

Best Practices of Inclusive Education in Japan, Australia, India and Thailand: How to be implemented in Indonesia

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Best Practices of Inclusive Education in Japan, Australia, India and Thailand: How to be implemented in Indonesia

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The purpose of this study was to examine best practices of inclusive education in Japan, Australia, India and Thailand which then are adapted to the cultural values and character education in Indonesia. This study used a descriptive comparative approach with the goal of developed countries (Japan and Australia) and developing countries (India and Thailand) and Indonesia as a target outcome. Data obtained: Prof. Hideo Nakata, Ph.D. (Japan), Kerry Bissaker, Ph.D. (Australia), Prof. Jayanthi Narayan, Ph.D. (India), Prof. Pennee Narrot, Ph.D. (Thailand), and Dr. Mudjito, AK, M.Sc. (Indonesia). To strengthen analysis data, the author also made direct requests, especially from Japan and Australia. The main findings of this study indicate that people in four countries are able to understand the main concepts of inclusive education as an ideology and a new philosophy in education, based on humanism, democracy, nondiscrimination and education for all. Implementation of inclusive education in regular schools can be grouped into three models: (1) Regular Class Room (RCR), (2) Resource Room Service (RRS), and (3) Special Class Unit (SCU)/Special Class in Regular Schools. In Japan will provide regular schools with more places for disabled pupils to the Regular Class with Professional Staff (RCPS) and Regular Class with Professional Advice (RCPA). In each of these service models, the curriculum, learning approaches and ways of evaluation are tailored to disabled pupils. Another interesting finding, that in the four countries, the curriculum does not use a centralized system, minimize system of national examinations and have not used the system failing grades, since all students each year continue to the next grade and learn according to their potential and abilities. All these findings will provide for further discussion for consideration in developing inclusive education in Indonesia.

Key words: Best Practices of inclusive education

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The purpose of this study is to find the best practices of inclusive education in developed countries (Japan and Australia) and developing countries (India and Thailand) then adapted based on cultural values and character education in Indonesia. In particular the findings of an indicator of best practices and model implementation of government policy that has implications for the type of curriculum, learning and the evaluation would be a recommendation for the Government of Indonesia through the Ministry of National Education, as a considered material in developing inclusive education in Indonesia.

This study has used a descriptive comparative approach with the goal of developed countries (Japan and Australia) and developing countries (India and Thailand) and Indonesia as a target outcome. Data obtained through the speakers from each country: Prof. Hideo Nakata, Ph.D. (Japan), Kerry Bissaker, Ph.D. (Australia), Prof. Jayanthi Narayan, Ph.D. (India), Prof. Pennee Narrot, Ph.D. (Thailand), and Dr. Mudjito, AK, M.Sc. (Indonesia), as well as direct data base

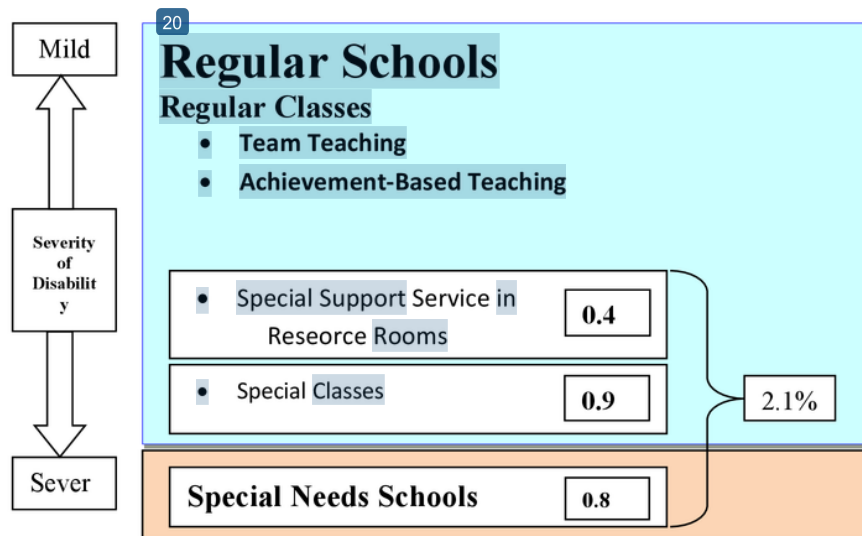
search of documents on inclusive education from the country from where each goal comes. To strengthen the findings of data site visits to Japan, Australia and Thailand were also conducted, particularly. All data in this study's findings have been discussed to find the best practices of inclusive education from some of those countries in accordance with the culture and character education in Indonesia.

9 Practices Inclusive Education in Japan, Australia, India and Thailand

This study of best practices inclusive education in Japan, Australia, India and Thailand, focused on Government policy, model of organizing, curriculum, instructional and evaluation system.

27 Government policy

1 Minister of Education, Culture, Sports, Science and Technology (MEXT) of Japan states that "Academic freedom" is guaranteed under the Constitution of Japan, which states both that "All people shall have the right to receive an equal education correspondent to their ability, as provided by law," and that "All of the people are equal under the law and there shall be no discrimination in political, economic or social relations because of race, creed, sex, social status or family origin." Thus, equal opportunity in education has been guaranteed" (MEXT, 2008).



Special Needs Education System in Japan (MEXT, 2010c)

4 In Australia, The Disability Act 2006 (the Act) was passed by Parliament on 4 May 2006 and has become fully operative since 1 July 2007. The Act provides the framework for a whole-of-government and whole-of-community approach to enable people with a disability to participate actively in the life of the community. The Act is guided by the principles of human rights and citizenship and provides substantial reform to the law for people with a disability in Victoria. Australia wide, 44% of school students attend non-government schools. The proportion of students with a disability, as per the Australian Government Department of Education, Training & Youth Affairs (DETYA) guidelines, attending non-government schools in Australia has changed from less than 0.5% in 1985 to close to 2% in 2000. This represents a 1060% increase compared with the overall growth in numbers in nongovernment schools of 30%. This is likely to be the result of identifying students already in the system as having special needs now that funding is available for their support. The new report (DECS, 2009a) education service for

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children with special need in Australia shows that the vast majority (97%) of school aged children with disabilities attend school, with 89% in mainstream schools and another 9% in special need schools, that education services can be grouped into :

Table 1: Education service for student with impairment of Australia

No.	Institution	The form of service	Object
	Regular Schools	- Regular Class Room (Full Classical)	Student with mild impairment and whit-out cognitive retardation
		- Unit resource room	Student with mild and moderate impairment
		- Special class (class Unit)	Student with moderate and severe impairment
	Special Schools	I E P	Student with severe impairment and multiple disabilities

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The Constitution of India ensures equality, freedom, justice and dignity of all individuals and Mandates and inclusive society including persons with disabilities. India is a signatory to the Declaration on the full participation and Equality of People with Disabilities in the Asia Pacific Region and Biwako Millennium Framework for action towards an inclusive, barrier free and rights base society. A National Policy for Persons with Disabilities has also been framed in 2006. The Constitutional (eighty Six) amendments Act, 2002, notified on 13th December 2001, inserted article 21-A in constitution, which provides that “the state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”. Section 1 (2) of the constitutional (Eighty Six) amendments Act. 2002 provides that ‘it shall come into force on such date as central Government may, by notification in the official Gazette appoint’. Based on a comprehensive survey of the educational and economic status of religious and linguistic minorities in India, we are taking special care to ensure that their educational attainment is at par with the general population. This includes, where required, constitutional and other statutory interventions to provide rights to the vulnerable sections of our society. Recently, India has also initiated a major plan for the massive expansion of higher educational opportunities while at the same time ensuring social inclusion and academic excellence (Arjun, 2008)

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In Thailand since the enactment of the Compulsory Education Act, all children, between the ages of seven and fifteen, regardless of their nationality or citizenship, must be enrolled in school and will receive six years primary and three years lower secondary education, provided by the state free of charge. Beyond compulsory education, however, all Thai citizens are entitled to receive a complete basic education free of charge. Basic education was extended from 12 years, covering 6 six years primary education, 3 years lower secondary, 3 years upper secondary education, to 14 years, including a further 2 years pre-primary education and care. The constitution reaffirms education as a basic human right of all Thai citizen. The challenge of making education inclusive is being approached from directions. The first supports the integration of previously marginalized or vulnerable groups; and the second promotes peaceful co-existence by cultivating appreciation and respect for cultural diversity. National Special Education Act specifying the following professionals and services: Disabled Person Individualized Education Plan (IEP) Technology and Educational Materials Special Education Teachers Mainstream Education Special School. The impact of the national legislation and policy reforms above, Thai government at the moment gave special attention to the problem: (1) a large proportion of students with disabilities are still not receiving appropriate and sufficient educational services; (2) Parents do not fully aware of the rights and responsibility

in education for their children; (3) Teachers are not appropriately trained; and (4) Teachers consider the students to be an overwhelming burden (National Report of Education of Thailand, 2008; Sriwongyong, 2010).

Educational Philosophy of Indonesia

Indonesia is the largest archipelagic country spread from Sabang until Merauke, has more than 17,524 islands. Eleven thousand among others are populated with uneven distribution. Indonesia is also known as the biggest multiethnic state in the world with more than 700 ethnics. Every ethnic has culture with different social structure. In general every ethnic has different customs and also different local languages. The Condition of fragmented society, different customs, cultural and different Languages, in general, is potential to generate horizontal conflicts and crisis. This condition also becomes one of the causes of barriers in learning, so that children's right to obtain education are not yet fully fulfilled. For this the government tries to implement inclusive education¹ as one of the strategies to overcome educational barriers for all school aged children. The features of Indonesia's education system have two dimensions that are track and level. From the tracks point of view, it has three consisting of formal, non-formal, and informal tracks. While based on level, it consists of basic education, secondary education, higher education. Basic education level constitutes a 6-year primary school and 3-year junior secondary school. While secondary level has two types of school namely Senior Secondary school² and Vocational Secondary School. The previous offer more academic oriented programs of the previous are directed to continue to higher education, and the latter to enter the labour markets. For the Indonesian nation, Inclusive Education is not simply an educational setting, however more as a philosophy, principal and method in developing a secure, prosperous and fair society according to the Pancasila philosophy and the 1945 constitution. This matter is expressed clearly in the slogan "Bhinneka Tunggal Ika" meaning "unity in diversity". Indonesian nation respects diversity and differences but those are positioned as properties and strength of nation in realizing the goal of nation, i.e. to bring the nation life towards fair, prosperous, and secure society within the framework of Unity of the Republic Of Indonesia.

Goals of Education

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The goals and function of Indonesian national education is to develop capabilities and establish the character and civilization of the nation's dignity in the framework of the intellectual life of the nation, aimed at developing the potential of learners in order to become a man of faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent²⁶ and become citizens of a democratic and accountable (Act No. 20 of 2003 Act, article 3 of the Education System). At the level of implementation, the goals of inclusive education in Indonesia are²⁴ intended to: (a) provide the broadest opportunity to all the learners who have problems of physical, emotional, mental, and social, or has the potential of intelligence and special talent to obtain the quality education according to the needs and abilities, (b) realize the education that respects diversity, and non-discriminatory for all students as referred on letter of Minister of National Education Law no. 70 of 2009 about inclusion of article 2 (a) and (b).

Indonesian Culture⁶ and character Education Value of Indonesia

Culture means as a whole system¹⁰ of thought, values, morals, norms, and beliefs (belief) that produce human society, systems thinking, values, morals, norms, and beliefs that are the result of human interaction with each other and the natural environment, systems thinking, values, morals, norms and beliefs that are used in human life and result in social systems, economic systems, belief systems, systems of knowledge, technology, art, etc. Humans as social beings

become producers of systems thinking values, morals, norms, and beliefs; but also in interaction with fellow human beings and nature, man is governed by systems thinking, values, morals, norms and beliefs that have been generated, the character is morals, or personality of a person who formed from the internalization of various virtues (virtues) who believed and used as a basis for perspective, think, act, and virtue consists of a number of values, morals, and norms, such as honest, courageous, trustworthy, and respectful to others, one's interactions with others to grow community character and the character of the nation's education and culture. Education culture and national character is an effort to build and maintain a system of thought, values, morals, norms and beliefs that reflected human nature, character, morals, or personality of a person who formed from the internalization of the various virtues that are believed and used as a basis for how of view, think, act, and act.

Purpose of Education Culture and Character Nations is to: (1) develop the potential of the heart / conscience / affective learners as human beings and citizens who have cultural values and national character, (2) develop the habits and attitudes among students who are commendable and in line with the value universal values and cultural traditions of a religious nation, (3) install leadership and responsibilities of learners as the nation's next generation; develop the capabilities of human learners become independent, creative, resourceful nation, and (4) develop a life of the school environment as a learning environment a safe, honest, full of creativity and friendship, and with a high sense of nationality and full power.

Discussion

Compulsory Education

A tangible manifestation of the recognition and protection of the right to obtain a decent education for all has been the subject of commitments in five countries of this study, marked the implementation of compulsory education for all children is strengthened by a system of legislation in force in each country. Briefly, compulsory education programs in five countries are presented in Table 2.

Table 2: Compulsory Program in Five Countries

Country	Starting Force	Duration	Note
Japan	1979	9th (6-15)	in the following articles Implementation of compulsory education in Japan is very good, their participation rate reached 100% as stated Namiko A (2010)
Australia	1996	11th (6-17)	Currently, school education is compulsory until the age of 15 in 3 of the 8 states, with the remaining states having compulsory schooling until the ages of 16 or 17 years
India	1992	9th (6-15)	-
Thailand	2003	12th (6-18)	In 2004 compulsory education was increased from 9 years to 12 years
Indonesia	1984	9th (7-16)	Basic education consists of six years of Elementary Schools and three years of Junior Secondary Schools.

			which was declared as Nine-year Compulsory Education by the President of the Republic of Indonesia on May 2, 1994
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Moral Education

In Japan the proportion between the material of moral education, academic and physical in the curriculum drawn up proportionately. Moral education materials are not given in the form of the theory but more a functional applicative method. Murata and Yamaguchi (2010) that describes the moral education is, according to the basic spirit of Education stated in the Basic Act on Education and the school education law, to foster the morality in children as the foundation, by which they can realize a spirit of respect the human dignity and reverence for life in a family, school, and community life, endeavour to develop a democratic society and state while having a rich spirit, inherit and develop traditions and cultures, pursuing creation cultures with great individuality, to foster independent Japanese citizen who are capable of contributing willingly to peaceful society and opening the way to the future India, a country with second largest population after China also has a pretty good tradition of moral education. It is based on the teachings of the religion of Hindu, believed by most citizens. They manage to form the love of his people wherever he is. In Japan and India, there are many ways applied on how to implement moral education through school. It is a lesson that needs to be studied further. Indonesia already has got culture and character education that has been declared by the government, through the Ministry of National Education. A few grains of character of education is very supportive of this concept of moral education among other things, point 1 (religious), point 14 (love peace), point 11 (patriotic), point 3 (tolerance), as well as point 17 (social care). Therefore the methods on how to implement moral education effectively should be observed further. The research that has been conducted in Japan and India need to be studied further and the result can be used as a material consideration in the implementation of Indonesia.

Curriculum

Paradigm teacher-centred education system that reinforced curriculum subject method, has been shifted to student-centred educational system reinforcing the students' competency based curriculum. This thing has consistently been applied in Japan, Australia, India and Thailand. The implication of this paradigm shift in the four countries does no longer apply the system of rigid national curriculum, replacing the implementation of competency-based curriculum system that really accommodates to the needs of students, local environment, as well as the demanding needs of each region. The function of this curriculum system is believed to be able to develop potential and establish the independence of all students, according to a international standard about the education system covering humanist, democratic and non-discriminatory. As Australia, Australian Curriculum Assessment and Reporting Authority (EVENTS) under the Department of Education and Children's Services (DECS) has developed the guideline of national curriculum only, while each states is given the freedom to arrange the description of curriculum materials. Next DECS in each state still leaves about 30% to autonomy at each school for curriculum development that will be used at the school level. Furthermore, in each school to describe the portion of 30% school autonomy, there is coordination and collaboration with parents, the industrial world, and the authority of the working world. In Japan also the government did not use a system that was in a form of rigid national curriculum. Ministry of Education Culture Sports Science and Technology (MEXT) is only a guide line to develop curriculum national, while developing the material further into the area and school authority. Conceptually Indonesia has also been applying the principles of competency-based curriculum, but in its implementation still Indonesia has not been able to abandon the principle of curriculum subject method. This means that one side still sets the standard curriculum that is

rigid for national curriculum, up to grade level at each school standard competencies to be mastered, while on the other hand in developing the materials, there are forces to follow the demands of the local environment. This condition does not reflect the system of competency-based curriculum in a real sense, even impressively; all students in Indonesia are required to master the same basic competencies. This condition is not in line with the concept of the nation's educational point 8 characters (democratic), point 7 (autonomous), point 18 (responsibility), and the appeal of the international education system covering humanist, democratic and non-discriminatory as the values. Learning from this fact, in the context of the use of national curriculum system, Indonesia would need to study further for the education of children of Indonesia in the future.

Evaluation System

Selection of the evaluation system used in a school, is highly dependent on the type of curriculum / content / topics that are given to students, but the management system of evaluation does not always necessarily so. In this study four subject countries have reduced the dominance of the final evaluation. In these four countries, the evaluation is conducted by using ongoing basis from time to time. The result of this method of evaluation is documented as a form of mastery of student's competencies. In the four-country study including India and Thailand, that also have the same status as country like Indonesia, developing countries, they also no longer use a system of repetition, as well as the conduct of national examination in Indonesia that spend a very large fund of National budget. In Australia, one of the interviewees in this study actually questioned the evaluation function national assessment and why this evaluation system is not preferred. A researcher, who did research in Thailand at some mainstream schools, found that there was a bit problem to improve the quality of education, but at the end everything would be set up. However, it lies in the quality of teacher quality, because it is in the context of the use of competency-based curriculum, material development, learning and assessment in the hands of all teachers, not the other. In Indonesia, the context of inclusive education, the implementation of the system failing grades, final examination and national curriculum consist of the character of the national education point 18 (responsibility), point 8 (democratic), point 12 (appreciate achievements), point 3 (tolerance). Besides, it is also contrary to the philosophy and basic principles of inclusive education which is currently the world's Issues. Having observed these findings, the writer wants to state that application of this system would increase the quality of class system, so the final evaluation and national curriculum should be re-examined for the benefit of all.

Practice of Inclusive Education

In general, the implementation of inclusive education models in the four countries studied is not significant in difference. The basic concept of the development of educational services for students with special needs or disabilities referred from concept developed by Reynolds (1962), which states that the practice of providing education for students with disability adjusted for severity grading abnormalities that carried students on the other hand reflects the level of educational needs required of each student. Rational inclusive school setting for student with disabilities is shown in Figure 8 (Reynolds, 1962). The implications of the concept of Reynolds at the top, in the context of the implementation of inclusive education model alternative education services for student with disabilities in regular schools can be grouped into three models, namely: (1) regular classroom, for a student with a mild level of impairment and have average cognitive potential upward (2) the resource room, for the student with an impairment in the category medium (moderate), and (3) special class rooms, for the student with impairment with moderate and severe categories. As further things for thought in the development of systems of education services, for students with impairment, Japan is

developing a system of education services to meet 7 classifications (home and hospital, special schools, special classes in the regular schools, resource room in regular schools, regular classes with professional staff, regular class with professional advice, and regular classes), as set out in the following figure:

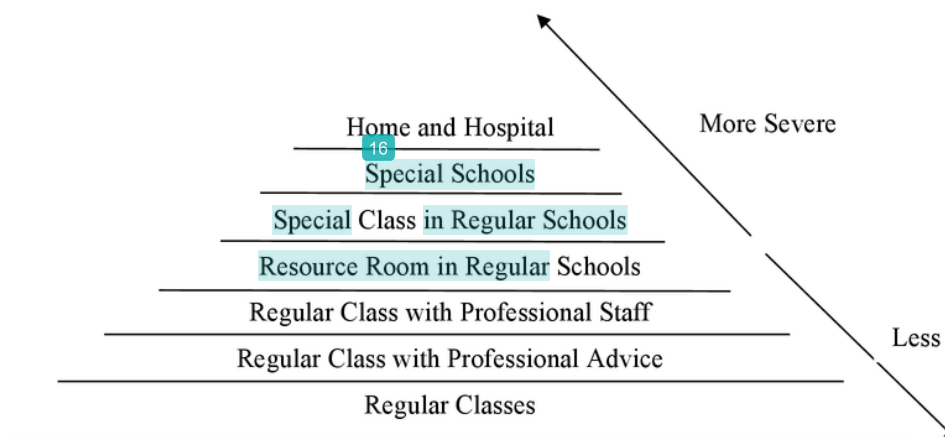


Figure 2: Special Needs Education in the Future in Japan (MEXT, 2010)

Regular Class Model

The application of regular class model (Japan), Class Regular room (Australia and India), mainstream class model (Thailand), is conceptually well prepared but in its implementation, there is very few schools that apply this model. Data from the MAX 2010 (Japan) no school that implements this model as a whole, whereas in Australia, India and Thailand are also very small percentage. Indonesia has also not been in much different conditions. However, given the regular class room model is a direction of increasing inclusive education services, Prof. Hideo Nakata, Ph.D. from Japan, stated that the model of regular class is a model of the actual implementation of inclusive education. Regular class room model is also consistent with the educational value of the character of Indonesia, especially point 8 (democratic), point 1 (religious), point 3 (tolerance), point 13, point 7 (autonomous) (friendly), point 18 (responsibility), and point 17 (social care), therefore it should continue to be pursued by optimizing the indicators supporting the increased quality in education. Dominant aspects of supporting the success of this class model are: (1) the readiness of teachers' subject areas, especially mastery in applying method of learning for children with special needs, (2) special teachers, especially the capability in providing specialized services of various types of special needs students, including aspects of mastery specific teaching methods, (3) readiness of expert team, at least, psychologists, physicians, and orthopedagog; (4) readiness of facilities and special instructional media, and (5) conducive social climate schools.

Resource Room Service Unit Model

There are differences in the Model Room Service Resource Unit (RRSU) mentioned earlier. In Japan, it is called Special Support Service in Resource Room (SSSRR). Australia uses the term Resource Unit Room (URR), while India and Thailand use the term Resource Room Service (RRS). Generally RRSU is a model of education services for students with impairment in regular schools which uses a separate room but the activities are not integral to the regular classroom. On RRSU facility and learning media in relation with the special needs students, it

is equipped as well as the necessary education manpower. In practice, such as in Japan, Australia, India and Thailand students with impairment can also take some specific lessons in regular classes. Vice versa, students in the regular class room impairment use services in RRSU.

The concept model resembles the implementation of RRSU applied in Japan, Australia, India and Thailand. In Thailand and Australia RRSU has dual function, which is not only used in addition to academic services, but it also used for special services, such as orientation and mobility training (for students of visual impairment), speech therapy (for students hearing impairment), activity of day living (for students intellectual disability), behavioural modification service (for students with autism and ADD), ect. Most schools in Indonesia also have RRSU inclusions, but they still do not have a specific name of the model. When it is examined further in the application of this model, RRSU has been applied in lot of implementation of the principles as contained in the value of the items Culture and Indonesia education character point 3 (tolerance), point 18 (responsibility), point 13 (friendly) and point 12 (appreciate for achievement). Therefore, Indonesia does not need to hesitate in applying this RRSU model as part of educational services for students of impairment in mainstream schools.

Special Class Unit Model

Special Class Model Unit (SCU) in Japan that uses the designation in Regular School Special Class (SCRS) is called the Classes Special Unit (SCU) in Australia While in India it is called Special Class Room (SCR). In general this is a model of SCU educational services for students who have impairment in school degree or moderate and severe impairment. Except in Australia, the small towns that do not have another educational institution for students impairment or disability, then the DECS set SCU is used to accommodate all types and levels of student disorders such impairment. While Thailand does not implement this model SCU, the impairment of students with moderate and severe categories is directly served their education in special schools. The concept of a policy that was applied in Australia by providing exception for small towns that do not have other institutions that provide education for children with impairment placed on the SCU is an interesting example for Indonesia since Indonesia has many cities or regions and isolated areas. This policy is also in accordance with the spirit of equal learning opportunities for all at once concrete efforts in the compulsory 9-year education in Indonesia. When assessed on the basis of culture and education character Indonesia, this policy is in accordance with point 1 (religious), point 8 (democratic), point 3 (tolerance), point 13 (friendly) point 16 (care of the environment), point 17 (social care), and point 10 (Nationalities spirit).

Conclusion

General Conclusion

Four countries subject of this study (Japan, Australia, India and Thailand) have understood that inclusive education is a new ideology and philosophy in education that humanist, democratic, non-discriminatory and provides education for all. It functions as a role model, place or learning-based approach to potential development and specific needs of individual students, the implementation of inclusive education in the four countries has been strengthened by a system of legislation that has been applied so that continuity can be justified, the model of inclusive education in the four countries can be grouped into three models, namely: (1) regular class room, (2) resource room service, and (3) special class units.

Specific Conclusion

Government Policy

Compulsory education

Compulsory education as a tangible manifestation of the recognition and protection of the right to obtain a proper education for all, including children with special needs have been committed and implemented in the four countries. In this research subject, it has been reinforced by a system of legislation in force in each country. The duration of compulsory education varies between 9–12 years and free funding duration is between 6-12 years. In Japan all school-age children have acquired the appropriate education they must obtain.

Moral education

Material proportion of moral education, academic and physical on the curriculum in four countries in this research subject, especially Japan and Australia, have been developed proportionally and consistently implemented and supported by adequate equipment to ensure the formation of qualified human being into the future. In the context of developing nations in Japanese moral education was used as a mean to foster independent Japanese citizens who are capable of contributing willingly to peaceful society and opening the way to the future.

Curriculum

The implementation of competency-based curriculum system of students in the form of minimization of the dominance of the national curriculum has been implemented in 23 countries of this study. Local governments and schools have 23 proportionate portion needed to develop the potential of each student, the system is believed able to develop the potential of all students with humanistic value, non-discriminatory and contextual.

Evaluation system

The four countries in this research have reduced the dominance of the final evaluation, the evaluation conducted is ongoing basis continues. The results of this evaluation are documented as a form of mastery of students' competence. In Japan, implementing the principle of the evaluation plan-do-check-and-action (PDCA) is necessary and the principles of education system are in line with individualized educational program (IEP). Teachers at schools are figures considered the most important persons who recognize the potential and abilities of students, while the government is obliged to make a guide line and the scale of the student ability level, to know the position of each student. In line with the policy of compulsory education and evaluation system in four countries, there should be policy research subjects to live class system, as all students each year to the next grade competency-based curriculum supported system, so as all students learn in accordance with the potential and competence they have.

Implementation

The four countries which have become the subjects of this research in applying the model of inclusive education on a regular class room (RCS), resource room service (RRS) and special classes Unit (SCU) are important countries that would be resourceful data. Dating future, Japan will add two more services model that are a regular class with professional staff (RCPS) and regular classes with professional advice (RCPA). Placement of students with impairment is based on the severity level of consideration of disorders, the level of intellectual potential and demand for child / parent.

Regular Class Room Model

Regular class room (RCR) is a model of educational services for the student with impairment in regular classes along with other friends who are not classmates with disabilities. In the RCR

model, it is used to differentiate the curriculum according to ability level groups on each subject. Learning to do with the regular classroom for student with impairment and obtain assistance from special teachers and if they get a serious obstacle in following lesson, they are given special services outside the regular classroom. System evaluation of the RCR is essentially the same as other regular classes but for the students with impairment of forms, how to treat them depend on the type of disorder.

Resource Room Services Model

Resource room service (RRS) is a model student with educational services for impairment on a specially equipped room facilities and specialty media at regular schools. Learning activity in RRS is controlled by teachers who have special education background and use accommodative curriculum for students with mild category and IEP curriculum for students with a category of certain impairment. Implementation of the learning on RRS is performed in source room, but for students who are identified are able to follow the learning in regular classes for certain subjects, they are placed in regular classes with the assistance of the RRS and the assistant is a special teacher. In order to know the development or acquisition of learning outcomes, we could use modification of evaluation systems implemented sustainable. While in certain subjects for students who follow the regular class, they must take the lessons according what are required in class.

Special Class Unit

Special Class Unit (SCU) is a model of education services for student with impairment in special classes in regular schools for impairment student's categories. In certain cases, in areas where there are no special school services, students with impairment can also be grouped in this SCU. Learning in SCU that uses the IEP curriculum is based on the assessment on each individual student. Learning materials are mainly focused on (1) academic applied, (2) activity of daily living, and (3) vocational skills. Implementation of learning performs on these special classes are coordinated by a special education teacher whose background is related to assisting a team of experts. Meanwhile, to determine the development and acquisition of learning outcomes, we use continuous evaluation system based on IEP development.

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