

Inclusive Education Pedagogy

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ABSTRACT

This study discusses the concept of implementing inclusive education pedagogy in Malaysia. It involves students with special educational needs (SEN) of various categories who are involved in learning in inclusive classrooms. Inclusive education involves two types, namely full-time and part-time education. The purpose of Inclusive Education implemented is to enable to have a high identity and advocacy, optimize potential that is more outstanding than mainstream students, get the right to equality where students are accepted and valued, gain access to the mainstream curriculum and contribute to learning and participate in school activities according to interests and tendencies. The implementation of inclusive learning involves the readiness of teachers and students, environmental accommodation and teaching support materials and facilitation. The improvement of the holistic model of inclusive education is supported with school, student and community elements known as the S-M-K Model. The involvement of all parties in making inclusive education a success is very important order to realize the Malaysian Ministry of Education's wish that 75% of the implementation of inclusive education in 2025 can be achieved.

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INTRODUCTION

Inclusive education is important to be implemented in line with education policy in Malaysia to provide equal educational opportunities and maximum access to education for all students regardless of race, ethnic or religion. The Special Education Program was introduced based on the recommendations and prompts of several declarations at the international level. Among the declarations that form the basis for special education in Malaysia is The Framework for Action on Special Needs Education, 1994, which focuses on educational policies, policies and practices for children and people with special needs. The Salamanca Framework of Action certifies the rights and opportunities children with special needs to get an education and have opportunity to achieve and maintain the level of learning received. Meanwhile, the pedagogy of inclusive education needs to be emphasized to ensure that inclusive education can be implemented more effectively.

In line with the concept of "Education for All" introduced by the Ministry of Education, a relevant education system needs to be given to students with special educational needs so that they can develop their potential to an optimal level. Therefore, children with special needs in Malaysia are given education either in the environment special or in an integrated environment called Inclusive education. The implementation of Inclusive Education for people with special needs



began in 1987. This program is under the responsibility of the Ministry of Education and is formulated in accordance with the National Education Philosophy.

IMPLEMENTATION OF INCLUSIVE EDUCATION

The Inclusive Education Program focuses on education for students with special needs who can attend regular classes with appropriate help given to them) and enable them to follow teaching and learning alongside their typical peers. The Malaysian Ministry of Education has taken the initiative to officially introduce inclusive education in Malaysia in 1995 even though inclusive practices have long been implemented in Malaysia through integration or merger education plans. This is an effort by the government to improve the education system to enable children with special needs to be included in the education system regardless of their individual differences and disability problems. Now, the Ministry of Education is working to implement Inclusive Education widely and integrated. The importance of this inclusive education can be assessed from various aspects. The first is from the cognitive aspect.

This inclusive education gives students with special educational needs the opportunity to gain a variety of knowledge together with other typical friends. When students with special educational needs study together with typical students, they can train two-way communication skills where students with special needs will try to interact with typical friends. Indirectly they will be able to increase their vocabulary. They will learn new words from other typical friends. Pupils with special educational needs will be able to interact with typical friends during activities and at the same time increase their vocabulary. In fact, this inclusive education will provide more opportunities for special education students to become independent and obtain employment opportunities.

This inclusive education gives them the opportunity to be in a real society or community environment and this situation will help them train themselves to face the future life. From a social aspect, students with special needs will be able to build good relationships with typical students through activities in the teaching and learning process that involve interaction and cooperation between them together with other typical students. The placement of special students into inclusive classes also allows them participating in local community activities as well as building confidence to interact with typical students and feel accepted in the group. Therefore, inclusive education provides many opportunities for students to communicate every day.

Inclusive education can also improve cooperation between administrators and teachers, special teachers and subject teachers, teachers and parent, as well as relationships with other external agencies. All parties of these external agencies will be able to exchange opinions and views, discuss appropriate teaching strategies for students with special needs as well as discuss problems that may arise for students with special educational needs in the teaching and learning process in the classroom.

INCLUSIVE EDUCATION MODEL

According to the Malaysian Ministry of Education (2018), in the guidelines of the Inclusive Education Program for students with special educational needs, the Malaysian Ministry of Education (MoE) practices the principle of democratization of education and education for all

(Education for All) in planning education for all groups regardless of race, background, economic status and disability have the right to have access to education including children with disabilities. They have equal rights to learn and socialize in a barrier-free learning environment.

Based on Figure 1, the Inclusive Education Program is implemented holistically which includes partial inclusive and full inclusive approaches. Partial inclusiveness takes account the involvement of students with special needs in academic and non-academic areas, and in this program students with special needs follow it with the help of support services and without support services. In full inclusiveness, pupils will learn together with mainstream pupils based on the national curriculum or a modified national curriculum. In addition, students are also involved in co-curricular activities like mainstream students. Partially inclusive, students with special needs along with mainstream students in academic and non-academic fields but only selected subjects and some co-curricular activities only.

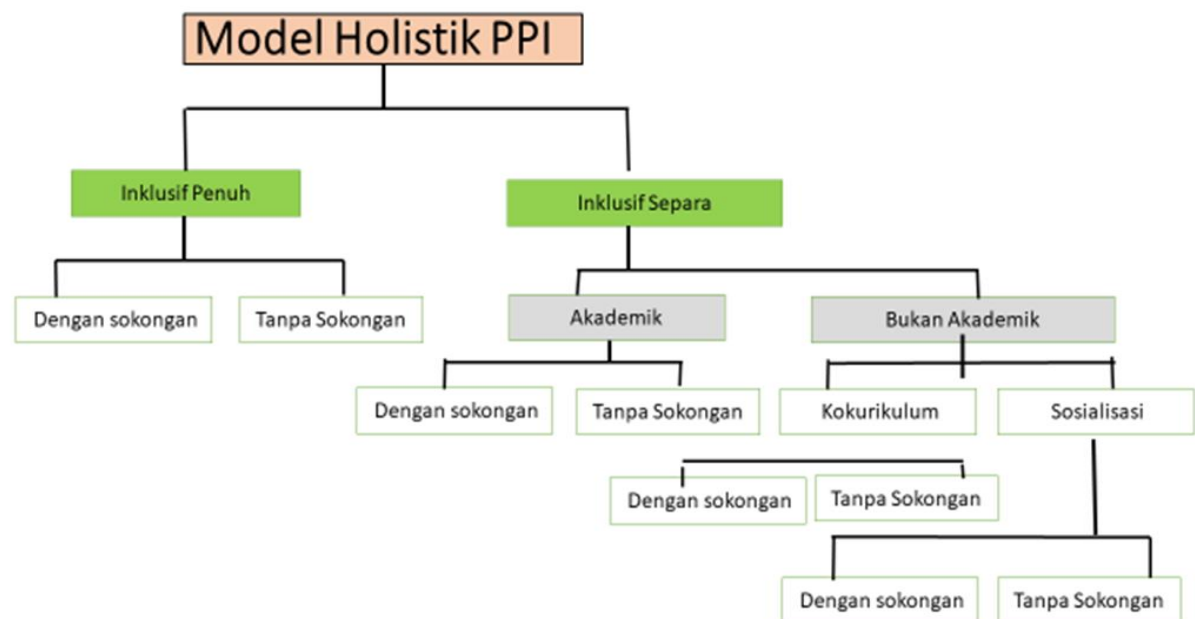


Figure 1: Ministry of Education Malaysia (2018)

Referring to figure 2 shows that this study is related to the need to develop an inclusive education implementation model for students with special educational needs (SEN). The researcher examines the need to implement inclusive education for MBPK by emphasizing student readiness, school readiness, and teacher readiness. These three elements are important to support the holistic model implemented by teachers in the Special Integration Education Program (SIEP) in Malaysia.



Figure 2: Inclusive Education S-M-K Model Framework (Kama, 2023)

INCLUSIVE PEDAGOGY APPROACH

Inclusive pedagogy is a teaching practice that involves the participation of all students without discriminating based on socioeconomic background, cognitive level, gender, culture and different learning styles.

Inclusive pedagogy can be defined as the entire teaching method, approach, form and principle used to increase the participation of all students (Makoelle, 2014). However, there is a debate about whether the pedagogy used is inclusive (Florian, 2009).

Thus, teachers need to be optimistic in creating an inclusive learning environment by practicing teaching strategies that involve approaches that address the needs of students from various backgrounds, abilities and learning styles.

The advantage of inclusive pedagogy is the improvement of students' social skills from the aspects of self-confidence, cooperation, joint participation, sharing of ideas, and independence. The importance is to provide opportunities for students with special educational needs to gain learning experiences through environmental accommodations that support the development of students' social skills based on learning opportunities provided by teachers.

CONCLUSION

The application of Inclusive Pedagogy in the classroom is important to ensure that the teaching and facilitation process runs smoothly as planned by the teacher. In addition, teachers need to be more creative and innovative in planning, implementing, evaluating and improving teaching in the future.

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