The International Conference on Psychology of Resilience

Faculty of Psychology, University of Indonesia
22nd September, 2011, Depok, Indonesia

CONFERENCE PROCEEDING

PROCEEDING
of
The International Conference on Psychology of Resilience
2011

22\textsuperscript{nd} September, 2011
Faculty of Psychology, University of Indonesia,
Depok, Indonesia

Edited by:
Aries Yulianto
Faculty of Psychology, University of Indonesia

Published by:
LPSP3 UI
September, 2011
CONTENT

Resilience and Culture
1. The Resilience of Young People Stories and Research from Three Countries
   Peter Newcombe, Piyanjali de Zoysa, Patrick Vakaoti, Louise Earnshaw
   1

2. The Difference of Resilience between Indonesian and Poland Students
   Yonathan Natanael, Tomasz Dziedzic, Sri Tiatri, Piotr Sorokowski, Sandi Kartasasmita
   18

3. Religiosity and Resilience among “underclass” Internal Migrant Young Men in Jakarta: A
   Study of Two Different Ethnic Groups
   Bonar Hutapea
   24

4. We Are Living Harmony With The Flood
   Jony Eko Yulianto, Ilham Nuralfian
   31

5. The Difference of Resilience Between Main Characters of Indonesian Sinetron and Korean
   Drama Based on Audience’s Perception
   Sufren, Sri Tiatri, & Fransisca Irian Roesmala Dewi
   38

6. Factors Related to the level of Personal Resilience on Batak Mandailing Adolescents
   Ihsana Sabriani Bornulogo
   47

7. A Sense of Grateful and Resilience, Analyzing the Effect of Gratitude to Resilience to the
   Victims of Merapi Eruption in Yogyakarta in 2010
   Rizkia Nurinayanti, Ali Fah Sri Sabekti
   52

Resilience and Organization
8. Resiliency and Attributional Styles as Predictors of Mental Health in Factory Workers
   Ebrahim Alizade Moosavi
   56

9. Resilience on Helper for special need students at Elementary School X Bandung
   Fifie Nurofi, Debbie Rachmianti
   62

Resilience and Education
10. Resiliency Among Senior High school Students Who Failed in The National Examination
    Wahyu Khodijah, Feliyanti Muzdalifah
    66

11. Exploring My-Self Camp, Peer-Group Camp, Self-Help Camp, and Live-In as a Method of
    Learning The Character of Toughness
    Listyo Tiawanto, Agnes Felicia Budiman, Karolina Arif
    73

12. Paternal Parenting Styles and Adolescent’s Self-Efficacy: The Moderating Role of Education
    Somayeh Keshavarz, Rozumah Baharudin
    77

13. Self-Regulation Training As An Effort To Enhance Students’ Competitiveness
    Dian Ratna Sawitri, Juli Ariati
    81

14. Resilience, Self Regulated-Learning, Academic Achievement at Junior High School Students
    Nofrans Eka Saputra
    87

15. Proactive Counseling (Psycho-Educative Strategy) to Help Teenager
    Endang Pudjiastuti
    92

16. How is Student’s Perception of Their Problem Solving Skills Affected Their Resiliency
    Nurul Hidayati, Nadhirrotul Laily, & Asri Rejeki
    98

17. Inclusive Education Focused on Resiliency
    M. Salis Yuniardi
    104

18. Program Evaluation: Implementation of Moving Class System on The Establishment of Student’s
    Characters
    Intan Irawati, Susiana Manisith
    108
INCLUSIVE EDUCATION FOCUSED ON RESILIENCY

Muhammad Salis Yuniardi

Psychology Faculty, University of Muhammadiyah Malang, Malang, Indonesia

E-mail: salisardi@yahoo.com

Abstract

Inclusive education for Special Need Children is an inevitable approach to answer a lot of weaknesses of segregation/segregative education that obviously has made these children grow up with negative self-concept and lack of social adaptation skills. However, it seems that inclusive education has failed to fulfill its main function and many novel problems prevail instead, such as the failure to empower those children potency, stress among teachers who feel unable to handle those children, and also a wide range of academic cheatings. This article analyzes the factors involved in the failure and the success of inclusive schools in Malang Residence that had been supervised by ACTENAS (National Assessment Centre) of UMM around 2008-2010. As the result, problem-focused-approach implemented among those schools has been considered the root problem. This approach obviously has forced the curriculum, the teaching process, and the teachers to transform Special Need Children to be like "normal children", something that is absolutely impossible. In contrast, resiliency approach that highlights those children' strength has proven able to empower those children' potential, enhance their achievement, build warmer inclusive atmosphere, and help the teachers develop better curriculum and teaching methods enthusiastically.

Keywords: inclusive education, special need children, resiliency

1. Background

In The Convention on The Rights of The Child published by United Nation in September 1990, specifically in article 23stated that: "a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child’s active participation in the community" (Zinkin, 1995).

Indonesian’s Law (UU RI No. 23/2002) states that every child has rights to live, grow, participate, and get protection from any discrimination, regardless their race, social status, or even their condition. Afterward, this law gives mandatory for every adult to guarantee these rights inasmuch as it is impossible for children to fulfill those rights. According this law, segregation method with its special schools is should be reflected due to this method separates special need children from communities. Consequently plenty of problems emerge including stigmatization, negative self-concept and lack of social competency among those children.

Answering those problems, inclusive education is introduced. According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed. Additionally, a lot of people are convinced that inclusive education is a real implementation of the basic human right to education. It is not only about attaining universal access to education, but universal access to meaningful and purposeful knowledge and learning for all.

However the result in implementation is not like in the concept. There are a lot of novel problems and obstacles that inclusive schools inevitably encounter instead of answering the previous problems. For instance, the school find difficulty to implement the national curriculum for almost special need children who are not able to reach the standard of this curriculum, the lack of human resources/teacher number who have expertise in handling special need
Overall, all efforts in inclusive education will be difficult to get fully success unless there is a change in paradigm of all those efforts. First, special need children are not a kind of broken thing. They only have different ability that actually prevails within every one. Second, education is more than repairing, it is an empowering process.

b) The Assessment purposes. Commonly, there are several stages in determining which children can be categorised as special need children. The first step is problem identification by teachers or parents including either any disable abilities or inappropriate behaviour preferences. Afterward, for those having those categorizations (symptoms) will be sent to psychologists or psychiatrists in order to be diagnosed. As a result, there will be a diagnosis whether having a kind of disability, psychological disorder, or normal. Next, if children are diagnosed as special need children, they can go to the inclusive class. From those steps, it seems that the assessment process only focuses on the diagnosis, searching for the weakness of children. It is absolutely a partial assessment due to that it does not explore the other strength, the interest, as well as the potencies of children.

Additionally, there is always a question which appeared after the diagnosis, what we can do further for those special need children. Unfortunately, diagnoses result does not give any information to answer this question. Moreover, this assessment process is obviously expert centre rather than children (client) centre. What becoming an obstacle or a problem is in the expert’s perspective, on the other hand the child sometimes do not think it as an obstacle or a problem until the expert diagnoses it. For instance, autistic children probably will not be aware of their problems until people tell it. Why? As a natural trait of human kind, those children only focus on what activities can make them happy grow, and more mature previously. An alteration prevailed after the diagnosis, going hand in hand with how other people behave on those children and highlight on their disabilities, those children develop a negative self concept eventually; they are a different children with others, they are disable children. Not to mention, this diagnosis will lead the teachers’ perspective concerning special need children. It will make teachers only give underline on the disabilities of those children and forget the potencies of those children. As a result, teachers will lost their holistic approach in teaching, will forget the main function of education which is empowering rather than
repairing, and lastly with unawareness, they will behave and give label to those special need children as disable children.

All in all, there should be a transformation within the assessment process that gives more emphasis on finding the potencies rather than diagnosis the weakness of those special need children. As a result, programmes can be developed that maintain students on course to continuously achieve progress, to empower rather than repair.

c) The curriculum implemented. Every child has his/her own potential, interest, and dream. The basic purpose of education is encouraging, facilitating, and empowering this uniqueness optimally. From this perspective, education should fulfil every child’s need and curriculum adjusts every child’s uniqueness. The concept of the holistic development of the person places the student at the centre of the system. The curriculum should therefore be at the service of the students and not the other way around.

On the other hand, what has prevailed is a reverse pattern. Education insists every child to adjust its national curriculum. Larry Cuban, an expert on school reform, describes many schools as lacking the flexibility to accommodate the diverse abilities and interests of a heterogeneous student body (Cuban, 1989). Specifically in inclusive education where there are students with disabilities that may increase the diversity within a classroom. In inclusive education, the flexibility of curriculum is inevitable. The inclusive school should increase its capacity to respond to not only the varying learning styles and abilities of its students but also the differences of each student’s potential, interest, and dream.

An inclusive education is based on a commitment, on the part of the learning community, to fully acknowledge individual difference. This concept recognises the full range of educational interests, potential and needs of students. When inclusive education lost its ability to develop a flexible curriculum that is able to adjust with every child’s uniqueness, a systematic bullying prevails. Special need students, also other students, will lose their self identity and self belongings. Additionally, they will have no chance to be aware their potential and to develop for their bright future.

d) The involvement of parents and community. A lot of inclusive teachers feel depressed with their class and special need students. They think that they work alone, without decent facilities as well as support. Those teachers forget that actually, As described by Stainback and Stainback (1990), An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met. They forget that parents as well as community have their own potentialities and sometime a kind of unlimited resources.

An effective inclusive educational system will always recognises the link between family, community, and children. Moreover, an inclusive culture regards education as only one aspect of the aim of developing an inclusive society.

Apart of those four main problem roots, not to mention the lack number of teachers who have knowledge and skill handling special need children and also the deficiency of decent facilities supporting inclusive programmes are other problems that have influent in the failure of the implementation of inclusive education.

On the other hand, there is resiliency perspective that believes if every human kind has his/her own capacity to overcome his/her own problem, including problem in developing their potencies (Henderson, 2002). Resiliency offers two important messages: (i) a problem or a disability does not always lead to a kind of dysfunction or even a disorder can give a various result on the every individual having it; (ii) Everyone has possibility to overcome it independently.

This optimistic view gives a clear direction how to implement inclusive education. Starting from how alter the paradigm within the mind of all people, specifically who are involve in its implementation. Every child, regardless their condition, is seen as a special child who have his/her own potential. Consequently, the assessment should underlined more on searching the strength, the interest, and the potential of children rather than work hard in order to diagnose what are the disabilities or the kind of disorder of the children. Eventually, the curriculum is developed to adjust and to facilitate the development of every child’s potential individually. Moreover, the involve of parents and community within the educational process is really encouraged.

There were several examples of the success of its implementation in Malang. First example there was a naughty student in SMP Diponegoro Betu Malang
that also has low achievement in his study. The diagnosis of the assessment stated that this student has a borderline intelligence score (IQ). Moreover, also from the assessment, it found that this student has interest in sport as well as has good psychomotor coordination. However, the school has no decent facilities in sport. After discussion with the parent and the community, there was a volleyball club that agreed to recruit this student. As a result, this student was able to gain achievement in sport and then he changes his behaviour within class. He never do abuse again to other student and become diligent student in the class although never gains top ten in the rank.

As the second example, there was a pupil who has autism. However, he has a good ability as well as interest in computer. The school decided to give more extra class for this inclusive student in computer room every day. As a result, after two month, he has able to create an animation program that helping teachers in class.

4. Summary

All in all, not only does resiliency match with the inclusive education purposes but it is also able to implement student centre method successfully as well as build optimism and inclusive environment within the school.

References


