

Empowering Diverse Learners: Tailored Guidance and Counseling in Inclusive Education

OPEN ACCESS

Volume: 11

Special Issue: 1

Month: November

Year: 2023

E-ISSN: 2582-0397

P-ISSN: 2321-788X

Received: 13.10.23

Accepted: 15.11.23

Published: 20.11.23

Citation:

Elumalai, D.

“Empowering Diverse Learners: Tailored Guidance and Counseling in Inclusive Education.” *Shanlax International Journal of Arts, Science and Humanities*, vol. 11, no. S1, 2023, pp. 58–61.

DOI:

<https://doi.org/10.34293/sijash.v11i1i2-Nov.7318>

Dr. D. Elumalai

Professor, Sree Sastha College of Education, Chennai

Abstract

Inclusive education is an educational approach that treats all students equally, regardless of whether they have typical abilities or unique needs in areas such as language, socialization, intellect, emotions, or physical abilities. Furthermore, it extends support to students facing challenges in attending regular schools due to financial constraints, natural disasters, or belonging to indigenous communities, spanning from elementary to senior high school levels. To cater to the diverse needs of students, primary schools implementing inclusive education must adapt their curricula, facilities, infrastructure, and teaching methodologies accordingly. Additionally, personalized guidance and counseling programs tailored to individual requirements play a pivotal role in optimizing inclusive education. This study employs a qualitative methodology, incorporating techniques from literature reviews. The findings underscore the objective of guidance and counseling services in inclusive schools: to nurture life skills and personal development, enabling children to actively engage in their communities without imposing burdens on their families or the wider society. Typically, these programs follow four main stages: planning, design, implementation, and evaluation of outcomes.

Keywords: Guidance and Counseling, Inclusive Education, Schools.

Introduction

Education is really important to everyone. Particular needs children have particular qualities that set them apart from children who develop normally, necessitating specialized educational programs. Children in inclusive educational environments have a diverse range of abilities. Children with a variety of special needs, including those related to intellectual, physical, social, emotional, and neurological difficulties, coexist among ordinarily developing kids. Aside from adapting learning approaches, personalized coaching and counseling services play a crucial role in ensuring optimal inclusive education. These programs for counseling and guidance are designed to address the unique needs of kids with special needs, helping them become more self-aware, accepting of who they are, and able to identify their strengths and flaws.

Inclusive Education

In mainstream educational institutions, such as elementary, middle, and high schools, as well as vocational programs, inclusive education serves students with various exceptional needs. These needs may include disabilities, learning difficulties, or slow response to instruction. In essence, inclusive education entails an approach

that does not differentiate between typical students and those with diverse needs, encompassing various dimensions such as physical, intellectual, social, emotional, and linguistic challenges. It also extends support to students in remote or underserved schools, indigenous communities, or those affected by social or natural calamities. Moreover, inclusive education caters to students who lack financial means to access education in regular school settings.

Usman Abu Bakar introduced the foundational concepts of inclusive education in 1994. The first is the idea of equal rights in education. All kids may receive a high-quality education, accept diversity, and be aware of their unique individual items when they attend inclusive schools. The second is the idea of raising the standard of education. Strive to constantly raise the standard of education. This can be achieved by putting in place the right infrastructure and facilities, hiring qualified teachers, and altering the way that schools view the needs of their students. It can also be accomplished by working as partners with other institutions to raise the standard of education and by making the school a welcoming place where kids can learn and socialize with one another.

The fundamental principles of instituting inclusive education in elementary schools necessitate catering to the individual needs of every student through the provision of appropriate facilities and infrastructure, the development of a flexible curriculum, and the engagement of stakeholders to ensure the effective delivery of educational services. This conclusion is derived from the formulation of guiding principles for inclusive education by previous experts.

Inclusive education aims to ensure equal educational opportunities for all students, necessitating schools to adapt their curriculum, infrastructure, and learning methodologies to accommodate diverse student needs. These adjustments are crucial as they enable every student to access a quality education that fosters the development of their individual potential.

Guidance and Counseling in Schools

Rochman Natawidjaja defines guidance as an ongoing process aimed at helping individuals understand themselves, navigate their paths, and effectively respond to the expectations and challenges within their family and community. This process enables them to pursue happiness and contribute meaningfully to society.

Guidance and counseling, as outlined by previous experts, involves counselors assisting individuals or groups in problem-solving, skill development, and achieving independence for a fulfilling life. This conclusion is drawn from expert insights into the definition of guidance and counseling. The primary objective of guidance and counseling services is to foster autonomy in those seeking guidance. When integrated into inclusive education in elementary schools, the aim of guidance and counseling services is to support children in becoming self-reliant, accepting, and self-aware.

There are nine distinct categories of services utilized in guidance and counseling programs in elementary schools that aim to promote inclusive education. These categories include the orientation service as the first type.

Orientation services encompass guidance provided to students, enabling them to familiarize themselves with new aspects or situations. The primary aim is to facilitate students' adaptation to novel environments or conditions.

Information services, on the other hand, aim to equip students with a comprehensive understanding of themselves and their surroundings, empowering them to make informed decisions in their lives.

Placement and distribution services are geared towards assisting students in finding environments that align with their conditions and abilities. This service focuses on aiding students in occupying environments that optimize their potential development, ensuring a match between their abilities, interests and conducive environment for growth.

Content mastery service entails tutoring sessions designed to aid students in mastering specific competencies. The primary goal is to facilitate students' comprehensive understanding and skill mastery, empowering them to tackle challenges effectively. Individual counseling services are customized to address the specific issues faced by students. These services employ counseling techniques and theories during private counseling sessions to assist students in navigating and resolving their difficulties.

Group counseling services, on the other hand, are provided to multiple students concurrently. They aim to address personal issues faced by individuals within a group setting, employing group activities and leveraging group dynamics. The focus is on resolving individual concerns while fostering improved socialization and communication skills among the group members.

Group guidance services are given to many individuals in a group setting with the goal of fostering group dynamics that are beneficial for each member of the group's self-development and problem-solving. With the aid of this service, students will be able to improve their social skills, voice their opinions more bravely, communicate more effectively, and find solutions to everyday issues.

Services for two or more parties suffering discord or disagreement are known as mediation services. The goal of this service is to bring the parties involved in conflict together under new and advantageous circumstances. Counselors offer consultation services to students in order to gather knowledge, insight, and potential solutions for resolving issues involving third parties.

In cases where students have close relationships with third parties, this service aims to equip students with the knowledge, information, insight, and strategies necessary to navigate challenges presented by those individuals. The guidance and counseling program comprises systematically structured, scheduled, organized, and coordinated sessions. It encompasses a comprehensive plan of guidance and counseling activities to be conducted within specific time frames, such as annually, monthly, weekly, or daily programs..

Conclusion

In schools embracing inclusive education, guidance and counseling programs should be customized to meet the individual needs of every student. These programs are inclusive, designed to cater to both typical students and those with special needs, ensuring non-discrimination. Special needs children are classified into two categories: those with permanent special needs and those with temporary special needs. The objective of the tailored guidance and counseling program is to support primary school students in embracing inclusive education, fostering their autonomy, self-awareness, and self-acceptance. A program that functions well, is sustainable, and adheres to its objectives is considered successful. The phases of the counseling guidance program's implementation are planning, creating, executing, and assessing in order to optimize the program's accomplishments. Due to the absence of guidance or counseling teachers in many Indonesian primary schools, the author foresees that to ensure the effective implementation of the programs, primary school teachers will be encouraged to apply for and customize the programs to suit the needs of their students.

References

1. AD, Yahya, and Siti Kristika. "Pengalaman Guru Bimbingan dan Konseling dalam Menangani Anak Berkebutuhan Khusus", *Konseli: Jurnal Bimbingan dan Konseling* 02, no. 2 (2015): 43–49.
2. Badiah, Lutfi Isni. "Urgensi Bimbingan Dan Konseling Bagi Anak Berkebutuhan Khusus (ABK) Di Sekolah Inklusi", *Prosiding Seminar Nasional Peran Bimbingan dan Konseling dalam Penguatan Pendidikan Karakter Universitas Ahmad Dahlan*, 2017, 123– 31.

3. Barida, Muya, and Dian Ari Widyastuti. "Acceptance and Commitment Therapy (ACT) to Improve Educators Self-Acceptance of Children with Special Needs", *Konseli: Jurnal Bimbingan dan Konseling* 06, no. 2 (2019): 117–24.
4. Fithriyana, Arina, Dwi Yuwono Puji Sugiharto, Sugiyo. "Bimbingan Kelompok Dengan Teknik Permainan Simulasi Untuk Meningkatkan Kemampuan Komunikasi Antar Pribadi Siswa", *Jurnal Bimbingan Konseling* 3, no. 2 (2014): 137-142.
5. Hanjarwati, Astri, and Siti Aminah. "Evaluasi Implementasi Kebijakan Pemerintah Kota Yogyakarta Mengenai Pendidikan Inklusi." *Inklusi-1*, no.2, (2014): 221. <https://doi.org/10.14421/ijds.010206>.
6. Minister of National Education Republic of Indonesia, "Inclusive Education of the Republic of Indonesia," Regulation of the Minister of National Education Republic of Indonesia Law No. 70 of 2009, 2009.
7. President of Republic of Indonesia, "the National Education System", Law of the Republic of Indonesia Number 20 of 2003, Pemerintah Republik Indonesia, 2003.
8. Valeeva, Roza A., and Ewa M. Kulesza. "Education for Persons with Special Needs: Polish and Russian Experience." *International Journal of Environmental and Science Education* 11, no. 7 (2016): 1619–29. <https://doi.org/10.12973/ijese.2016.367a>.