

Teacher Perceptions of University Mentoring Programs Planning for Inclusive Elementary Schools: A Case Study in Indonesia

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ABSTRACT:

One of the problems in implementing inclusive education in inclusive elementary schools in Indonesia is that there is no continuous and sustainable mentoring program from the government. This study aimed to explore the opinions of general teachers (GTs) regarding the mentoring program planning by the university that should give to inclusive elementary schools. Collected data by semi-structured interviews with forty of GTs in inclusive elementary schools. Data were analyzed using thematic analysis of qualitative data. The results found four main themes: mentoring inclusive elementary schools' completeness, mentoring inclusive classroom instructions, organizing seminars and training, and mentoring time. The mentoring program planning that the university should conduct for inclusive elementary schools in Indonesia consists of academic and non-academic aspects on a collaborative and sustainable basis. Broadly, the university must be a center for research and development resources for inclusive education that can solve implementing inclusive education at every level of education.

Keywords: mentoring program; elementary school; inclusive education; Indonesia

INTRODUCTION

The obligation to provide inclusive education is the responsibility of all stakeholders, not only the government but also education such as universities (Ramaahlo et al., 2018). Universities --with teacher education study programs-- as producers of inclusive teacher candidates have a role in inclusive education, especially in inclusive elementary schools. Collaboration and relationships between universities and inclusive elementary schools have a reciprocal relationship in producing inclusive teacher candidates with quality competencies (Zagona et al., 2017; Guadarrama et al., 2008). Inclusive teacher candidates who are graduates of elementary school teachers must implement the theory obtained during lectures when they have to teach in inclusive elementary schools. Therefore, the problems faced by inclusive elementary schools, including general teachers (GTs), can be appropriately improved. The reciprocal relationship between universities and inclusive elementary schools is expected to have a long-term positive impact in enhancing the inclusive education system in Indonesia. So far, through the Ministry of National Education (*Inclusive Education for...*, 2009), the Indonesian government has required each region to be able to provide inclusive education at every level of education unit, including elementary schools. Elementary schools must accept special needs students (SNSs) to study with general students (GS). Along with the policy of implementing inclusive education in Indonesia, problems also arise in its implementation.

Many elementary schools--which have not yet become inclusive schools (but accept SNSs) and models of inclusive schools--have difficulty implementing inclusive education following government policies. Based on a preliminary study conducted by researchers, several problems in implementing inclusive education in inclusive elementary schools include: not getting continuous assistance from the government in implementing inclusive education programs; teachers rarely receive training that can improve competence as inclusive teachers even though the teacher's background is from a university with a teacher education study program; schools do not yet have collaborations with other parties (universities, NGOs, psychologists) in supporting the implementation of inclusive education so that schools feel that all-inclusive education obligations are only borne by the schools themselves; there is a gap between theory and practice obtained by inclusive teacher candidates at universities when they have to teach in inclusive elementary schools;

schools do not yet have the facilities and infrastructure, nor the availability of units that can assist teachers in solving problems in inclusive classrooms, both related to the curriculum, student behavior and assessment.

Problems and obstacles in implementing inclusive education in inclusive elementary schools must solve to achieve the goals of inclusive education in Indonesia. The increasing number of SNSs in Indonesia requires special attention because the problems will increase too. For this reason, the involvement of the university as a problem solver for problems that occur in inclusive elementary schools is extensive. Universities have the authority to produce research and oversee research results in the form of recommendations and academic policies that can have a long-term impact on improving the implementation of inclusive education in inclusive elementary schools (Deng & Poon-McBrayer, 2004; Grönlund et al., 2010). Consequently, there must be long-term programs such as mentoring programs that universities must carry out to inclusive elementary schools as a consequence of implementing research results. The university mentoring program provides opportunities for inclusive elementary schools to work together with the university to solve problems in inclusive classrooms and related to facilities and infrastructure through relevant and up-to-date research results (Engelbrecht et al., 2016). Inclusive elementary schools have a place to explain the problems they face as mutually beneficial partners to both parties. Meanwhile, for universities, the problems faced by inclusive elementary schools are the need to develop lecture materials so that candidates of elementary school teacher graduates have relevant competencies. The elementary school teacher candidates who will teach in inclusive elementary schools are expected to reduce the theory gap and implement inclusive education in inclusive elementary schools (Waitoller & Kozleski, 2013; Ross-Hill, 2009).

This study aimed to explore the opinions of general teachers (GTs) regarding the mentoring program planning by the university that should give to inclusive elementary schools.

METHOD

The study aimed to explore teachers' opinions regarding the mentoring program planning that should give to inclusive elementary schools by universities. A qualitative design was used to explore the suggestions and opinions of teachers regarding the mentoring program that universities should implement for inclusive elementary schools. For this reason, the researcher uses case study research

by using in-depth interviews with GTs and teaching in inclusive classrooms (Kothari, 2004). The universities involved are educational institutions providing education, such as elementary school teacher education providers that produce graduates or candidates elementary school teachers who will teach in inclusive schools. Therefore, the opinions of GTs are significant as input for universities so that the inclusive elementary school mentoring program is right on target and relevant for the implementation of inclusive education in elementary schools.

PARTICIPANTS

Participants in this study were forty GTs of five regions in Indonesia from schools designated as model inclusive elementary schools and general elementary schools that accept SNSs and have experience teaching inclusive classrooms. Each participant was selected using a recommendation from the principal in each region. Selected participants were contacted using telephone, WhatsApp, and face to face to set an interview time. Of the forty selected participants, thirty-four female teachers and six male teachers with the qualifications and criteria have taught at least one year in inclusive classrooms with various characteristics of SNSs. Several types of SNSs that GTs has taught including attention deficit hyperactive disorder (ADHD), slow learner, deaf, autism, Down syndrome, speech impaired, learning difficulties, dyslexia, dyscalculia. Descriptive data on demographic characteristics (gender, teaching experience, and education level) in Table 1:

PROCEDURE

Apart from the main three researchers conducting interviews, the interview process was assisted by five field

Table 1. Profile of Participants

Criteria	Frequency	%
Gender		
Female	34	85
Male	6	15
Working years as a teacher		
1-5 years	26	65
6-10 years	7	17.5
11-15 years	2	5
16-20 years	5	12.5
Level of education		
Bachelor's	29	72.5
Master's	0	0
Others	11	27.5

assistants who have experience in assisting the main researcher in collecting data by interview. Interviews were conducted between January 2021 and April 2021, each lasting one hour-1.5 hours. The interviews used an interview guide that two inclusive education experts had validated. The interview format uses a semi-structured in-depth that explores the experiences and opinions of participants related to problems that participants have faced. In addition, the participants were asked for advice on the mentoring program planning that universities should conduct for inclusive elementary schools so that they can help inclusive elementary schools solve problems faced by inclusive schools and GTs. Background information such as participants demographics (i.e., gender, number of years of teaching, education level) was also collected.

DATA ANALYSIS

Data were analyzed using thematic analysis to identify, evaluate and produce the theme expressed by participants (Galloway & Jenkins, 2009). The interviews were transcribed word for word, followed, and categorized according to the themes that emerged around the mentoring program that universities must carry out to inclusive elementary schools. The Nvivo 12 program was used to facilitate the coding and categorization of researchers. The interviews were entered into Nodes and Codes to be grouped into data with relevant codes. Thematic maps show concepts according to various levels, and potential interactions between concepts are then developed. The research team members then discussed all the codes and categorizations found, including simplifying the code by integrating several similarities. See Figure 1 below:

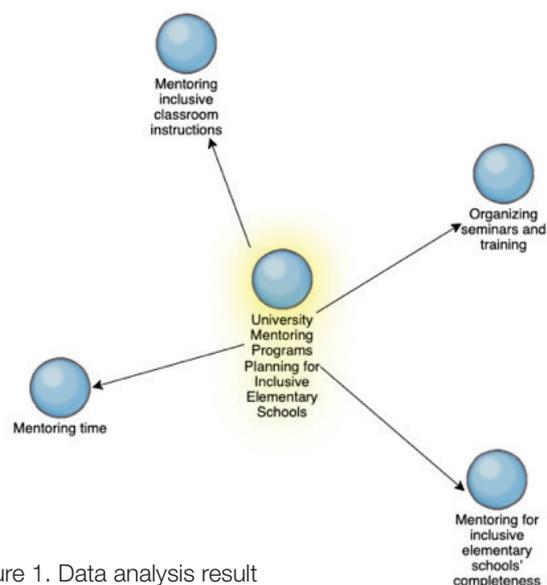


Figure 1. Data analysis result

During the conduct of the study, credibility and dependability were well-considered. Starting from the data collection instrument used based on a literature review relevant to the research topic. The interview guide was designed using expert opinion, namely two inclusive education experts. After collected data, member checking (Lincoln & Guba, 1985) was used to check credibility. Participants were asked to clarify that their contributions had accurately been reflected in the data collected and analyzed. Triangulation of the three main researchers and five additional researchers at all stages of the study with regular conferences added to the dependency (Patton, 2014). Researcher triangulation helps researchers overcome bias because it can facilitate cross-checking the integrity of participants' responses (Anney, 2014). The involvement of all researchers with the same problem will bring different points of view in the investigation so that the integrity of the findings in the study gets good support.

FINDINGS

The research findings show that the mentoring program planning expected by GTs for universities in inclusive elementary schools found four main themes, including 1) mentoring for inclusive elementary schools' completeness; 2) mentoring inclusive classroom instructions; 3) organizing seminars and training; 4) mentoring time.

Mentoring for inclusive elementary schools' completeness

The findings of mentoring for inclusive elementary schools' completeness in this study resulted in special assistant teachers (SATs), cooperation or collaboration networks, facilities, and infrastructure.

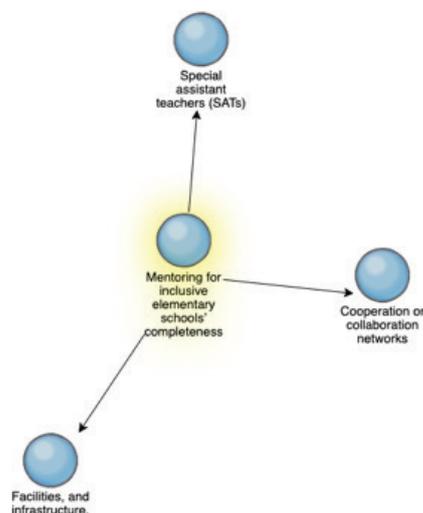


Figure 2. Theme of mentoring for inclusive elementary schools' completeness

The availability of SATs is one of the problems that exist in inclusive classrooms in Indonesia (Rasmitadila et al., 2020a). Several problems related to the availability of SAT in inclusive classrooms include: GT has difficulty dealing with inclusive classrooms, especially when dealing with SNSs with various characteristics, barriers, and limitations. One of GT's opinions includes:

"In the inclusive school instructional system, it is necessary to get support from special educators with special expertise, one of which is the SAT" (Teacher 20)

Another problem is that inclusive schools do not finance or provide SAT fees, especially public schools inclusive (Rasmitadila & Anna, 2018; Ediyanto et al., 2017). Conditions in inclusive private schools, the provision of honorarium or SAT salary is borne by the parents of students. Meanwhile, the ability of parents who have SNSs cannot afford the SAT. In addition, SAT competencies do not meet the criteria as SATs, which should come from graduates majoring in special education or inclusive education.

Other teachers gave their opinions regarding SAT competencies:

"Universities must provide professional assistance in improving educational qualifications, especially for SATs who are tasked with assisting children with special needs" (Teacher 24)

The incompatibility of SAT competencies in assisting SNSs causes the ability SNSs' to achieve learning goals both in terms of academic and non-academic problems have been hampered. The involvement of universities in inclusive elementary school mentoring programs planning has not provided many study programs that specifically produce SATs that can assist SNSs in academic and non-academic aspects (Rasmitadila et al., 2020b).

Other findings regarding collaborative networks are an essential requirement for inclusive schools. Especially cooperation that can support the implementation of inclusive classroom learning. For example, a collaboration between inclusive teachers in inclusive classroom instructional methods pioneered by universities. Universities are expected to develop become a driving force for collaboration between inclusive schools (Axelsson et al., 2008). This opinion is as expressed by one of GT:

"For inclusive classroom learning to be more attractive, there should be a collaboration or interconnected network between inclusive teachers, which is driven by the university" (Teacher 11).

Universities are expected to be a liaison between inclusive schools in terms of cooperation or networks that provide many opportunities for inclusive schools, espe-

cially teachers, to succeed in inclusive classroom practices (Waitoller & Kozleski, 2013a). The availability of facilities and infrastructure is one of the big problems faced by inclusive schools (Aktan, 2021; Ngwaru & Oluga, 2015). The lack of available funding in inclusive schools is one of the obstacles in inclusive schools. The GTs think of the need for assistance with infrastructure facilities that can support instruction in inclusive classrooms. This is as stated by one GT:

“From a financial perspective, it causes a lack of facilities and infrastructure” (Teacher 6)

Lack of funding causes various administrative tasks to be hampered in fulfilling various instructional activities in inclusive elementary schools, especially facilities and infrastructure. Therefore, this opinion is following one GT:

“Mmm.. actually, our school is not yet ready from an administrative point of view, because of the lack of infrastructure provided for inclusive schools” (Teacher 31).

Universities that administer special education study programs or inclusive education can provide assistance programs in meeting facilities and infrastructure to support inclusive practices. For example, inclusive elementary school facilities are needed, such as providing learning resources for GTs and students (textbooks, worksheets) that can be provided in the school library or can be used as teacher and student handbooks. In addition to learning resources, teaching aids that SNS needs explicitly are also very much required by inclusive elementary schools. This statement was put forward by one GT:

“We hope that universities can provide teaching materials such as books or worksheets that teachers or students can study” (Teacher 12).

Meanwhile, another GT argued:

“We also need instructional media or teaching aids that can be specifically designed for SNSs, such as blind students who need visual aids for mathematics” (Teacher 10).

Meanwhile, the infrastructure needed by inclusive elementary schools is critical. Such as classrooms that can accommodate all student needs, especially SNSs, friendly toilets for SNSs to facilitate mobility, and various auxiliary facilities such as wheelchairs for SNSs with limited mobility. Some opinions from GT:

“Our school has not been able to provide facilities that can facilitate SNSs to be able to move freely and independently from one room to another” (Teacher 2)

Assistance for inclusive school completeness must continue to be carried out by universities because it is a fundamental aspect of implementing inclusive education. The three mentoring programs related to inclusive

elementary schools’ completeness provide study programs that produce SATs. The number of universities in Indonesia that include study programs related to special education or inclusive education with graduates who can assist SNSs in instructions is minimal. Graduates SAT generated by the number of SNSs in schools inclusive not comparable, so the handling of SNSs in inclusive classrooms are still handled by GTs with various difficulties which are difficult to overcome with good.

Mentoring inclusive classroom instructions

Research findings that resulted in inclusive classroom instructions include student identification, curriculum, learning media, lesson plan, handling SNSs, and learning assessment.

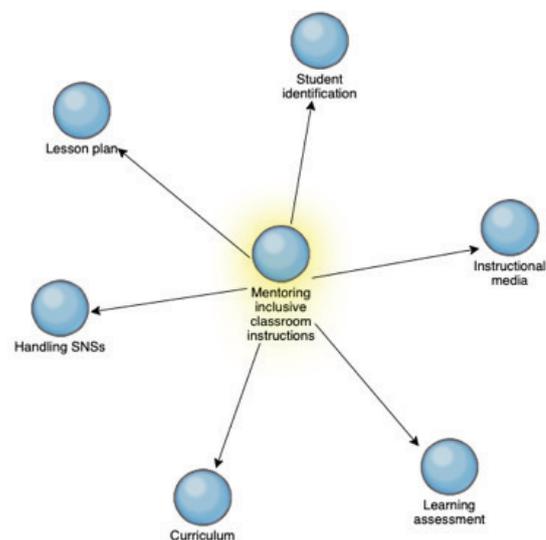


Figure 3. Theme of mentoring inclusive classroom instructions

Identification is an initial screening conducted by GTs on students to obtain information on whether a student tends to special needs. If the tendency has special needs, then the following process is an assessment which will be the basis for the preparation of learning programs according to the characteristics of students. GTs have experienced so far in Indonesia that they cannot identify students because the background of GTs is general teachers, or teachers in the field of study, not teachers with special education abilities. The result is that GTs do not understand that some students are included in SNS. As a result, GTs do not know how to handle SNSs according to students’ needs. GTs hopes that universities can provide programs to GTs to identify students. This opinion is following one of the GTs:

“...perhaps the University can make a program in which the identification results can be agreed upon for schools, especially in Indonesia” (Teacher 35).

The opinion of one GT also stated that universities need to give identification to inclusive teachers so that learning is following the goals and circumstances of students:

“Universities need to assist inclusive teachers so that learning is following the objectives of the lesson and also by the circumstances of students” (Teacher 22)

Identification is an important part of an inclusive classroom that GTs must do to understand students' characteristics. Therefore, universities are expected to provide guidance or programs to GTs to design inclusive classroom instructions.

Curriculum design in inclusive classrooms is the most important thing in implementing inclusive practices (Andersen & Helmudt, 2015). When schools and teachers understand that in the classroom, there are various characteristics of SNSs, the school must determine the curriculum that should use. Unfortunately, many schools have not been able to decide on the appropriate curriculum for the types and conditions of SNSs. Schools are still using the same curriculum for all students:

“It should SNSs be given a different curriculum, not to be confused because there will be missed, this time our school has not used an inclusive curriculum. I hope the university can help our school” (Teacher 9).

For this reason, GTs hopes that universities can help inclusive schools and teachers create curriculum that suits the needs of SNSs. This is following GT's opinion below:

“For the curriculum, the university can help teachers make a curriculum that is suitable for children with special needs because I sometimes still have difficulty making a curriculum in our school that is suitable for children.” (Teachers 35).

Universities are expected to assist inclusive elementary schools and GTs in using an inclusive curriculum that all students, including SNSs, can use according to the needs and characteristics of students. The assistance provided by the university in the inclusive curriculum can be in the form of regular training that provides new insights into the model (latest curriculum) and is humane so that it can apply in inclusive elementary schools. In addition, the newest research on inclusive curriculum is expected to be involved in inclusive elementary schools (Deppeler et al., 2015) so that GTs can achieve instructional objectives in inclusive classrooms to the fullest.

In addition to the curriculum, instructional media in inclusive classrooms is an important factor in success in inclusive classrooms (“Inclusive Classrooms and the Issue of Change,” 2015). Instructional media in inclusive classrooms is expected to motivate all students and develop talents and attitudes to achieve the potential of

all students, including SNSs. GTs must modify instructional media according to all students' needs, including SNSs with obstacles and limitations in using instructional media. Some inclusive elementary schools are still not ready to design and produce instructional media that can be used, especially by SNSs:

“Programs or activities from the university can help inclusive elementary schools create instructional media. Because instructional media are not yet ready for regular schools” (Teacher 6).

The university is a source of research sites, so many research topics produce instructional media in inclusive classrooms. It is hoped that these results can be used and disseminated to inclusive elementary schools. This is an opinion expressed by one GT:

“We hope that the research results from universities can be used and given to inclusive elementary schools so that inclusive teachers can use them when teaching SNSs” (Teacher 11).

The university's task is a source of service and a source of research that produces a lot of research in inclusive classrooms, especially instructional media (Udvari-Solner & Thousand, 2018). In addition, many research results that GTs should use in instruction have gone through scientific trials so that their usefulness and benefits have been tested for inclusive classrooms.

Another finding related to mentoring instruction in inclusive classrooms is designing lesson plans that are learning-friendly for all students. The lesson plan is an essential aspect of inclusive classroom instruction. Lesson plans must be designed to accommodate all student needs, including SNSs. GTs still have difficulty determining competencies that match the needs and characteristics of SNSs, as GTs argued:

“..Maybe the university can propose or create a core competency appropriate in the lesson plan, especially for SNSs. Because the competencies made by the Ministry are still the same for all students, so teachers find it difficult to determine competencies for SNSs” (Teacher 35)

“I hope there is a simpler lesson plan for SNSs, because they have difficulty achieving learning objectives because their competencies are the same as regular students” (Teacher 16)

The GTs hope that universities can make lesson plans that are simpler and more flexible to be applied in inclusive classes according to the characteristics and types of SNSs. Because so far, the lesson plans that have been made have not accommodated the abilities of SNSs. The task of GTs in instructions is to explain the subject matter to students and handle and serve students with various characteristics in inclusive classrooms, especially SNSs. There are still many GTs who do not understand

the characteristics of SNSs so that when providing services to SNSs, they cannot handle them properly. GTs still do not understand much about the characters SNSs different from GS. The various scientific background of GTs (not from the special education program) causes GTs to have difficulty controlling the character of SNSs. As stated by GT:

"I don't come from a special education graduate, so when I have to handle SNS I find it difficult because I don't know the character and what to do" (Teacher 26)

GT hopes that the university can make seminars or training that can provide understanding to GTs in understanding the character of SNSs so that the instructional environment becomes conducive:

"I hope universities can hold seminars on handling SNSs so that we can help overcome SNSs during learning, to create a conducive instructional environment" (Teacher 12)

Universities can help GTs understand all students' character, especially SNSs, by holding seminars or continuous activities. In addition, the increasing number of SNSs in inclusive elementary schools today requires GTs to understand the characteristics of SNSs and possible so that GTs can adequately handle changes in behavior in SNSs.

Another finding in the assistance of inclusive classroom instruction is the assessment of humane and following the characteristics of SNSs. Universities are expected to create programs that suit the abilities and needs of all students, including SNSs. The mentoring program must be in line with aspects of instruction because it is part of a previously designed lesson plan. This opinion was expressed by GT:

"For the assessment of inclusive classroom instruction, maybe universities can make programs according to SNSs, especially for autistic children who are different from other students" (Teacher 16)

The learning assessment by GTs still cannot describe justice for SNSs; sometimes, the assessment is still using the same assessment as GS. For this reason, universities should be able to design instructional assessment formats suitable for each characteristic of SNSs.

Organizing seminars and training

Findings on the organizers of seminars and training focused on the benefits, and the objectives of seminars and training.

The benefits of the seminars and training that GTs expect are that they can increase their knowledge related to inclusive practices (Valle & Connor, 2019). GTs hope that the seminars and training are related to topics relevant

to the problems they face in inclusive classrooms, including instructional design, the latest knowledge related to inclusive practices, handling SNSs, and motivation.

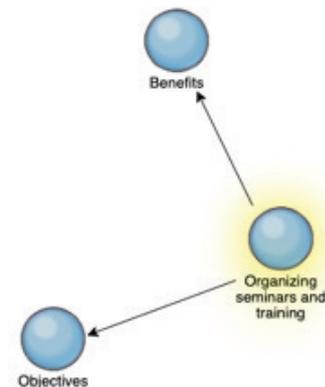


Figure 4. Theme of organizing seminars and training

Designing instruction in inclusive classrooms is a complex problem for GTs (*Helping Teachers Create ...*, n.d.; Scott, 2017). The difficulties faced by GTs in designing instruction originated from the inability of GTs to understand all the characteristics of students, especially SNSs. When GTs cannot create effective learning and follow the class's needs, then GTs cannot determine the instructional methods and instructional media used in instruction. The impact is that the allocated instructional time is not following the implementation of instruction. Furthermore, the instructional objectives did not achieve following the set targets. GTs hopes that through university assistance, the instructional design topic for inclusive classrooms can be provided by the university, which has been researching instructional design. This statement is following the opinion of one GT:

"Universities are expected to be able to share research results related to how to design instruction that is suitable for inclusive classrooms because I often find it difficult when I have to carry out instruction in my classroom" (Teacher 24).

The university and a research resource must disseminate research results related to inclusive classroom instruction by always accompanying inclusive elementary schools (Joyce-Beaulieu & Welsh, 2014). The GTs hope that universities have the authority to conduct research related to inclusive education through valid trials and results that can be accounted for and can be directly practiced in inclusive classrooms.

In line with the results of research on an instructional design produced by the University, GTs also hopes that all knowledge related to inclusive practice can also disseminate to inclusive schools. The implementation of research that universities always carry out on an ongoing basis on inclusive education, both on the latest instruc-

tional methods in inclusive classrooms and the development of child-friendly instructional media, is expected to be practiced by GTs. Through regular and continuous seminars and training, GTs hopes that the attention of the university is a way so that GTs does not miss the latest information and knowledge. Thus, the more and varied the SNSs, the more GTs can design instruction and provide services that suit the needs of all students, especially SNSs. Some of GT's opinions:

"I hope that the results of research conducted by many universities by providing training will make teachers not left behind on the latest knowledge and information about inclusive education" (Teacher 22)

"...if universities conduct regular seminars or training, I believe teachers-teachers will be greatly assisted, especially in serving SNSs, because there are more and more SNSs" (Teacher 2)

Through continuous seminars and training related to the latest research on inclusive practices conducted by universities, it is hoped that GTs will get important information that can positively impact service delivery, maximum for all students.

In addition to implementing instruction based on the characteristics of all students in an inclusive class, maximum service to all students, especially SNSs, is an indicator of success in an inclusive classroom. Many GTs have difficulty understanding the characteristics of SNSs because their educational background is not from a special education department or the education of elementary school teachers who provide inclusive education courses (Trussler & Robinson, 2015; Naukkarinen, 2010). The increasing number of SNSs in inclusive classrooms now in Indonesia causes GTs to be overwhelmed and difficult to handle them especially if there is no SAT in the class. Teachers cannot share attention and focus on SNSs. GTs hopes that the seminars and training conducted by the university will provide an in-depth and up-to-date understanding of the methods of handling SNSs. This includes, for example, helping SNSs to mingle and play together with their friends in class. Some of GT's opinions:

"I hope that universities can provide seminars related to methods of handling children with special needs in inclusive schools" (Teacher 2)

"Another problem that GTs can overcome if they attend seminars or training conducted by universities is that they can help SNSs to be able to mingle and play together with other friends in an inclusive classroom" (Teacher 22)

Thus, through seminars or training from universities, GTs gain new knowledge on handling SNSs for academic and non-academic aspects. Furthermore, the increasing

number of SNSs that are now accepted in inclusive elementary schools causes GTs to serve the needs of SNSs humanely, according to their characteristics.

To succeed in implementing inclusive practices, the motivation of GTs must be maintained so that the implementation of learning and the handling of students in inclusive classes can be carried out correctly. It's not easy to keep motivation stable because GTs face different classroom problems, especially when dealing with SNSs. In addition to providing mutual motivation among GTs or the school, GTs hopes that through seminars or training organized by universities, the motivation of GTs can continuously be increased. GTs meeting in seminars because they feel the same problem when teaching causes GTs to feel not alone in solving problems in inclusive classrooms. GTs can share information and stories as well as solutions provided by the university. One of GT's statements:

"I hope that in the seminar I can meet other inclusive teachers, so they can tell each other and encourage each other when facing problems in the classroom" (Teacher 1)

Seminars or training organized by universities is one way to inspire and motivate GTs to teach and serve all students in inclusive classrooms (Dajani, 2013; Sharma, 2018). In addition to learning problems in the classroom, the motivation of GTs must always be improved and maintained so that they can handle all students' problems in learning. In addition so that that instructional objective can achieve according to the targets set.

The second finding is related to holding seminars and training related to the seminar's objectives and training. The target of seminars and training is expected to be given to teachers and parents. GTs hopes that universities can hold seminars or training on an ongoing basis and topics relevant to the problems faced by GTs. Some topics provided by the university are related to instruction and understanding of the characteristics and handling of SNSs. GTs also want the resource persons involved in the seminar to be inclusive experts or psychologists who are experts in handling SNSs and teachers who have direct experience in inclusive classrooms. The goal is that GTs can directly and concretely solve the problems they face in inclusive classrooms. Below is GT's opinion:

"Universities can bring experts or psychologists who are experts in handling SNSs, so that I can practice their experiences when handling SNSs in inclusive classrooms" (Teacher 11).

"I hope that by attending seminars or training whose sources are inclusive experts, I can be more confident in becoming an inclusive teacher" (Teacher 21)

Apart from teachers, the targets of inclusive education seminars and training are also given to parents.

Parents must understand the characteristics of SNSs so that there is the same treatment for SNSs by teachers and parents. GTs hopes that the duties and responsibilities of students, especially SNSs, are not only controlled by GTs but there must also be cooperation and understanding between parents and teachers. For this reason, parents must give an understanding of the limitations or specificities of their children from both academic and non-academic aspects. Universities can organize seminars and training specifically for parents and invite together that inclusive practices in inclusive elementary schools will only work well if there is good cooperation between the school and parents (Biktagirova & Khitruk, 2018; Richards & Armstrong, 2007). This opinion is in line with GT's opinion:

"I hope that universities can also provide seminars or training to parents so that they understand the characteristics of their children when they are at home" (Teacher 4)

"In addition to teachers, universities can also provide seminars to parents so that if teachers encounter difficulties, especially when dealing with SNSs, they can work together with parents. Teachers and parents need to work together in an inclusive classroom" (Teacher 30).

Organizing seminars and training aimed at teachers and parents are expected to provide a common understanding of achieving academic and non-academic success in inclusive classrooms (Zhou, 2014). Furthermore, the university is expected to continuously organize seminars or training so that parents and teachers can always help students and assist students, especially SNSs, in achieving learning goals.

Mentoring time

The mentoring time expected by GTs is the time provided by the university to assist inclusive elementary schools in solving inclusive practice problems.

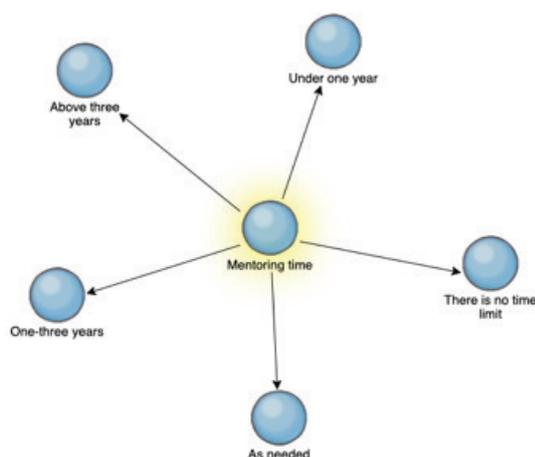


Figure 5. Theme of mentoring time

Some of the alternative times expected by GTs are in the following ranges: under one year, one-three years, above three years, as needed, and there is no time limit.

GTs expect that mentoring can carry out in less than one year (e.g., one month, one semester) so that mentoring can immediately put into practice in inclusive classrooms. With the condition that the mentoring material must provide densely and consistently so that all matters relating to inclusive classroom problems are understood quickly but can also directly practice correctly. This statement is as conveyed by GT:

"One month is enough time, if it is solid and consistent, so we immediately practice in class" (Teacher 21)

In addition, if the mentoring time is shorter and can directly practice in inclusive classrooms, GTs can see the results of mentoring from student report cards as a result of mentoring:

"It takes one semester in my opinion, and it must be seen from the report card scores whether or not the student's scores are good or not" (Teacher 28)

Meanwhile, some GTs argue that the university must provide a mentoring time of approximately 1-3 years. GTs consider that mentoring is in stages and takes a long time so that the results can be seen in the long term. GTs also think that the abilities of GTs are different, and there is a gap between GTs, so that if the period is 1-3 years, it will give GTs a good understanding of practicing inclusive education in the classroom. Some of GTs' opinions can be seen below:

"I think the ideal is within one year gradually so that GTs can understand it" (Teacher 26)

"It seems like more than one year, because the abilities of teachers are different, so it must be taking a long time" (Teacher 28)

Some GTs also expect that mentoring is carried out according to inclusive elementary schools' needs depending on problems that often arise in inclusive classrooms. GTs also expects that training is an appropriate form of mentoring compared to seminars. With training, the time needed can be longer considering that it must adjust to the skills and understanding of the teacher (Parlar et al., 2017). So far, the problems that often arise in inclusive elementary schools have made GTs not have learning resources or sources of information that can provide solutions to these problems. So, the ideal time for mentoring is as long as the inclusive school is still implementing inclusive education, the university must still carry out the mentoring (Sigurdardóttir, 2010). This opinion is as conveyed by GT:

"This training takes a long time which may be quite long to the skills and understanding of the teacher" (Teacher 34).

“The ideal time is as long as the school is still open, the mentoring must continue, maybe only the time can adjust to the needs” (Teacher 1).

However, according to some GTs, the mentoring time provided by the university should be unlimited. It means that there is no ideal time with a time limit because problems in elementary schools or inclusive classes will always arise. Mainly the problem with SNSs, which take time and a different learning process from GSs in general. So, GTs hope that the university will always accompany them to solve problems in their class. Several GTs express this opinion:

“The ideal is indefinite because there are many problems in inclusive classrooms” (Teacher 17).

“Can’t predict how long the ideal time is, because SNSs themselves take longer in the instructional process than ordinary children, because they need continuous repetition when learning something” (Teacher 15).

The assistance time expected by GTs is related to the many problems faced by GTs so far. GTs hope that universities are always there to provide continuous training and mentoring to practice directly to get good results in the long term.

DISCUSSION

The implementation of inclusive education in Indonesia is still facing many obstacles and challenges, especially in inclusive elementary schools, requiring great attention from all stakeholders. The barriers faced by inclusive elementary schools in Indonesia impact the success of implementing inclusive education throughout Indonesia (Rasmitadila, 2020; Rasmitadila & Anna, 2018). Some of the obstacles faced by inclusive elementary schools are the unpreparedness or obligation of every school to implement inclusive practices because of government policies. However, the more significant obstacle or problem is the absence of programs or activities that can help inclusive elementary schools “always present” and continuously assist inclusive schools and teachers in solving problems in inclusive practice.

The problems faced by inclusive elementary schools, such as in curriculum, instruction, understanding of SNSs, inclusive school facilities and infrastructure, and the provision of SATs, have only been solved by inclusive elementary schools themselves. Although there have been various activities from the government, the activities are only strengthening, which is not carried out continuously and sustainably. The impact is that inclusive elementary schools, especially inclusive GTs, cannot solve increas-

ing and varying problems day by day (DeMatthews & Mawhinney, 2014; McGregor & Vogelsberg, 1998). This condition causes the implementation of inclusive education that the government has programmed cannot develop following the objectives of implementing inclusive education. All obstacles and problems faced by inclusive elementary schools should be handled quickly and by the government to fulfill every student’s rights and needs (Block et al., 2014). However, the Indonesian government--the Ministry of Education and Culture--as the policymaker and the rules for inclusive education, cannot handle all the problems in every inclusive school in all regions of Indonesia. The State of Indonesia as an archipelagic country and the differences in implementing inclusive education in each region make it difficult for the Ministry to solve these problems. For this reason, it is necessary to collaborate with other stakeholders in solving the problem of implementing inclusive education, such as universities.

The university is one of the stakeholders responsible for the quality of graduates, especially in teacher education who will teach in inclusive elementary schools. Universities that provide elementary school teacher education should produce the competencies of elementary school teacher candidates to become inclusive teachers (Malinen et al., 2012; Gokdere, 2012; Booth et al., 2003). The obstacles and problems faced by inclusive elementary schools must be a curriculum requirement for elementary school teacher candidates. The theory is relevant at the university and practice in inclusive elementary schools when they are ready to become teachers (Dingle et al., 2004; Strieker et al., 2013). So far, although several universities have had special education study programs related to special education, the numbers still have not been able to meet the needs of inclusive teachers or SATs in inclusive elementary schools. In addition, graduates from special education study programs are limited to mentoring SNSs, so the goals of inclusive education have not been achieved as part of education without discrimination.

Universities are expected to collaborate and work together with inclusive elementary schools as a balanced partner in solving problems in implementing inclusive education. Barriers and problems in inclusive elementary schools can be a source of decision-making and material for the university in designing curriculum and instruction in relevant subjects (McLeskey et al., 2014). In addition, the university as a research source can conduct research that is expected to solve the problem of inclusive practice in inclusive elementary schools. The research results implemented in study programs that organize inclusive

education courses can implement in inclusive elementary schools. Through the dissemination and socialization of research results to inclusive elementary schools, it is beneficial for GTs and SATs and all members of inclusive elementary schools in implementing inclusive education appropriately. However, the dissemination of research results is insufficient in solving problems or obstacles in inclusive elementary schools. Therefore, a continuous and sustainable program is needed to solve the challenges and problems that have emerged in inclusive elementary schools. For this reason, the university needs a mentoring program for inclusive elementary schools that should conduct continuously so that it can have a positive long-term impact (Kinsella, 2020).

The mentoring program by the university for inclusive elementary schools is an activity that must carry out collaboratively. Inclusive elementary schools hope that the university can help solve problems faced by inclusive schools that have emerged so far and have not provided a comprehensive solution. The assistance provided by the university, such as assistance in providing inclusive elementary schools, mentoring inclusive classroom instruction, organizing seminars and training, and mentoring time, is the content of the mentoring program that is very much needed by inclusive elementary schools so far. The mentoring program is expected to be sustainable, continuous, and collaborate well with each other. Collaboration between universities and inclusive elementary schools in mentoring programs is mutually beneficial between the two parties (Zagona et al., 2017; Guadarrama et al., 2008). As a research center, the university has excellent authority in carrying out research related to inclusive education. The goal is to be able to solve the problems and obstacles that inclusive elementary schools have faced. For inclusive elementary schools, research results can use in inclusive practice in the classroom. With continuous mentoring programs through seminars and training within a mutually agreed period, it will be able

to have a positive impact on both parties (Sywelem & Witte, 2013; Carrington & Robinson, 2004).

CONCLUSION

The mentoring program planning that should conduct by the university for inclusive elementary schools in Indonesia consists of academic and non-academic aspects on a collaborative and sustainable basis. Universities have broad responsibilities and authorities to help solve the problems of providing inclusive education faced by inclusive elementary schools through relevant research. The needs of the university in meeting the competency standards of elementary school teacher graduates who will teach in inclusive elementary schools must base on the problems faced by inclusive elementary schools. The goal is to minimize the gap between theory and practice, especially in inclusive classes. Inclusive elementary schools hope that mutually exclusive, sustainable, and continuous mentoring programs within a certain time will solve the problem because the government's role has not maximized in providing solutions to the problem of implementing inclusive education in inclusive elementary schools.

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