

International Seminar Proceedings

International Seminar and Workshops

The Inclusive Classroom

Bachelor of International Primary Education

Faculty of Teacher Training and Education

Satya Wacana Christian University

Salatiga, Central Java, Indonesia

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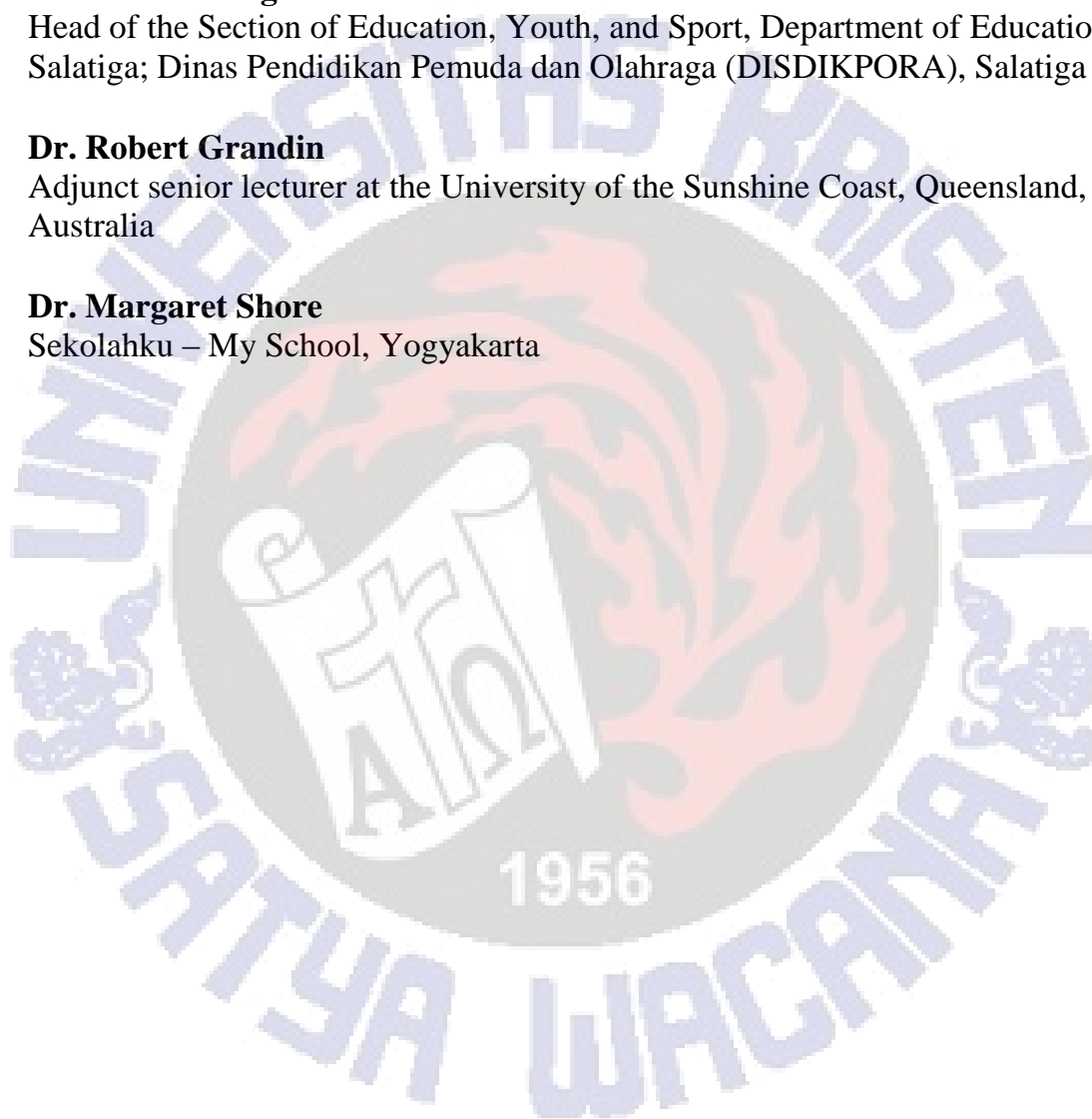
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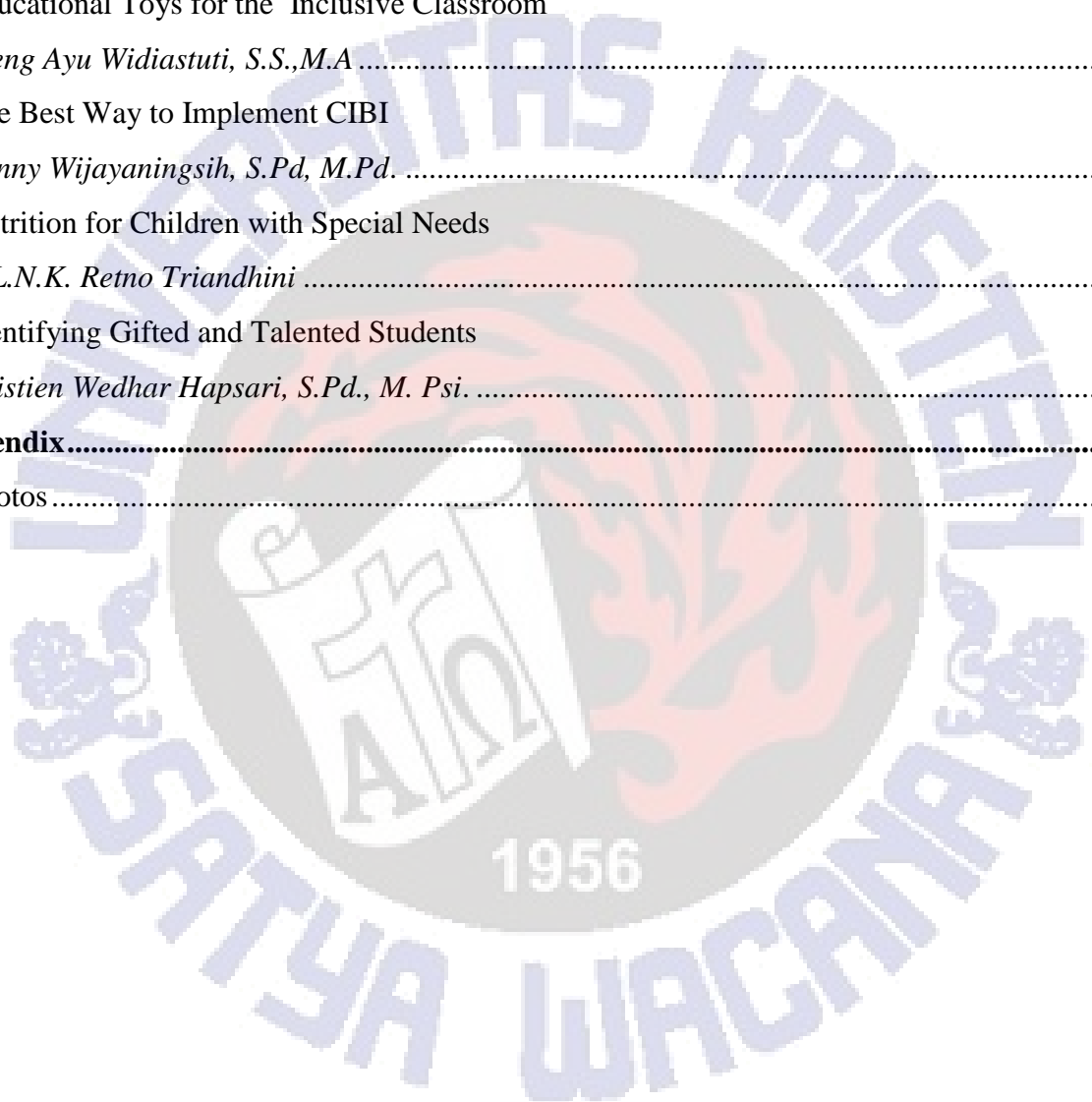
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Foreword

Education is a basic human right and all children are entitled to quality education. However, in every classroom there is a great variety of learners. To succeed, their different abilities, learning styles and other particular individual needs must be catered for.

In Indonesia, the government has legislated that in every school there must be staff who know how to facilitate learning for children with special needs. However, we must remember that the inclusive classroom not only serves children with obvious disabilities, but looks after all children regardless of their sex, religion, social, ethnic or economic background, ability or learning style. Truly inclusive classrooms are still not commonplace in Indonesia. One reason may be that teachers do not know what the concept means, or have not been trained in the use of appropriate teaching and learning strategies.

This seminar is a one day event. There will be key note presentations in the morning illustrating what can and needs to be done, and how instructional processes matched to the learner can have life changing effects. In the afternoon pre-service teachers will gain more hands on experiences in the various workshops.

We would like to extend our gratitude to the Rector and the Deputy Rectors of Satya Wacana Christian University for their backing. A warm thank you to all key note speakers and work shop facilitators for their support. Finally, sincere thanks to all committee members who have worked so hard to make this seminar possible.

For the future of Indonesia, it is of vital importance that our teacher training is based on international research and best practice. This seminar will give pre-service teachers an understanding of the diverse classroom and strategies for how to turn it into an inclusive classroom.

Welcome to The Inclusive Classroom!

Salatiga 5 April 2014

Siwi Mahanani
Committee Chairperson

Satya Wacana Christian University

SWCU is one of the oldest, private universities in Indonesia and enjoys a solid reputation for excellence, nationally as well as internationally.

SWCU was founded in 1956 (and initially called the Indonesian Christian Institute of Tertiary Teacher Training). From a humble start with only five departments (one being Education), SWCU has developed into what it is today! Currently about 13000 students, from a variety of cultural and ethnic backgrounds, are enrolled in 58 high quality programs, in 14 faculties: Law, Economics, Health Sciences, Psychology, Theology, Agricultural Science, Biology, Electrical Engineering, Language and Literature, Science and Mathematics, Social Studies and Communication, Performing Arts, Information Technology and Teacher Training and Education.

There are post graduate schools consisting of master programs and doctoral programs: School of Agriculture, Applied Biology, Development Studies, Education, Education Management, Information Technology, Psychology, Sociology of Religion, and Pastoral Counseling.

SWCU is an important part of the local community with a great mix of students from all parts of Indonesia as well as international students.

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Faculty of Teacher Training and Education

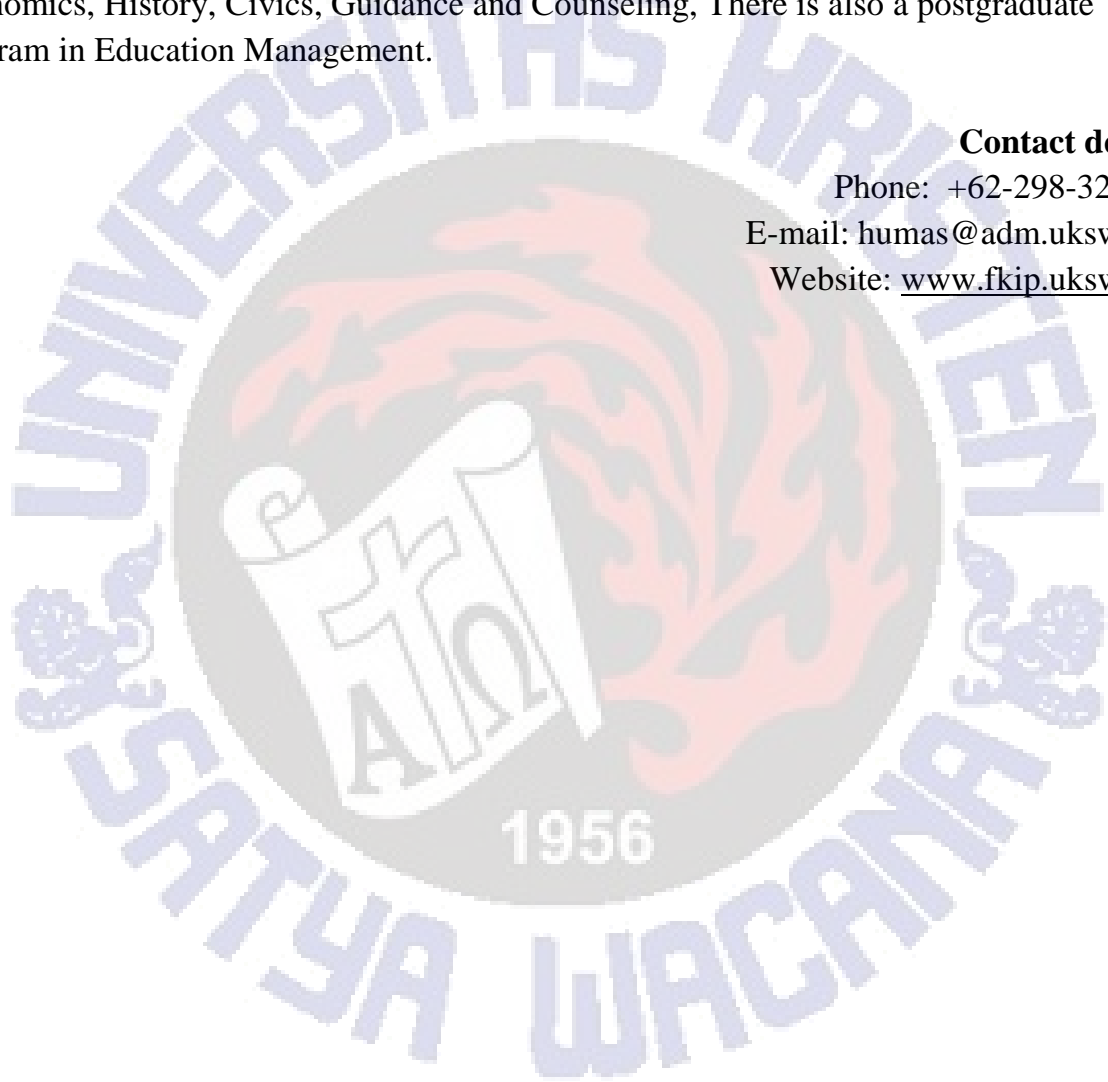
The Faculty of Teacher Training and Education, FKIP, is located in the E building on the SWCU campus and the administration is found on the 2nd floor. In 2013, Dra. Yari Dwikurnaningsih, M.Pd. was appointed Dean of this faculty. FKIP offers seven teacher training study programs; Primary Education, Early Childhood Education, Mathematics, Economics, History, Civics, Guidance and Counseling, There is also a postgraduate program in Education Management.

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Department of Primary Teacher Education - Pendidikan Guru Sekolah Dasar (PGSD)

Within the PGSD structure, there is a regular program, an international program, a distance education program and an in-service teacher training program.

Graduates from PGSD are professional primary school teachers who are dedicated to guiding and caring for their students. They are sensitive to the diverse social and cultural backgrounds of their students in this era of globalization.

Vision:

To develop a study program that excels in training primary school teachers who are competent, creative and innovative, exhibiting professional character steeped in the Christian faith, with social sensitivity and wisdom anchored in the Indonesian culture, in this era of globalization.

Mission:

- To provide educational services that are creative, innovative, based on the Christian faith and meeting the challenges of globalization.
- To encourage PGSD academics to conduct research on primary education and to support primary school pre-service teachers to become competent teachers.
- To support PGSD academics to engage in community service for increased social sensitivity and societal wisdom
- To provide extracurricular activities for students to develop their personality and talents, their creativity, their life skills and leadership skills.

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What does the I in BIPE stand for?

Well, of course you know that BIPE means Bachelor of International Primary Education. That still doesn't totally explain the connotation of "International".

BIPE brings together the theory and practice of teaching in primary schools, years 1 – 6, in Indonesia as well as in international, bilingual schools. Thus, as a graduate from BIPE, you are eligible to teach in regular Indonesian state schools as well as prepared for work in international, bilingual schools.

You study the Indonesian national curriculum as well as international curricula such as, for example, the Cambridge curriculum.

In BIPE there is, as you know, a strong focus on the English language. You study English every semester. Many of the courses are taught exclusively in English, and therefore you get extensive practise in all aspects of the English language; you listen and speak in class, you read set texts and write required assignments.

BIPE is informed by current international research and will give you a global perspective on curriculum and teaching and learning in the 21st century.

BIPE is actually a unique teacher training program in Indonesia and can be your key to "teaching without borders"!

That's what the I in BIPE stands for.

BIPE 2010 – Who Are We?

The BIPE cohort of 2010 consists of 15 students with multifarious backgrounds. There are 10 female students; Siwi, Dewi, Reni, Tata, Anna, Desy, Citra, Aya, Putri, and Yoyo and 5 male students; Ariza, Dantok, Rijal, Ino, and Hohok. 2010 is the smallest of the BIPE classes and maybe that is why we all have learnt to work very well together. We are also aware though, that our success is dependent on the lecturers who guide and support us. We were the first students ever to get the opportunity to do our professional work experience (PPL) for three months, from September to December 2013, in international/bilingual schools in places far away from Salatiga; Bali, Lombok, Pontianak, Jakarta and Jambi. Even though separated by distance we still kept in constant touch through social media, and stayed close and united.

Very soon we will graduate and become professional teachers. We are very much looking forward to putting into practice all we have learnt at SWCU. We are also aware of the challenges! We understand that to be good teachers we need to embrace each and every learner in our classrooms, regardless of background and abilities. We are organizing this international seminar for us, and our fellow BIPE students, to learn how to create a truly inclusive classroom, based on cooperation, not competition.



Program Schedule

Seminar Session

08:00	Registration
	OPENING CEREMONY
08:30	Opening address (MC)
08:35	Opening address by the chairperson of the organizing committee, Ms Siwi Mahanani
08:45	Opening address by the lecturer of the course Seminar on Elementary Education, Dr Anna Dall PhD
08:55	Address and official opening by the FKIP Dean, Dra. Yari Dwikurnaningsih, M.Pd.
	Plenary Session 1
09:05	DISDIKPORA Policy in the implementation of inclusive education Ms Niken Widagdarini, Dept of Education, Salatiga
09:50	Quiz
	Plenary Session 2
10:05	Video conference; Putting Students Centre Stage Dr. Robert Grandin, University of the Sunshine Coast
10:55	Poster discussion
	Plenary Session 3
11:20	Three Case Studies in Inclusive Education in Yogyakarta, Indonesia Dr. Margaret Shore, Sekolahku My School
12:05	Lunch and movie
13:00	WORKSHOP 1
14:00	WORKSHOP 2
	CLOSING CEREMONY
15:05	Announcement of winners in the poster competition. Closing address by the Committee Chairperson, Ms Siwi Mahanani.
15:20	Conclusion and Official Closing by Dr. Anna Dall, Ph.D

Workshop Sessions

No.	Time	Workshops
1	13:00	Room: E 101 <i>IndoGym. Providing inclusive sport classes through an effective use of support staff</i> Facilitators: Mila Setya Astuti : Principal of Sekolahku – MySchool and Anthony Fine: IndoGym Sports Coordination Officer, Sekolahku-MySchool. Capacity: 25 people
	14:00	<i>IndoGym: Building capacity for inclusive education in sport (This workshops builds on workshop 1, but can still be taken separately) Practical activities included.</i> Facilitators:Anthony Fine: IndoGym Sports Coordination Officer and Mila Setya Astuti : Principal of Sekolahku – MySchool
2	13:00	Room: E 102 Speaker: Dra. Lilik Sriyanti, M.Si
	14:00	Topic: <i>Practical methods and strategies to cope with autism And hyperactive students</i> Capacity: 25 people
3	13:00	Room: E 104 Speaker: Lanny Wijaya Ningsih, S.Pd., M.Pd.
	14:00	Topic: <i>The best way to implement CIBI</i> Capacity: 25 people
4	13:00	Room: E 107 Speaker: Kristien Wedhar Hapsari, S.Pd.,M.Psi
	14:00	Topic: <i>The creative inclusive classroom</i> Capacity: 25 people
5	13:00	Room: E 109 Speaker: Ajeng Ayu Widiastuti, S.S.,M.A
	14:00	Topic: <i>Educational toys for the inclusive classroom</i> Capacity: 25 people
6	13:00	Room: E 111 Speaker: Demitria Budiningrum, S.Pd.
	14:00	Topic: <i>Literacy and the inclusive classroom.</i> Capacity: 25 people
7	13:00	Room: E 113 Speaker: Sri Rahayu Widyastuti
	14:00	Topic: <i>Respecting different abilities in classroom</i> Capacity: 25 people
8	13:00	Room: E 114 Speaker: Enie Rusmalina
	14:00	Topic: <i>Learning in harmony despite different religions and beliefs</i> Capacity: 25 people
9	13:00 to 15:00	Room: E 115 Speaker: Faculty of Health Sciences Topic: <i>Food and nutrition for special needs children</i> Capacity: 25 people

Educational Toys for Inclusive Classroom

Ajeng Ayu Widiastuti, S.S.,M.A

Abstract

When students with disabilities or special needs receive special education services in the general education classroom, it is called inclusive education. Within educational literature, inclusion is described in many different ways. Moreover, inclusion is a lifelong process with the goal of providing full participation for all children and adults in education, community activities and work. On the other hand, inclusion is about a set of best practice strategies coupled with the moral view that all students bring value to the general education classroom.

What does a successful inclusive classroom look like? 1. In inclusive classrooms students have a variety of ways to access information and demonstrate what they know. 2. Inclusive classrooms focus on utilizing strengths. 3. Inclusive classrooms create a sense of belonging. Moreover, the teacher must have a good strategy in order to create a successful inclusive classroom. For it can help all students to get same knowledge and experiences. The strategy behind inclusion is to design supports for every student in the classroom. One of the strategies that can be used in the inclusive classroom is to make educational toys, as a learning media. It will help all students to understand the lesson, including the students with special need.

One of the strategies that can be used in the inclusive classroom is to make educational toys, as a learning media. It will help all students to understand the lesson, including the students with special need. The students with disabilities need to learn and play just like other students. They more easily understand the lesson by using the toys rather than just listening to the teacher. So, educational toys become an important thing and become an innovative approach during the learning process in the inclusive classroom.

Keywords : *educational toys, special needs student, inclusive classroom*