

Guidance and Counseling Teachers in Inclusive Education : A Literature Review

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ABSTRACT

Inclusive education is a learning system that provides equal opportunity for every student, regardless of their physical condition. This education is expected to aid students with special needs to gain optimum development. Additionally, one of the crucial education components for students' development is guidance and counseling teachers. This study aims to explore guidance and counseling teachers' role and understanding of the required guidance and counseling services in inclusive schools. This literature review garnered data through numerous search engines, such as ScienceDirect, Springerlink, Google Scholar, WoS, DOAJ, SAGE Journal, and Garuda. Our analysis results suggested that guidance and counseling teachers have to include inclusive education components in their services due to the unique needs of students with special needs. Thus, the guidance and counseling teachers have to incorporate inclusive education elements in the guidance and counseling process.

Keywords: guidance and counseling, teachers, inclusive education

Inclusive education was initiated to transform the educational system by offering more opportunities for students of diverse backgrounds (Ainscow & Sandill, 2010; Opertti et al., 2009). A number of factors influence the successful practice of inclusive education, such as coordination between special teachers, classroom teachers, course teachers, guidance and counseling teachers, as well as assistant teachers (Lindqvist et al., 2011; Safitri & Dhaifi, 2020) Karangasem Bali Regency. Data collection is done by conducting observations, interviews, and documentation. Data analysis is carried out by giving meaning to the data that was collected, then from that meaning conclusions are drawn. Checking the validity of the data is done by triangulation. The results showed (1. During inclusive education, the teachers have to be equipped with several insights concerning students with special needs. That way, teachers can identify their students and the member of society around the school. Besides, some students face challenges in adapting to special needs students. Thus, teachers carry important roles in guarding the excellent implementation of inclusive education (Wahyuni et al., 2021).

The inclusive education program has been regulated in the Regulation of the Minister of National Education of the Republic of Indonesia no 70 the Year 2009 on inclusive education and is reinforced in the Law of the Republic of Indonesia No 8 the Year 2016 concerning people with special needs. This inclusive education program aims to enhance access to and quality of ideal education for students with special needs while ensuring their equal right to education, similar to other children. According to the 2019-2020 basic educational data (in Wahyuningsih, 2020), the total number

of primary school students is 35.031, while the total number of inclusive elementary schools is 158,527. Even though in its implementation, the inclusive education system, especially in Indonesia, is still experiencing many obstacles (Ediyanto et al., 2023).

The inclusive education practice contains eight main aspects, namely students enrollment, identification, flexible curriculum, design of learning material and proper learning activities, modified classroom layout, assessment, procurement and utilization of adaptive learning media, as well as learning evaluation and assessment (Peraturan Menteri Pendidikan Nasional Republik Indonesia No 70 Tahun 2009). The assessment seeks to gather useful information for the review in order to design a learning program for students with special needs. In the absence of identification and evaluation in inclusive education, students' learning materials may be insufficient to meet their needs (Florian & Black-Hawkins,

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How to cite this article: Indreswari H, Ediyanto E (2024). Guidance and Counseling Teachers in Inclusive Education: A Literature Review. Pegem Journal of Education and Instruction, Vol. 14, No. 4, 2024, 325-330

Source of support: Nil

Conflict of interest: None

DOI: 10.47750/pegegog.14.04.29

Received: 24.01.2024

Accepted : 04.05.2024

Published : 01.09.2024

2011; Horner et al., 2005; Vaughn & Klingner, 1998). Kartini and Aprilia (2022) argue that teachers need more know about the assessment information and frequent training for them.

In addition, the guidance and counseling teachers are also obligated to provide services based on students' needs in an inclusive setting (Ita, 2018; Vidiarti et al., 2019). Simultaneously, in inclusive education, they should also have the capacity for designing learning activities, encouraging students' active participation, as well as providing interactive, fun, inspirational, and challenging services while also providing room for students' creativity and independence following their interest, talent, and physical, as well as psychological development. Besides, learning that only accentuates the cognitive aspect will shape human beings with imbalanced capabilities. Thus, the guidance and counseling course holds a crucial role in aligning students' cooperative, aggressive, and psychomotor aspects (Boothe, 2010; Dr. Nimrat Singh, 2017).

As a part of education instruments, guidance and counseling teachers are obligated to proactively and systematically assist individual students in achieving optimal development (Lapan, 2001; Romasz et al., 2004). Thus, the counselor should orient toward students' needs during the services. Fundamentally, every student needs guidance and counseling, including children with special needs. Lue & Riyanto (2020) and Suryahadikusumah and Nadya (2020) described that as counselors for special needs students, teachers must demonstrate exceptional ingenuity and inventiveness in order to deliver a quality session despite the counselees' limitations.

Research Purposes

This study explores the guidance and counseling teachers' role and comprehension concerning the guidance and counseling services for students in an inclusive school. The results of this study is expected to be a reference for guidance and counseling teachers in providing services in inclusive schools.

METHODS

This study used a literature review method. The literature review is commonly used for an investigation of several sources, such as books, journals, or other primary sources. Creswell (2017) defines a literature review as a study of a series of research articles, books, journals, or other documents to describe a research topic theoretically. This study focused on the role of guidance and counseling teachers in inclusive education and their understanding of students with special needs. The data were in the form of research articles gathered from several search engines, such as ScienceDirect, Springerlink, Google Scholar, WoS, DOAJ, SAGE Journal, and Garuda. The data collection was carried out using the

keywords of "inclusive school" and "guidance and counseling teachers in inclusive schools." At this stage, 75 articles have been selected that match the criteria. Further, the obtained articles were selected to specify the role of guidance and counseling teachers in inclusive schools, as well as their knowledge concerning students with special needs. Based on the categorization of terms that have been determined, 16 articles are used to explain guidance and counseling teachers in inclusive education. From the literature review process, we analyze the secondary data and compile this research article.

RESULTS

Roles of Guidance and Counseling Teachers in Inclusive School

From our literature analysis, we observed a number of guidance and counseling teachers' roles within inclusive education, consisting of (1) helping special needs students uncover their self-concept, (2) facilitating those students adapt to their obstacles, (3) conducting coordination with experts in different fields, (4) providing counseling sessions for the student's family members, (5) helping the realization of effective development for special needs students, and (6) expanding students' social and personal skills.

Guidance and counseling teachers assist students with special needs in establishing their self-concept. Therefore, for these special needs students, the guidance and counseling services are tailored to help them discover their identity, understand their environment, and plan their future. With this program, the students with special needs are expected to be capable of identifying their strengths and lacks, then using them as a directive for self-development in the family, school, and social setting. Besides, the activity orientation provided by counselors also serves as help that enables the special needs students to resolve their own problems. Therefore, guidance and counseling program focuses on both counselors' skills and counselees' characters (Dami et al., 2019).

In inclusive education, the guidance and counseling teachers also serve as a facilitator who aids students in adapting to their challenges. Through inclusive education, students with special needs are given a fair opportunity to attend general schools along with other usual students. However, students with special needs have been reported to face numerous issues during the adaptation process (Ringwalt et al., 2004; Santos, 2012; Wang & Lam, 2017). Often, they encounter problems in adjusting to the school environment. In this situation, guidance and counseling teachers' role in aiding special needs students acknowledge their difference is essential since it helps students attend the learning process with all of their restraints.

In realizing their roles, guidance and counseling teachers can collaborate with experts in other fields. Essentially, children with special needs have similar needs as the general children, which are divided into physical and psychological needs. However, in some special cases, which usually correlate with their disorders or special needs, these students require particular treatment. In its implementation, inclusive education is defined as learning that educates students and develops their independence, including during the guidance and counseling services involving experts in relevant fields. Thus, numerous experts are included in fulfilling the needs of students with special needs (Leko & Brownell, 2009; Stanley, 2015) specifically within the field of special education (IDEA, 2004). Consequently, guidance and counseling teachers should have the capability to coordinate with other experts.

Aside from those roles, guidance and counseling teachers may provide services for student's family members. According to the ecological theory from Bronfenbrenner (1986), human development is heavily influenced by the environment. Individuals living in a particular environment shape their behavior. Similarly, children's character development and pattern also reflect their microsystem environments or closest living space, such as their family, teachers, peers, school environment, living space, and other aspects they commonly encounter. Children may experience positive or negative growth, depending on their environment. Thus, in constructing positive behavior, parents should practice positive communication to help students with special needs face their school life. For this reason, school counselors should also provide guidance and counselor services for the student's family.

The guidance and counseling teachers should also aid special needs students to attain effective development. During the learning process, some of the special needs students have minimum or no skills in adapting to their environment. This situation eventually influences their development. In this case, (Al-Hebaish, 2012) explained that the excellent guidance and practice program presents a substantial role in improving students' confidence. A harmonious interaction between students and counseling teachers accelerates students' initiative in attending the guidance and counseling services (Jun-Tai & Barbour, 2014) so that students get comfortable in school and experience effective development.

Additionally, guidance and counseling teachers should present independence and capacity to advance students' hobbies. As the school's greater goal is to equip special needs students with the required skills and abilities for their post-school life, the students have to attend the supporting programs provided in schools, such as the independence program (Odom et al., 2014) the expression of ASD during

adolescence, and the complicated logistic nature of high schools create a perfect storm of complexity that may pose challenges and establish barriers to providing an effective secondary education program. Given this complexity, addressing learning needs for adolescents with ASD and improving post-school outcomes requires a comprehensive approach. In this article, the authors describe a set of implementation science principles and practices that could be employed in supporting the adoption and implementation of a comprehensive program for high school students with ASD. The program developed by the Center on Secondary Education for Students With Autism Spectrum Disorder (CSESA). Subsequently, the guidance and counseling teacher holds a crucial role in identifying special needs students' interests and helping them expand their talent. In the future, those students are expected to be skillful and not rely on other people's assistance.

Guidance and counseling teachers also bear a role in developing students' social and personal skills. (Peterson & Seligman, 2004) defined social skills as the ability to communicate, build a relationship with other people, respect other people, appreciate themselves, listen to other people's opinions or complaints, give or receive feedback, present or gain critics, behave following the norms, and so forth (petersen: 2004:36). These special need students gain those skills through interaction in school and at home. The social development of students with special needs is impacted by several factors, such as the children's condition, as well as their interaction with the environment, as a learning media and facility. A number of studies reported that students with excellent social skills are capable of conveying their positive and negative feelings in their interpersonal relationships without hurting other people.

Guidance and Counseling Teachers' Understanding of Special Needs Students and Its Relation to the Guidance and Counseling

The guidance and counseling program for students with special needs should be designed following their needs. In inclusive schools, the guidance and counseling program for those students focuses on personality and life skills development for their lives in family and society setting. Our analysis results showing the guidance and counseling teachers' comprehension of special needs students are summarized in Table 1.

Through specific programs tailored following the particular requirements of special needs students, guidance and counseling instructors are intended to assist students in recognizing themselves and identifying their needs based on their constraints. The guidance and counseling teachers'

Table 1: Guidance and Counseling Teachers' Understanding of Students with Special Needs

No	Authors	Research Title	Finding	Obstacles
1	Hadiansyah et al. (2021)	Guidance and counseling program for students with special needs in inclusive school State Junior High School 17 Mukomuko.	In general, guidance and counseling teachers present a great understanding of the classification of students with special needs. However, their treatment for special needs students has not entirely adhered to the theory.	The guidance and counseling teachers have minimum cooperation. Also, they have not attended the workshop related to the administration of guidance and counseling programs for children with special needs.
2	Lunenburg (2010)	School Guidance and Counseling Services	Guidance and counseling teachers still refer to general operational guidelines in constructing the guidance and counseling program without involving the inclusive education aspects.	They encounter issues in identifying the physical and spiritual needs of special needs students. Besides, they also have minimum coordination with experts from relevant fields, obstructing communication between counselors and counselees.
3.	Walker et al. (2020)	Preschool teacher's awareness, attitudes and challenges towards inclusive early childhood education: A qualitative study	The guidance and counseling teachers show relatively similar knowledge of inclusive education, but they have no proper understanding of the effective, accommodative, and appropriate learning method for students with special needs	The guidance and counseling teachers face difficulties in consulting with specific course teachers since they have no intercorrelated relationship.

understanding of special needs students' handling will increase if we constantly conduct an evaluation in the future. Accordingly, with their increasing knowledge, the teachers may design more effective and optimum strategies for the guidance and counseling program.

DISCUSSION

Education is closely correlated with character building (Shields, 2011). Consequently, guidance and counseling teachers hold a role in aiding special needs students to see their identities. Besides, these teachers also help students with special needs uncover their self-concept, facilitate their effective development, accelerate their independence, enhance their social skills and adjust to their new environment where they have to socialize with the common student, as well as coordinate with experts from relevant fields and providing counseling for the student's family (Dami et al., 2019; Ringwalt et al., 2004; Santos, 2012; Wang & Lam, 2017). In addition, several studies also report similar finding that highlights guidance and counseling teachers' roles in facilitating student access the formal and informal education (Duvekot & Onstenk, 2021; Greenhow & Lewin, 2016; Lam & Hui, 2010). To date, guidance and counseling have been a part

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Universally, guidance and counseling teachers are reported to have an excellent comprehension of the classification of students with special needs, but their treatment has not fully complied with the relevant theories (Hadiansyah et al., 2021; Ramchand, 2021). they must collaborate with guidance and counseling instructors and attend seminars on inclusive education to broaden their theoretical literacy. Besides, the counseling and guidance teachers can also participate in inclusive education competencies training.

Some other studies also reported the challenges faced by guidance and counseling teachers in an inclusive education setting. First, they have to coordinate with experts in other fields to design a particular program for students with special needs since studies reported they

mostly only referred to general operational guidance and counseling administration without involving the inclusive education elements (Friend et al., 2010; Yuen et al., 2014). Besides, (Eskay & Oboegbulem, 2013; Finishia et al., 2020; Liddarsyah & Helen, 2021) also described the need to construct guidance and counseling programs, as well as curriculum modification for students with special needs and developing positive climate in the school (Sunandar et al., 2021; Wulan & Sanjaya, 2022).

CONCLUSION

Fundamentally, guidance and counseling teachers in inclusive education carry a role to facilitate both regular students and students with special needs. In its implementation, guidance and counseling teachers have to associate inclusive education elements since every student presents distinct needs. With the general guidance and counseling program operational, the needs of special needs students will not get accommodated optimally. Therefore, we have to focus on enhancing guidance and counseling teachers' comprehension of inclusive education through coordination with experts from other relevant fields to identify the needs of students specifically. Besides, they have to also coordinate with other guidance and counseling teachers, as well as attend relevant seminars. The results of this literature review can be a reference for the guidance and counseling program in inclusive schools. However, as this study used a literature review methodology, future studies are suggested to conduct empirical studies on guidance and counseling teachers' role in various levels of inclusive education.

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