

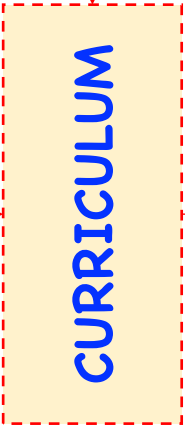
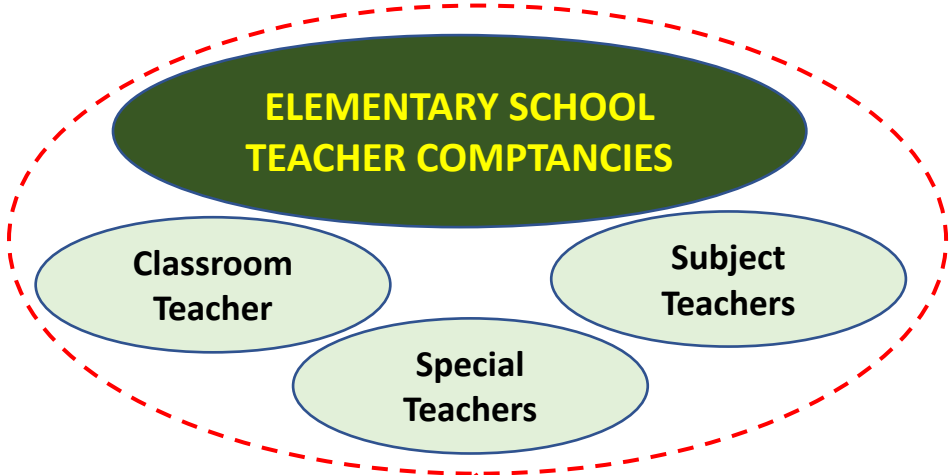
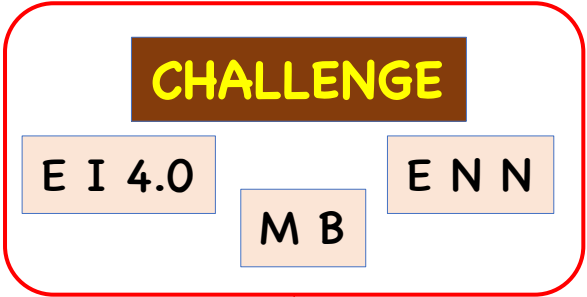


# Elementary School Teacher Competencies in Inclusive Education

by. Budiyanto

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RASIONAL



**INCOME**

Regular Student

Special Need  
Education Student

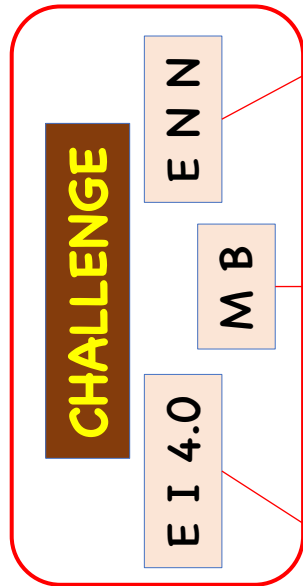
## Regular Student

Regular students are students who are currently enrolled in regular schools who is currently declared not with special needs.

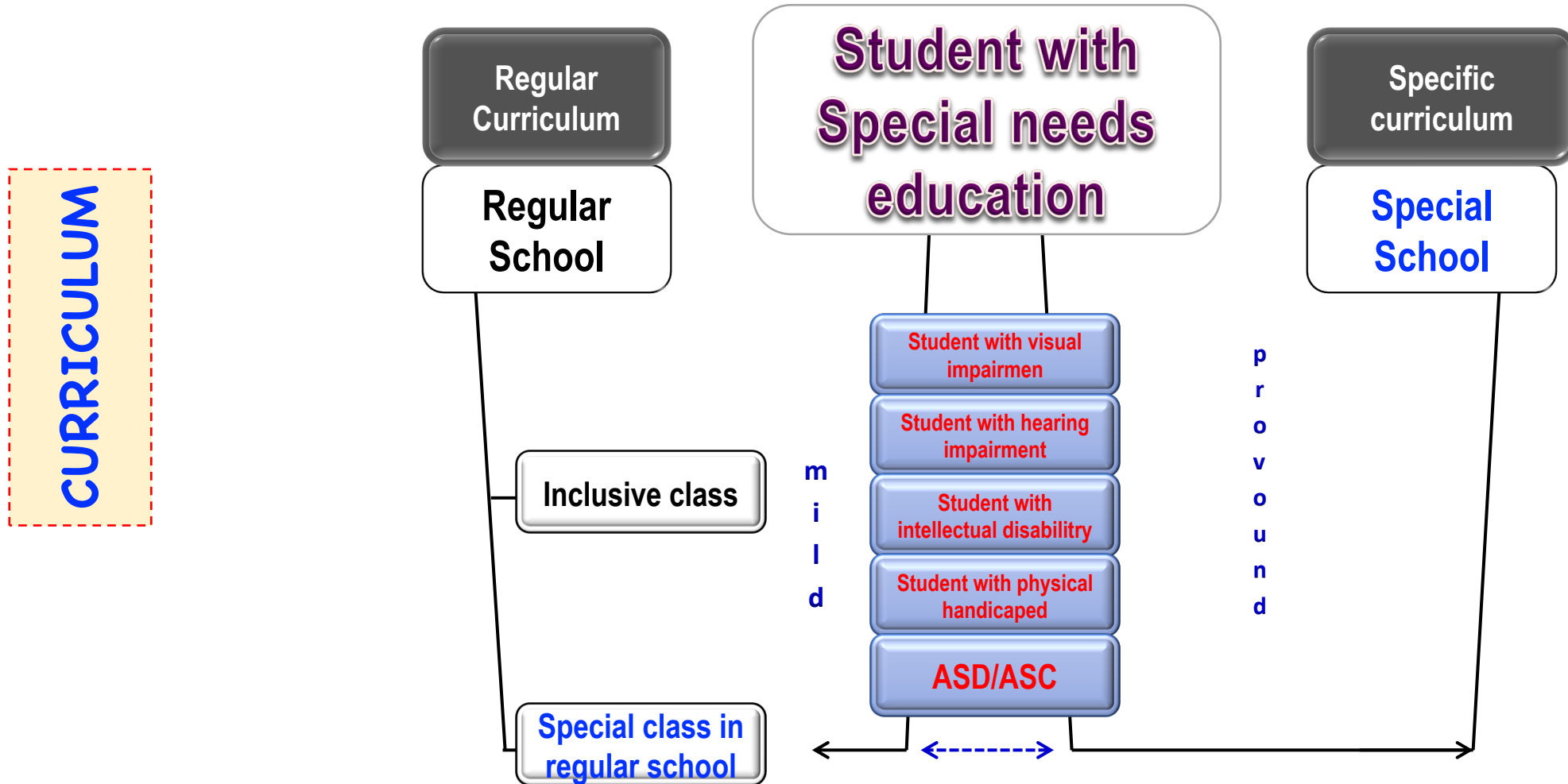
Regular students are very possible there are students with special needs, such as students with special intelligence potential, students with special talents, students with slow learners, etc.

# Special Need Education Student

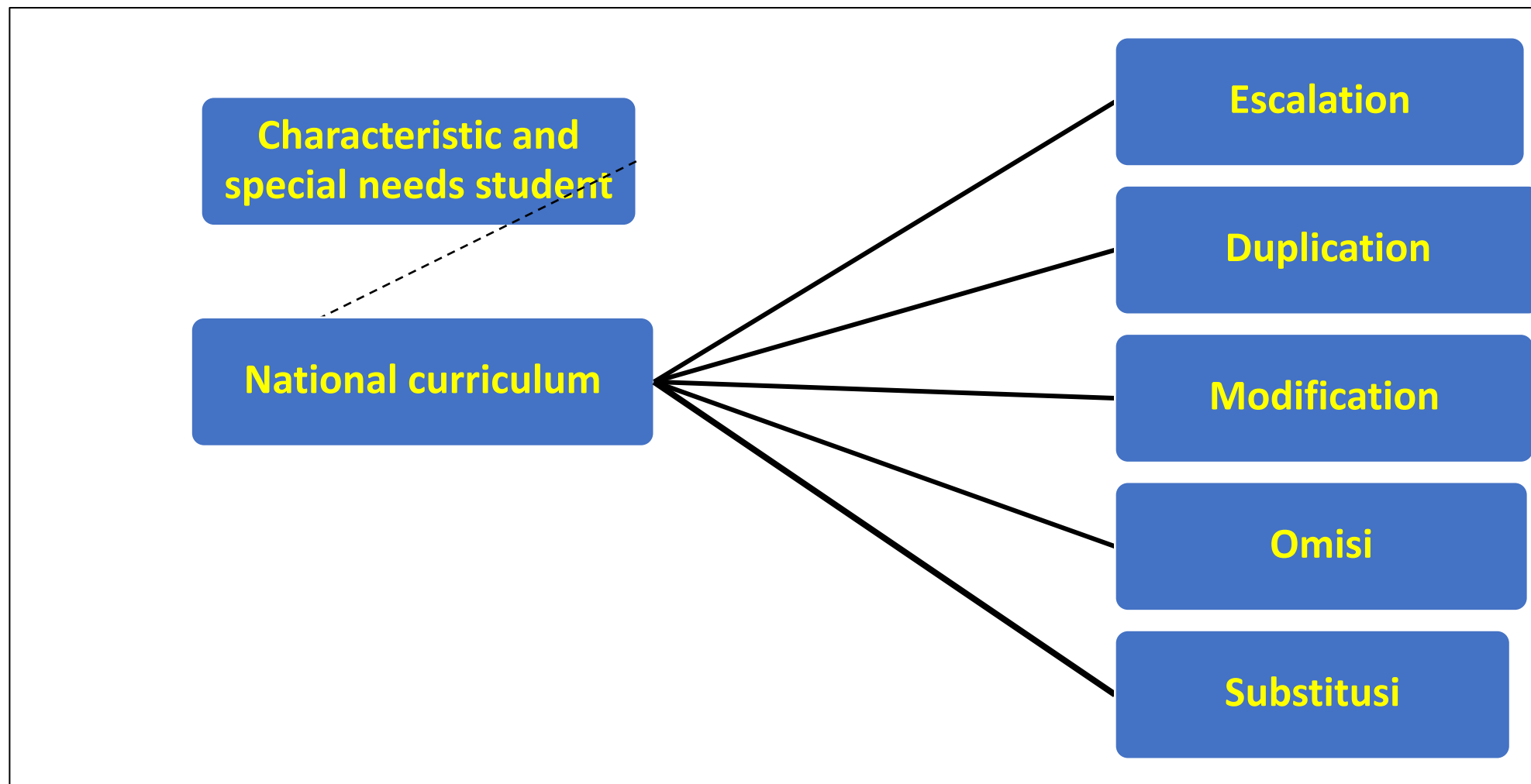




One framework curriculum for all

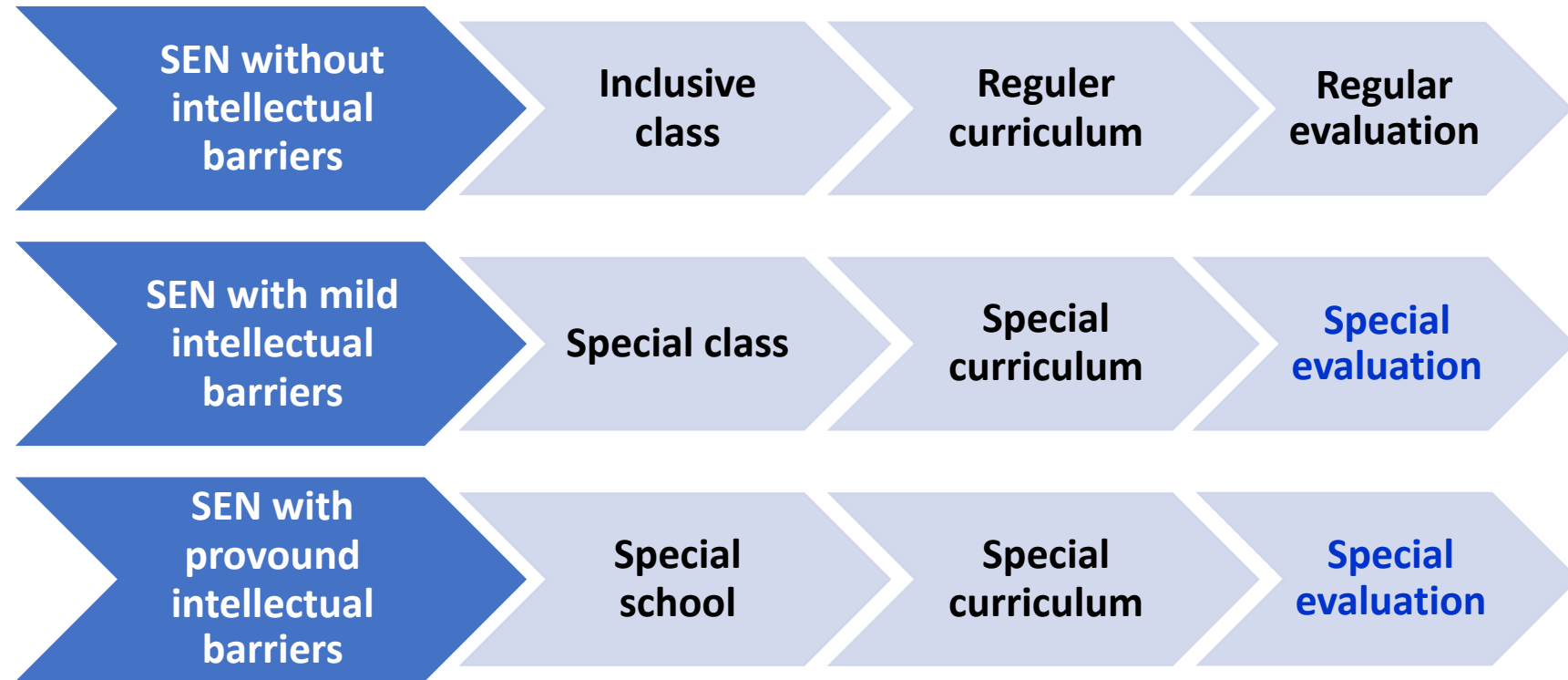


## Curriculum adaptation (Indonesian context)



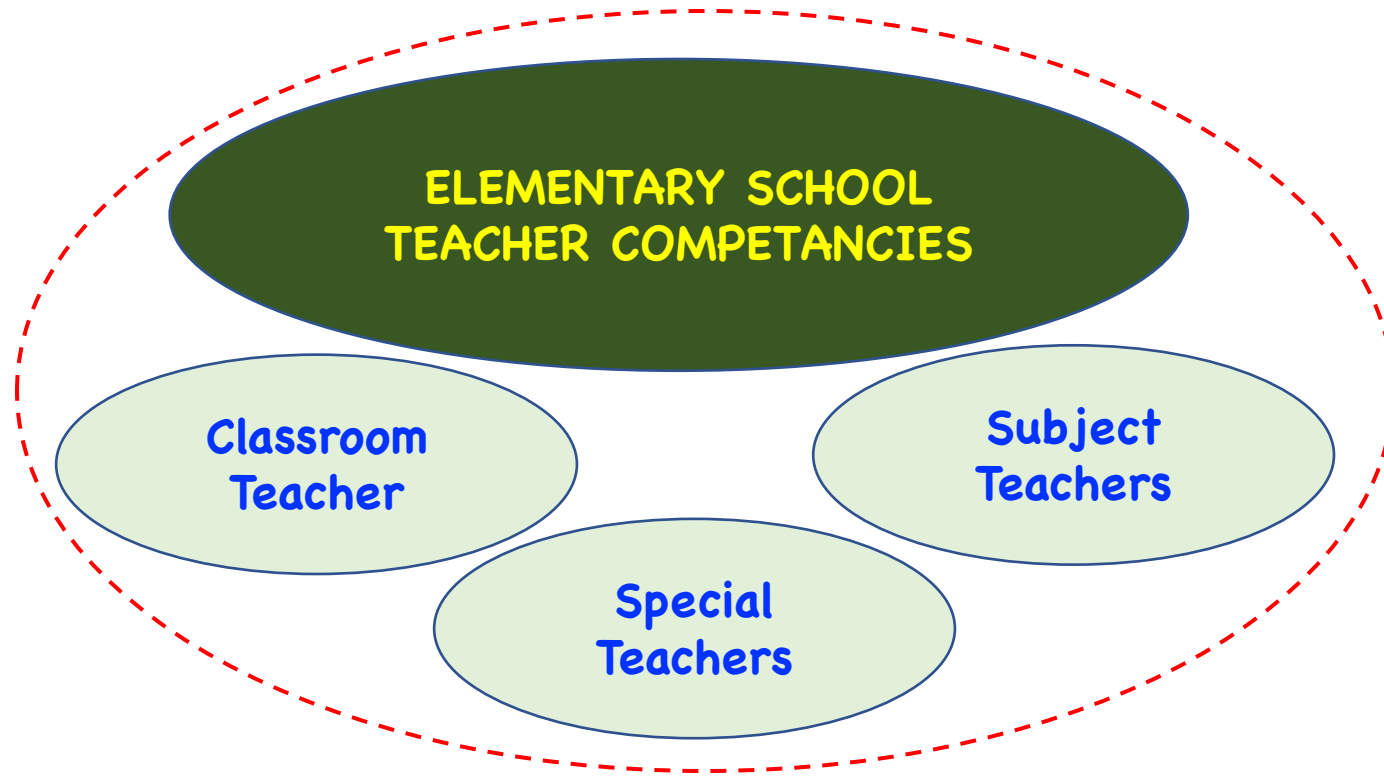


# Relations type of special need students–placement–curriculum and evaluation



## PROCESS

Learning implementation activities are in accordance with the demands of the managed curriculum by class teachers and or subject teachers and special education teachers by using learning methods and tools adapted to the characteristics of students and local wisdom.



# 4

Teacher  
competence  
by Regulation

Kompetensi pedagogik

Kompetensi Kepribadian

Kompetensi Profesional

Kompetensi Sosial

## Kompetensi Pedagogik

1. Understanding students in depth which includes understanding students by utilizing the principles of cognitive development, personality principles, and identifying students' initial teaching provisions
2. Designing learning, including understanding the educational foundation for the benefit of learning which includes understanding the educational foundation, applying learning and learning theory, determining learning strategies based on the characteristics of students, competencies to be achieved, and teaching materials, and preparing learning designs based on the chosen strategy.

3. Carry out learning which includes arranging learning settings and carrying out conducive learning.
4. Design and implement learning evaluations which include designing and carrying out evaluations (assessment) of learning processes and outcomes on an ongoing basis with various methods, analyzing the results of evaluation of processes and learning outcomes to determine the mastery level of learning, and utilizing the results of learning assessments to improve program quality learning in general.
5. Developing students to actualize their various potentials includes facilitating students to develop various academic potentials, and facilitating students to develop various non-academic potentials.

# 4

Teacher  
competence  
by Regulation

Kompetensi pedagogik

Kompetensi Kepribadian

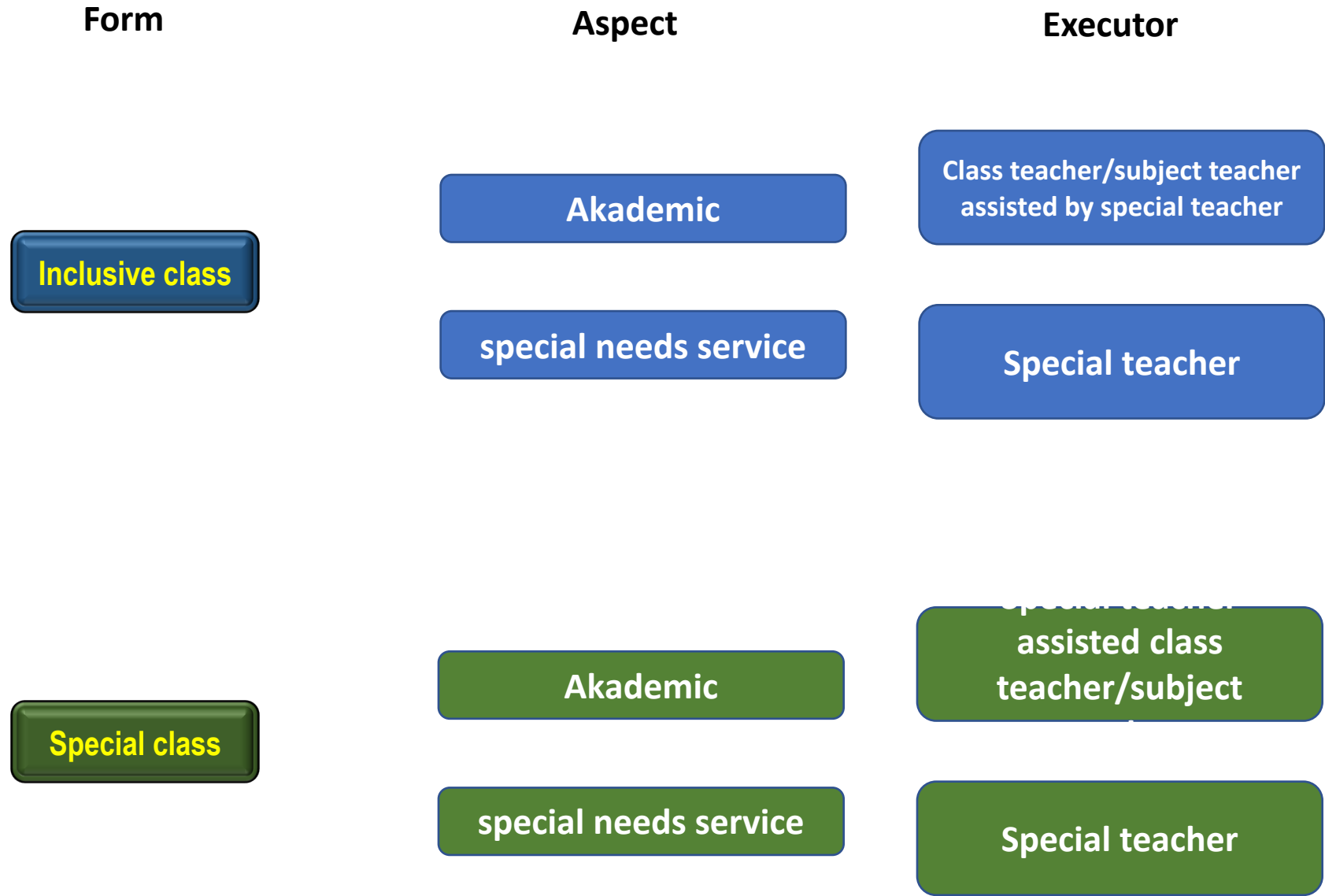
Kompetensi Profesional

Kompetensi Sosial

## Kompetensi Profesional

1. Mastering the material, structure, concept, and scientific mindset that supports the lessons learned.
2. Mastering competency standards and basic competencies of subjects/fields of development that they are capable of.
3. Develop creatively enabled learning materials.
4. Develop professionalism in a sustainable manner by taking reflective actions.
5. Develop professionalism in a sustainable manner by taking reflective actions.

**forms of education  
services in inclusive  
schools**



## Basic competence of class teachers on inclusive schools

1. Able to arrange learning curriculum in education unit
2. Able to arrange learning syllabus;
3. Able to develop lesson plans;
4. Able to carry out learning activities;
5. Able to arrange measuring tools according to subjects;
6. Able to assess and evaluate learning processes and outcomes on subjects in class;
7. Able to analyze learning assessment results;
8. Able to carry out improvement and enrichment learning by utilizing the results of assessment and evaluation;
9. Able to carry out guidance and counseling in the class that is his responsibility;
10. Can be a supervisor for the assessment and evaluation of the process and learning outcomes at school and national levels;
11. Can guide novice teachers in the induction program;
12. Able to guide students in extracurricular activities in the learning process;
13. Able to carry out self-development;
14. Able to carry out scientific publications; and
15. Can create innovative work.



## Basic competence of subject teachers on inclusive schools



Subject  
Teachers

Able to arrange learning curriculum in education unit;

Able to arrange learning syllabus;

Able to develop lesson plans;

Able to carry out learning activities;

Can arrange measuring tools / questions according to subjects;

Able to assess and evaluate learning processes and outcomes in the subjects they teach;

Able to analyze learning assessment results;

Able to carry out improvement and enrichment learning by utilizing the results of assessment and evaluation;

Can be a supervisor for the assessment and evaluation of the process and learning outcomes at school and national levels;

Can guide novice teachers in the induction program;

Able to guide students in extracurricular activities in the learning process;

Able to self-development;

Can carry out scientific publications; and

Can create innovative work.

# Basic competence of special education teachers on inclusive school

## Pre service

1. Able to carry out identification of the types of student disorders, using conventional and digital-based instruments and devices.
2. Able to determine indications of student abnormalities through case conferences
3. Able to carry out academic and non-academic assessments for students with special needs, using conventional and digital-based instruments and devices.
4. Can compile a planning matrix based on the results of the assessment.

## Academic services (in collaboration with regular teachers)

1. Able to adapt curriculum based on assessment results and planning matrix.
2. Can arrange learning tools (syllabus, lesson plans, teaching materials and learning media).
3. Able to carry out collaborative and individual learning, by utilizing assistive technology.
4. Able to conduct assessments using conventional and digital-based instruments and devices.
5. Can compile reports on learning outcomes using web-based and internal data formats



Special  
Teachers

**Specific services:** in the form of special needs development/intervention (braille literacy, mobility orientation, BKPBI, self-development, movement development, behavioral intervention and gifted development), in collaboration with service centers for children with special needs.

1. Able to develop a priority scale for special needs services based on a planning matrix
2. Able to develop special needs service tools (programs, materials and intervention media)
3. Able to carry out special needs services by utilizing appropriate assistive technology.
4. Able to conduct assessments using conventional and digital-based instruments and devices.
5. Able to set follow-up program
6. Able to compile reports on service results using web-based and internal data formats

## Center for children with special needs.

The center for children with disabilities or the Disability Service Unit (ULD) is part of an institution or institution that functions as a provider of services and facilities for Persons with Disabilities (Law No. 8 2016)

ULD is under the control of the District/City Education Office with the task of: providing consultation, identification and assessment services, intervention/therapy services and pre-education services

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**thank you**