

# Building the Competence of Culture Art Teachers in Inclusive School in Bandung City

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**Abstract**—This study aims to describe the competence of cultural arts teachers who teach in junior high schools inclusive education providers in Bandung, including pedagogic and professional competencies in carrying out the main tasks and functions as teachers, especially dance teachers in providing learning services to children with special needs. This qualitative study uses a case study method, the subject under study focuses on two cases of cultural arts teachers in Bandung who teach dance in inclusive schools. To find all data collected through observation, interviews, documentation studies, and FGD (Focus Group Discussion). Furthermore, the data analysis used is Constant Comparative Method. Findings from the results of this study teachers still need to strengthen understanding of inclusive learning. The implications of this study, provide a model of teacher ability that is appropriate to the needs of inclusive schools, in terms of classroom management, methods, materials, implementation of teaching and learning processes and evaluation.

**Keywords**—*teacher competence; arts and culture teacher; inclusive school*

## I. INTRODUCTION

Education for all. This means that everyone has the same opportunity to get an education. Based on this, every person under any conditions has the right to get the same education without exception. This also applies to inclusive students. There is no reason to distinguish between student rights inclusive of regular students. The United Nations has declared children's rights, including the affirmation that all children have the right to education without discrimination in any form in 1989. The declaration continued with The Salamanca Statement and Framework for Action on Special Needs Education in Spain in 1994 which gave obligations for schools to accommodate all children including children who have physical, intellectual, social, emotional, linguistic and other disorders. Schools must also provide education services for children with disabilities as well as gifted children, street children, child laborers, children from remote communities or moving places, children from ethnic, ethnic or cultural minorities and other vulnerable children [1].

In Provision for Children with Special Education Needs in The Asia Region written by James Lynch reports a summary of research documentation and case studies from 15 countries in the Asia region on the development and implementation of

education for children with special needs, both permanent special education or temporary ones, especially those who need more serious handling from the teacher, institution and system. It was stated that children with special needs need special treatment because it is caused by several factors, due to physical, mental, social, emotional, or unfavorable situations or because of a combination of multiple (handicapped) disorders, so that they can develop their potential to the optimum [2].

In Indonesia it is stated that the state is obliged to carry out education in order to educate the nation's children. Based on Law No. 20 of 2003 Regarding the National Education System, every citizen has the same rights to obtain quality education [3]. In this case the government guarantees the implementation of a minimum 9-year compulsory education at the primary and secondary education level without any discrimination to accept students in any condition, because every prospective student has the right to receive equal and just education services.

The Mayor of Bandung, on October 26, 2015, has declared that Bandung is an Inclusive Education City where all regular Education Units (both public and private) must accept children with disabilities so that every child in Bandung has the same rights to obtain equitable education services (<https://regional.kompas.com>). This is also supported by the issuance of Regional Regulation number 2 in 2018, concerning the implementation of education in the Education Unit, especially in article 8 which states that

*"The Local Government manages the Local National Education System to ensure the implementation of inclusive and equitable education and to encourage lifelong learning opportunities for people in the City Area."*

Educators are the spearhead of the successful implementation of inclusive education programs. Thus, the crucial thing that must be done by Cultural Arts educators is to understand correctly the goals of inclusive education programmed by the government. A correct understanding of the implementation of inclusive education is a necessity, so that it can be a basic capital for a complete thought towards the direction of the learning process in inclusive classes.

In general, teachers in schools still consider students with special needs as a burden in the learning process. The Dance Art Teacher still thinks that Dance in public schools is only for regular students. The teacher still considers that students with special needs are still difficult to mix with other students

because of the attachment to the difficulty of students with special needs in achieving the same competencies as general students so that they need assistance from special tutors. In addition, the public Dance Art teacher is still having difficulty choosing the right method to serve general students and students with special needs in one learning time. The teacher also does not have a specific formula to determine the Dance Art assessment system for inclusive students in the regular class. This is a big problem when regular schools carry out inclusive education, especially in Bandung which has declared itself as the City of Inclusive Education. This is the reason behind the importance of further research to find out the description of the competencies possessed by Cultural Art Teachers, especially Dance teachers in junior high schools that carry out inclusive education in Bandung.

#### *A. Previous Research*

Based on several studies that have been conducted to improve teacher competency by Stella, Forlin and Lan in Hong Kong, in his research provide teachers with an understanding of the roles and responsibilities of teachers, knowledge of the diversity of Children with Special Needs and the experience of interacting with Children with Special Needs [4]. The results of the study were effective in changing the attitude of the teacher showing an increase in the teacher's understanding of the diversity of Children with Special Needs, the roles and responsibilities of teachers in teaching children with special needs.

Other studies conducted by Sharma, Forlin, and Loreman in Australia, Canada and Singapore regarding teacher attitudes toward inclusion students [5]. His research proved to be effective in reducing teachers' negative views on Children with Special Needs by providing training to teachers. Similar research was also carried out by Haifani regarding attitudes and knowledge about Children with Special Needs [6]. Training materials are in the form of introductions, understanding of inclusion, children with special needs, identification of Children with Special Needs, modification of learning for Children with Special Needs, collaboration of teachers and parents of students and closing [5]. The training was given the name "Teacher Care for Children with Special Needs". The results of the study indicate that there is an increase in teacher's knowledge and attitudes towards teacher acceptance of children with special needs and realize that each child is different in competence and characteristics.

Other similar studies have been carried out by Leonita and Weny regarding the understanding of teachers in teaching children with special needs in inclusive schools through descriptive qualitative methods designed to find out pedagogic knowledge of teachers for children with special needs in inclusive schools [7]. Participants are teachers from "X" public elementary school which is an inclusive school. Research shows that teachers lack knowledge about the characteristics of children with special needs. Teachers do not know how to build and implement gruelling learning and evaluation for the needs of secular children. Evaluation is given through tests and adaptations of the Minimum Completeness Criteria. This is the result of a lack of teacher's pedagogical knowledge. Therefore, researchers designed training to provide pedagogical

knowledge to teach children with special needs for inclusive children to participants. Training materials include characteristics, assessment, and identification of children with special needs, and building an Individual Education Program (IEP).

Temu, Stephani, and Khasanah's research reveals the findings of various problems related to Children with Special Needs who follow a regular learning system in State Primary Schools that conduct inclusive learning [8]. From the results of his research that has been conducted on teachers from grades 1 to 6 who deal with Children with Special Needs, states that student domain competence, assessment, instruction, collaboration communication and professional, show moderate mayor. Whereas the majority of domain content shows low competence. The majority domain with high results is the environment learning domain.

#### *B. Teacher Competency*

The teacher is an educator whose job is to teach, educate, guide, direct, train, and evaluate students from early age to college. The teacher as the tip of education is considered smart and insightful, so that the teacher can provide useful knowledge by educating children without discriminating [9]. This shows that teachers must have competence in various fields of science, especially cultural arts teachers so that the teacher is considered a competent teacher.

Teacher competency is the ability to do teaching and educating tasks obtained through education and training [10]. In teacher competence there is knowledge, attitude of acceptance, skills, and values shown by the teacher in teaching [11, 12]. It must also be owned by teachers in inclusive schools, so that in dealing with children with special needs teachers have sufficient abilities.

Teacher competency is the ability to manage the learning of students with special needs consisting of aspects of knowledge, understanding, abilities, values, attitudes, and interests, as a set of intelligent, responsible, and teacher-owned actions as a condition to be considered capable by the community in carrying out teacher assignments [13].

In improving the quality of basic education in Indonesia, an educator must pay attention to the competencies that teachers need to have. Teachers as role models of students are required to have plenary competencies that have four comprehensive competencies, namely pedagogic competence, personal competence, social competence, and professional competence [14].

Pedagogic competence that must be mastered by a teacher is 1) mastering the characteristics of students, from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; 2) mastering learning theory and learning principles that educate; 3) developing a curriculum related to the subjects taught; 4) organizing educative learning; 5) utilizing information and communication technology for learning purposes; 6) facilitating the development of the potential of students to actualize various potentials; 7) communicate effectively, empathetically, and politely with students; 8) hold an evaluation of the learning process and results; 9) utilize the

results of the assessment for the sake of learning; and 10) conduct reflective actions to improve the quality of learning.

Professional competence that teachers must possess is 1) mastering the material, structure, concepts, and scientific mindset that supports the subjects taught; 2) master the competency standards and basic competencies of subjects taught; 3) developing learning materials that are taught creatively; 4) develop professionalism in a sustainable manner by using reflective actions; and 5) utilizing information and communication technology to develop themselves.

### *C. Inclusive School*

Inclusive is a term in the world of education that brings together children with special needs into regular school programs. The term inclusive can also be interpreted as the acceptance of children with special needs into the curriculum, environment, social interaction, and school self-concept, so that children with special needs can be directly involved in a comprehensive school life [15, 16].

Inclusive education is the core of human rights to obtain equitable education. The logical consequence of this right is that all students / students have the right to receive education without discriminating against the background of incompetence, ethnicity, religion, language, gender, culture, and other conditions.

Inclusive education is intended as a system of educational services that includes children with special needs to learn together with their peers in the regular schools closest to their homes. The implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational facilities and infrastructure, and learning systems that are tailored to the individual needs of students.

## II. RESEARCH METHOD

The research method used is a descriptive qualitative method to describe the state of the research subject and outline the things that become an important part of the research that will produce an in-depth study of the object under study.

This qualitative descriptive study uses a case study research method with an observation study approach and data collection techniques through observation, documentation studies, in-depth interviews and FGD (Focus Group Discussion). Furthermore, the data analysis used is Constant Comparative Method through data reduction, data categorization, synthesis, and conclusion drawing.

The instruments used in this study were observation guidelines, interview guidelines, questionnaire applications through smart phones, recording devices in the form of smart phones to conduct documentation studies, and minutes of FGD (Focus Group Discussion) results. The subjects studied focused on two cases of arts and culture teachers in the Bandung who teach dance in inclusive schools. The school chosen was a pilot project school for the implementation of inclusive schools at the junior high school level in the Bandung, namely SMPN 47 and SMPN 23.

## III. RESULT AND DISCUSSION

Based on observations made by two Dance Art teachers in two inclusive education providers in Bandung, problems were found regarding the teacher's lack of understanding in the provision of inclusive education for students with special needs. The second phenomenon found is the teacher's lack of understanding in planning and implementing learning strategies and learning evaluation for inclusive students. This is what underlies the need for further research to find out the description of the competencies possessed by Cultural Arts Teachers, especially dance teachers in junior high schools that carry out inclusive education in Bandung.

Preliminary observations of the phenomenon found by researchers at SMPN 47 Bandung, that one of the demands of inclusive schools is the competence of teachers in providing education services for all children / students including those with special needs. One of the teachers who is a Dance Art teacher with a background in Special Education, said that the problem at the school was that the dance teacher had no understanding of children with special needs. Although he has worked for 5 years as a special companion teacher in the school, there has been no change in the attitudes of other teachers there, they are still not aware of the existence of students with special needs, so that services to students with special needs tend to be accomplished and assign these responsibilities to a Special Companion Teachers.

Based on the results of the interview, another problem is the lack of teacher skills in dealing with children with special needs in the classroom. The lack of teacher skills is caused by the lack of teacher's understanding of the importance of learning about children with special needs. The teacher only carries out the responsibility as a teacher for his students. However, they did not understand the various characteristics of students in the inclusive class and the problems that occurred in each student. In addition, there is also a lack of experience of teachers interacting with special need Students in school so that teachers rely more on a Special Companion Teacher in each lesson.

Based on the data obtained through follow-up observations at SMPN 23 Bandung, there were cases of 2 dance teachers in the inclusive learning process. Both Art Dance teachers do not have a background of knowledge about children with special needs, so this is an obstacle. Teachers need special competencies in the implementation of inclusive education. However, even though they were not provided with inclusive education knowledge, the two teachers were able to adapt in serving special need students in learning Dance. Even so, the two teachers still felt unable to develop strategies and evaluation of learning for special need students.

Boer, Pijl, and Minnaer say regular teachers who are accustomed to teaching normal children contribute to the success of the practice of inclusive education [17]. In addition, regular teachers show a negative attitude towards the potential of Children with Special Needs compared to teachers from exceptional educational backgrounds [18].

Teachers must have more knowledge about children with special needs, have a good acceptance attitude and have

teaching skills so that all children can receive the lessons given. Tarmansyah mentions the inclusion of teacher competence in Inclusion schools is to understand the purpose and objectives of inclusive education, be skilled in recognizing children's characteristics, carry out assessments, diagnosis and evaluation of education [19]. Even the New Student Admissions system in schools does not carry out assessments in advance or does not receive the results of assessment / introduction to information on Children with Special Needs from primary schools (elementary school) (interview on 3 November 2017) [20].

Deeper, the teachers in inclusive schools do not all have a background in extraordinary education, even dance teachers in this case are not equipped with the knowledge and strategies to deal with children with special needs in the situation / condition of the process of learning taking place in the inclusion class. Many dance teachers are asked to teach children with special needs. Therefore, the teacher felt confused because he did not understand the condition and the existence of special needs children in school. The implication is that the Dance Arts teacher has not been able to develop curriculum, syllabus, learning design, and assessment for inclusive students.

In the Forum Group Discussion (FGD) activity which was attended by elements of the Principal, Teachers of Counseling Guidance, and Dance Teachers at SMPN 23 and SMPN 47, it was known that the teacher's treatment of Students with Special Needs was still the same as the treatment of regular students. Teachers have not behaved in an inclusive manner, even teachers tend to think of students with special needs as a burden in carrying out their daily tasks. Each teacher at the school has not developed a plan for implementing learning that can embrace inclusive students. The assessment process for inclusive students is still the same as regular students because teachers are still confused in carrying out assessments of students with special needs.

These conditions require teacher competencies specifically in handling the learning process of students with special needs. The teacher's paradigm, which was originally only a teacher (teacher), has now turned as a coach, counselor, and learning manager [21].

#### IV. CONCLUSION

Based on the result of this study it can be concluded that. School as an institution of formal education needs to prepare students to be skilled full regarding to their individual needs in the community and in the future. This need requires schools to produce students who are skilled, deft, intellectually intelligent, emotionally intelligent, and socially intelligent. It can be reached by providing teachers in general, especially dance teachers still need to strengthen the understanding of inclusive learning, even though he is not a teacher of Special Education. The high purpose of education requires teachers / educators as educational facilitators to be able to create that role optimally. Therefore, a teacher needs good competence to be able to

achieve the goals by improving Pedagogic competencies, Personality competencies, Professional competencies, and Social competencies.

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