published;
 - b. Artikel pada Conference/Seminar Internasional : Terbit dalam Prosiding.
- (3) Tingkat Kesiapan Teknologi (TKT) : disesuaikan dengan skema penelitian
- (4) **PIHAK KEDUA** berkewajiban untuk melaporkan perkembangan pencapaian target luaran sebagaimana dimaksud pada ayat (1) dan ayat (2) kepada **PIHAK PERTAMA**.
- (5) Penilaian luaran penelitian dilakukan oleh Komite Penilai/*Reviewer* Luaran sesuai dengan ketentuan yang berlaku.
- (6) Apabila dalam penilaian luaran terdapat luaran tambahan yang dinyatakan tidak valid maka dana luaran tambahan yang sudah diterima oleh **PIHAK PERTAMA** harus disetorkan kembali ke kas negara.



Pasal 10
Serah Terima Hasil Penelitian

- (1) **PIHAK KEDUA** berkewajiban menyerahkan kepada **PIHAK PERTAMA** laporan hasil penelitian, bukti luaran penelitian, laporan keuangan penelitian dalam bentuk *hardcopy* ;
- (2) **PIHAK KEDUA** berkewajiban menyerahkan kepada **PIHAK PERTAMA** susunan personalia penelitian dalam bentuk *softcopy* melalui alamat email lppm@unida.ac.id.

Pasal 11
Kesanggupan Pelaksanaan Penelitian

- (1) **PIHAK PERTAMA** berkewajiban mengisi surat kesanggupan pelaksanaan penelitian pada laman yang telah ditentukan;
- (2) Perubahan terhadap susunan tim pelaksana dan substansi pelaksanaan Penelitian ini dapat dibenarkan apabila telah mendapat persetujuan tertulis dari Direktorat Riset, Teknologi, dan Pengabdian Kepada Masyarakat, Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- (3) Apabila **PIHAK KEDUA** selaku ketua pelaksana tidak dapat melaksanakan Penelitian ini, maka **PIHAK KEDUA** wajib mengusulkan pengganti ketua pelaksana yang merupakan salah satu anggota tim kepada **PIHAK PERTAMA**.
- (4) Apabila **PIHAK KEDUA** tidak dapat melaksanakan tugas dan tidak ada pengganti ketua sebagaimana dimaksud pada ayat(2), maka **PIHAK KEDUA** harus mengembalikan dana penelitian kepada **PIHAK PERTAMA** yang selanjutnya disetor ke Kas Negara.
- (5) Bukti setor sebagaimana dimaksud pada ayat (2) disimpan oleh **PIHAK PERTAMA**.

Pasal 12
Sanksi

- (1) Apabila sampai dengan batas waktu yang telah ditetapkan untuk melaksanakan Penelitian ini telah berakhir, namun **PIHAK KEDUA** belum menyelesaikan tugasnya, terlambat mengirim laporan Kemajuan, dan/atau terlambat mengirim laporan akhir, maka **PIHAK KEDUA** dikenakan sanksi administratif berupa penghentian pembayaran sisa dana penelitian.
- (2) Apabila **PIHAK KEDUA** tidak dapat mencapai target luaran sebagaimana dimaksud dalam Pasal 8, maka kekurangan capaian target luaran tersebut akan dicatat sebagai hutang **PIHAK KEDUA** kepada **PIHAK PERTAMA** yang apabila tidak dapat dilunasi oleh **PIHAK KEDUA**, akan berdampak pada kesempatan **PIHAK KEDUA** untuk mendapatkan pendanaan penelitian atau hibah lainnya yang dikelola oleh **PIHAK PERTAMA**.

Pasal 13
Monitoring dan Evaluasi

PIHAK PERTAMA dalam rangka pengawasan akan melakukan Monitoring dan Evaluasi internal terhadap kemajuan pelaksanaan Penelitian Tahun Anggaran 2022 ini sebelum pelaksanaan Monitoring dan Evaluasi eksternal oleh Direktorat Riset, Teknologi, dan Pengabdian Kepada Masyarakat, Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.



Pasal 14
Pembatalan Perjanjian

- (1) Apabila dikemudian hari terhadap judul Penelitian sebagaimana dimaksud dalam Pasal 1 ditemukan adanya duplikasi dengan Penelitian lain dan/atau ditemukan adanya ketidakjujuran, itikad tidak baik, dan/atau perbuatan yang tidak sesuai dengan kaidah ilmiah dari atau dilakukan oleh **PIHAK KEDUA**, maka perjanjian Penelitian ini dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima kepada **PIHAK PERTAMA** yang selanjutnya akan disetor ke Kas Negara.
- (2) Bukti setor sebagaimana dimaksud pada ayat (1) disimpan oleh **PIHAK PERTAMA**.

Pasal 15
Pajak-Pajak

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan dibayarkan secara kolektif oleh **PIHAK PERTAMA** ke kantor pelayanan pajak setempat sesuai ketentuan yang berlaku.

Pasal 16
Peralatan dan/alat Hasil Penelitian

Hasil Pelaksanaan Penelitian ini yang berupa peralatan dan/atau alat yang dibeli dari pelaksanaan Penelitian ini adalah milik Negara yang dapat dihibahkan kepada Universitas Djuanda Bogor sesuai dengan ketentuan peraturan perundang-undangan.

Pasal 17
Penyelesaian Sengketa

Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini akan dilakukan penyelesaian secara musyawarah dan mufakat, dan apabila tidak tercapai penyelesaian secara musyawarah dan mufakat maka penyelesaian dilakukan melalui proses hukum.

Pasal 18
Kewajiban Hilirisasi Luaran

Peneliti wajib melakukan hilirisasi luaran baik luaran wajib maupun luaran tambahan hasil risetnya yang inventornya periset dan pemegang hak ciptanya adalah Universitas Djuanda Bogor yang di HKI kan melalui Biro Inovasi dan Hilirisasi Universitas Djuanda Bogor.

Pasal 19
Lain-lain

- (1) **PIHAK KEDUA** menjamin bahwa penelitian dengan judul tersebut di atas belum pernah dibiayai dan/atau diikutsertakan pada Pendanaan Penelitian lainnya, baik yang diselenggarakan oleh instansi, lembaga, perusahaan atau yayasan, baik di dalam maupun di luar negeri.
- (2) Segala sesuatu yang belum cukup diatur dalam Perjanjian ini dan dipandang perlu diatur lebih lanjut dan dilakukan perubahan oleh **PARA PIHAK**, maka perubahan-perubahannya akan diatur dalam perjanjian tambahan atau perubahan yang merupakan satu kesatuan dan bagian yang tidak terpisahkan dari Perjanjian ini.



YAYASAN PUSAT STUDI PENGEMBANGAN ISLAM AMALIAH INDONESIA
UNIVERSITAS DJUANDA

JL. TOL CIAWI NO. 1 KOTAK POS 35 BOGOR 16720 TLP. (0251) 8240 773 FAX (0251) 8240 985

Pasal 20
Penutup

Perjanjian ini dibuat dan ditandatangani oleh PARA PIHAK pada hari dan tanggal tersebut di atas, dibuat dalam rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku, yang masing-masing mempunyai kekuatan hukum yang sama.



Prof. Dr. Suhaidi, S.H., M.H.

NIP: 196207131988031003



Dr. Rasmitadila, M. Pd.

NPP: 213 870 477

Saksi :

1. Dr. Ristika Handarini, M.P.
2. Ridwan Irawansyah, S.Sos., M.AP.

(.....)

(.....)



Pasal 20
Penutup

Perjanjian ini dibuat dan ditandatangani oleh PARA PIHAK pada hari dan tanggal tersebut di atas, dibuat dalam rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku, yang masing-masing mempunyai kekuatan hukum yang sama.



Prof. Dr. Suhaidi, S.H., M.H.

NIP: 196207131988031003

PIHAK KEDUA

Dr. Rasmitadila, M. Pd.

NPP: 213 870 477

Saksi :

1. Dr. Ristika Handarini, M.P.
2. Ridwan Irawansyah, S.Sos., M.AP.

**LAPORAN AKHIR
PENELITIAN TERAPAN UNGGULAN PERGURUAN TINGGI**



**MODEL PROGRAM PENDAMPINGAN SEKOLAH DASAR
INKLUSIF DENGAN PENDEKATAN UNIVERSITY-SCHOOL
COLLABORATIVE PARTNERSHIP (USCP)**

Tahun ke-3 dari rencana 3 tahun

DR. RASMITADILA, M.Pd

NIDN: 0402057605

MEGAN ASRI HUMAIRA, M.HUM

NIDN: 0413099201

DR. REZA RACHMADTULLAH, M.Pd

NIDN: 0703119002

Dibiayai Oleh:

**Direktorat Jenderal Pendidikan Tinggi, Riset dan Teknologi
Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi**

**Sesuai dengan Kontrak Penelitian No. 003/SP2H/RT-JAMAK/LL4/2023,669/01/K-
X/V/2023**

Tahun 2023

**UNIVERSITAS DJUNDA
DESEMBER 2023**

HALAMAN PENGESAHAN

Judul : Model Program Pendampingan Sekolah Dasar Inklusif dengan Pendekatan University-School Collaborative Partnership (USCP)

Peneliti/Pelaksana
Nama Lengkap : Dr. Rasmitadila, M.Pd
Perguruan Tinggi : Universitas Djuanda
NIDN : 0402057605
Jabatan Fungsional : Lektor Kepala
Program Studi : Pendidikan Guru Sekolah Dasar
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Anggota (1)
Nama Lengkap : Megan Asri Humaira, M.Hum
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Perguruan Tinggi : Universitas Djuanda

Anggota (2)
Nama Lengkap : Dr. Reza Rachmadtullah, M.Pd
NIDN : 0703119002
Perguruan Tinggi : Universitas PGRI Adibuana Surabaya


Kontribusi Mitra (jika ada)
Nama Institusi Mitra : SDN Katulampa 01, Kota Bogor
Alamat : Jln. Raya Parung Banteng No.94, Kota Bogor, Jawa Barat 16144

Penanggung jawab : Aluh Atikah, S.Pd., M.Pd
Tahun Pelaksanaan : Tahun ke-3 dari rencana 3 tahun
Biaya Tahun Berjalan : Rp 300.000.000
Biaya Keseluruhan : Rp 1.250.055.000

Mengetahui,
Dekan Fakultas Agama Islam dan Pendidikan Guru


(Dr. Zahra Chusnul Latifah, M.Pd.I)
NIP/NIK. 213 870 716

Bogor, 6-12-2023
Ketua


(Dr. Rasmitadila, M.Pd)
NIP/NIK. 213 870 477

Menyetujui,
Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat


(Dr. Yudi Wahyudin, S.Pi., M.Si.)
NPP. 213 870 698

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

1. Fokus pada tahun ketiga

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Fokus pada tahun ketiga adalah diseminasi dan implementasi model, yaitu menyebarluaskan model program pendampingan sekolah dasar inklusif dengan pendekatan USCP yang telah final kepada guru-guru sekolah dasar inklusif di 7 provinsi. Proses diseminasi ini bekerja sama dengan Dinas Pendidikan Kabupaten/Kota serta 4 universitas yang memiliki program studi PGSD dalam melaksanakan pendampingan kepada sekolah dasar inklusif dalam bentuk pelatihan.

2. Partisipan dalam Penelitian

Pelaksanaan penelitian pada tahun ketiga (2023) merupakan lanjutan tahun kedua yang telah menghasilkan model akhir pendampingan sekolah dasar inklusif dengan pendekatan USCP. Pada tahun ketiga ini, melakukan diseminasi dan implementasi model pendampingan sekolah dasar inklusif dengan pendekatan USCP (2023) kepada 20 guru SD inklusif pada 7 provinsi, 4 ahli pendidikan inklusif yang berasal dari 4 universitas yang memiliki program PGSD dan menyelenggarakan matakuliah pendidikan inklusif. Data partisipan terdiri dari:

Tabel 1. Total Jumlah SD Inklusif dalam Diseminasi dan Implementasi Model

Nomor	Asal Sekolah	Kota/Provinsi
1	SDN KATULAMPA 1 BOGOR Alamat jalan Parung Banteng no 70 Bogor	Bogor/Jawa Barat
2	SDN Jambudipa 1	Cianjur/Jawa Barat
3	SDN Cikaroya	Cianjur/Jawa Barat
4	SDN Tapos 2	Tapos/Jawa Barat
5	SDN Ciomas 8	Ciomas/Jawa Barat
6	SDN 101877 Tanjung Morawa	Deli Serdang/Sumatera Utara
7	SDN 104252 Sei Tuan	Deli Serdang/Sumatera Utara
8	SDN 107417 Tanjung Morawa	Deli Serdang/Sumatera Utara
9	SDN Baktiseraga	Bali
10	SDN 2 Banjar Bali	Bali
11	SDN 2 Banyuning	Bali
12	SDN Sumur Welut 3, Surabaya	Surabaya/Jawa Timur
13	SDN SDN Sumur Welut 1, Surabaya	Surabaya/Jawa Timur
14	SDN Pilahan, Gunung Kidul	Gunung Kidul/DIY
15	SDN Payaman 3 Wonosari	Gunung Kidul/DIY
16	MI YAPPI Tegal Waru	DIY
17	SD Muhammadiyah Bandar Lampung	Bandar Lampung/Lampung
18	SD DCC Global	Bandar Lampung/Lampung
19	SD Alkautsar	Bandar Lampung/Lampung
20	SDN 3 Sungailiat	Bangka Belitung
	Total	20

Tabel 2. Data PGSD/Pendidikan Khusus dalam Implementasi Model

No	Nama PGSD	Kota/Provinsi
1	PGSD Universitas Djuanda	Bogor/Jawa Barat
2	PGSD Universitas Negeri Medan	Medan/Sumatera Utara
3	PGSD Universitas PGRI Adi Buana Surabaya	Surabaya/Jawa timur
4	PGSD Universitas Pendidikan Ganesha	Bali/bali

3. Pengumpulan Data

Pengumpulan data pada tahun ketiga bertujuan untuk mengetahui hasil pelaksanaan model dengan melakukan diseminasi dan implementasi model program pendampingan sekolah dasar inklusif dengan pendekatan USCP. Data dikumpulkan melalui kegiatan pendampingan dalam bentuk pelatihan yang merupakan salah satu bentuk pendampingan dengan memberikan materi yang berhubungan dengan kebutuhan pendidikan inklusif sesuai dengan hasil penelitian tahun pertama dan tahun kedua.

Materi pelatihan yang diberikan antara lain: pengenalan siswa berkebutuhan khusus, identifikasi siswa berkebutuhan khusus, kurikulum inklusif, manajemen kelas inklusif, perancangan rencana pembelajaran dalam kelas inklusif, program pembelajaran individual, pembelajaran dalam kelas inklusif, dan penilaian pembelajaran. Setelah pelatihan, diharapkan sekolah dapat menerapkan manajemen sekolah inklusif, dan guru-guru yang dapat menerapkan materi pelatihan secara baik di dalam kelas inklusif.

Diseminasi dan implementasi model dilakukan kepada 20 SD penyelenggara pendidikan inklusif di 7 provinsi dan 4 universitas penyelenggara PGSD di 4 provinsi. Sebelum memberikan materi pelatihan, semua peserta diberikan pretest untuk mengetahui pemahaman mereka terhadap pendidikan inklusif. Setelah melaksanakan pelatihan, semua peserta pelatihan melaksanakan posttest untuk mengukur kompetensi yang telah didapatkan selama pelatihan dan pada akhir pelatihan diberikan angket melalui Google Form untuk mengetahui umpan balik yang akan menjadi masukan kepada universitas dengan 5 pertanyaan terbuka (essay).

Tabel 3. Contoh Jawaban Instrumen dari Dosen

No	Pertanyaan	Pendapat Guru/Revisi
1	Berikan pendapat anda, terkait pelaksanaan workshop	Kegiatan Pendampingan SD Inklusif ini sangat membantu sekolah, khususnya guru-guru SD yang bersinggungan langsung dengan siswa. Form kegiatan identifikasi yang dilatihkan untuk para guru sangat membantu guru dalam pengenalan awal siswa-siswanya. Hasil dari form identifikasi ini juga dapat menjadi acuan bagi guru untuk merancang pembelajaran bagi para siswa, manakala didapatkan siswa-siswa berkebutuhan khusus di kelas
2	Berikan pendapat anda, apa saja yang harus ditingkatkan dari workshop untuk masa depan?	Perlu ditindaklanjuti dalam bentuk kuliah umum dan mentoring. Sementara, di SD pelaksanaan kegiatan perlu dilakukan pendampingan berkelanjutan. Program pendampingan yg dilaksanakan sangat baik dan berdampak positif terhadap perubahan paradigma guru tentang pendidikan inklusif. Terutama dapat mengidentifikasi ABK di setiap kelas, sehingga dapat memberikan layanan yg efektif sesuai kebutuhannya
3	Bagaimana pendapat anda terkait kolaborasi antara universitas dan sekolah dasar pada pelaksanaan workshop?	Harus adanya kegiatan berkelanjutan antara Universitas dan sekolah dasar khususnya dalam pelaksanaan workshop yang terus menerus dilakukan karena permasalahan dalam kelas inklusif terus meningkat di sekolah dasar, sehingga guru-guru memerlukan informasi terkini terkait pendidikan inklusif

Tabel 4. Instrumen Pertanyaan kepada Dosen

No	Pertanyaan	Pendapat Ahli
1	Berikan pendapat anda, terkait pelaksanaan workshop	Workshop ini sangat penting bagi guru dan universitas, agar guru-guru dapat mengembangkan kompetensi, menambah wawasan dan pengetahuan tentang pendidikan inklusif
2	Berikan pendapat anda, apa saja yang harus ditingkatkan dari workshop untuk masa depan?	Harus terus melaksanakan pendampingan secara terus menerus dan berkelanjutan, agar guru dan dosen juga dapat menambah wawasan, khususnya dosen mata kuliah pendidikan inklusif agar dapat terus memperharui materi perkuliahan kepada calon guru SD
3	Bagaimana pendapat anda terkait kolaborasi antara universitas dan sekolah dasar pada pelaksanaan workshop?	Sangat penting karena saling ada ketergantungan terkait dengan pendidikan inklusif. Kerjasama yang harus saling bekerja sama karena akan menguntungkan bagi kedua belah pihak terutama dalam kemajuan pendidikan inklusif

4. Analisis Data

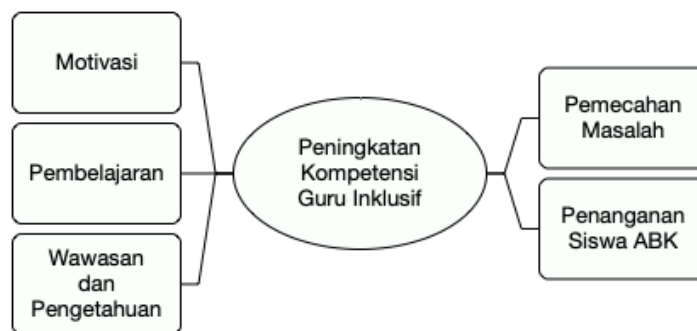
Berdasarkan pengumpulan data yang telah dilakukan berupa pertanyaan yang diberikan kepada guru SD inklusif dan dosen dari PGSD, langkah selanjutnya adalah menganalisis data yang telah dikumpulkan menggunakan *Google Form*,

dan dibuat transkripnya, koding dan kategori. Langkah berikutnya di analisis menggunakan *Thematic Analysis*, untuk menghasilkan tema utama. Dalam membuat koding dan kategorisasi, peneliti menggunakan alat bantu software Nvivo 12. Analisis data yang digunakan adalah teknik analisis tematik untuk mengidentifikasi, mengevaluasi dan membuat tema utama yang telah diungkapkan oleh peneliti. Tanggapan atau pendapat dari guru dan dosen, diberi kode tertentu berupa kata kunci yang sesuai dengan interpretasi kalimat, atau istilah tertentu agar tidak tumpang tindih. Peneliti menggunakan program NVivo 12 untuk memudahkan pengkodean dan membuat kategorisasi tertentu. Kode-kode membentuk peta tematik yang menunjukkan organisasi konsep yang akan dikembangkan lebih lanjut. Peneliti menganalisis semua kode dan kategorisasi yang memungkinkan terjadinya penggabungan--bahkan pemisahan-- antar kode, sehingga menjadi kode-kode yang lebih sederhana sehingga dapat menjawab pertanyaan penelitian.

Kredibilitas dan dependabilitas dalam penelitian sangat dipertimbangkan. Proses pertimbangan dimulai dari instrumen pengumpulan data yang digunakan berdasarkan kajian literatur yang relevan. Selain itu, instrumen disusun dengan melibatkan pakar pendidikan inklusif. Setelah data dikumpulkan, juga dilakukan *member-checking* yang digunakan untuk memeriksa kredibilitas dari partisipan, mereka diminta untuk mengklarifikasi bahwa kontribusi mereka secara akurat tercermin dari dalam data sebelumnya. Sementara itu, triangulasi peneliti juga dilakukan untuk mengurangi bias agar dengan melakukan pemeriksaan silang dari partisipan. Dengan demikian, keterlibatan semua peneliti dalam pemeriksaan data dengan masalah yang sama akan mendukung integritas temuan.

4.1.1. Hasil Analisis Data

Hasil analisis data pada tahun ketiga pada kegiatan diseminasi dan sosialisasi model program pendampingan sekolah dasar inklusif dengan pendekatan USCP terdiri dari lima tema utama yaitu motivasi, pengajaran, pemecahan masalah, penanganan siswa difabel, dan pengetahuan dan wawasan:



Gambar 1. Hasil Analisis Data Tahun Ketiga

1. Motivasi

Pelatihan yang diberikan kepada guru kelas mengenai pendidikan inklusif, telah memberikan semangat dan memotivasi guru kelas untuk dapat memberikan pelayanan terbaik kepada seluruh siswa di dalam kelas inklusif, termasuk siswa dengan disabilitas. Guru kelas menyatakan bahwa melalui pelatihan dengan berbagai materi pelatihan yang diberikan mentor yang selama ini menjadi kesulitan utama dalam menangani siswa berkebutuhan khusus sangat membuka wawasan mereka dan lebih meningkatkan motivasi dalam penanganan siswa abk serta peningkatan kualitas pembelajaran dalam kelas inklusif. Pendapat ini dikemukakan oleh beberapa guru kelas:

"Pelatihan ini sangat memotivasi saya untuk dapat menangani siswa ABK yang selama ini sulit untuk dipraktekkan dalam kelas inklusif"

"Dengan pelatihan ini, saya mendapatkan wawasan dan termotivasi untuk lebih baik lagi mengenal peserta didik dalam meningkatkan pembelajaran di sekolah"



Gambar 2. Diseminasi Model Program Pendampingan Sekolah Dasar Inklusif di Surabaya, Jawa Timur

Motivasi merupakan dorongan terbesar bagi guru dalam kelas inklusif untuk dapat memberikan pelayanan terbaik kepada semua siswa. Motivasi internal guru seperti keinginan untuk dapat memberikan pelayanan terbaik, baik dalam aspek akademis maupun non akademis merupakan dasar bagi guru agar dapat mencapai pembelajaran dalam kelas inklusif. Pada aspek akademik, guru harus mampu merancang pembelajaran yang dapat memenuhi semua kebutuhan semua siswa dalam kelas yang dinamis, berubah dan memerlukan penanganan khusus.

2. Pembelajaran

Pada pembelajaran, guru kelas berpendapat bahwa melalui pelatihan mereka mendapatkan ilmu dan menambah kompetensi terutama dalam penanganan siswa berkebutuhan khusus dalam pembelajaran. Selama ini, guru kelas melaksanakan pembelajaran dalam kelas inklusif cenderung menggunakan metode pembelajaran yang sama antara siswa non-ABK siswa ABK. Kondisi ini terjadi karena guru kelas kurang memahami karakteristik siswa ABK, sehingga berdampak kepada pembelajaran yang dilaksanakan di kelas. Pelatihan ini membuka wawasan guru kelas agar dapat melaksanakan pembelajaran lebih baik lagi di kelas inklusif. Beberapa pendapat guru kelas terkait dengan pembelajaran dalam kelas inklusif yang didapat melalui pelatihan antara lain:

"Saya bisa tahu bagaimana caranya memberikan pembelajaran pada anak yang berkebutuhan khusus dalam kelas inklusif"

"Saya dapat meningkatkan kompetensi pembelajaran karena dapat mengetahui ilmu mengenai siswa yang berkebutuhan khusus terutama ketika pelaksanaan pembelajaran dalam kelas inklusif"



Gambar 3. Diseminasi Model Program Pendampingan Sekolah Dasar Inklusif di Bali, Bali

Kesuksesan pembelajaran dalam kelas inklusif tergantung kepada strategi pembelajaran yang dirancang guru. Strategi pembelajaran merupakan satu set pembelajaran yang dirancang oleh guru untuk mencapai tujuan pembelajaran yang terdiri dari langkah pembelajaran, metode pembelajaran, media pembelajaran, waktu dan evaluasi pembelajaran. Pembelajaran dalam kelas inklusif sangat kompleks dan memerlukan perhatian khusus karena keragaman, dan perbedaan

gaya belajar, serta kebutuhan siswa terutama siswa ABK yang memerlukan metode khusus dalam pembelajarannya. Guru harus mampu memahami karakteristik siswa, sehingga strategi pembelajaran yang digunakan guru dapat efektif, sehingga tujuan pembelajaran dapat tercapai dengan maksimal.

3. Pemecahan Masalah

Para guru kelas berpendapat bahwa dengan pelatihan dalam program pendampingan ini, dapat memberikan gambaran pemecahan masalah yang selama ini ditemui oleh guru kelas dalam pelaksanaan pembelajaran di kelas inklusif. Materi yang diberikan oleh Mentor telah membuka pikiran guru kelas dalam memecahkan masalah yang selama ini banyak dihadapi oleh guru kelas, seperti penanganan siswa ABK, pemilihan metode pembelajaran yang efektif, serta bahan ajar yang sesuai dengan semua kebutuhan siswa. Dalam pelatihan, materi yang diberikan membuka semua informasi yang selama ini dibutuhkan oleh guru kelas dalam menghadapi masalah dalam kelas inklusif. Mereka berpendapat bahwa semua materi pelatihan mampu membantu mereka memecahkan masalah, dan akan menerapkan materi serta cara penanganan semua siswa ketika pelaksanaan pembelajaran di kelas inklusif berlangsung. Pendapat ini dikemukakan oleh guru kelas di bawah ini:

"Saya jadi tahu, dengan materi yang diberikan oleh Mentor, sangat berkaitan dengan apa yang selama ini menjadi kesulitan dalam menangani siswa khususnya siswa ABK di kelas inklusif"



Gambar 4. Diseminasi Model Program Pendampingan Sekolah Dasar Inklusif di Yogyakarta, D.I.Y

4. Penanganan Siswa ABK

Salah satu materi pelatihan yang sangat penting bagi guru kelas adalah identifikasi, dan asesmen siswa di kelas inklusif. guru kelas berpendapat bahwa materi ini sangat diperlukan oleh guru kelas karena kesulitan yang juga sering dihadapi oleh guru kelas adalah tidak bisa memahami karakteristik siswa ABK. Dengan latar belakang pendidikan guru kelas yang berbeda, dan bukan berasal dari program pendidikan luar biasa, atau special education, serta tidak adanya cara untuk mengidentifikasi siswa dengan kebutuhan tertentu, menyulitkan guru kelas untuk dapat memberikan pelayanan maksimal kepada siswa khususnya siswa ABK. Dengan adanya pelatihan dalam program pendampingan ini, guru kelas mendapatkan pengetahuan serta praktek langsung cara mengidentifikasi siswa menggunakan instrumen agar dapat memahami dan mendapatkan informasi terkait karakteristik dan kecenderungan bahwa siswa merupakan siswa ABK. Pendapat ini dijelaskan oleh salah satu guru kelas:

"Dengan mengikuti workshop pelatihan inklusif kami sebagai guru kelas sudah bisa memahami dan membedakan apa yang dimaksud anak ABK dan bagaimana cara menanganinya di kelas terutama melalui identifikasi siswa"



Gambar 5. Diseminasi Model Program Pendampingan Sekolah Dasar Inklusif di Cianjur, Jawa Barat

5. Wawasan dan Pengetahuan

Pelatihan yang diberikan kepada guru kelas melalui program pendampingan oleh universitas memberikan banyak pengalaman baru kepada guru kelas. Selain itu, kegiatan pelatihan telah memberikan tambahan pengetahuan dan wawasan yang positif terutama materi pelatihan dan praktek yang diberikan kepada guru kelas. Guru kelas berpenafat dengan mengikuti pelatihan ini, pengetahuan dan wawasan mereka meningkat terutama tentang pendidikan inklusif secara detail, pembelajaran, kurikulum, maupun penilaian serta penanganan siswa ABK. Guru kelas juga berpendapat bahwa kegiatan pelatihan ini dapat meningkatkan kompetensi mereka, melalui pengetahuan dan wawasan yang akan mereka praktekkan dalam kelas mereka. Pendapat guru kelas terkait dengan ini adalah:

"Dengan adanya workshop ini saya merasa mendapatkan ilmu dan wawasan lebih banyak terkait hal-hal yang berkaitan dengan pendidikan inklusif yang tentu saja berdampak terhadap kompetensi saya sebagai guru inklusif yang didelegasikan oleh sekolah tempat saya mengajar, yang terdapat beberapa siswa ABK yang sangat beragam"



Gambar 6. Diseminasi Model Program Pendampingan Sekolah Dasar Inklusif di Medan, Sumatera Utara

Pelatihan bagi guru inklusif sangat penting untuk dilakukan agar pengetahuan dan wawasan guru terkait dengan pendidikan inklusif dapat selalu ditingkatkan terutama hasil-hasil penelitian terkini yang dilakukan oleh universitas. Dalam pelatihan perlu didiseminasikan hasil penelitian, sehingga guru-guru dapat mempraktekannya di kelas sebagai bagian dari pemecahan masalah di kelas inklusif. Metode pembelajaran, maupun media pembelajaran yang dihasilkan oleh peneliti universitas harus selalu diinformasikan kepada guru-guru inklusif melalui pelatihan yang intensional.

4.1.2. Pembahasan

Dalam penelitian ini, pernyataan pemangku kepentingan dianalisis dengan latar belakang teori dan temuan penelitian di bidang university-school partnership. Dalam menggabungkan prosedur deduktif dan induktif, peneliti menyelidiki terkait ide dan pengalaman pemangku kepentingan khususnya guru dalam penyelenggaraan pendidikan inklusif di sekolah, maupun peran kementerian dalam pendampingan pendidikan inklusif selama ini dengan literatur sebelumnya dan

atau mengandung aspek lebih lanjut. Secara keseluruhan, penelitian ini telah berhasil menemukan aspek penting dalam topik penelitian ini dengan menitikberatkan pada peran kedua pihak antara universitas dan sekolah termasuk melibatkan pemerintah dalam pelaksanaan program pendampingan.

Hasil penelitian dapat dikategorikan yang mencerminkan gagasan dari guru, dosen dan perwakilan kementerian tentang program pendampingan di Indonesia. Secara keseluruhan, perbedaan sudut pandang, konsep dan harapan yang dijelaskan oleh semua stakeholder menunjukkan bahwa di Indonesia penyelenggaraan pendidikan inklusif khususnya di sekolah dasar masih belum sesuai dengan praktik standar. Praktek inklusif masih perlu pembenahan dan pengembangan dalam segala aspek, baik dalam penyediaan sumber daya manusia, sarana dan prasarana, serta kompetensi yang harus dimiliki oleh calon guru dan guru yang telah mengajar di sekolah.

Permasalahan yang dihadapi oleh sekolah yang menerapkan inklusif masih belum dapat secara mandiri dapat dipecahkan sendiri oleh sekolah karena keterbatasan akses serta pengetahuan yang dimiliki sekolah khususnya guru (1,2). Latar belakang guru yang berbeda dalam kelas, ketika harus menangani siswa ABK menjadi kesulitan terbesar bagi guru, yang akan berdampak pada pelaksanaan pembelajaran dalam kelas inklusif. Hasil belajar siswa tidak secara maksimal dapat dicapai. Kondisi ini terus menerus terjadi, dan tidak ada tindak lanjut dalam memecahkan masalah klasik ini dari pihak manapun, termasuk universitas yang menjadi penghasil calon guru yang akan mengajar di sekolah inklusif. Peran universitas belum terlalu jauh dalam membantu sekolah memecahkan persoalan di sekolah.

Pengelompokan beberapa kategori dalam dua tema besar yang menyangkut program pendampingan yang dapat dilaksanakan secara kolaboratif antara universitas dan sekolah sebagai dua pihak yang secara langsung terlibat dalam penyelenggaraan pendidikan inklusif. Pertama, masukan-kebutuhan timbal balik menegaskan bahwa universitas dan sekolah merupakan pihak bersama terlibat dalam praktek inklusif. Tetapi dalam kenyataannya kedua belah pihak belum mampu menyelaraskan kebutuhan dan pencapaian yang seharusnya dapat menunjang kesuksesan praktek inklusif baik di sekolah maupun di universitas.

Universitas sebagai penyelenggara program calon guru seharusnya dapat memetakan kebutuhannya dalam materi matakuliah pendidikan inklusif yang telah menjadi kewajiban sebagai implementasi kebijakan pemerintah (3). Universitas yang memiliki banyak sumber daya manusia dan pengetahuan, seharusnya dapat melibatkan sekolah dalam memberikan masukan dalam mengisi materi perkuliahan pendidikan inklusif yang relevan dengan permasalahan yang dihadapi oleh sekolah. Universitas harus membuka ruang bersama dengan banyak pihak terutama sekolah, menjauhkan kesombongan diri sendiri yang mengindikasikan hanya satu-satunya pihak yang memiliki pengetahuan tentang pendidikan inklusif (Murchison(4). Hal ini diperkuat bahwa universitas harus dapat merefleksi dirinya terkait hubungan antara semua pihak tidak hanya produksi pengetahuan saja termasuk bagaimana kita mengajar, dan apa yang akan kita ajarkan-- materi perkuliahan- tetapi juga produksi sosial - (Lindemann(5).

Sebagai organizer, universitas dan sekolah memiliki kesempatan dan keuntungan yang sama dalam menentukan kebutuhan yang harus dipenuhi dalam praktek inklusif. Pengalaman dalam riset pendidikan inklusif merupakan dasar dalam pengembangan mata kuliah pendidikan inklusif, sekaligus membantu sekolah dalam memecahkan masalah inklusif. Keterlibatan kedua belah pihak tidak dapat dihindari sebagai bagian terpisah dari sistem pendidikan inklusif (6). Walaupun selama ini praktek inklusif di Indonesia didominasi oleh pemerintah dalam memenuhi kebutuhan sekolah inklusif, tetapi memiliki keterbatasan baik finansial, maupun pengetahuan tentang pendidikan

inklusif. Untuk itu, keterlibatan kedua belah pihak harus menjadi kewajiban dalam pengembangan dan penyesuaian praktek inklusif yang semakin dinamis (7).

Universitas tidak hanya memproduksi pengetahuan dan calon guru hanya pada tataran pemenuhan pencapaian penyelesaian jumlah lulusan, tetapi juga dampak jangka panjang yang dapat dipraktikkan oleh calon lulusan ketika mengajar di sekolah. Setidaknya calon lulusan mampu beradaptasi dengan cepat dengan perubahan dalam praktek inklusif. Sekolah juga diharapkan memiliki kemitraan yang sejajar dengan universitas (8). Sebagai tempat bagi calon lulusan, sekolah memiliki hak untuk mendapatkan pengetahuan--lama dan baru--terkait dengan perkembangan pendidikan inklusif melalui hubungan kerjasama tertulis yang selama ini masih sebatas sebagai objek penelitian. Sekolah dapat menggunakan hasil penelitian yang dapat memecahkan masalah inklusif terhitam di ruang kelas (9).

Selama ini hubungan antara universitas dan sekolah inklusif belum memberikan keuntungan yang sama. Sekolah sebagai tempat penelitian bagi universitas misalnya sebatas penyedia tempat penelitian, pemberi data, dan tempat observasi kepada universitas, tetapi hasil penelitian tidak secara terbuka diberikan kepada sekolah. Hubungan kerjasama masih berlandaskan kebutuhan masing-masing pihak dalam memenuhi tuntutan sebuah kegiatan, seperti praktek magang untuk mahasiswa, kerja lapangan termasuk penelitian dosen dan mahasiswa tingkat akhir.

Padahal semua output ini jika dipraktikkan pada kelas-kelas inklusif dapat memecahkan permasalahan guru. Kalaupun ada diseminasi hasil penelitian kepada sekolah, tetapi hanya sebatas seminar yang kurang mendalam, sehingga tidak dapat dipraktikkan guru dalam kelas. Untuk itu, sekolah memerlukan program lanjutan yang dapat memberikan pengetahuan lebih mendalam kepada guru agar dapat mempraktekkan hasil penelitian lebih mandiri nantinya. Program pendampingan adalah salah satu cara agar praktek inklusif dapat secara berkelanjutan dan mandiri dilaksanakan sekolah (10,11).

Program pendampingan yang melibatkan universitas dan sekolah bertujuan agar semua praktek inklusif dapat dilaksanakan sesuai dengan dinamika perkembangan pendidikan inklusif, agar kesuksesan pendidikan inklusif dapat tercapai (12,13). Keterlibatan universitas dan sekolah bukan hanya memberikan keuntungan kepada satu pihak saja, tetapi kedua belah pihak harus saling mendukung dan bekerja sama dengan sejajar sebagai partner. Kedua belah pihak bersama menentukan perencanaan pendampingan seperti lamanya waktu pendampingan, materi yang akan dipelajari, praktisi dan ahli yang terlibat dalam kegiatan pelatihan-pelatihan dalam kelompok kecil. Dengan keterlibatan universitas secara aktif dalam kegiatan pelatihan, membuka akses bagi sekolah dalam kerjasama dengan para ahli seperti psikolog atau lembaga masyarakat lainnya akan memberikan harapan bagi sekolah dalam memecahkan persoalan nyata dalam sekolah inklusif.

Program pendampingan yang dilaksanakan khususnya pada tahun ketiga berupa pelatihan yang dilakukan telah meningkatkan motivasi guru kelas dalam mensukseskan pembelajaran dalam kelas inklusif. Tujuan pembelajaran dengan target yang telah ditetapkan berdasarkan karakteristik setiap siswa, dengan rancangan pembelajaran yang efektif harus mampu dicapai guru agar tujuan pembelajaran tersebut tercapai. Untuk itu motivasi dari diri sendiri maupun rekan sejawat sangat diperlukan dalam pelaksanaan pembelajaran di kelas inklusif. dari aspek non-akademis, motivasi dari rekan sejawat, kerjasama dan kolaborasi serta diskusi yang membangun dalam memecahkan masalah inklusif merupakan dorongan yang kuat bagi guru dalam mencapai tujuan pembelajaran. Kesulitan yang dihadapi oleh guru kelas dalam kelas inklusif selama ini sulit untuk dipecahkan secara sistematis dan efektif. Permasalahan yang dihadapi oleh guru kelas, dengan kemampuan dan kompetensi yang minimal karena latar belakang yang berbeda, ataupun bidang keilmuan yang berbeda, tetapi harus menangani semua karakteristik siswa menyebabkan semua kesulitan

guru tidak mudah untuk dipecahkan secara tuntas. padahal kesulitan guru dalam kelas inklusif yang dinamis memerlukan pemecahan masalah yang cepat dan tepat sasaran. Kondisi yang menyebabkan ini adalah kurangnya kerjasama antara pihak sekolah dengan stakeholder lain seperti psikolog, dinas pendidikan, bahkan dengan pihak universitas yang menyediakan layanan khusus dalam penanganan siswa, maupun universitas yang menghasilkan penelitian dalam pendidikan inklusif, sehingga kesulitan yang dihadapi guru tidak mudah untuk dipecahkan. Untuk itu, perlu adanya kolaborasi antara sekolah dengan pihak lain, terutama dengan universitas sebagai salah satu penyedia hasil penelitian yang mampu membantu sekolah khususnya guru dalam kelas inklusif sehingga tujuan dan kebutuhan siswa dapat tercapai dengan maksimal (14–16).

Materi identifikasi siswa merupakan salah satu materi yang penting dalam pelatihan, karena dapat memberikan pemahaman dan pengathauan kepada guru kelas tentang karakteristik siswa dan berampak kepada layanan kepada siswa terutama siswa ABK. Jika guru kelas dapat mengimpelementasikan kegiatan identifikasi kepada siswa, maka penyaringan awal siswa terindikasi ABK dapat dilakukan, sehingga perencanaan pembelajaran yang harus dipersiapkan guru dalam pembelajaran menjadi lebih jelas dan mudah (17,18). Guru kelas dapat membuat PPI dengan terencana. Perencanaan pembelajaran sangat penting bagi guru, agar pelaksanaan pembelajaran di kelas inklusif dapat berlangsung dengan baik, dan dapat mencapai tujuan pembelajaran sesuai dengan kebutuhan semua siswa termasuk siswa ABK.

Bagi Indonesia yang memiliki 38 provinsi berbentuk kepulauan, masih sulit melaksanakan praktek inklusif dengan standar yang sama pada setiap provinsi. Kendala yang dihadapi oleh Indonesia dalam penyelenggaraan pendidikan inklusif selama ini karena belum terlaksananya kerjasama semua pihak, dan masih berjalan secara terpisah. Pemerintah selama ini masih belum maksimal dalam merangkul semua pihak untuk bekerjasama dan berkolaborasi dalam praktek inklusif. Walaupun pemerintah telah mengeluarkan kebijakan terkait pendidikan inklusif dan peraturan lainnya yang relevan, tetapi dalam implementasinya belum mampu secara sistematis dan holistik menyelaraskan semua pihak. Beberapa kegiatan pemerintah kepada sekolah seperti seminar, pelatihan pendidikan inklusif masih terbatas pengetahuan dasar saja, tidak berkelanjutan dan belum memiliki program khusus reguler.

Dengan program pendampingan, diharapkan pemerintah sebagai penentu kebijakan dapat menyesuaikan kebijakan dengan perkembangan pendidikan inklusif tersebut dengan kondisi di universitas dengan sekolah (19,20). Peran pemerintah dalam program pendampingan harus dapat mendukung semua aspek pendidikan inklusif, tidak hanya pada kebijakan atau peraturan pemerintah saja, tapi konsekuensi dari kebijakan tersebut harus mampu didukung dengan langkah konkrit dengan melibatkan semua pihak, kolaborasi sebagai partner yang dapat mempercepat tujuan pendidikan inklusif di Indonesia.

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, hasil pengujian atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran wajib dan luaran tambahan melalui BIMA.

1. Luaran wajib

- Poster- HKI (Granted)

Pada saat ini Poster telah terbit Sertifikat Hak Cipta dengan nomor: 000501835, dengan judul: Program Pendampingan Sekolah Dasar Inklusif: Kebutuhan- Masukan Timbal Balik Dan Sistem Pendukung Pendampingan

2. Luaran Tambahan

- Artikel terbit pada Jurnal Internasional Bereputasi

Artikel telah Accepted (Diterima) pada jurnal Journal of Education and e-Learning Research dan akan diterbitkan pada Vol.10, Nomor 3, 2023 (Scopus Q2) dengan judul: *Teacher Perceptions of Inclusive Education Training: Implementation of an Inclusive Elementary School Mentoring Program Based on Collaborative Partnership*. Link:

<https://www.asianonlinejournals.com/index.php/JEELR/article/view/5054/2677>

- Prosiding dalam Konferensi Internasional
Seminar internasional telah dilaksanakan pada kegiatan The 6th International Conference on Future Education 2023 (Future Education 2023) held from 06th – 07th July 2023 di Kuala Lumpur, Malaysia. Untuk prosiding, artikel telah diterima dan akan diterbitkan pada prosiding internasional pada The Proceedings of International Conference on Future of Education-ISSN ISSN 2630-7413 (Online) pada Vol 6/1 dengan judul: Teacher Competency Improvement In The University School Collaborative Partnership-Based Inclusive Elementary School Mentoring Program.
- Buku-Monograf
Buku saat ini telah berada pada tahap editing oleh penerbit Insight Mediatama, dengan judul MODEL PROGRAM PENDAMPINGAN SEKOLAH DASAR INKLUSIF: Dengan Pendekatan University-School Collaborative Partnership (USCP).

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* (untuk Penelitian Terapan, Penelitian Pengembangan, PTUPT, PPUPT serta KRUP). Bukti pendukung realisasi kerjasama dan realisasi kontribusi mitra dilaporkan sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra diunggah melalui BIMA.

Mitra pada penelitian ini adalah SDN Katulampa 1 Kota Bogor dengan telah melakukan kerjasama penelitian dan berkontribusi dalam kegiatan antara lain: membantu membuat rencana penelitian, membantu dalam pelaksanaan FGD, membantu dalam sarana dan prasarana penelitian, serta rapat koordinasi anggota penelitian

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala pelaksanaan penelitian:

1. Pencairan dana yang seharusnya diterima oleh peneliti membuat beberapa kegiatan yang seharusnya dapat dilaksanakan tepat waktu menjadi agak mundur, sehingga beberapa kegiatan harus dijadwalkan kembali menyesuaikan dengan turunnya dana.
2. Perubahan sekolah dasar karena sekolah baru masuk tahun ajaran baru, sehingga perlu adanya penyesuaian dalam pelaksanaan penelitian

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian di tahun berikutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Rencana tahapan berikutnya atau tahun kedua (2023) sebagai berikut:

1. Membuat program sosialisasi yang lebih luas kepada SD penyelenggara pendidikan inklusif termasuk melibatkan semua pemangku kepentingan termasuk Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, masyarakat, serta orang tua sehingga terjadi peningkatan kualitas pendidikan inklusif di Indonesia.
2. Melanjutkan penelitian pada level berikutnya yaitu perlu dikembangkan Model Pusat Pengembangan Sekolah Dasar Inklusif berbasis Multisektoral Collaborative Partnership

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

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LAMPIRAN

1. Hak Cipta Poster


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SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan : EC00202368884, 18 Agustus 2023

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Teacher perceptions of inclusive education training: Implementation of an inclusive elementary school mentoring program based on collaborative partnership

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Abstract

This research explores teachers' perceptions of inclusive education training (a collaborative mentorship programme). The research involved 90 general teachers of inclusive elementary schools who had attended inclusive education training organized by the education office in collaboration with a university in Bogor District, West Java, Indonesia. The data were collected through Google Forms and analyzed using thematic analysis. The results show three main themes: relevance, new knowledge and hope. The results of the training had a positive impact on teachers. Inclusive education training aims to improve the implementation of inclusive education in elementary schools and must be carried out continuously. The training has also increased teachers' competence and independence to develop instructional systems in inclusive classrooms. The mentoring program for inclusive elementary schools through training activities is a program that must be implemented continuously by all stakeholders including the government and universities in order to improve the quality of inclusive education in Indonesia.

Keywords: Collaborative, Elementary school, Inclusive education, Mentoring program, Partnership, University.

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Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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Contribution of this paper to the literature

This study contributes to the existing literature by exploring teachers' perceptions of inclusive education training (a form of mentoring program) based on collaborative partnership.

1. Introduction

Elementary schools must provide an inclusive education service system that meets the needs of all students including those with disabilities. The educational system's resources such as the quality of teachers, facilities, infrastructure, funding and the support of all school community stakeholders determine the level of services provided (Asiyai, 2015; Zabadi, 2013). All stakeholders must collaborate and demonstrate unwavering commitment to meet the government's objective for the successful implementation of inclusive education in elementary schools (Mentz & Barrett, 2011).

The government has developed policies and support for inclusive education to provide maximum services to all students. In Indonesia, all school members must implement national rules and policies for inclusive education including at the elementary level.

However, many elementary schools still need help meeting established standards and regulations from the Ministry of Education, Culture, Research and Technology. Common problems these schools face include a lack of understanding of inclusive education among school members, low competence of general teachers in handling students with disabilities during inclusive classes, inadequate facilities and infrastructure and a shortage of special assistance teachers.

These issues impact the effectiveness of inclusive education and make it difficult to achieve its goals (Rasmitadila, Humaira, & Rachmadtullah, 2022; Rasmitadila, Megan Asri, & Reza, 2022). Inclusive elementary schools face various challenges that are becoming more difficult to solve. The government must assist in finding solutions to these problems (Ainscow, Booth, & Dyson, 2004). The necessity in Indonesia for primary schools to deal with SWD causes anxiety and burden. The government needs the assistance of other parties to support the implementation and improvement of inclusive education in Indonesia.

According to Government Regulation No. 13 of 2020, universities that provide prospective teacher education programmes must offer comprehensive courses that prepare and train teachers. This policy emphasizes the responsibility of universities to ensure that prospective teachers are competent to teach in inclusive elementary schools. The goal is to establish sustainable programs such as teacher training and to increase teacher competence in inclusive classroom learning. This training whether organized by the university or government is crucial to improve the knowledge and outlook of teachers through research (Epstein & Sanders, 2006; Mishra, Gupta, & Shree, 2020). Stakeholders may accomplish beneficial inclusive education implementation by forming a collaborative relationship based on support which is required to satisfy the government's educational objectives (Waitoller & Kozleski, 2013; Yada & Savolainen, 2017).

The mentoring program provides training for elementary school teachers to promote inclusivity in their classrooms to enhance teacher competency in inclusive learning and offers various benefits such as improving their understanding of implementing inclusive education (Lindsay, 2003; Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020).

As a teacher, it's essential to have expertise in handling SWD, understanding effective learning techniques for inclusive classes and creating innovative lesson plans and IEPs with support from mentors during training. Ongoing training is critical to improve teacher competence to meet students' diverse challenges and needs in inclusive classrooms (Caena & Redecker, 2019; Pope, Reynolds, & Mueller, 2019).

2. Literature Review

2.1. Inclusive Elementary School Mentoring Program in Indonesia

The inclusive school mentoring program determines the success of implementing inclusive education that the university can implement as an institution providing prospective elementary school teachers. In particular, the inclusive primary school mentoring program is expected to improve the quality of inclusive primary schools especially the competence of human resources such as principals, teachers, staff and all school members in implementing inclusive education. Several mentoring program activities that can be carried out by related parties from ministries such as the education office and universities can be carried out by organizing training for inclusive elementary school teachers.

The mentoring programme is a relationship between mentoring activities, instructions, and encouragement with the aim of developing the competence of the program target individual. An environment must be created in mentoring activities to encourage positive relationships between mentor and mentee. Currently, inclusive elementary school mentoring programs in Indonesia are rarely carried out on a scheduled and continuous basis. The university's role in supplying prospective elementary school teachers who can serve in inclusive primary schools has yet to be fully realized.

It is clear in Article 5 (Number 3a) that there is a relationship between universities and the fulfilment of prospective teachers' quality in elementary schools according to government regulation No. 13 of 2020 respecting adequate accommodations for students with disabilities.

The mentorship programme for inclusive elementary schools implemented by the university is a model with mutual needs and input (Rasmitadila, Humaira, Laeli, Rachmadtullah, & Jauhari, 2023). Both parties can become organizers which are as follows: 1) The university organizes inclusive education courses to increase the competency of inclusive prospective teachers, harmonize the theory and practice of inclusive education and offer special accompanying teachers. 2) Design activities that consist of seminars, training and regular assistance. 3) Conduct research on inclusive education by students and lecturers in inclusive primary schools as part of input needs analysis so that the quality of inclusive practices in inclusive primary schools is better in the form of internships, actual work lectures, school visits and producing scientific work. 4) According to teacher competence, inclusive elementary schools are job providers for graduates who will teach in inclusive primary schools.

As facilitators, both parties can: 1) Plan regular and ongoing assistance to inclusive primary schools. 2) Plan mentoring time with several options. 3) Plan mentoring materials such as student identification and assessment, inclusive education curriculum, inclusive lesson plans, PPI program for students with special needs, learning media, learning methods, inclusive learning assessment, inclusive facilities and infrastructure, handling students with special needs and inclusive class management. 4) Linking cooperation with other stakeholders establishes partnerships and benefits all parties such as the Office of Education and Culture and the community. 5) An inclusive elementary school is a place for universities to improve the development of inclusive education. Meanwhile, university mentors can: 1) Involve inclusive education experts such as psychologists or professors who will assist inclusive elementary schools. 2) Involve inclusive education practitioners such as lecturers who have long experience in inclusive education, communities and other non-commercial institutions and inclusive communities. Inclusive education researchers such as lecturers and students research inclusive education.

2.2. The Collaborative Partnership Mentoring Program

A collaborative partnership involves working together towards shared objectives through mutual trust, knowledge, power and assistance. This is achieved through effective teamwork (Murtagh & Birchinall, 2018). These factors serve as the foundation for successful collaboration (Bentley-Williams, Grima-Farrell, Long, & Laws, 2017). 1) It is important for successful relationships to recognize and accept each other's efforts and potential respect. 2) Both parties and organizations should participate and clearly understand their joint responsibilities related to the specific objectives they have developed together.

Transparency is essential in this process. 3) Both sides have built a supportive and nurturing environment that fosters a strong commitment to partnerships. 4) It is critical to analyse and evaluate partnerships on a regular basis to ensure that both parties achieve their intended goals.

3. Methodology

This study aims to determine the teacher's perception of inclusive training education given by private universities in the Province of West Java, Indonesia. Therefore, the researcher used a simple research design (SRD) to analyze field findings and apply theory to resolve issues (Bungin, 2020). SRD is a strategy for reflecting on research findings and applying theory to solve difficulties.

The SRD research procedure consists of five main steps which include: (1) Choosing the appropriate social context and formulating a straightforward research question. (2) Conducting a literature review. (3) Conducting research methods and collecting data. (4) Analyzing data. (5) Reporting research results.

3.1. Participant

The participants involved in this study consisted of 90 general teachers (GT) who had an average teaching experience ($N > 70$) of over ten years in public elementary schools that accept students with disabilities (SWD) as well as schools that the government has designated as inclusive schools.

3.2. Data Collection

Data was collected through a survey of 90 elementary school teachers who had taught in inclusive elementary schools in a three day training activity organized by the Education Office in collaboration with universities in Bogor District, West Java, Indonesia. Materials provided in training included an overview of inclusive education, identification, assessment and lesson planning, the practice of making lesson plans, individual educational programs (IEP), inclusive education curricula and learning.

The training began with a pre-test to find out the teacher's initial ability regarding inclusive education. On the third day, a post-test was given to determine the teacher's final ability after the training. After conducting the post-test, the mentor provides an evaluation form regarding implementing the training using Google Forms which contains five essay questions online for the teacher. The teacher immediately fills out the form and the mentor gets the information as a manuscript which will be analyzed in the next step.

3.3. Data Analysis

The data obtained were in the form of manuscripts which were analyzed using thematic analysis. Thematic analysis is suitable for identifying, evaluating and creating the main themes revealed by the research (Braun & Clarke, 2012; Galloway & Jenkins, 2009). The thematic analysis begins with reading each manuscript's content and assigning keywords as codes that are relevant to the topic. The second step is to create categories from the code that has been completed.

NVivo is the premier software for qualitative data analysis. All interview data were entered and given codes and categories. The researcher had previously developed and reviewed the codes several times in order to eliminate overlapping data, establish new categories and develop primary themes that meet the goal of the research. All themes generated were confirmed by researchers through justification and discussion among researchers resulting in high trust for the themes generated.

4. Result

This study shows the teacher's perception of implementing inclusive education training as part of the university's mentoring program for inclusive schools with three themes: relevance, new knowledge and hope.

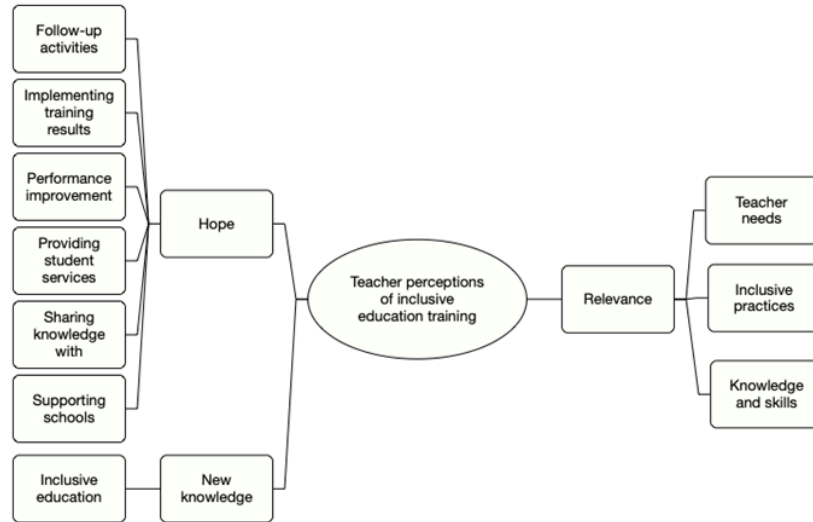


Figure 1. Thematic analysis of teacher perceptions of inclusive education training (NVivo 12)

Figure 1 explains the results of the data analysis which produces three main themes. Each theme relates to enhance teacher competency in training as part of a collaborative elementary school mentorship programme.

4.1. Relevance

The findings on the relevance theme consist of three sub-themes: teacher needs, knowledge and skills and inclusive practices. In the sub-theme of teacher needs, GT believes that the training output received by teachers is that what teacher needs to implement learning in inclusive classes. Some of the training outputs received by teachers such as information and experience about teaching in inclusive classes, the characteristics and handling of all students including SWD, managing inclusive classes, meeting the needs of SWD and making learning plans and IEPs, are very useful for teachers to put into practice in inclusive classes immediately. GTs believes that the mentors' guidance is highly relevant and greatly required by teachers particularly when dealing with challenges that have been a concern in inclusive classrooms. GTs expressed this opinion as:

"This training is very relevant to the needs because as a class teacher I do not have skills in educating or guiding students with special needs so now I know how to deal with them".

"This material is quite relevant to my needs as a teacher because I can find out the character of students based on their characteristics".

The second sub-theme, knowledge and skills acquired by GT through training are very helpful for GT especially in understanding the characteristics of SWD and class management. GTs believes that training will enhance their knowledge and abilities allowing them to boost learning in inclusive classrooms. One GT explains this opinion as:

"Material can be delivered to the situation in my school so that I gain knowledge on how to teach students with special needs and regular students".

Meanwhile, the third sub-theme, inclusive practices related to implementing all training materials obtained by GTs will be practiced in schools. GT is confident that besides being relevant and following school conditions, all material must also be practicable following the training material. One GT expressed this opinion as:

"The material is very relevant, the knowledge obtained according to reality or conditions at school can be implemented well".

The mentor's training is tailored to the needs of GTs resulting in an understanding of information and skills related to inclusive education in general which may be practiced in class. The content that forms the emphasis of GT is mostly on handling learners, including how to identify students so that GTs may understand their characteristics. The understanding of GTs in understanding student characteristics impacts the service and assistance of all students especially SWD, in implementing inclusive classroom learning. Students with various features require resources tailored to their needs particularly SWD in order to attain optimal learning outcomes.

4.2. New Knowledge

The theme of new information is connected to the sub-theme of inclusive education which includes basic materials such as student handling, teaching, lesson plans and IEPs. GTs believes that the training materials provide new knowledge to them especially about inclusive education as a whole, handling of students related to their characteristics and services provided to students. GTs learns about student characteristics, identify student characteristics and explore student differences. GTs expressed this opinion as:

"This workshop gave me new knowledge about assisting students with special needs at school".

"With this activity, I can find out the characteristics of students with special needs and how to assist them according to their characteristics".

GTs believes the training material has offered new information about instructional design and approaches supplied by mentors for the instruction sub-theme such that teaching in the classroom is anticipated to accomplish goals that meet the requirements of all students. One GT expressed this opinion as:

"There are many lessons to be learned by making inclusive educators able to make learning designs according to the needs of students".

Meanwhile, GT stated that their knowledge about lesson plans for inclusive classes and IEP sub-themes increased because they needed to practice making certain lesson plans for inclusive courses including IEP for SWD. Before receiving training, GTs had not been able to design IEPs for inclusion classes, so the impact of services and assistance on SWDs could have been more optimal because GTs gave the same treatment to all students. This opinion is explained by one of the GT:

"I got a lot of knowledge from this workshop, including how to make lesson plans, IEPs and assessments so that I can practice them directly in class".

The new knowledge gained by the GTs in this training has increased their motivation to carry out learning in inclusive classes more optimally so that achieving instructional objectives becomes easier. GTs may create objectives for education that better meet the requirements of all students including SWD, with more accurate student management, effective lesson plans and IEP.

4.3. Hope

Findings on the theme of hope produce sub-themes of implementing training results, sharing knowledge with colleagues, supporting schools, providing student services, performance improvement and follow-up activities. GTs seek to incorporate the training results in inclusive courses in the sub-theme of training results. According to the GTs, all knowledge and experience gained can be put into practice to improve learning which has to follow inclusive class standards. One of GT's opinions is described below:

"My hope after attending this workshop is that I can apply the knowledge gained from this training to properly treat children with special needs".

GT explained the sub-theme of sharing knowledge with colleagues that they would share knowledge and all material about inclusive education with their colleagues at school especially about handling SWD and designing learning according to inclusive classes. GTs' colleagues can also practice what they have received in the training so that there are changes and improvements in teaching skills in inclusive classrooms. One of GT's opinions is described below:

"I can put the results of this training into practice and educate my colleagues so they know how to handle students with special needs".

GT believes that all school members including the administrator, parents, school committee and coworkers may support the information and experience gained throughout the training in its implementation for the school support sub-theme. GTs will communicate the training outcomes to all school members, parents and the community in order to get support. Therefore, one of the challenges that schools including teachers, experience in establishing inclusive education is the need for further knowledge of the inclusive education system by parents and society. Thus, socialization with parents and the community is required. GTs hope that all socialization parties commit to developing and implementing inclusive education optimally and sustainably. One of GT's opinions is described below:

"I will socialize about inclusiveness with parents, the environment and the community so that together we commit to implementing inclusive education on an ongoing basis".

The sub-theme of service to students, according to GTs is that the results of this training can increase understanding of the characteristics of students especially SWD and increase SWD assistance. According to GTs, the sub-theme of service to students is that the results of this training can raise understanding of the characteristics of students, particularly SWD and boost SWD help. GTs get identification and evaluation materials as part of this training which adds to GTs' knowledge and helps to reduce the obstacles that GTs have experienced. GT presents this opinion as:

"This training can improve my understanding, skills and service in dealing with all students including those with special needs".

According to GTs, the performance enhancement sub-theme is about motivation and answers to inclusion challenges observed in class. After attending the training, GTs are highly motivated to be able to implement all the knowledge and experience in their class. So, it is expected to improve their learning performance in inclusive classes. One of GT's opinions is described below:

"My motivation increases to learn more and know more about inclusive schools and to practice them in my class later".

GTs encourage continued follow-up activities for the sub-theme of follow-up activities so that the difficulties of inclusive education which are always dynamic, obtain the proper answer, particularly in dealing with students in inclusive courses. Teachers increasingly have the latest experience and knowledge in inclusive education with sustainable training. This opinion is explained by GT below:

"I hope that this workshop will always be held on an ongoing basis so that it can produce solutions to the problems that teachers experience in schools".

5. Discussion

This study explores classroom teachers' perceptions regarding implementing inclusive education training which is part of the elementary school mentoring program based on the university-school collaborative partnership (USCP). Researchers identified three main themes in this study: relevance, new knowledge and hope. The first theme, relevance relates to the experience gained by GTs including the material and all the practices carried out by GTs in training are very relevant to the needs of teachers in carrying out learning in inclusive classrooms. This need is supported by the knowledge and skills acquired by GTs during the training. GTs need to practice them in inclusive classroom learning. The relevance of training materials to teacher needs is significant for inclusive classroom teachers (Boyle, Anderson, & Allen, 2020; Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016; Opoku, Cuskelly, Pedersen, & Rayner, 2021). Relevant material and experience can provide valuable input and experience for teachers in solving complex problems often faced by teachers in inclusive classrooms (Oleson & Hora, 2014). Understanding the characteristics and identifying students who require special skills is one of the most important and difficult problems for teachers to solve. This difficulty impacts the quality of learning obtained by all students,

especially students with special needs because of the limitations teachers have in understanding the characteristics of students (Duque, Gairal, Molina, & Roca, 2020; Rasmitadila et al., 2020).

The second theme, new knowledge results from research that positively impacts GTs. All training material has improved teachers' understanding and competency, so they are expected to be capable of handling difficulties in the inclusive classroom. All training materials can develop when they face learning problems and handle students in inclusive classes (Allam & Martin, 2021; Carr, 2013; Paju, Rätty, Pirttimaa, & Kontu, 2016). It is essential in teacher training to provide a minimum of standard content that may be developed by the teacher so that when the teachers confront challenges in class, they can find solutions independently through discussions with colleagues through cooperative research to solve inclusive problems independently based on standard material that teachers already have in training (Cunsa & Savicka, 2012; Mitchell, 2013; Westwood, 2018).

The third theme "hope" is the GTs' future hope with particular aims for the training results already attained which affect all school members. The implementation of inclusive education in schools can be built on a shared commitment to the success of inclusive education. The involvement of the whole school community is the first step in achieving the success of inclusive education in elementary schools (Kozleski, Yu, Satter, Francis, & Haines, 2015; McLeskey, Waldron, & Redd, 2014; Mintz, Seleznyov, Peacey, Brown, & White, 2021). Apart from the involvement of school members, school committees and the community, there is also an understanding among fellow learning implementers, namely colleagues. Research results must be disseminated to colleagues so that the quality of learning together can be improved for the better through services and assistance to all students including those with special needs (Masika & Jones, 2016). Increased understanding of inclusive education will impact the service and assistance of all students and teacher performance (Forlin & Chambers, 2011; Savolainen, Engelbrecht, Nel, & Malinen, 2012; Sharma, Loreman, & Forlin, 2012).

Inclusive education training is a mentoring program based on a university-school collaborative partnership that can help teachers solve their problems effectively (Rasmitadila, Megan Asri, et al., 2022). The inclusive school assistance program carried out by the university and in collaboration with the government is a form of positive support (Hameed & Manzoor, 2019; Kivirand, Leijen, Lepp, & Tammemäe, 2021; Pillay et al., 2015). It requires mutual input and needs from all stakeholders to implement inclusive education in Indonesia. Teachers anticipate that ongoing training will continue including the dissemination of research findings by universities as capital for inclusive primary schools to organise learning in inclusive courses (Alquraini, 2012; Gross et al., 2015).

6. Conclusion

This research aims to explore the opinions of classroom teachers in inclusive elementary schools regarding implementing inclusive education training which is part of the university's mentoring program. The results of the training have a positive impact on teachers. Inclusive education training for teachers is a strategy to improve inclusive education in elementary schools although it has yet to be evenly implemented in other regions of Indonesia. The results of training must continue to be carried out continuously so that problems faced by teachers in inclusive classrooms can be solved with a solution based on the standard rules given during the training. In addition, the training has increased teachers' competence and independence to develop an instructional system in an inclusive classroom.

7. Implications

The mentoring program for inclusive elementary schools through training activities is a program that must be implemented continuously by all stakeholders including the government and universities to improve the quality of inclusive education in Indonesia. For academics, the results of this research can be the basis for developing training programs and can re-design programs that enable teachers to solve inclusive education problems independently. The government can work with universities to organize joint training and make it a national program so that the quality of teachers is evenly distributed in all regions of Indonesia.

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COMPETENCY IMPROVEMENT OF INCLUSIVE ELEMENTARY SCHOOL TEACHERS THROUGH THE MENTORING PROGRAM

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Abstract: Didactic lectures are a widely accepted method of teaching and learning, especially for government employees when the majority had formal schooling more than years ago. Also, due to time constraints and a large amount of material to be covered, providing feedback for examination takers before and after lectures can help inform lecturers about the level of knowledge gained by them and improve the effectiveness of their lectures in the next waves of the CCC-CGCs joint free civil service review program. The study aims to determine the extent of knowledge gained by civil service examination takers through pre- and post-test-based examinations. The original 303 registered participants in the program were deduced to 261 who completed the 8-Saturday Review program and voluntarily took the post-test examination. Parallel tests were given at the beginning and end of the program to assess the effectiveness of the didactic lecture. There is a significant increase in scores after the review session at $p \leq 0.000$, it meant that the program helped them increase their receptive power through the pre-and post-lecture knowledge. However, this percentage of scores was not reaching yet the passing score defined by the civil service commission with a mean score of 54% against the national passing standard percentage of 80%. The study looked also at attendance proportion with the $p > 0.05$ ($p = 0.392$; $n = 261$) and hence this factor was not related to the scores they got. Results were analyzed through paired t-test and Pearson correlation along with the Shapiro-Wilk p-value of 0.934. This joint project is of great help to the prospective takers of the civil service commission examination and recommended continuing the project initiated by the City College of Calamba (CCC) supported by the City Government of Calamba (CGC).

Keywords: pre-and post-test, civil service review, local government unit, community extension.

Introduction

Improving the quality of inclusive education in Indonesia must be supported by all education stakeholders to achieve the educational goals that the government has set (Rasmitadila, Megan Asri, & Reza, 2022). However, deep implementation, there are still many elementary schools - which still need to be inclusive schools (but accept students with special needs) or as models of inclusive schools - it is challenging to implement inclusive education following government policies. The results of previous research studies revealed several problems regarding the implementation of inclusive education, especially in elementary schools in Indonesia, such as the number of schools that did not receive assistance from the government in implementing inclusive education programs (Eleweke & Rodda, 2002); teachers rarely receive training that can improve competence as inclusive teachers even though the teacher's background is from a teacher education university (Rasmitadila, Megan Asri, Reza, et al., 2022); schools do not yet have collaboration with other parties (universities, NGOs, psychologists) in

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supporting the implementation of inclusive education so that schools feel that all obligations of inclusive education are only borne by the schools themselves; there is a discrepancy between theory and practice that is obtained by prospective inclusive teachers at universities (teachership) when they have to teach in inclusive elementary schools; schools do not yet have facilities and infrastructure, nor the availability of units that can assist teachers in solving problems in inclusive classes, both related to curriculum, student behavior and assessment.

The school or government needs help to overcome some of the problems that occur in inclusive primary schools (Andić et al., 2022; Zwane & Malale, 2018). Of course, there must be involvement from other parties, such as universities, especially those that organize elementary school teacher education, producing prospective teachers who will teach at the inclusive school. Good cooperation between universities and elementary schools providing inclusive education will positively impact the development of inclusive education (Gokdere, 2012; Mitchell, 2014). Collaboration and relations between universities and schools continue the inclusive prospective teacher development program so that they have quality competencies through quality training programs and mentoring programs.

A mentoring program conducted by the university for inclusive elementary schools is a program that is expected to help inclusive primary schools in solving problems that have been faced by teachers in inclusive classrooms (Humaira et al., 2021; Lesar et al., 1997). Mentoring program implemented in teacher training at school Inclusiveness is also expected to increase teacher competence. Several training materials are very relevant to teachers' problems, such as handling special needs students, learning in inclusive classes, curricula, and assessments are needed by teachers in inclusive classes. So that there are changes in learning in inclusive courses for the better. This research explores teachers' opinions on increasing teacher competence in implementing mentoring programs for inclusive elementary schools involving universities.

Methodology

This research is a simple research design (SRD) yang used by a researcher to reflect on findings in the field by using theory to solve the problems encountered (Bungin, 2020). The research procedure of SRD was carried out with five main steps, namely (1) Selecting the social context and determining the research question (Social context and research question); (2) Conducting a literature review (Literature Review); (3) Conducting research methods and collecting data (Research methods and data collection); (4) Analyzing data (Data Analysis); (5) Reporting research results (Reporting).

Participant

Participants in this study consisted of 100 elementary school teachers as regular teachers (RT) who taught in inclusive schools and attended inclusive teacher training in the mentoring program organized by the university in the Bogor district, West Java, Indonesia. All participants were classroom teachers consisting of Females (N= 84) and Males (N=16), with 1-5 years of teaching experience (N= 18), 6-10 years (N=12), and over 11 years (N=70). Meanwhile, the respective education levels for Diploma (N=2), Bachelor (N=97), and Master (N=1)

Data Collection

supporting the implementation of inclusive education so that schools feel that all obligations of inclusive education are only borne by the schools themselves; there is a discrepancy between theory and practice that is obtained by prospective inclusive teachers at universities (teachership) when they have to teach in inclusive elementary schools; schools do not yet have facilities and infrastructure, nor the availability of units that can assist teachers in solving problems in inclusive classes, both related to curriculum, student behavior and assessment.

The school or government needs help to overcome some of the problems that occur in inclusive primary schools (Anđić et al., 2022; Zwane & Malale, 2018). Of course, there must be involvement from other parties, such as universities, especially those that organize elementary school teacher education, producing prospective teachers who will teach at the inclusive school. Good cooperation between universities and elementary schools providing inclusive education will positively impact the development of inclusive education (Gokdere, 2012; Mitchell, 2014). Collaboration and relations between universities and schools continue the inclusive prospective teacher development program so that they have quality competencies through quality training programs and mentoring programs.

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The data was collected through a survey of 100 elementary school teachers who taught inclusive schools and attended inclusive teacher training in the mentoring program organized by the university. Teachers received training in materials regarding identification and assessment, curriculum, and instruction in inclusive classes, including making individual educational programs and evaluations for three days. On the first day, RTs underwent a pre-test to find out the competencies mastered by teachers regarding inclusive education, and after that received comprehensive training on inclusive education from 3 mentors from the university. On the third day of RT, carry out a post-test to determine the increase in competency that the households gained during the training. Apart from questions hand given to the RTs, the mentor also gave a questionnaire in the Google Form via the link provided by the mentor, which contained the perceptions of the RTs related to the implementation of the mentoring program, especially regarding increasing the competencies that the RTs had obtained during the training which was part of the university assistance program for inclusive elementary schools. The main question given to the RTs is what the RTs think about the competencies they have acquired during the training. The questions are in essay sentences and are open so RTs can give their opinions openly. RT immediately sends the answer directly on the link provided before.

Data Analysis

Data analysis used thematic analysis techniques to explore the opinion of the RTs. The data generated from each participant in responses were made in several stages. In the first stage, codes (keywords) representing participant statements are made so they do not overlap. The second stage is the categorization of the codes that have been made. With the researcher's large data, coding and categorization are more accessible for the Nvivo 12 application. All interview data were entered and given codes and categories. Researchers analyze each categorization to allow for the integration or unification of codes to be more effective. This inductive technique identifies themes expressed by participants in response to research questions (Liu, 2011).

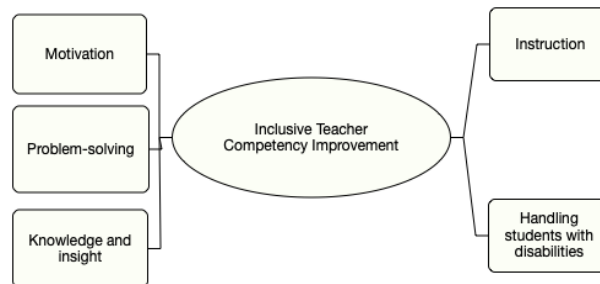


Figure 1: Results of data analysis (with Nvivo)

Result and Discussion

The results of the data analysis consisted of five main themes: motivation, instruction, problem-solving, handling students with disabilities, and knowledge and insight.

Motivation

The training provided to RTs regarding inclusive education has encouraged and motivated RTs to be able to provide the best service to all students in inclusive classes, including students with disability. RT stated that training with various training materials provided by mentors, which has been the main difficulty in dealing with students with special needs, considerably opened their horizons and made them increase motivation in handling students with special needs and improving the quality of learning in inclusive classes. Several RTs expressed this opinion:

"This training motivated me to be able to handle students with special needs, which so far it is difficult to practice in inclusive classes."

"With this training, I gain insight and am motivated to get to know students better in improving school learning."

Motivation is a tremendous encouragement for teachers in inclusive classes to provide the best service to all students (Wlodkowski & Ginsberg, 2017). The teacher's internal motivation is like the desire to give the best service, both in academic and non-academic aspects. This is the basis for teachers to achieve learning in inclusive classrooms. On the academic aspect, teachers must be able to plan learning that can fulfill all the needs of all students in a dynamic class, changing and requiring special handling (Pangrazi & Beighle, 2019). Instructional objectives with targets that have been set based on the characteristics of each student, with an effective learning design the teacher must be able to achieve so that the learning objectives are achieved (Rasmitadila et al., 2020). For this reason, motivation from oneself and colleagues is needed to implement learning in inclusive classes (Oleson, 2020; Zee & Koomen, 2016). From a non-academic aspect, motivation from colleagues, cooperation and collaboration, and constructive discussion in solving inclusive problems is a strong impetus for teachers to achieve learning goals.

Instruction

In instruction, RT argues that they gain knowledge and increase competence through training, especially in handling students' needs, specifically in learning. So far, RTs implementing learning in inclusive classes tend to use the same learning methods as non-disabilities (SND) and students with disabilities (SWD). This condition occurs because the RT does not understand the characteristics of SWD, so it impacts learning carried out in class. This training opens RT's insight in order to carry out learning better again in the inclusive class. Some of the RT's opinions are related to learning in inclusive classrooms. The things that can be obtained through the training include:

" I can know how to provide learning to children with special needs in an inclusive class."

" I can improve learning competence because I know about students with special needs, especially when implementing learning in inclusive classes."

The success of learning in an inclusive classroom depends on the learning strategy designed by the teacher (Prasetyo et al., 2021; Yilmaz & Yeganeh, 2021). The learning strategy is a learning set designed by the teacher to achieve the learning objectives: learning steps, instructional methods, instructional media, time, and instructional evaluation. Learning in an inclusive classroom is very complex. It requires attention specifically because of the diversity and differences in learning styles

and the needs of students, especially SWD, who require special methods in their learning (Lindsay et al., 2014). The teacher must be able to understand the characteristics of students so that teachers use effective instructional strategies and that learning objectives can be achieved optimally.

Problem-solving

The RTs believed that the training in this mentoring program could provide an overview of lasting problem-solving. This was found by RT in execution learning in the inclusive class. The material provided by the mentor has opened the minds of RTs in solving problems that RT always faced, such as handling SWD, selecting effective learning methods, and teaching materials that suit all students' needs. During the training, the material provided opened up all the information the RTs had so far needed to deal with problems in an inclusive class. All the training materials can help them solve problems, and they will apply materials and methods handling all students during the implementation of learning in the classroom inclusively takes place. Opinions submitted by RT below:

"I came to know, with the material provided by the Mentor, it is closely related to the difficulty in dealing with students, especially special students in inclusive classes."

The difficulties households face in inclusive classes have been challenging to solve systematically and effectively (Ferri et al., 2020; Rasheed et al., 2020). The problems faced by RTs, with minimal abilities and competencies due to different backgrounds or fields of science different, but having to deal with all the characteristics of students causes all the teacher's difficulties not to be easily solved completely. Teachers' difficulties in dynamic, inclusive classrooms need fast and targeted problem-solving (Reicher, 2010; Wilson & Blednick, 2011). The condition that causes this is a lack of cooperation between the school with stakeholder others such as psychologists, education offices, and even universities that provide special services in handling students, as well as universities that produce research in inclusive education so that the difficulties faced by teachers no easy to solve (Block et al., 2014; Forman et al., 2013). For this reason, there needs to be a collaboration between schools and other parties, especially with universities as one of the providers of research results that can help schools, especially teachers in inclusive classes, so that the goals and needs of students can be achieved optimally.

Handling students with disabilities

One of the most essential training materials for RTs is identifying and assessing students in inclusive classes. RTs believe that this material is needed by RTs because the difficulties that are also often faced by RTs are not being able to understand the characteristics of students with special needs. A different RT educational background, and not from special program education or special education, as well as the absence of a way to identify students with specific needs, makes it difficult for RTs to provide full service to students, especially students with special needs. With the training in this mentoring program, RTs gain knowledge and direct practice on identifying students using instruments to understand and get information related to the characteristics and tendencies that students are SWDs. One RT explained this opinion:

"By participating in inclusive training workshops, we as class teachers can already understand and differentiate what children with special needs mean and how to handle it in class, especially through student identification."

Student identification material is one of the essential materials in training because it can provide understanding and knowledge to the RT about the characteristics of students and their impact on services to students, especially students with special needs. Suppose RT gets implement identification activities for students. In that case, the initial screening of SWD indications can be carried out so that learning planning, which teachers must prepare for learning, is more transparent and accessible. RT can make an individual education plan (IEP) and planned. Planning learning is essential for teachers so that the implementation of learning in inclusive classes can take place well and achieve learning objectives following the needs of all students, including SWD (de Jager, 2013; Katz, 2015).

Knowledge and sight

The training provided to RTs through a mentoring program by the university provides many new experiences for RTs. In addition, training activities have provided additional positive knowledge and insights, especially training materials and practices provided to RTs. RT think that by following this training, knowledge, and outlook, they increase significantly inclusive education in detail, learning, curriculum, assessment, and handling of SWDs. RT also believes this training activity can improve their competency through knowledge and insights they will practice in their classes. RT's opinion regarding this is as follows:

"With this workshop, I feel that I have gained more knowledge and insight on matters relating to inclusive education, which of course, has an impact on my competence as an inclusive teacher delegated by the school where I teach, which has several very diverse students with special needs."

Training for inclusive teachers is essential to do so. Knowledge and teachers' insights related to inclusive education can constantly be improved, especially the results of the latest research conducted by the university (Bovellan, 2014; Rapanta et al., 2020). In training, results need to be disseminated study, so that the teachers can practice it in class as part of solving problems in the inclusive class. Instructional methods and instructional media generated by researchers' universities must always be informed to inclusive teachers through intentional training (Dube, 2020; Thomas et al., 2019).

Conclusion

This study aims to determine the perceptions of regular teachers related to increasing the competence of teachers who carry out mentoring programs through university training. The training program given to teachers has increased the competence of regular teachers who teach in inclusive classes. It must be carried out continuously and sustainably so that teacher competence can increase and they can solve problems in an inclusive, dynamic, inclusive class. This research is expected to be the basis for all education stakeholders to collaborate as partners to improve the quality of inclusive education.

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