

# The Need of Disability Awareness Training for Regular Students in Inclusive School

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## Abstract:

*This research is aimed to know the need of sensitivity training towards children with special needs for regular students in inclusive school. This research belongs to survey research. The participants in this research are 120 regular students of senior high school and vocational high school at Surakarta, Indonesia. The researcher used questionnaire as data collection technique. The instrument contains five questions which measure the need of regular students of sensitivity training towards children with special need. The result of data collection was analyzed descriptively. The result of data collection shows that regular students in inclusive school need a training about children with special need. Based on the result of the research, it is suggested a training model which can be a training example for regular students.*

**Keywords:** *sensitivity, awareness, children with special need, inclusive education*

## I. INTRODUCTION

Inclusion is a philosophy which gathers students' differences, and community to make a school and another social institution based on acceptance and togetherness basis (Rose, 2008). Inclusion serves all students with learning supports, collaboration, and help for students who are based on the service and accommodation which appreciate individual differences (Hehir; 2007, Swedeen; 2009). An effective inclusive education has sensitivity principle and accepts the excess, challenge, and individual difference (Salend, 2011). Teachers, students, and family have to be sensitive toward inclusion practice which prioritizes acceptance, justice, and sensitive collaboration toward individual difference (Forlin; 2008, Sapon-Shevin; 2008, Voltz, Sims, Nelson, & Biyens; 2005). In inclusion education, they are taught to appreciate differences, learn from equality and differences of one another (Black-Hawkins, Florian, & Rouse; 2007, Swedeen; 2009). Based on the explanation above, it is understood that in creating an effective inclusive school needs the role of teachers, regular students, and environment to accept individual differences.

Regular students are one of the factors in creating a school which can accept individual differences. The change of regular school to inclusive school strives them to socialize with children with special need properly. So, it is necessary for regular students to understand the character of the children with special need. It is caused by the wrong concept and stereotype view to the children with special need which can cause the limited interaction between regular students and children with special need (Siperstein, et al., 2007). Besides, the limited interaction between regular students and children with special need is also caused by the unknown, wrong perception about children with special need so the regular students often react feeling poor to them, afraid, or even mock them (Salend, 2011). Based on the explanation above, understanding the characteristic of the children with special need is an important task for regular students in helping the formation of inclusive school. Understanding the children with special need demands regular students to learn about the concept of children with special need so they can accept the excess and challenge of the children with special need. One of the ways in learning about children with special need is to train the sensitivity towards children with special need. This training involves the participants to act well towards children with special need (Morin, Rivard, Crocker, Bousier & Caron, 2008). Sensitivity training towards children with special need is an important thing because this training teaches someone to be a better person (Lindsay & McPheerson, 2011). Besides, sensitivity training towards children with special need will also remove the negative behavior towards children with special need which becomes one of the keys to create an inclusive environment and appreciates differences (Williamson, 2014).

Sensitivity training towards children with special need demands change in knowledge, behavior, and attitude of regular students about children with special need. So, it needs consciousness and desire from regular students to really understand the excess and challenge of children with special need in the sensitivity training. Based on those statements, it is a necessity to know whether the regular students in an inclusive school need sensitivity training towards children with

special need to improve the understanding in accepting children with special need.

## II. RESEARCH METHOD

The participants in this research are 120 regular senior and vocational high school students in Surakarta, Indonesia. The data in this research is a primary data which is obtained by giving questionnaires to all respondents. Questionnaire in this research consists of five things. They are the participation of regular students in helping the children with special need, the understanding regular students about how to treat children with special need, the participation of regular students in sensitivity training towards children with special need, the necessity of sensitivity training towards children with special need for regular students, and the desire in participating sensitivity training towards children with special need. The result of data collection is analyzed with statistic-descriptive. The result of the research is drawn in the diagram and explained descriptively.

## III. FINDING AND DISCUSSION

### A. Research Finding

#### 1) Regular Students' Participation in Helping Children with Special Need in Inclusive School

Table 1. Ever/Never Give Helps to Children with Special Need

Give Help	$\Sigma$	Percentage
Ever	72	60%
Never	47	39.17%
No response	1	0.83%
Total	120	100%

The percentage of the answer response from 120 regular students is drawn in the pie diagram below:

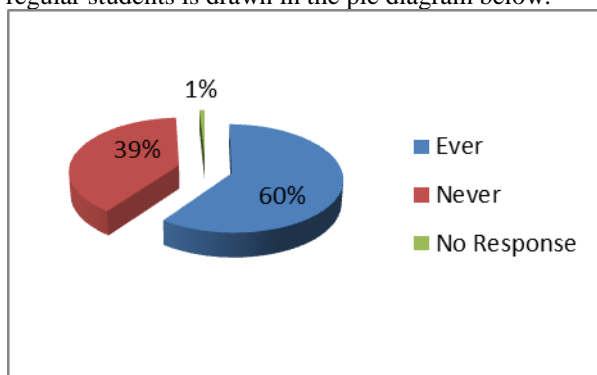


Figure 1 A Diagram of Regular Students' Participation in Giving Helps to Children with Special Need

Based on the Figure 1, it is known that many regular students have participated in helping children with special need in school in various activities. From 60% regular students who have given help to children

with special need, 38.33% are the students who have friends with special need in their class, while the other (21.67%) help children with special need out of school. It indicates that regular students still feel odd in helping children with special need.

#### 2) The Understanding of Regular Students about How to Treat Children with Special Need

Below is the result of data collection about regular students' understanding in treating children with special need.

Table 2 Understand/Less in Treating Children with Special Need

Treatment Way	$\Sigma$	Percentage
Understand	61	50.83%
Not Understand Yet	58	48.33%
No Response	1	0.83%
Total	120	100%

The percentage of the answer response from 120 regular students is drawn in the pie diagram below:

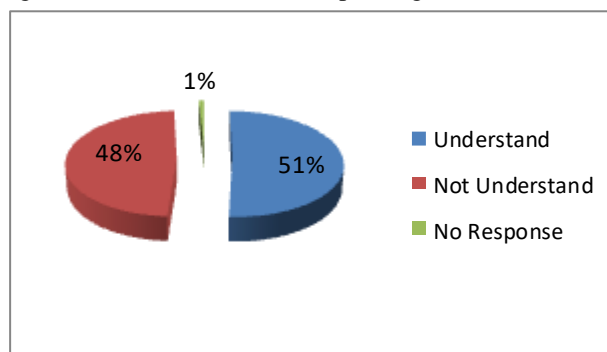


Figure 2 The Diagram of Regular Students in Treating Children with Special Need

Based on the Figure 2, it is known that many regular students have understood how to treat children with special need. From 50.83% regular students have understood how to treat children with special need, 29.17% are the students who have friends with special need in their class. It indicates that regular students still have not understood how to treat children with special need well.

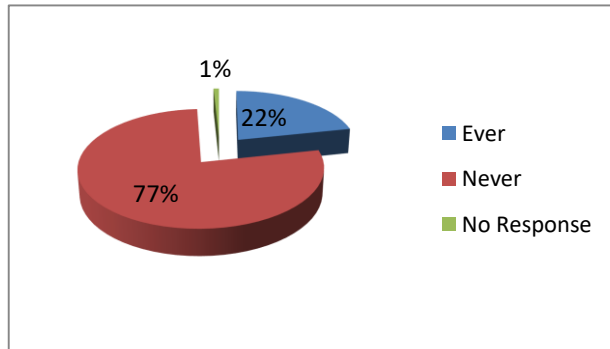
#### 3) Ever/Never Get Sensitivity Training/How to Treat Children with Special Need

Below is the result of data collection about regular students' sensitivity training towards children with special need.

**Table 3 Ever/never Get Sensitivity Training Towards Children with Special Need**

Sensitivity Training	$\Sigma$	Percentage
Ever	26	21.67%
Never	93	77.50%
No Response	1	0.83%
Total	120	100%

The percentage of the answer response from 120 regular students is drawn in pie diagram below:



**Figure 3 Ever/Never get Sensitivity Training towards Children with Special Need**

Based on the Figure 3, it is known that many regular students never get sensitivity training towards children with special need. It indicates that many regular students have not got the sensitivity training towards children with special need yet.

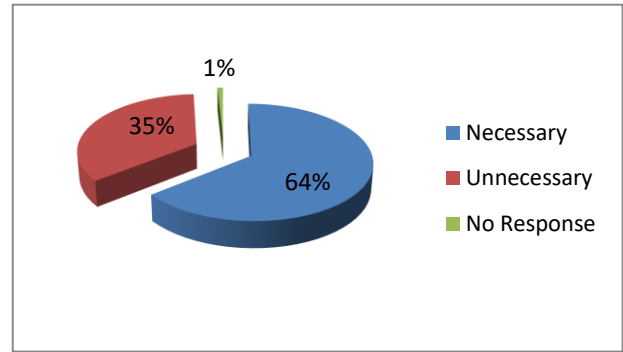
4) **Necessary/Unnecessary the Sensitivity Training about How to Treat Children with Special Need**

Below is the result of data collection about necessary/unnecessary the sensitivity training about how to treat children with special need:

**Table 4 Necessary/Unnecessary the Sensitivity Training about How to Treat Children with Special Need**

Sensitivity Training	$\Sigma$	Percentage
Necessary	76	63.33%
Unnecessary	43	34.37%
No Response	1	0.83%
Total	120	100%

The percentage of the answer response from 120 regular students is drawn in the pie diagram below:



**Figure 4 Necessary/Unnecessary the Sensitivity Training about How to Treat Children with Special Need**

Based on the Figure 4, it is known that many regular students feel the need of sensitivity training towards children with special need. From 63.33% regular students feel the need of sensitivity training towards children with special need, 35.8% are the students who do not have friends with special need in their class. While, from 35.83% regular students do not need the sensitivity training, 21.67% are the students who have friends with special need in their class. It indicates that regular students feel the need of sensitivity training towards children with special need well.

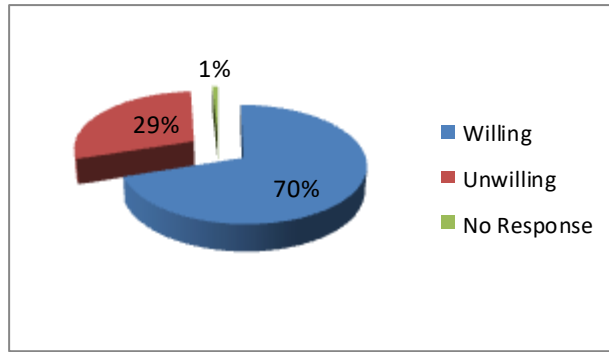
5) **Willing/Not in Participating Sensitivity Training/How to Treat Children with Special Need**

Below is the result of data collection about the willingness/unwillingness of the regular students if sensitivity training is held towards children with special need.

**Table 5 Willing/Not in Participating Sensitivity Training towards Children with Special Need**

Sensitivity Training	$\Sigma$	Percentage
Willing	84	70.00%
Unwilling	35	29.17%
No Response	1	0.83%
Total	120	100%

The percentage of answer response from 120 regular students is drawn in pie diagram below:



**Figure 5 Willingness/Unwillingness in Participating the Training**

Based on the Figure 5, it is known that many regular students is willing to get the sensitivity training towards children with special need. From 70% regular students who are willing to get sensitivity training towards children with special need, 42.50% are the students who do not have friends with special need in their class. While, from 29.17% regular students who are not willing to participate in sensitivity training, 21.67% are students who have friends with special need in their class. It indicates that regular students are willing to get sensitivity training to understand and be able to treat children with special need properly.

#### **B. Discussion**

Based on the research findings, there are some important findings, such as:

1. There are many regular students who have ever helped children with special need. It is shown by the research finding which indicates that 60% regular students have ever helped children with special need.
2. There are many students who never get sensitivity training. It is shown by the data collection which shows that 77.5% regular students never get sensitivity training.
3. The excess and challenge of children with special need is not understood yet by the whole regular students. It can be seen from regular students' journal which understands how to treat children with special need are only 50.83%.
4. The need level of regular students towards the training is on the high category. It can be seen from the data collection which shows that 63.33% students feel the need of sensitivity training.
5. The response of regular students in supporting the sensitivity training to improve the understanding and way to treat children with special need is on the good category. It is shown by the data collection which shows that 70% students are willing to participate in sensitivity training.

The result of the research shows that there are many regular students who have helped children with special need and feel that they have understood children with special need, but the regular students still want the training in improving their sensitivity towards children with special need. It can happen because when they help children with special need, the regular students are affected by attributive factor where someone will be motivated to give help to the others if he assumes that someone's shortage is out of control (Darley and Letene in Sarwono and Meinarno, 2009). On the other side, the regular students support inclusive education by good response they show about the sensitivity training and are willing to participate the training. It enables that regular students have not understood well yet how to treat children with special need and they help because of empathy.

It can be a problem if when they help children with special need, they do not have the knowledge about how to treat them well. For example, someone gives help by pushing the wheel-chair without knowing the right technique just because they feel pity to a handicapped person who wants to go through the down street which it can jeopardize both of them. The pity feeling, empathy, and sympathy without clear understanding become one of reasons of regular students need sensitivity training towards children with special need even though some students have ever helped and even have understood children with special need.

Based on the explanation above, it needs the arrangement of training model which can support the acceptance of regular students towards children with special need. This training is expected to notice someone's knowledge, attitude, and behavior aspect in accepting individual differences. So, it can improve the knowledge about children with special need and it can be implemented in their daily attitude and social behavior in school.

#### **IV. CONCLUSION**

Based on the result of the discussion, it can be concluded that regular students in inclusive need sensitivity training towards children with special need to improve the acceptance of individual differences. Therefore, it needs an arrangement training model which pays attention on someone's knowledge, attitude, and behavior aspect in accepting individual differences. So, the improvement of knowledge about children with special need can be implemented in their daily attitude and social behavior in school.

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