

## TEACHER PEDAGOGIC COMPETENCIES FOR STUDENT WITH DISABILITIES (SWDS) IN INCLUSIVE ELEMENTARY SCHOOL

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### Abstract

Pedagogical competence is the ability to teach the students in the entire learning process. This competence could be seen from three main things that are how the teacher planning, managing and assessing the learning process. Different personality and ability among the students require teacher capable fulfilling all students' needs through inclusive setting. This is prominent since inclusive setting become an education standard in all region in Indonesia. Both academic and nonacademic skills of the SEN students should be met in order to align it with the aim of inclusive education that is the education for all. The purpose of this research is to know the teacher's pedagogical competence for SEN students in the inclusive elementary school of Klampis Ngasem 1 Surabaya. This research used a qualitative approach with a descriptive method which describes ten indicators of pedagogical competence of the teachers dealing with the SEN students in every inclusive class at Klampis Ngasem elementary school 1 Surabaya. The researcher used three types of qualitative research; study of documentation or text, observation, and the interview. Data analysis used is the data reduction, data display, and conclusion. The result showed that the teacher who had a primary education background and teaching experience met the indicators of teacher's pedagogical competence. Evidenced by nine out of ten indicators met in the category one ( 1 ) which consist of the teacher with a primary education background and teacher with teaching experience for 21 years. For category two (2) which consist of the teacher who graduated from non-primary education background (physical education, special need, and/ management of education program). Only four out of ten indicators were fulfilled for this category. This research also proves the theory which states the competence of professional teacher is based on the teacher's skill, teaching experience, and the teacher's educational background. These three aspects hold an important role in forming the teacher's pedagogical competence.

**Keywords:** pedagogical competence, inclusive education, SEN student

### 1. INTRODUCTION

Every level of education has its national standard of education (Standard Nasional Pendidikan (SNP)) which has to be achieved on succession of education. One of eight of SNP is standard of teachers, it regulates about the competency of teacher on running the education. Based on the regulation of Indonesian ministry of education no. 16 year 2007 regarding standard of academic qualifications and teacher competency article 1 that every teacher should be qualified according to national standard. Firmly stated that there are four competencies the teachers should have as the basis of learning process. The four competencies are pedagogy, personality, professional, and social (article 28 clause 3 government regulation no. 19 year 2005 regarding national standard of education).

In the regulation no. 14 year 2005 regarding teachers and lectures, again stated that pedagogy competency is "the ability to control the students learning processes". Depdiknas (2004) call this competency as "the management learning competency". This competency can be seen from the ability to set a plan on learning process, capability of doing interactions or managing of learning process, and giving feedback of student performances.

Capability and personality of students are exactly different, therefore, teachers are demanded to possess the management skills of learning process from planning, execution, until evaluation in appropriate manner in order to create a high quality of next Indonesian generation. This is not only for regular schools but also it should be applied in inclusive schools. In general speaking, not every student with various backgrounds in inclusive schools is be able to attend the learning process normally in class. ABK with diverse categories form blind, deaf, autism, mute, mentally disabled, and slow learner has a big potential to have a normal education and self-development according to their own capabilities, needs, and talents. Thus, those should be handled by qualified teachers.

The emergence of the Inclusive education concept in 2007 was preceded by the declaration of "Indonesia towards Inclusive Education" in 2004, enabling the government to enforce education for all in every educational level by generalizing the provision of open and friendly educational services to every learner without any distinction and discrimination, bringing together SWDs and regular students in the same school and class. This is based on Law No.20 / 2003 on National Education System which states that "education services for SWDs have been regulated by government in the form of inclusive schools (Diknas, UU-RI. / 2003). It is affirmed by the circular letter of the Directorate of Primary and Secondary Education, Ministry of Education No.380 / C.C6 / MN / 2003 dated January 20, 2003, that "every district / city is required to conduct and develop inclusive education in at least 4 (four) schools consisting of elementary, junior, high/vocational school". This is the basis of every region including Surabaya to improve as an inclusive city / district. Surabaya tries to accomplish it in every level of education, especially primary education. The acceptance of an inclusive educational award on December 3, 2014 in Temanggung, Yogyakarta, is proving that Surabaya, the first inclusive city in Indonesia, is able to create a friendly and open inclusive education. Based on information from Public Relations Dispendik Surabaya, "Surabaya does not need declaration, because what we do is already inclusive" (Eko, 2015). The fact that Surabaya without declaration has become the first inclusive city in Indonesia which always try to provide inclusive services at every level of education.

Surabaya's primary education level is spread over 50 inclusive schools. In general, according to data from Education Ministry (2013), from projected school age SWDs are 363,800 children, 106,274 children attended primary special and inclusive schools, and 23,347 children attended junior special and inclusive schools. Thus, those who have not received the right to education still have 234,179 SWDs. High prevalence is not supported by sufficient knowledge of the role, parenting, and good support of parents at home, so that SWDs in inclusive schools should receive intensive attention and appropriate handling of teachers in schools. Puji (Head of the Inclusive Education Section of the Provincial Education Authorities of East Java) explained that one of the efforts of the government is providing trainings three times a year for inclusive school educators (private interview, December 9, 2014) for supporting them become professional inclusive teachers.

The results of a brief interview conducted on several elementary school teachers in East Java in an Inclusive Education workshop at the Sun City Sidoarjo Hotel on November 9, 2014, found that in general primary school teachers found it difficult to handle SWDs in the inclusive schools where they served. In addition to this program is quite new among the primary education levels, universities are also considered insufficient to provide insights for educator, when they were studied at the college, related to four teacher competencies, especially pedagogic competence in an inclusive setting. Puji saw this matter important because in addition to pedagogic competence, prospective educators also should have teachingexperience in inclusive setting, as has been done by some other developed countries such as Japan, UK, America and Australia (personal interview, December 9, 2014).

Choosing the SDN Inclusive Klampis Ngasem 1 Surabaya as the research place is because this school is the best inclusive school in Surabaya and it has biggest SWDs population. Researchers want to prove whether these positive achievements align with the quality of teachers and students. As well as the negative facts found so far related to the readiness of primary school teachers in implementing inclusive education can be rebutted by the real condition of the portrait to be performed on SDN Klampis Ngasem 1 Surabaya. Besides, this research is also intended to know the efforts of the universities in equipping prospective educators in all aspects to then employed in inclusive schools. Because primary school is a place of establishing the first major foundation young generation, therefore it becomes a necessity to provide proper education by competent teachers. Then, education for all without discrimination can be applied in Indonesian

educational setting. This is because all the children without seeing the physical, mental, or intellectual limitations have equal rights to education. That is what will be described in a study entitled "Teacher Pedagogic Competencies for SWDs in Inclusive Elementary Schools".

## **2. METHODH**

This study used a qualitative approach with descriptive method which describes about pedagogic competence of teachers for SWDs by considering the characteristics and severely of disability in each inclusive class at SDN Klampis Ngasem 1 Surabaya. Researchers used three types of qualitative research: document or text study, observation, and semi-structured interviews. In order to do the observation, the researcher involves in the active learning activities. The informants of the research are consisting of four categories. Category 1 is two class teachers and category 2 is two subject teachers. Data collection techniques used is through participant observation, semi-structured interview and documentation study. This research was conducted at SDN Klampis Ngasem 1 Surabaya for approximately 2 months. Data analysis used is data reduction, data presentation, and creating conclusion. To strengthen the validity of data that have been obtained, researcher use source triangulation that is by interviewing headmaster as superior who give duty, other teacher as co-worker, and student as led

## **3. FINDING AND DISCUSSION**

### **Finding**

In conducting the analysis, the informants in this study are grouped into two categories, namely: category 1: two informants who work as homeroom teachers in II and VI grades. Category 2: two informants who work as subject teachers of Islamic Religion and Phsyscal education. The informants in this research are professional teachers at SDN Klampis Ngasem 1 Surabaya. Semi-structured interview based on informant experience during teaching and assisting SWDs at SDN Klampis Ngasem 1. The results of this interview are then grouped based on ten aspects of teachers pedagogic competencies described in Permendiknas No.16 of 2007. The results of this study are also based on the analysis of lesson plan made by informants. The analysis is based on four main components in developing lesson plan for inclusive schools based on inclusion education module that are objectives, content, processes, and evaluation. Objectives is competence to be achieved after the students complete the educational program within a certain period. The purpose of education in general is divided into three types of abilities namely: (1) cognitive, (2) affective, and (3) psikomotor. Content is the material that must be learned by students in order to achieve the goals. The process is an activity that will be undertaken by the students therefore they can master the material taught and achieve the learning objectives that have been set. Evaluation is a process of activities undertaken to determine the level of success / achievement of educational goals that have been set.

### **Discussion**

Pedagogic competence which is the essence of this learning process could enhance students' academic performance, self-development through extracurricular activities, and socio emotional development that can be seen from the interaction, communication, and socialization of the SWDs with their surroundings. Then it is clearly explained in the inclusive education training module (2010) that three of the five major components to be considered in the inclusive schools are (1) teachers must apply interactive learning, (2) teachers are required to collaborate with other teachers or resources in planning, implementation and evaluation, (3) teachers are required to involve parents significantly in the education process. This is what Hamalik (2010) states explicitly in his writing that teachers are key for the learning process in the classroom. In line with Uno & Mohamad (2014) that the teacher position on KBM is very strategic and deciding, this is implicitly on centralised interview, participant observations, documentation study's that has been proven its legitimacy through triangulation sources toward four informants. There are a teacher from class IIA with background as bachelor of Indonesian linguistics, having students with physically disabled, a teacher from class VIB with background as bachelor of elementary education, having students with autism, light autism, and slowlearner, a teacher from Islamic religion with background as bachelor of Islamic education, then a sport teacher with background as bachelor of sport education.

Teachers's Pedagogical competency is determined by 10 aspects based on Permendiknas no. 16 year 2007:

**Possessions of students characteristics involving physical, moral, social, cultural, emotional and intellectual.** According to the way teachers of doing their initial assessment, it is meant to know students characteristics, types, and level of their disabilities. Then initial assessment is also involving interview with parents to earn a snapshot about the intellectual and emotional of children, therefore it can gauge and know the proper management and curriculum development. According to the result of centralised interview,

participant observations, and study's documentations toward our four informants, the responsibility of teachers, in fact it is consistent with high competency to take care children with special needs. Generally, the more often teacher meet their students, the more saturated they are of planning the learning process and tools. It can be seen from the basic one, to identify the starter module for learning process according what is actually student's need. There are only two teacher that utilise the evaluation materials as the starting point. Contradictory for those who only meet their children once a week. hereby, they are seen incompetent of utilizing the assessment results to identify the starter module for children with special needs in inclusive class and guidance class.

A big responsibility and the high intensity of teachers of doing learning process in inclusive schools can be indicated and ensure the competency of the teachers have, especially in capability aspects of controlling the students characteristics from physical aspect, moral, social, cultural, to intellectual aspects. Results from the understanding of teachers onto the students characteristics will have a big impact into the quality of learning process, because in doing education, teachers will have identified their module first, and make an adjustment what students need and characteristics. According to Sumantri and Syaodih (2006), the result of learning process will have a good quality due to facilitating and coaching that teachers do, accordance to characteristics, talents, and skills of many students.

Start with the understanding of the students about manner and inclusive education can give an idea of learning, motivation, and decision for learning strategy. They are included on **aspects of capability for learning theory and the attractive principles of learning process**. Founded that teachers background also has an influence for what does teachers strategic plan on learning process. For teachers who have frequent meetings e.g everyday tend to have a wide innovation on their strategy, meanwhile the infrequently teacher will be monotonous.

Results from documentation study also show that the RPP from what do teachers formulate is not related with the implementation. It can be inferred from the major/subject teachers who don't have enough competency while compared homeroom teachers. As explained clearly in Kurikulum Tingkat Satuan Pendidikan (KTSP) in Uno & Mohamad (2014), the position of teachers on Learning process is very strategic and deciding. Strategic is because teachers decide how depth and width the materials of learning and Deciding means teachers are the only one who can choose and pick what the contents, modules that will be delivered in the class. This is the key point that should be known by teachers in doing their duties, so that there is an basic point used to formulate and develop the learning activity. Then it has been teachers' responsibility to understand the theory and the basic principles of the appropriate learning process, do not cross the line that has been agreed universally.

The **ability to develop the curriculum** is not only verbally but also begins with the form of writing. The facts found are the teachers who actually make the lesson plan as a guide in teaching feels that it just a formality. It is conceivable if two (2) out of four (4) informants in this research use a regular lesson plan in an inclusive classroom. This is clearly inconsistent with the six principles of inclusive curriculum development described in inclusive education training modules (2010) one of which is that the general curriculum applied to regular students' needs to be modified to suit the conditions of SWDs. Teachers who rely on lesson plans that are made generally with KKG still do not pay attention to the needs of SWDs in learning planning, which impact on the implementation is not maximal.

It is known that the experience and duration of teaching in inclusive schools is not directly proportional to the high competence of teachers in developing curriculum related to the field of development. Teachers who have much experience in the inclusive education system, should be better in planning and implementation. Teachers who do not have an extraordinary educational background and only in the past year have managed SWDs in inclusive schools to develop and implement their learning plans well. This is because the experience of teaching in regular schools for 21 years he used well in self-improvisation, so that when rotated to the school inclusion he can live it well and according to the rules. In contrast to teachers who have more than 12 years of inclusive teaching experience in schools are not accompanied by the fulfillment of key tasks well in inclusive schools, so they are considered less competent in serving the needs of SWDs. It can be indicated that what teachers really need in this aspect is the understanding that in inclusive education teachers should be able to develop curriculum models because the needs, characteristics, and abilities of SWDs cannot be equated with regular children. Particularly for those with severe categories, so there must be adjustments through the development of the curriculum model, so that teachers can accommodate learning for SWDs without giving up their right to a proper education

Organizing development activities that educate, this is done well in SDN Klampis Ngasem 1 Surabaya. Evidenced by the effort to apply academic and non-academic development routinely in the school

environment. Based on the results of centralized interviews conducted by researchers, the four informants explained that they centralized the development that educates the academic activities of KBM that takes place in the classroom. Real action is to raise the spirit and achievement of student learning through the application of rewards in the process of learning teachers using praise, motivation, positive affirmations and wise words in giving rewards to children. Three (3) of four (4) informants stated that the rewards in the form of goods are less effective for children. In addition, 1 informant as a subject teacher who also handles SWDs students in mentoring class, stated that the material has been given by him in the mentoring class, then will be reinforced by repetition by the supporting teacher in the source room, so that the material can be well understood by the child. Another teacher as an interviewee acknowledged that the four informants developed the learning activities in the classroom by applying the effective use of rewards. The impact of the application of rewards can increase the spirit of learning and create appreciation of children especially SWDs related to their development in learning. The reward method is a positive reinforcement form sourced from behavioristic theory. According to the behavioristic theory of learning is a change in behavior as a result of the interaction between stimulus and response (Ningsih, 2005)

Reward can be interpreted as a reinforcement of the behavior of learners. Reinforcement is the use of consequences for behavior (Woolfolk, 2008). That is, that a behavior performed by learners and considered appropriate then followed by reinforcement. the use of rewards raises the desire in the learner to do good things continuously. Reward in this case becomes very important as one of the external motivation used to strengthen student behavior especially SWDs, so that learning process can be done with fun, competitive, and active. The aspect **of conducting educational development activities is in line with the facilitation aspect of developing the potential of learners** to actualize various potentials, the four informants give the same statement that this aspect is filled with the implementation of extracurricular activities every Saturday, but not by the direct treatment of them as teachers should be applying competencies in aspects of potential development of learners, but through other trainers. It states that there is no participation of the four informants in the potential development activities of children through extracurricular activities. Actually SWDs are often seen as negative and do not have this potential is a living being in the process entitled and helped develop. In accordance with the opinion Anita Woolfolk (2008) that outstanding students are students who have significant skills or problems that require special education or other services to achieve its potential.

Special education or other services that teachers can undertake to assist students in shaping and developing their potentials are through extracurricular activities and compensatory services on SWDs that are directly guided by the teacher. The four informants provided the same understanding that for SWDs compensatory services were developed in the source room (special class), whereas based on the participant observation the researcher showed that SWDs studying in full inclusive class like class IIA and VIB no longer enter into source space, they did not get the compensatory service as explained by the two (2) informants. The number of rotational teachers who used to be placed in non-inclusive schools made the teacher's understanding less of the compensatory service, and for extracurricular training coaches recruited from other teachers and skilled outside professionals in the field. It can be indicated that classroom teachers and subject teachers as faculty and inclusion educators have not fulfilled the potential development competencies of learners to actualize their potentials. This is then the input for the relevant education ministry, producer institutions, and principals to equip the ability of teachers in carrying out educational development activities through extracurricular activities training and compensatory services for teachers, with the hope in the future to accommodate the talents and potentials of students especially SWDs. Based on the results of centralized interviews and participant observation, it was found to be directly proportional, the three informants expressed **the use of information and communication technology for the purpose of organizing educational development activities, but with the reconstruction of the school causing the transfer and incorporation of the class makes its use ineffective.** Teachers who initially use it because it feels effective for teaching and learning activities should be stopped for a moment, because the tool is secured in storage during the development process takes place. While one informant as a sports teacher admitted that he utilized the use of information and communication technology only in the process of preparation of learning while at home, because the physical education focuses on field demonstration activities, so no similar technology tools, more to the use of concrete media. From it it is known that the four teachers have met the pedagogic competence on aspects of utilization of information and communication technology for the benefit of organizing educational development activities. Interviews with students, colleagues, and headmasters explained the same thing that the use of technology at SDN Klampis Ngasem 1 is going well and smoothly, students can feel the benefits of their use interesting and fun audiovisual. In line with the theory contained in Government Regulation Number 74 Year 2008, that teachers who can utilize information and communication technology well will help and facilitate them in preparing and teaching the teaching materials, so that teachers' skills can be formed well. Communication is a means of language in life plays an important role between teachers and students in carrying out teaching and

learning activities. **Communicate effectively, empathically and courteously with learners, apparently continued to be done by the four informants in this study.** Their empathic form of SWDs makes communication between them well-formed. Statement from informants found that communication formed not only in formal teaching activities in the classroom, but when outside the class they do it in a simple way but have a good impact on the child. The means of communication is also used by informants in motivating and advising children. Therefore it is known that the four informants have met the competence to communicate effectively, empathically and courteously with the students. It is from this communication relationship that SWDs begin to establish socialization and interaction with other regular students, which is only available in the inclusive education system. SWDs incorporated in regular educational containers have the hope of removing the gap between SWDs and regular students while creating education for all without discrimination. Obviously it can be realized if the educator has good pedagogic competence. In accordance with the opinion of Andreia and Liliana (2011) in his scientific journals that pedagogic competence of the teacher is closely related to three important factors namely learning achievement, self-development and social change. These are the three aspects that will shape the child in the shelter of inclusive schools. Inclusive schools will increase the self-esteem of children with special needs because they are not alienated from their surroundings as if they were placed in special schools or classes, and this has been done quite well in SDN Klampis Ngasem 1 Surabaya. Based on the results of interviews and participant observation, the researcher showed positive activity among the school community with the crew although in the implementation SDN Klampis Ngasem still held a special class implementation with peintegrasian, this is because SWDs have severe disability, this happens in downs syndrome, autism, and deaf students.

The same thing is described by (Bandi, 2006), that in addressing the students with special needs, especially those who bear mental developmental barrier disorders, teachers are expected to provide more tangible reinforcement in the effort to establish the performance of learners, for example in the learning process teaching in the classroom, teachers coordinate students' special needs with warm touch and two-way communication. When the teacher has been able to do the tangible reinforcement, automatically the student's performance will be formed by itself, the performance is integrated between SWDs with other regular students, then then social interaction and socialization SWDs can be optimized well. **Competence conducts assessment and evaluation of process and learning outcomes**, shown teacher through two ways that is in concept and implementation. Based on the results of centralized interviews it is known that the teacher evaluates to the children according to the needs of SWDs, but the result of the device analysis done by the researcher found 2 informants as the subject teachers did not pour the evaluation according to the needs and the characteristics of SWDs in the learning device. The evaluation should be done according to the characteristics of the learners, in fact based on the evaluation sheet generally applied to the regular students. In fact, on the field after participant observation, it appears that teachers who are based on non-inclusion evaluation are not maximized in the learning evaluation process because the evaluation rubric used is different from the evaluation rubric they have designed in the learning tool. Further gurupun ability is known from the way in utilizing the assessment results, **utilizing the assessment results** are seen from the way informants in using it to improve the ability and condition of students, especially SWDs. This is further embedded in the follow-up plan (RTL) the teacher formulates in the lesson plan. In a centralized interview, the four informants claimed to design the RTL as a process of utilizing the results of the assessment, but based on the analysis of the lesson plan, it was found that only two (4) informants as class teachers poured the RTL in their lesson plan. Two other informants did it separately in their own records without designing them in the lesson plan.

This is seen as a rule error in running the learning tool. The RTL should be poured into a lesson plan and then developed in accordance with the real results obtained after the lesson is run. From the present invention it is known that two other informants have not mastered the competence of utilizing the assessment results. The use of the assessment results refers to the evaluation results that have the following specific objectives, (a) to stimulate the activities of learners in the education program, (b) to find and discover the factors that cause success and the non-success of learners in following the education program, sought and found a way out (Sudijono, 2012). This is the basis of teachers in creating and implementing follow-up plans for students, if students have fulfilled the learning objectives, then students can continue to the next learning, but if students do not meet the learning objectives then the teacher must apply remidi or repetition of lessons to complete learning has not been well fulfilled by the child. These components are contained in the RTL which must be understood correctly by educators, so as not to mislead in designing and implementing RTL for students. The four informants have done well and even communication activities to parents, related to the development of SWDs in schools are also well established. **Taking reflective action to improve the quality of learning** has been met well from the four informants, but for the informants of subject teachers, the intensity of

communication with parents is not as much as the classroom teachers who keep abreast of and meet with the crew every day.

Based on the results of observation shows that parents are more active communicate with classroom teachers during break time and when picking his son home from school. The results of interviews with students also showed that these four informants always do reflective actions such as questioning at the end of the learning. The questionnaire that was conducted remained within the limits of the material taught on that day to check students' understanding of what they have done together with the teacher. Clarified by the opinion of Ruhimat (2007) that the final activity of learning is not only interpreted as closing the lesson activities, but more to know the students' mastery of the competence and effort consolidation of competence mastery that is expected. By doing so teachers are expected to know the competencies that have or have not mastered by the students. This activity usually revisits student mastery and test, both orally and in writing (assessment). Studying SWDs in inclusive schools is the right thing to do in shaping and improving a friendly, open, dominant, and independent person. SWDs with potential advantages that he has been able to learn to interact socialize and communicate in a replica of normal life in the school environment of inclusion. The characteristics and needs of different SWDs, making the initial and final outcomes highly dependent on several factors, among which the main inclusion schools are the teachers who handle them with good pedagogical competence in delivering SWDs toward significant growth. The components of human resources in inclusive schools such as classroom teachers and subject teachers are unity to form a friendly, open, dominant, and independent person. Apart from the weaknesses of the subject teachers and the strengths that the classroom teachers have in handling SWDs, that is the process of improvement and improvement that must be continued by both categories of informants in this study. Because of the results of the research, it is known that for the one (1) category, the IIA and VIB class teachers meet nine (9) out of ten (10) aspects of existing pedagogic competence and for category two (2) English and PE teachers only fulfilling four (4) out of ten (10) aspects of pedagogical competence according to permendiknas no.16 of 2007.

From the overall research result implies that the graduate of primary school teacher education guarantees the fulfillment of teacher pedagogic competence when plunged in the real work field, this is because while studying in college is also equipped with adequate science inclusive, not just the fulfillment of the theory but also with the fulfillment of observation activities and field studies in the form of internships applied to students as prospective educators. It proves that primary education department graduates are needed in real job field, of course, able to master the pedagogic competence of teachers well. Because According PP No. 19 of 2005 on National Education Standards article 28 (3) states that the competence that must be possessed by a teacher as a learning agent one of them is pedagogic competence which is the ability to manage learning learners include understanding of learners, design and implementation of learning, evaluation of results learning, and development of learners to actualize the various competencies it has. This is then the input for the primary education department continues to equip prospective educators when dibangku lectures with the science of inclusion, especially good pedagogik, develop the subject of inclusive education studies that are not only fixated on the introduction of SWDs characteristics, but further ways in handling, educating, and serve SWDs with their respective disadvantages. From ten aspects of teacher pedagogic competence which become the basis of this research, the aspect that can not be fulfilled by the four informants is to facilitate the development of potential learners to actualize the various potentials owned through extracurricular activities and compensatory services. It also needs to get the attention of the primary education department in order to be able to develop better the provision of extracurricular activities and compensatory services for prospective educators, not just to know but also able to do well so that in the future can be applied to learners in real work environment, and also provide provision for educator candidates to find out how to fulfill the rights of inclusive learners in the effort to implement education for all, education that not only focuses on SWDs and vice versa but implements fair and equitable education for all learners without prejudice to the rights of SWDs and regular students . Primary education departments who have authority in this regard are also expected to apply real working practices in inclusive education units for prospective educators. In order for the theoretical science that has been given can be deepened and developed through real experience when plunge in the field, so that educator candidates not only sharpen their intellectual, but also can form their emotional and spiritual intelligence because in direct contact with the special students that is SWDs.

In the results of this study also implies that the competencies possessed by graduates Pimary education department better than pedagogic competence educator non-Pimary education department. The Pimary education department (PGSD) as an educational printing unit of the basic education unit has demonstrated its commitment in preparing qualified graduates with the provision of basic education even with the provision of inclusion. This is why the more precisely placed in the institution of the basic unit is the educator who actually has the capability in the field. From the results of this study, researchers can prove the theory of Oemar

Hamalik (2010) which states that the professional competence of teachers other than based on one's talents, elements of experience, and education plays a very important role. In this opinion the pedagogic competence of teachers which is one of the four professional competencies of teachers can be learned or prepared by a person through the process of teacher education. Teacher education in Indonesia is handled by Manpower Providers which in this case is the department of PGSD for basic education units, and Titin has fulfilled that. Eight years of teaching and becoming a junior teacher at SDN Klampis Ngasem 1 Surabaya shows his competence that is directly proportional to his educational background as a graduate of PGSD. This proves that with his youthful spirit he demonstrates superior competence in the success of inclusive education especially in the largest inclusive environment in Surabaya, SDN Klampis Ngasem 1 Surabaya. In that opinion there is also a teaching experience that can form teacher pedagogic competence, this is in accordance with the theory presented by Suyitno (1997) that a teacher who has a lot of experience in teaching will be easy in implementing quality teaching. In line with the work history of Purwati as a senior teacher with 21 years of teaching experience can prove his seriousness in developing the world of education, providing quality loyalty in accordance with the education system. Certainly not always senior teachers with high enough work experience are able to show their competence well, but based on centralized results and participant observation shows Purwati able to prove teaching experience is high enough to be proportional to pedagogic competence it has. This can happen as a result Purwati is able to take advantage of his time by attending training activities or workshops to increase the competence of teachers to update their knowledge and abilities, thereby affecting the increase in power that he has. In addition Purwati also has the willingness, passion, love and empathic high towards the students in particular SWDs, this is being encouraged in the age that is not young anymore in providing the best quality of learning for learners. In the next findings indicate that the teacher who just started his experience in teaching will be easy in the quality of learning process, it is viewed from the science that is still fresh and have contemporary elements, so it will be very easy in the blessing of creative learning in accordance with the needs of children. How to attach it to siswapun will be easy because the age is not too far, so the teacher can create a good friendship relationship with students in the absence. Of these things are known the results of this study proved related theories and new findings about the competence of teachers. It is realized that in the effort to educate SWDs both in cognitive, affective, and psychomotor aspects, it needs cooperation from all parties not only class teachers but also good cooperation with all school community including SWDs parents who play a leading role in family environment.

#### **4. CONCLUSION**

Teacher pedagogic competence as used in this research can find out the extent to which inclusion teachers have competencies that become the basis in teaching and learning process especially for SWDs. Based on the overall research results that refer to the 10 aspects of pedagogical competence of teachers according to permendiknas no.16 of 2007 can be concluded that the teacher with category one (1) meets nine out of ten aspects of teacher pedagogic competence and for category two (2) only meets four out of ten aspects teacher pedagogic competence. The results of this study imply that category 1 which is a primary education graduate and a senior teacher with high work experience is able to prove the theory that the professional competence of the teacher, in addition to be based on the teacher's talent in a person, the teaching experience, is also based on teacher education background. This is then the responsibility of teachers in cooperation with the stakeholders namely (Dinas pendidikan Surabaya) and the primary education department to continue to improve the competence of teachers, especially in primary education level. This is because the pedagogic competence of teachers is a fundamental thing that must be owned by educators in applying the learning in accordance with the characteristics of students, friendly and open not only for SWDs but also for regular students. Because the purpose of this inclusion is not only to provide communication, socialization and interaction learning for SWDs but also to provide meaningful learning for regular students in order to respect, appreciate and accept the existence and condition of SWDs as school members.

#### **5. ACKNOWLEDGMENT**

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