

## Regular Student and Special Need Students Interaction Pattern In Inclusive School

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**Abstract.** *Inclusion schools become one of the media that can provide opportunities for special needs students to adapt normally. The talent performance is one form of efforts undertaken by the Nurul Imam Integrated Islamic School as an inclusive school to bridge the acceptance of special needs students by regular students. So that it can be seen patterns of interactions that occur between regular students and special needs students after the talent performance program. The research method used is phenomenology with data collection techniques using interviews, observation and study documentation. Respondents were determined by purposive sampling. The results showed that regular student acceptance of special needs students varied, the higher the grade level, the higher the level of acceptance. The level of acceptance is influenced by external factors, one of which is the provision of good understanding and cooperation from parents, educators, and peers to special needs students. This interaction pattern occurs organically, meaning that the results of the actions of one communication process become an impulse for another interaction pattern as George Herbert Mead's theory. The pattern of interactions that formed after the performance program showed that most of the regular students were able to maintain positive communication with special need students. This is shown by the general attitude of students from sympathy to empathy, from indifference to sympathy, from refusing to being willing to learn to accept. But a small percentage still showed the same attitude both indifferent and rejection.*

**Keywords:** *Interaction, Inclusion, Phenomenology, Talent Performance*

### 1. INTRODUCTION

Social interaction leads groups of people to establish a certain structure or pattern which is commonly agreed among one another. Such thing is needed due to the fact that human has ego or lust which has to be controlled to avoid negative impacts. Human is different from other creatures since human is given mind. Mead (2018:222) stated that mind characteristic shows human intelligence which is higher in degree compared to other creature's intelligence. Peaceful and convenient life should be achieved by setting mutual or common life goal. In order to gain positive responses, the use of symbols in interaction process should be understood by all parties involved in interaction process.

Differences in physical or mental condition often become the reason for society or even family member to give lower judgement to the individual with special need (SN) and the treatment has given impacts to social process of individual with specific need. As pointed out by Prastowo et. al. (2018:34) that society often look down to people with special need and consider them as marginally weak society members. Research found out that "decision to work or not to work for young men with special need came from external factor response".

Children with special need (CSN) should be able to get access to education equally as others – education that suits their need. When regular students perform good behavior and attitude, they give positive impacts to social interaction with SN students. Education in inclusive

school has proven to give significant influence to development of CSN get help to normally adapt with society. Inclusive education is education form which accommodate the need of learning for all students regardless their conditions and potentials. Based on Ministry of health of Indonesia in 2018, we got percentage that most of disable citizens not going to school (30,7%).

A previous research conducted by Anggraini (2013) regarding parents perception concerning CSN highlighted that most parents are respondents who consider that the form of adaptation of CSN in their life depends on healthy adaptation from mother of father in guiding and educating them. Referring to Faizah et. al. (2017) it showed that Empathy in Junior High School (SMP) level is the highest and the second position occurs in Senior High School (SMA) level, and the last position occurs in Elementary School (SD) level. The Empathy occurs higher in degree in Female compared to the empathy level of Male. While Nida (2014) pointed out that obstacles that is often encountered in development process of CSN made the children have a lower self -concept quality. This low self-concept quality occurred due to some factors such as rejection from their parents, teachers, friends and society. Therefore, CSN require an education which emphasized on emotional approach in education service that can be provided by educators, psychologists as well as by society who contribute to the building of positive self-concept. Edwards et. al. (2019) pointed out that students without SN avoid interactions with SN students. They also cannot accept and accept less SN students and they are reluctant to befriend with students with disability. Edwards et. al. (2019) gave his recommendations from his findings that further research need to be conducted to explore broader environmental factors that influence social inclusion in educational settings.

Nurul Imam Integrated Islamic Tourism Vocasional High School (*Sekolah Menengah Kejuruan/SMK*) is one of the schools that is willing and has commitment to accept students with any conditions thus make the school to be an inclusive school. Until now, in every class there are CSN at least in the range of 8% to 20% of the number of students in each class. This school is one of the school units under Harpa Nur Imam Foundation that opened another unit that had already been established in 2014 namely the Integrated Islamic Junior High School (*Sekolah Menengah Pertama/SMP*) Nurul Imam. Both of these units are under one roof so it is possible for all students to have quite intensive interaction among students. There was a problem from regular students to accept SN students. School made an effort to bridge the gap by providing talent show from SN student to explore their potentials.

Some previous researches discussed how interaction process of SN students with their peers or with parents and teachers. Yet, among the researches, we rarely found studies of interaction which are related to talent performance program. The research locations used by previous researched mostly conducted in specific schools for SN students or *Sekolah Luar Biasa (SLB)*. Therefore, this research is directed to find out the interaction patterns of regular students and CSN students in inclusive schools after talent performance activities. This interaction pattern is analyzed based on the pattern of organic action according to George Herbert Mead. Specifically, it will be explained also about the acceptance of CSN students by regular students and patterns of interaction after being demonstrated and known the talent of CSN students by regular students in this school.

## 2. LITERATURE REVIEW

### 2.1 Social Processes and Social Interaction

Social interaction is a dynamic social relations relating to the relationship of individuals with individuals, individuals with groups, and groups with groups. According to Setiadi and Kolip (2013) actions taken by humans are patterned in the form of interrelated and non-independent actions. In social reality there are two things related to human actions according to Setiadi and Kolip (2013), namely: 1) Actions taken are as a form of response from other human actions, 2) Human actions cause responses from other parties. Human actions can also be divided into organized actions carried out by humans based on the drive of awareness in themselves and actions taken without awareness in the form of reflexes that are not included as social actions. Factors that can affect a social interaction process include imitation, suggestion, identification, and sympathy factors (Soekanto, 2007). The interaction factors in certain conditions will run independently and in other conditions will be interrelated by forming their

own patterns. In reality, these factors are often difficult to define. These factors are basic factors that tend to be often experienced in addition to other factors that may have a significant influence on the interaction process.

According to Setiadi and Kolip (2013) the nature of the communication are twofold namely 1) positive communication and 2) negative communication. Positive communication occurs when the communicant and communicator have the same perception and understanding of the communication symbol used to cause cooperation. Negative communication is formed when the two communicating parties do not have the same understanding of the message conveyed, causing conflict. Form of social interaction according to Setiadi and Kolip (2013) consists of two forms, namely social interaction in the form of associative and dissociative. Associative social interaction is a form of interaction that can lead to unity and harmony or social order. Whereas dissociative social interaction is a form of interaction that can lead to competition or even opposition that is triggered by social disorder.

On the condition of the research subject, students will be examined about the interaction in the inclusive school both regular students who are peers or classmates to SN studentss and vice versa. The perceptions and actions that emerge are most likely the result of their social interaction as fellow students in inclusive schools. It is interesting to examine how this form of interaction occurs whether it is associative or dissociative.

## *2.2 Symbolic Interactionism*

Subadi (2006) states that this theory states that social interaction is essentially symbolic interaction, humans interact with others by conveying symbols, others give meaning to these symbols. According to Ritzer & Goodman (2007) that Mead (1938/1972) identified four interrelated stages of action. All stages of the action are interconnected and systemically represent an organic whole. All four stages have a dialectical relationship. The first stage is an impulse (impulse) which is interpreted as a spontaneous stimulus related to the senses and the reaction of the perpetrator to the stimulus. The second stage is perception which allows the actor to react to the stimulus related to the impulse. The third stage is manipulation that occurs as an urgent pause stage in the action process so that responses are not necessarily spontaneous. Consumption is the final stage which is termed the implementation stage or taking actions that allow to give satisfaction from the true impulse. Although in the discussion, Mead described it one by one so that it became clear, but in reality Mead himself deeply acknowledged that the process of this stage occurred dialectically. So it is very possible that in the final stages of action then bring back the earliest stage.

This theory is one of the bases for research to be conducted regarding patterns of interaction between regular students and SN studentss in inclusive schools. The interaction pattern is deemed necessary to emerge as a result of impulses in the form of existing stimuli or stimuli related to the presence (behavior) of CSN in the school. Uniquely in that one environment, the vocational school level is an inclusive school but the Junior High level which is also in the same environment which is only a separate floor is a regular school. So inevitably regular students will definitely deal directly with SN students both at formal school moments and informal moments at situations outside of learning and school activities.

## *2.3 Education as Social Institution*

Like other social institutions, education as a institution also has components that are systemic, simultaneous, together and mutually supportive to realize efforts to fulfill functions and social needs that are very important, namely to humanize human beings and to educate the nation's life (Adiwickarta, 2016). The first component is the code of conduct which is the normative basis and rules regarding the administration of education. The second component is the function of these institutions to fulfill the most important social functions of the community which are expected to be able to deliver, foster, and develop positive characters so that education can achieve the goal of "humanizing humans". The third is people who have direct involvement in the administration of education. The fourth is the patterned behavior of people who have involvement in the education system. This means that the behavior of parties involved in education will be carried out in accordance with their roles and functions. Fifth are facilities and infrastructure according to the needs of the education unit, there are also some of the facilities and infrastructure that are used only as symbols.

### 3. METHODS

This study has used qualitative-based phenomenology to uncover the subject's experience holistically which is then interpreted in depth with the direct involvement of researchers so that it can construct patterns and relations of meaning as conveyed by Moustakas (1994) in Creswell (2013). This method is used to describe the pattern of interaction between regular students and special needs students after the talent performance program is carried out in a natural situation (Ilhamsyah, 2015) in a pure and intact manner so as to reveal its clearest meaning (Main, 2018: 39).

The research was conducted from April 2019 to February 2020 because the results of the preliminary study showed that in the time span an effort was made to deal with negative communication between regular students and special needs students after dissociative interactions occurred. In addition, researchers need excavation and deepening and interpretation of data according to validation.

Respondents in this study were selected by purposive sampling technique. Respondents were divided into: the first special participant (SP 1-8) who was a special needs student at the SMK to observe the communication patterns used. Second is the regular participants (RP 1-8) who are regular students who establish positive and negative communication with SN students. Third is the informant (Informant 1-7) who is an educator and educational staff involved in the management of inclusive schools to be interviewed about general information that complements data.

Data analysis uses the procedure described by Main (2018: 49) based on Moustakas (1994) as follows: 1) classifying data collected; 2) data reduction and elimination; 3) thematized (named) in accordance with the subject matter of the study; 4) identification of data by selecting data to be validated for further processing; 5) constructing textural descriptions from each informant; 6) combining textual descriptions with data obtained from the intuition of phenomena; 7) making data synthesis and answering all research problems. The validation process by confirming to research respondents and mentors to confirm the essence and results of data breakdown. Finally, an attempt at rational analysis by examining the phenomenological description of intersubjective meanings as a whole is logical or not.

### 4. RESULT AND DISCUSSION

#### *4.1 Differences of Regular Student Acceptance to SN students/CSN*

Nurul Imam Integrated Islamic Tourism Vocational High School is one of the schools which is ready to commit to provide the service of inclusive education to SN students. SN students are not able to get proper opportunity to develop optimally at School for SN students (SLB), one of the reasons is that the school has exclusive nature which hampers the SN students to normally adapt with society (Budimansyah, 2018:109). The schools which are the place of research are a SMP and SMK levels which are under the same environment. The uniqueness of SMK is that it has SN students. SMP does not have SN students. This has an impact socially and psychologically, especially for regular students. Regular students are required to learn to tolerate. Informant 3 stated that regular students must be able to refrain from behaving negatively to SN students.

Positive behavior from the surrounding, especially from the regular students turned out to have a positive impact on the behavior of SN students. Based on Hanif and Asri's (2013) research on the behavior and social interactions, one of the results is that mental retardation residents who receive acceptance treatment can carry out behavioral, family, and social activities even at a modest level. Hasan and Handayani's (2014) research shows the result that there is a relationship between peer social support and adjustment for deaf students in inclusive schools. Students entering this school have diverse backgrounds. This gives an influence on regular student acceptance of SN students. There is a different reception at each level. At the SMP level, some regular students were able to establish positive communication with SN students. Only the closeness that is intertwined is not so close as a classmate at the SMK.

Informant 5 confirmed that most regular students in SMK had been able to accept SN students even though with different levels of acceptance. This made regular students care and

appreciate SN students more so that we could see regular students blend in well with SN students. Special tutor felt about the situation and became a learning subject for regular student in class XII and it mainly is about how to show respect as it was performed by SN students to teachers using the way the SN students understand on their own. Acceptance in class XII did actually not achieve 100%, but most regular students could accept SN students so that negative cases in class XII tend to be able to be anticipated. Class XII was not too close to SN students in classes X and XI but they could interact well enough.

Class XI, even though we did not find many cases, they still tended not to care about SN students. Hence, still could accept the existence of SN students but they did not really show their care in daily interaction. Class X was identified not to be able to accept the existence of SN students. Indication appeared is identified by the occurrence of many variety of cases regarding SN students who did not want to go to school anymore. This was caused by lack of understanding given to regular students.

Apart from that, psychologically the condition of class X was considered unstable so that to handle the students we could not use force. They should be treated gently with gradual approach. When we use force, they will stop going to school and one of the consequences is that they will disturb SN student. Regular students were not patient enough and they did not have a proper way to interact with friends who were SN students. But after getting further explanation from students of regular class, there was a misunderstanding from one of SN students family which caused the regular student upset.

In SMP level, there were few cases which were not good done to SN students. As an Informant 3 states that students in SMP who attracted emotions of SN students in SMK. According to RP 4 said that *"some students bully SN students because they considered SN students low"* (RP 4). Most of SMP Students who come from Regular Elementary School did not interact with SN students, and they got shocked when they had to meet one another under the same school. And this attracted various reactions. Based on study, we could draw a conclusion that regular students acceptance was better in higher level. But there were other factors which also influence acceptance to SN students. Informant 4 also agreed that the closeness between regular students and SN students gave a big impact to particularly SN students. Ignorance performed by regular students had caused SN students felt inferior. On the other hand, when they were accepted well the SN students got assistance to succeed. Other difficulty that occurred was that when some of regular students were reluctant to blend in and learn together with SN students.

Factors of acceptance of regular students to SN students according to Informant 5 through interviews based on the intensity of the length of time associated with SN students. In addition, it is also positioned in the same classroom conditions. However, based on observations, we found that one form of effort to provide understanding to regular students and encourage positive interaction between them and SN students through one place of activities is one of the factors of good acceptance to SN students. In addition, some media can be one of the efforts to provide understanding to regular students to provide meaningful shows such as films related to SN students condition. This was felt by RP 2, *"I like watching a video about persons with special need. Finally I have an empathy and feel pity"* (RP 2). RP 5 argues that, *"If I myself have not felt the benefits (regular students are united with SN students). But it can train patience to regular students"* (RP 5). This shows that regular students who already have a good social life are awakened they have got their empathy, sympathy, and appreciation. The factor of lack of regular student acceptance to SN students is also due to the time intensity factor or even just finding friends with special need conditions.

Provision of understanding for regular students in order to receive SN students to establish positive interactions need to be done by several parties either from the managers of inclusive schools, parents, and fellow students of common students who already understand. Efforts should be made to raise self-awareness to make regular students able to accept and interact positively with SN students. RP 5 he tells how he began to want to learn to accept SN students, *"The way I think, again, in myself for example, so he certainly does not want to be said, bullied. I also don't want to be born like them. Then I think again, meaning that I should be able to appreciate them. It must be tired if we must be always angry. Yes, just be patient"* (RP 5). SN students in this school have optimum interest and talent in certain field which even much better

than talent and interest of regular students. One of the ways to direct perception of regular students to be positive towards SN students is that it can be done by encouraging SN students to perform their talents so that regular students know it and it is expected that regular students get impulse to interact with SN students.

Code of conduct becomes normative foundation and regulations in education application so that each party in education has harmonious manner in managing education process to achieve common vision, mission and goals (Adiwikarta, 2016). Students as subject in education are expected to support one another so that harmony can be achieved as well as reaching education goals optimumly. Interaction pattern of regular students and SN students are identified based on the interaction patterns according to George Herbert Mead wich consists of impuls, perception, manipulation and action which form an organic pattern mutually as shown in Table 2.

**Table 2.**

**Patterns of Orgaanic Action for Regular Students and Special Needs Students  
After the Talent Performance Program**

<b>Impulse</b>	<b>Perception</b>	<b>Manipulation</b>	<b>Action</b>
SN students pass the Vocational Competency Exams.	Regular students feeling almost do not believe.	Some felt touched and proud.	Regular students are touched and express by crying.
CSN students learn independently in an entrepreneurial program.	Regular students think that SN students have enough courage in entrepreneurship.	Regular students feel that they do not necessarily dare to sell.	Regular students appreciate the efforts of SN students and do not hesitate to buy what they sell.
SN students show their talents in school superior programs.	Regular students initially did not expect SN students to have talents that even exceeded the abilities of regular students.	Regular students are interested in the talents of SN students.	Most regular students are amazed and touched. Some regular students are just ordinary, some even find it funny. Regular students are familiar with the presence of SN students and learn to respect.
SN students know more about basic food knowledge and uniqueness of the regions in Indonesia than regular students.	Regular students are surprised.	Regular students initially did not believe.	Regular students are amazed and lost when SN students in their class do not go to school.
SN students show their talent to play the piano very well.	Regular students wonder how SN students play the piano well.	Regular students are amazed.	Regular students respect and appreciate SN students' talents and want to be able to play piano as well as that.
SN students show their potential by posting their work on social media.	More and more students are watching and knowing SN students' talents.	Regular students respect SN students.	Regular students who interfere with SN students are reduced.

*Source: obtained from primary data*

#### *4.2 Regular students who have Sympathy then generate Empathy in themselves*

After knowing talents and potentials of SN students, regular students variously respond. Most students who have sympathy will show respect and they will adore talents which are shown by those students. When SN students get achievement as reached by regular students or even much better, pride and respect are expressed from few parties particularly parents. Even though with their uniqueness, school should always involve SN students in vocational competency tests in the hope that they will get experience they are given opportunity to develop and to be able to measure their potentials in the culinary field. It reveals that from 3 SN students, one of them, SP 6 can pass competence test.

The ability of SN students make other regular students amazed especially they who are close with SN students and we know more about their strengths. Regular students finally feel motivated to learn by SN student. This happens to students in class XII who have strong bond and friendship SN students so that they miss the SN student when he does not come to school. This shows that they have improve their sympathy level into empathy.

Empathy is a form of attitude which made communicators feel the position as communicant or vise versa. The urgency of empathy is to achieve effectiveness and optimization of the understanding of the message given. One of the result and social interaction between regular students and SN students, among others, is empathy establishment. This regularly occurs to the regular students who already established sympathy to SN students prior to empathy. This is also supported by external factor to support more of establishment of social interaction which has associative nature.

#### *4.3 Regular Students who Care Less, Generating Sympathy in Themselves*

As an effort to improve and develop potentials, SN students are given training of skills to be entrepreneur so that they can learn to become independent. Informant 2 said that SN students are quite skillful and regular students may have no courage to sell product or things like SN students do. Some regular students appreciate their effort by buying their products. Beside that, SN students are given opportunity to perform their talents in public. Concerning case level of unpleasant attitude performed by regular students to SN students which have significant number, then this program has become one of efforts to encourage perception of regular students to SN students to become more positive.

Like RP 2, regular student who has been the target of rage. One of SN students express his amazement. Although she still feel anger to one of SN students but when he heard SN students sings, RP 2 feel touched. RP 4 who also had anger towards SN students tells that it is fun to see SN students sing on stage to their surprise, SN students could remember the lyrics. RP 4 also perceives that SN students understand the song content. It is an extraordinary thing what SN students do. RP 2 becomes motivated and feel a lot of gratitude with his condition. When we witness potentials belong to SN students and the regular students feel amazed because of the potentials shown by SN students and they as regular students may not be able to perform the same way as SN students do. RP 2 who used to feel upset now feel happy to greet SN students.

RP 3 who was at first disappointed with the SN students presence to the point that he doesn't want to go to school eventually can accept their presence and become their friend. She is more caring than before, especially when the SN students is sad or is being disturbed. But when the SN students got angry, RP 3 still doesn't have the courage to stop him. She tended to just avoid because she doesn't know how to calm him down. RP 4 who once was disappointed about having SN students in school now can calm him down after she knew about the SN student positive abilities.

Even that she feels annoyed, but RP 4 tries to understand SN students condition. Before this, RP 4 doesn't have any experience to be in school together with SN students. But she gets her knowledge from media such as movie or documentary videos. The gift in SN student has become a magnet for regular students to understand and sympathize with their conditions. Eventually RP 4 concluded that everybody should appreciate each other with every strength and weakness that we have. But still there is worry from RP 4 to communicate closer, just a little bit. Because RP 4 perceive that to communicate closer is only for people who is close and especially about calming him down.

In correlation with the conditions of SN students being understood by regular students, positive perception appeared. Inclusive school will give more space for interaction with regular students to help with optimizing the development of self-potential and social adaptation for SN students. So that it will set an example about good character and it will good to better direction and trained to be more aware about surrounding socially.

#### 4.4 *Regular students who reject to learn to accept.*

RP 5 reported that there is something that he finally can see from SN students which makes him willing to accept or even get motivated. The SN students still feeling confident to perform and are causing regular students self-reflect. With the circumstances that obviously should make regular students perform better. RP 5 stated that *“when the arts competition, SN Students perform. Amazed, and now I am accepting them. It is outstanding that they can do it and they can be confident. I am motivated.”* (RP 5)

One of the SN students shows his piano skills so well. Regular student wasn't convinced. But after seeing it themselves, his piano skills was soulfully performed. Regular students were amazed. After that, regular students knew that his mother is creating a YouTube Channel to publish her son's talent and it spreads among other regular students. Even with all that, the RP 5 still doesn't accept SN students fully. He is only amazed, and so is RP 7. They are only motivated by his piano skills. The perception that the SN students doesn't have friendly attitude makes the regular students not wanting to come close. RP 5 stated that it is possible for SN students to join regular students' classroom. Although it is still in progress in accepting the presence of SN students. In correlation with RP 5 claim, *“it is more likely that we can only get along to an extent that we should understand that, SN students is talented. We can't do what they do. So that we should accept them but to an extent.”* (RP 5).

#### 4.5 *The regular students who still have the same stance*

Based on the information from the informant 5 as one of special tutor who observes the regular student's response when watching the SN student performance stated that most students is seen being emotional. But there is still a student who laughed as if it is something funny. There are also some students smiling goofily. While regular students who are expressive are students who are in the same class, they show care and she is a close friend to the SN students. Expression that is shown is by having tears and with other form of appreciation for the SN students performance. Even the informant 5 is also astonished that she didn't expect the SN students could give very good performance.

## CONCLUSION

Opportunities for SN students to adapt to normal conditions in inclusive schools must be supported by supporting factors so that these goals can be achieved optimally. Special needs for SN students will cause several responses from the surrounding, especially for regular students. This attitude influences the pattern of interaction between regular students and SN students. Based on preliminary findings, it is known that there is negative communication that is even dissociative between regular students and SN students. Therefore a talent performance is carried out as a form of effort to bridge positive communication.

After the talent performance was held, the acceptance of regular students towards SN students mostly increased in a positive direction. But a small number are still found also still in its initial attitude, remain indifferent and still reject. Based on this, it can be concluded that the pattern of interaction between regular students and SN students, which initially dominantly occurs negative communication that tends to be dissociative, has actually shown progress toward positive communication that leads to associative. It's just that the success of the talent performance program will increasingly significantly influence the formation of positive interaction patterns when supported by other supporting factors. These factors include the form of providing good understanding and cooperation on the part of parents, teachers, and peers to regular students regarding the existence of SN students.

This interaction pattern becomes the initial bridge for SN students to be able to adapt normally. When a positive interaction pattern is formed there is also an impact on the development of SN students' potential. SN students who feel well received at school are able to show their potential optimally because they feel supported and recognized. Whereas SN



students who feel not accepted by their environment feel increasingly inferior and even are not optimal in developing their potential even though their interests and talents exceed those of regular students. In the end he felt depressed and did not want to go to school.

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