Social Interaction Patterns in Inclusive Education of Elementary School

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Article Info	Abstract
	The objective of this study is to determine the form of patterns of social interaction in inclusive education at Public Elementary School Sudirman Ambarawa. The method of this research was qualitative. The focus of the study examined the social interactions that occurred between Children with Special Needs with their peers, normal students, teachers, principals in forming patterns of social interaction. The research subjects were eight Children with Special Needs in the III grade and IV grade, four normal students in the III grade and IV grade of Public Elementary School Sudirman Ambarawa. The technique of collecting data used in-depth interviews, observations, and documentation. The validity technique of this research data used triangulation method and source triangulation. Data analysis techniques used the interactive analysis model of Miles and Huberman. The results of this study indicate that the pattern of social interaction in elementary school takes place in harmony. It is obtained from the efforts of the teacher to instill the value of tolerance, cooperation, and respect for students who are guided by Vygotsky's social learning theory. Previously, it conducted the identification of social interaction aspects based on Blummer's symbolic interactionism theory and George Homans's social exchange theory. So that it can be concluded that a pattern of harmonious social interaction is formed in Public Elementary School Sudirman Ambarawa, referring to a circle pattern that shows the freedom of each member to relate to any party in their group.

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INTRODUCTION

Education plays an important role in enhancing superior and competitive human resources. Development of quality Human Resources (HR) is a necessity that cannot be negotiated (Mulyasa, 2009). Based on the 1945 Constitution Article 31 Paragraph 1 and Law Number 2 of 1989 concerning the National Education System Chapter III, Paragraph 5, it states that every citizen has the same opportunity to obtain an education. Citizens with learning difficulties and disabilities are included in the category of Children with Special Needs (CSN) (Yusuf, Sasmoko, and Indrianti, 2017).

The right to obtain equality in education is realized through Inclusion Education, namely an education system that includes (CSN) to learn together with their peers in the nearest school where they live (Ilahi, 2013). The ideology of inclusive education internationally at the 1994 World Conference by UNESCO in Salamanca, Spain stated the commitment of "Education for All" the importance of providing education for children, adolescents, and adults in the regular education system (Yatmiko, Banowati, and Suhandini, 2015). It is built based on the philosophy of open inclusion to culture and not anti-differences. CSN in inclusive schools must be encouraged and supported towards the development of social interaction and friendship (Haryono, Syaifudin, and Widiastuti, 2015). Educators in inclusive schools are mostly the same as regular schools, more specifically are classroom teachers, subject teachers, and special guidance teachers (Azizah, Wahyudin, and Suhandini, 2017).

But in reality, there are still many schools that run various things constrain inclusion programs. One of the schools is Public Elementary School Sudirman Ambarawa. Based on preliminary observations, researchers identified that parents seem to limit child interaction in school, Normal students show individualism, while CSN is inferior. When social interactions occur, normal children, like to choose their favorite friends to form certain groups while CSN Needs to appear to be alone and in groups themselves, Attitudes of CSN for teachers and principals, they show a lack of confidence, while children in normal categories are full of confidence always want to look the best.

From the results of preliminary observations, the researchers identified the social interactions that occurred in Public Elementary School Sudirman Ambarawa as an inclusion school that had not yet proceeded well. It is proven by the gap in student behavior in two categories, and they are CSN and normal Children. CSN and normal children show different attitudes when interacting with teachers and principals in schools. Judging from ideology, inclusion means education for all who entitles all children to blend in with their peers in obtaining proper education (Yatmiko, Banowati, and Suhandini, 2015). Social behavior of CSN is influenced by the process of social interaction that works well in the environment.

In line with the facts of the observation, many studies have examined social interaction in inclusive education. One of the studies conducted by Soedarsono (2005) on the social interaction of CSN in the autistic category in Inclusive Elementary Schools in Jakarta, it showed that there were no real developments in the interaction and communication of autistic children due to lack of openness. The contributing factors are that the school does not have all the components of the criteria for implementing inclusive education. Another study conducted by Handayani (2013), entitled "Social Interaction of Children with Special Needs in Public Elementary School Samarinda 016/016 Inklusif Samarinda" showed that the implementation of inclusive education did not work effectively because the CSN in the autism category had no developmental ability, because there was no good reception from the school. The school atmosphere is not conducive. Shows that the interaction of CSN in the autistic category has not yet developed, because the observed schools do not have all the criteria for implementing inclusive education, especially in understanding the condition of children and an unfavorable atmosphere (Handayani, 2013). From these

similarities, the researchers will examine the forms of social interaction patterns in inclusive education in elementary schools.

Based on the explanation of social interaction in inclusive education, researchers intend to obtain a concrete picture of the patterns of social interaction in elementary schools, by instilling social values, they are, tolerance, cooperation, and respect. After previously identifying aspects of social interaction based on Blummer's symbolic interactionism theory and George Homans's social exchange theory, to describe the strategies carried out by CSN to interact socially with all education actors (CSN, normal children, teachers, and principals) in education inclusion in elementary school.

METHODS

This research was qualitative research to find out the patterns of social interaction that occur in inclusive education in elementary schools. Besides, this study was also proposed to find out the obstacles faced and efforts to overcome the problems of social interaction in inclusive education in elementary schools.

The subjects of this study were 12 children, consisting of eight CSN from two parallel classes in which each class was taken two children with two types of special needs, namely hyperactivity and slow learning, it can be symbolized by III A1, III A2, III B1, III B2, IV A1, IV A2, IV B1, and IV B2. III and IV graders were chosen because it is a transition class from low to high, besides that, in one some children were included in two special needs categories so that it was effective to communicate. As well as four normal children from two parallel classes, symbolized by III A N, III B N, IV A N, IV B N, and IV of Public Elementary School Sudirman Ambarawa, each class was chosen based on who is ranked first in the class.

Data collection techniques used in-depth interviews with interview guidelines, the observation by checking the list of observation sheets, and documentation with photos.

The validity technique of this research data used triangulation. Sugiyono (2011) argued that

in the technique of data collection, triangulation was defined as a technique of collecting data that has the character of combining various data collection techniques and existing resources. Therefore, the researchers collected data while testing the credibility of the data, which was checking with various data collection techniques and data sources.

Data analysis techniques used the interactive analysis model of Miles and Huberman, namely the process of data analysis carried out through three stages; data reduction, data presentation, concluding.

RESULTS AND DISCUSSION

This study knows the form of patterns of social interaction in inclusive education at Public Elementary School Sudirman Ambarawa through efforts to overcome the problems of social interaction. However, the identification of social interaction problems is made first by looking at seven aspects of interaction.

Identification of social interaction problems CSN (hyperactive and slow learning), normal children, teachers, and principals, are reviewed through several aspects of social interaction namely communication, behavior, cooperation, student motivation, respect, conflict, and conflict resolution, which are identified based on theory symbolic interactionism and social exchange theory.

The first aspect of communication of CSN, normal children, teachers, and principals in languages is used to using Indonesian with different discussions. However, sometimes CSN Hyperactive children, III and IV graders also use regional language in their conversations because of the influence of communication habits at home and their moods. Because CSN Hyperactive children, tend only to enjoy doing the activities they want, even their moods change easily at times. This is different from CSN and normal students whose mood can still be controlled.

The Indonesian language plays an important role in the development of communication between individuals in Indonesia, including CSN, normal children,

teachers, and principals when interacting at school. In the language, some words become the basic symbol of a person can act according to typical ways when interacting so that there are a good communication relationship and dynamic nature (Ekawati, and Wandansari, 2012).

The second aspect of the behavior of CSN, normal children, teachers, and principals are conducting joint activities. It is obtained the results that students (special needs and normal children) are accustomed to doing activities together during learning and outside learning, such as playing, learning, storytelling, cleanliness. While the behavior between students and teachers and principals is obtained as a result of joint activities when learning, cleaning, gymnastics, and learning outside of school. However, sometimes hyperactive students in both III graders and IV graders show negative behavior, they cannot be silent, their behavior is quite bad, such, they are deliberately making trouble in the classroom by grabbing something from friends, hitting, and shouting out of control. While students who are slow to learn to show the opposite behavior, when the lesson tends to be passive, they do not want to be involved in activities.

Behavior is the response of individual behavior in activities both directly and indirectly, which leads to good and bad things (Faizah, Rahma, and Kurniawati, 2018). Joint activities based on social attitudes lead to social interaction. Interest in doing activities together in learning as well as outside learning is influenced by the feelings of individuals who like useful joint activities

The third aspect is the collaboration between CSN and normal children. It is obtained the results that students collaborate during group discussions in learning, care of the cleanliness of the classroom and school environment, and joint social service activities. However, in the implementation, not all students of II and IV graders want to cooperate until it is finished. CSN, slow learning, they often show lazy behavior and are not eager to carry out cooperation. Whereas CSN, hyperactivity sometimes still shows behavior that does not fit

the situation because of their emotions that are out of control, such as being suddenly angry, beating, and yelling at their friends.

Collaboration is a form of the joint venture between individuals or groups of people achieving one or several common goals, arising from the orientation of individuals towards their groups and other groups (Muzayanah, 2016). Joint ventures conducted by students at Public Elementary School Sudirman Ambarawa in group discussions and hygiene are influenced by the feelings of individuals who need each other to achieve common goals. Although it is different, the collaboration between students is well established.

The fourth aspect is motivation — the data obtained from CSN, normal children, and teachers. The results show motivation among students (CSN and normal students) are well, and it is proven when they are encouraging each other to complete the task and when they will take part in the competition. Meanwhile, the teacher's motivation towards students, including giving praise and applause when students answer questions and complete tasks well.

Motivation (support) is a process of encouraging someone to carry out a series of activities to achieve certain goals to meet their needs (Sutrisno, Zulaeha, and Subyantoro, 2013). For students, especially CSN, motivation can restore self-confidence in completing an activity.

The fifth aspect is respect — data obtained from CSN and normal children. Respect among students is shown trying to be friends with all even though there are some children who still choose to be friends with their close friends, from class of IIIA N, IIIB N, IVA N, dan IVB N. The attitude of respecting students towards teachers and principals is shown by politeness when they meet and pay attention when they are directed.

Respect is a human need to obtain self-satisfaction which, according to Maslow's theory is included in the need for self-esteem, it is described as a need for respect from others that will give someone an idea of his/her position, benefits he/she has, and good or bad he/she is in a group (Wahyuningsih, 2011).

The sixth aspect is social conflict (problems) that occurs between students. It is obtained the results that conflicts which often occur between students are caused by small things such as excessive jokes and deliberately looking for the bad side of friends. It is especially shown by students from class IIIA1, III B1, IV A1, and IV B1, and they often act as they please and are unable to control emotions.

Social conflict (problem) is a social symptom that arises between individuals and groups in the social relations of the community with a certain level of antagonism, tension or negative feelings to improve welfare, power, and social support (Sutrisno, Zulaeha, and Subyantoro, 2013)

The seventh aspect is the resolution of social conflicts that occur between students. It is obtained the results that conflict resolution between students solved by the students themselves as well as teacher's assistants. Forgive each other, but under other conditions, the teacher can be a mediator to reconcile if it cannot be resolved between students.

The resolution of social conflicts (problems) with an appropriate conflict resolution through social processes is associatively aimed at the realization of the values of social justice, love, harmony, solidarity (Soedarsono, 1995).

Regarding the elaboration of the results obtained from seven aspects of social interaction, the communication aspect strengthens the symbolic interactionism theory Herbert Blummer who views community interaction develops from a certain symbol of consciousness through (gestures, sounds or vocals, physical movements, body expressions) and all of them tend to be dynamic. Symbols are created by language in communication. Whereas aspects of the interaction of behavior, cooperation, student motivation, respect, conflict, and conflict resolution reinforce *George Homans's* social exchange theory. Those who view social behavior are the basis of the exchange of social activities. Included in social behavior are aspects of behavior, cooperation, student motivation, respect, conflict, and conflict resolution.

After identifying the problem of social interaction based on the following seven aspects, efforts are made to overcome the problem of social interaction by teachers for CSN and normal children through the instilling of three social values, and they are tolerance, cooperation, respect.

Instilling tolerance values by teachers towards students is conducted from understanding the meaning and implementation of tolerance. It shows that the teacher has taught this value through systematic explanations in the subjects of Citizenship, Education, and Religious Education. From the teacher's efforts, CSN (hyperactive, slow learning) and normal students can apply tolerance values in everyday life such as participating in social service activities, sharing, respecting religious differences. But specifically, CSN III A1, III B1, IV A1, and IV B1, the teachers instill the tolerance values more intensively, because according to their specificities, they have not been able to control emotions that often suddenly change.

Tolerance is a derivative value of the "caring" character which is the result of the desire to build understanding and mutual understanding that can show the existence of someone as a social being (Oktaviyanti, Sutarto, and Atmaja, 2016).

Next, instilling the value of cooperation by teachers towards students from understanding the meaning and implementation of cooperation. It shows that the teacher has taught the value through a systematic explanation in the Citizenship Education lesson. From the efforts that have been made, students can apply the value of cooperation in everyday life in schools, such as group discussion activities, class, and school cleanliness, playing together during break time. But, for CSN, class III A2, III B2, IV A2, and IV B2, the teacher gives many examples through concrete actions, so students understand what they have to do. While, for CSN, class III A1, III B1, IV A1, and IV B1, the teacher does not only exemplify the expected actions but also strives for students to be able to control feelings and behaviors that still often appear out of control.

The teacher reminds them that God always sees everything that humans do.

Collaboration is a joint activity carried out by two people or more integrated directed towards a specific target or goal (Rochmawati, Sutarto, and Anni, 2017).

Instilling values of respect by teachers towards students from understanding the meaning and implementing respect. It indicates that the teacher has taught the value through systematic explanations in the subjects of Citizenship Education and Religious Education. From the efforts that have been made, CSN (hyperactive, slow learning) or normal students, they can apply the value of respect in their daily lives at school, such as when they do worship and meet other students, they try to greet each other. Value of respect, it comes from respectful attitudes that show appreciation for someone or something (Rahayu, Subyantoro, and Nuryatin, 2012).

Regarding the elaboration of the three social values pursued by the teacher, they are the value of tolerance, cooperation, respecting the strengthening of Vygotsky's social learning theory which believes development depends on biological factors so that it determines elementary functions of memory, attention, perception, and stimulus-response (Oktaviyanti, Sutarto, and Atmaja, 2016). Especially for hyperactive and slow learning CSN at Public Elementary School Sudirman Ambarawa who need special handling from the teacher.

Social factors are important for the development of students' mental functions because it is useful for developing concepts, logical reasoning, and decision making. The three social values of the solution to overcome the problems of social interaction in this study are included in social factors.

From the efforts that are made to overcome the problem of social interaction, it shows a form of the harmonious pattern of social interaction between CSN and all education actors in Public Elementary School Sudirman Ambarawa, which refers to a circle pattern that shows the freedom of each member to relate to any party in their group. It is open vertically between students and teachers and principals, or horizontally (among others) that is between students, both normal students, hyperactive children with special needs, and children with special needs who are slow to learn.

The three social theories used in this study are eclectic pluralistic which involve three social theories (symbolic interactionism theory, exchange theory, and social learning theory) and do not refer to one theory because all three theories are interrelated.

CONCLUSION

Based on the description of the research results. It can be concluded that a harmonious pattern of social interaction was formed in inclusive education at Public Elementary School Sudirman Ambarawa. It is obtained through efforts to instilling the value of tolerance, cooperation, and respect identified based on three social theories, and they are the theory of symbolic interactionism, social exchange theory, and social learning theory. Refers to a democratic circle pattern, which is giving freedom to everyone in the group to connect with anyone. It is open vertically between students and teachers and principals, or horizontally (among others) that is between students, both normal students, hyperactive CSN, or CSN who are slow to learn.

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