

STRENGTHENING THE ROLE OF SPECIAL SUPERVISORS (GPK) AS A MAIN PILLAR OF SUCCESS OF INCLUSION EDUCATION

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Abstract:

This study aims to describe the importance of optimizing the strategic role and the main task of special supervisors (GPK) in inclusive schools. An inclusive school is a formal educational institution that organizes a special education system for children who have limitations and special needs. The implementation of inclusive education can be carried out in general schools by providing a special portion of time for learning by bringing in special mentoring teachers (GPK) who are assigned to guide and provide special services on inclusive education. On the other hand inclusive education can also be held independently in a formal institution with a learning system that is constructed based on the needs of students such as SLB (Extraordinary Schools). The method used in this research is descriptive qualitative research. With this research it is expected to reveal various qualitative information with careful and meaningful analysis-descriptions. Data sources in this study include principals, special supervisors and class teachers. Data collection is done by interview, observation, and documentation. As for the data analysis techniques through the stages of data reduction, data presentation and data analysis. The context of this research is the implementation of inclusive schools in Sidoarjo district for elementary and junior high school levels. The results of the study include (a) Knowing the model of implementing inclusive education in general schools by bringing in special tutors (GPK) (b) The importance of the presence of special tutor teachers (GPK) for the success of inclusive education in accordance with MoNE Regulation No. 70 of 2009.

Keywords: *Special Teacher Teacher and Inclusion Education.*

A. INTRODUCTION

Law Number 20 Year 2013 concerning the National Education System provides opportunities and opportunities for children with special needs to share and obtain education services in this country properly. Even in Permendiknas No. 70 of 2009 explained that as a form of quality assurance of inclusive education, the state has an obligation to provide and provide quality education to every citizen, including those who have physical, psychological and intellectual limitations. Inclusive education is often interpreted as an educational process that is specific to children with special needs. So that the techniques, curriculum and even the learning model are also more specific (specific) adjusted to the level of limitations of students. Thus, schools that implement inclusive education systems must be able to accommodate every limitation of students, both physically, intellectually, emotionally, socially, culturally, ethnically, in a minority and various other shortcomings and limitations.

In general, inclusive education is actually a form of multicultural education implementation that is expected to be able to lead students to mastering subject matter, and on the other hand is able to recognize and understand the social character, culture and norms (values) of the surrounding community. Therefore the philosophy of inclusive education is not only limited to the formal structure of a school but an education system that can take place without being bound by rules and certain curriculum formality systems (unlimited). Thus, inclusive education can be understood as a process of empowerment and continuous individual

development based on an understanding that everyone has the right to achieve life and enjoy his success.

"Unity in Diversity" is actually a symbol and a brief explanation that Indonesia is a multicultural, multi-ethnic and multilingual country, customs, religion and beliefs all of which must be preserved and preserved and even translated in the context of togetherness and wholeness. The spirit of the Unitary Republic of Indonesia is the basis of diversity which must not view things based on ethnicity, race, culture, language or religion. This is the basic philosophy of inclusive education in this country. Children with special needs with various limitations and deficiencies such as visual impairment, visual impairment, hearing impairment, hearing impairment, mental retardation, physical impairment, impairment, autism (autistic children), hyperactivity (attention deficit disorder with hyperactive), children with learning difficulties (learning disability or specific learning disability), and children with multiple developmental disabilities (multihandicapped and developmentally disabled children) [1] all must obtain appropriate and enjoyable educational services. So they can grow and develop according to the normal level of development of their age.

In the global context, inclusive education is actually a form of implementation of global policies issued by UNESCO on education for all (Education for All) since the 1990s. [2] It was explained that education must touch and be felt by all levels of society without recognizing racial, ethnic, cultural, national, linguistic and even religious differences, therefore any differences that students have should be positive energy for the success of the implementation of inclusive education so that the presence of students with disabilities specifically does not have to preclude communication and interaction between diverse students. Therefore, the inclusive education system that must be developed is education for all (education for all) in order to deliver humans to their true identity. So that inclusive education should be implemented in an innovative, strategic, dynamic and progressive manner and adjust to the psychological phases of the students. In a broader context, inclusive education can also be understood as one form of educational reform that emphasizes anti-discrimination, bullying, prinsip justice and equality. [3]

Inclusive education has four main characteristics, namely: (1) as an ongoing learning process along with the level of development and diversity of students. (2) as a creative effort to solve and find the best solution for the obstacles that arise related to the limitations that each student has. (3) as an implementation of education which means providing opportunities for students to attend and unite with the school community and even excel so as to gain meaningfulness in their lives. (4) Inclusive education is intended for children who are classified as marginal, exclusive and special as a service for students classified as marginal and have physical, psychological and even intellectual limitations. Therefore, in the process of providing inclusive education, special educators need not only scientific competency but also expertise and skills in educating and providing special education services for children with special needs.

In general meanwhile the duties / obligations of teachers according to Law No. 14 of 2005 article 20 are as follows:

Plan learning, implement quality learning processes, and assess and evaluate learning outcomes

1. Planning learning, implementing quality learning processes, and assessing and evaluating learning outcomes

2. Improving and developing academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and are
3. Acting objectively and not discriminatory on the basis of consideration of gender, religion, or family background and socioeconomic status of students in learning
4. Uphold the laws and regulations, the law and the teacher's code of ethics, as well as religious and ethical values; and
5. Maintain and foster national unity and integrity [4]

The teacher is one profession that requires special expertise, this type of work cannot be done by everyone but requires special skills and competencies as an educator. The task of educators is not only to teach or impart knowledge but rather to guide and direct and instill the noble values contained in each subject. Therefore the presence of a teacher is sometimes as a teacher who teaches various scientific disciplines, sometimes also as a coach or even a coach who guides students in applying the knowledge they get along with the values contained in each subject taught. In Istikomah's view, teaching means continuing and developing science and technology. While educating in addition to delivering subject matter also instills the noble values of each subject. Then training means developing the skills needed by the community in solving various problems faced by the community. [5] In carrying out their duties as an educator a teacher must always innovate and be creative in facing increasingly diverse educational challenges in order to adapt and anticipate the massive changes in society and various new policies in the field of education that continues to develop. The presence of increasingly sophisticated technology that encourages learning and education models is no longer focused on the figure of a teacher, but rather activates and empowers students (student-centered learning), so that they can more freely explore their abilities and competencies so they can develop in accordance with what they want. But even so the presence of a guru or education is still felt to be very vital and requires the ability of a teacher to encourage the occurrence of student learning processes through various innovative methods to create learning situations and communities that are conducive to the development of physical, psychological and intellectual learners.

In the 2007 Guidelines for the implementation of inclusive education that special tutors must have different levels of competence from teachers in general. Special Supervising Teachers in addition to having and mastering 4 (four) main competencies (pedagogic, personality, professional and social) which are accumulated in three main competency pillars, namely: (1) general ability is the ability related to providing education and teaching in a manner normal, (2) basic ability is the ability needed to provide special teaching and education for students with special needs. and (3) special ability (educational special ability) means to have certain abilities needed for students with special types of special needs. [6] Based on the above perspective, the existence of Special Teacher Teachers (GPK) becomes very vital and even becomes a main pillar for the implementation of learning, mentoring and development and even the success of inclusive education.

B. RESEARCH METHODOLOGY

The approach used in this study is a qualitative approach that seeks to obtain and collect and process and even analyze and define data qualitatively. [7] The qualitative approach used in this study is a descriptive analytic approach. The research subjects are special tutors, students with special needs and even other stakeholders who are an integral part of the formal education system. The research

subjects are every individual who experiences and feels directly related to the implementation of inclusive education so that they are able to understand the context and its development. [8] so understand the context

To obtain complete data in conducting data analysis and data processing, several data collection methods are used, namely observation, interviews, documentation and Forum Group Discussion (FGD). Data analysis techniques used in this study are three data analysis activities that occur simultaneously and can not be separated, namely data reduction, data presentation and drawing conclusions. (verification). While the validity and validity checking of the data in this study is to use the triangulation of validity and reliability techniques. [9] Findings or data can be declared valid if there is no difference between what the researcher reports with what actually happened to the object under study. Therefore the validity of the data must be able to reveal and clarify the data with actual facts in the field. Data validity is more in line with the research process. The validity of qualitative data must be done from the beginning of data collection, which is to reduce data, display and draw conclusions. So this research is expected to be able to describe as well as find a new perspective that is comprehensive and whole about the role of the Special Supervising Teacher as the Main Pillar in the Success of Inclusive Education.

C. DISCUSSION AND RESEARCH RESULTS

1. Perspectives on Inclusive Education

a. Definition of Inclusive Education

According to Zaenal Alimin Inclusive Education is education that is held specifically for children who experience learning disabilities and other developmental obstacles caused by special needs that are permanent or temporary. [10] The special needs referred to in this concept are the needs for education (special educational needs) for every individual who experiences physical, psychological and intellectual developmental barriers.

In the 2003 Unesco formulation, it was formulated that inclusive education is an educational service that is specifically for children with special needs so that they can learn and develop together in accordance with their limitations (mild, moderate and severe) [11] Whereas in the Minister of National Education Regulation (Permen Diknas) number 70 of 2009 explained that inclusive education is an education system that provides services and opportunities for all students who have disabilities and limitations or have special needs to participate in learning in a school environment in order to develop accordingly with the level and phase of development in general. [12]

Inclusive Education according to the formulation of the AGRA Seminar and South African Policy in David and Smith includes a more detailed understanding of:

1. Broader than formal education which includes formal and non-formal education, education at home and in the community
2. Give an opportunity for every child to learn
3. Allows the structure, system and methodology of education to meet the needs of all children
4. Respect every difference and limitation each child has (age, gender, ethnicity, language, disability and HIV / AIDS status, etc.)
5. As a dynamic educational process in accordance with the development of culture and the context of the surrounding community

6. As part of a broader strategy of inclusive socialization efforts. [13]

Then according to Hildegun Olsen in Budi S explained that inclusive education is an education system that unites children with special needs with normal children in general to learn together in one communication and environment. [14]

From some of the above opinions, it can be concluded that inclusive education is an educational service that is specific to students who have limitations and special needs regardless of physical, psychological, intellectual, social, emotional, even language (linguistic) limitations or other conditions so that they can still jointly study and develop normally either through regular schools (PAUD, TK, SD, SMP, SMA / SMK) or special schools (SLB)

b. The Purpose of Inclusive Education

Law No. 20 of 2003 article 1 verse 1 explains that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their personal potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves , society, nation and state. [15] Therefore the substance of inclusive education is actually a human right to get a nature education. In other words that every human being has the same right to obtain educational services in a maximum and even manner without seeing any differences and forms of discrimination such as race, ethnicity, language, culture and even religion. In this context the goals of inclusive education can be mapped in 3 (three) Different requirement domains:

1) Objectives for students:

- a) Development of mental and self-confidence and pride in the achievements he achieved.
- b) The creation of independence means that students are able to learn independently and are able to understand the text and context of the lesson and implement it in their daily lives.
- c) The emergence of a strong enthusiasm for interacting together with peers, teachers, parents and the community
- d) Openness means that students are able to accept differences and are able to adapt and overcome these differences.

2) Objectives for teachers in schools ::

- a) Gain additional knowledge and experience in the form of various kinds of learning models with the design and inclusion system.
- b) Acquire new skills in the learning process of students who have diverse backgrounds and limitations.
- c) Creativity that continues to increase because it is always faced with challenges that are diverse and constantly evolving.
- d) Cultivate a positive attitude towards thinking both students, parents and the community.
- e) Inspirational attitude in developing and applying new ideas through communication with children and the school environment and even the community based on the level of limitations that each student has.

3) Objectives for Parents:

- a) Can learn more about the process of handling their sons and daughters when they are at home

- b) Can be involved directly in the process of mentoring and developing the personality of students so that its existence becomes more important in helping children to learn.
 - c) Have a high level of confidence in the success and development of their sons and daughters in participating in the teaching and education system with an inclusive system at school.
- 4) Objectives for the Community:
- a) The community will get benefits and is a matter of pride because of the many educational systems that take place in their environment.
 - b) The younger generation will transform into quality resources that will help develop and improve the standard of living of themselves, their families and communities. And no less important is that the community will become a school partner in creating an increasingly developed and developing educational environment. [16]
- 5) The Purpose of Inclusive Education according to Raschake and Bronson is divided into 4 parts, namely:
- a) For students (children with special needs)
 - Children will feel part of the community at large.
 - Children will get a variety of resources for learning and growing.
 - Increase children's self-esteem.
 - Children get the opportunity to learn and make friends with peers.
 - b) For the organizing school
 - Gain experience to manage differences in one class.
 - Developing an appreciation that each person has unique and different abilities from one another.
 - Increase sensitivity to other people's limitations and empathy for children's limitations.
 - Increase the ability to help and teach all children in class
 - c) For Teacher Educators
 - Helping teachers to appreciate differences in each child and recognize that children with special needs also have abilities
 - Creating awareness for every teacher of the importance of education for children with special needs.
 - The teacher will feel challenged to create new methods of learning and develop cooperation in solving problems. reduce teacher boredom in teaching.
 - d) For the surrounding community
 - Increase social equality and peace in society.
 - Teaches cooperation in society and teaches every member of society about the democratic process
 - Build mutual support and mutual need between community members [17]

Departing from the above opinion, it can be concluded that the goal of inclusive education is a general goal that includes the interests of all parties, namely students (children with special needs), teacher teachers, school administrators, student guardians or the community which is an inseparable educational stakeholder unit

c. Characteristics and Curriculum of Inclusive Education

As education services in general, the implementation of inclusive education cannot be released by the reciprocal relationship between schools, students, guardians of students and the community. Therefore the characteristics of inclusive education include (1) the existence of a very close emotional relationship between students, teachers and student guardians. (2) The quality of competencies possessed by each special tutor is more varied (3) the material and teaching materials taught are more adapted to the level of limitations and shortcomings of students. (4) learning is carried out with fun, and (5) conducts an ongoing evaluation program conducted to determine the level of student development. Based on the perspective above, the curriculum in inclusive education is also adjusted to the level of needs of students and not forced. This means that curriculum design is constructed based on the level of ability and development and needs of students. Various kinds of needs and forms of limitations of students become the initial landscape for the design of learning in inclusive education systems. So that efforts are needed by individuals or schools to obtain clear and complete information about obstacles or limitations as well as the ability of students (inclusion) even related to the various needs that must be met in order to be used as a basis in designing curricula and programs learning in accordance with the abilities of each child.

According to Triani there are several important indicators that can be used as an initial guide in learning and getting to know children themselves in an inclusive education environment, namely:

1) Based on Physical Conditions:

A person's physical condition reflects the general conditions that occur in every child such as illness, disability or other physical and psychological conditions whether caused by psychological or neurological factors.

2) Based on behavior:

Someone's behavior is a reflection of the quality of one's abilities, understanding, knowledge and skills so that through their daily behavior we can find out the weaknesses and strengths of the students

3) Based on complaints:

Students who have problems usually complain often, have difficulty working on problems, are lazy to study, get angry, get dizzy, get stomachaches, or are passive in stimulation [18]

Based on the description above, it can be concluded that the assessment process in inclusive education programs is very important and even emergency, various characteristics and limitations of students will be able to provide inspiration for special assistant teachers or schools in organizing and constructing appropriate education services according to their ability levels and the development of each student.

d. Problems in Inclusive Education

Various kinds of problems are often felt by a special supervisor in providing inclusive education services, as contained in the following table:

Table 1 :

Problems of Special Teacher Teacher [19]

No	GPK problematics	Type / Description
1	Learning Planning	Class management
		Organization of Materials and Teaching Materials

2	Learning Implementation	Learning Management Plan
		Learning Resources Assignment Plan
		Planning an assessment
		Determine how to motivate students
3	Learning Evaluation	Develop an evaluation program
		Classifying student abilities
		Identify evaluation needs
		Carry out an evaluation during learning activities take place
		Evaluate the results of the evaluation results

To overcome the various problems above, implementing inclusive education must pay attention to the following:

- 1) Prepare learning tools that contain material, methods, designs and techniques of learning evaluation activities in the form of remedial programs or enrichment of learning materials.
- 2) Presenting learning materials / materials
Learning material should be delivered systematically with learning methods that are more fun and even require the existence of certain modifications both in the material or the learning method so that students become easier to grasp and understand the lesson even in the midst of its limitations are able to apply in their lives.
- 3) Encourage students to be more active and directly involved in learning activities.
- 4) Provide sufficient opportunities for students to express and develop their talents and competencies. Demonstrating assignments and problem solving (problem solving) to train the independence and courage of students in solving a problem, so the material given must be relevant to their daily lives.

Tabel 2
Learning planning table in Inclusive Education

No	Description
Learning Planning	
1	The teacher formulates the learning objectives in the lesson plan in accordance with the curriculum and pays attention to the characteristics of the students
2	The teacher arranges teaching materials in a sequential, logical, contextual and current way
3	The teacher plans effective learning activities
4	The teacher chooses learning resources / learning media according to the material and learning strategies
Learning Implementation	
1	The teacher starts learning effectively and efficiently
2	The teacher carries out consistent learning
3	The teacher masters learning material perfectly
4	The teacher applies a learning approach and strategy that is flexible and fun
5	The teacher makes the most of learning resources or learning media
6	The teacher triggers and maintains the consistency of student involvement in the learning process

7 The teacher finishes learning with a humanist

Learning Assessment

- | | |
|---|--|
| 1 | The teacher designs and prepares a learning evaluation tool to measure students' development and success |
| 2 | The teacher uses a variety of assessment strategies and methods to obtain more accurate and convincing data |
| 3 | The teacher uses various assessment results to provide feedback for students as initial capital for further learning |

e. Basic Concepts in Inclusive Education

- 1) Thinking about Children (Psychology review)
 - a) All children are entitled to teaching and education
 - b) All children have strengths, intelligence and limitations
 - c) All children need support and facilities for learning
 - d) All children have the right to achieve success in their respective lives
- 2) The concept of education
 - a) Perspectives on education have a broader meaning than just the meaning of formal schooling
 - b) A fun, adaptive, flexible and even responsive educational system
 - c) Supporting environment and educational community (child friendly)
 - d) The quality of schools that continues to increase and effective and efficient implementation
 - e) A comprehensive and humanist school approach.
- 3) Concepts of Diversity
 - a) Eliminating exclusive forms of discrimination and social disposition
 - b) Diversity is the main inspiration for progress
 - c) Inclusive education will inspire people to respect and respect differences

f. Factors in Inclusive education

The process of implementing inclusive education must pay attention to a minimum of 8 supporting factors, namely:

- 1) Positive attitudes and beliefs
Inclusive education teachers must be sure that disabled students will succeed
 - a) School principals feel responsible for disabled student learning outcomes
 - b) All school members have been prepared for the presence of disabled students in their midst
 - c) Disabled parents are informed and support the success of the school program
 - d) Special tutors have a commitment to collaborate with other teachers in general
- 2) Availability of programs to meet the specific needs of disabled students, such as braille, orientation and mobility, other everyday life skills
- 3) The availability of special equipment and assistive technology to access the curricular program. Such as stationery, braille books, embossed maps, computer talk and so on
- 4) The physical environment is adapted to be more accessible for students with disabilities such as actual signs, auditors to make it easier for them to orient the environment
- 5) System support

- a) Principal
 - b) The availability of teacher personnel and
 - c) Professional development programs are available
- 6) There are appropriate policies and procedures for monitoring the progress of each disabled student, including assessments and learning outcomes reports
- 7) Collaboration
- a) Special supervisors prepare individualized teaching programs (individualized educational programs) for disabled students
 - b) The team approach is used for problem solving and program implementation
 - c) Collaborating between subject teachers like co-teaching, teaching teams, teacher assistance teams
- 8) Teaching Methods
- a) The teacher has the knowledge and skills needed to choose and adapt the subject matter and teaching methods according to the specific needs of each student
 - b) Used as a classroom management strategy such as co-teaching, teaching teams, teacher assistance teams
 - c) The teacher creates a learning environment that is coordinative and socialized to all students and parents
- 9) Community Support
- a) The community realizes that disabled students are an integral part of the community
 - b) There are disabled organizations that are active in conducting advocacy and social campaigns about the right of togetherness to motivate their interests and enthusiasm for learning To provide a deeper focus and improve the learning process and active participation in schools, it is necessary to separate professional tasks (job description)
 - c) The teacher creates a learning environment that is coordinative and socialized to all students and parents
To provide a deeper focus and improve the learning process and active participation in schools, it is necessary to separate professional tasks (job description)

Tabel 3
Dimensions and Inclusion Index Sections

Dimension A: Creating Crocodile Inclusions	
Dim Build Community Creating inclusion values	Dim Build Community Creating inclusion values
Dimension B: Make Inclusive Policies	
Developing Schools for All Communities Manage support for differences	Developing Schools for All Communities Manage support for differences
Dimension C: Develop inclusive practices	
Planning the Learning Process Directing Resources	Planning the Learning Process Directing Resources

D. THE STRATEGIC ROLE OF THE SPECIAL TEACHER TEACHER AS THE MAIN PILLAR OF THE SUCCESS OF INCLUSIVE EDUCATION

1. Understanding the Role of Special Teacher Teachers

The word role begins with the term theater and is an inseparable part of community groups. The role itself has understanding as a part that is played by someone in a certain situation. [20] Role can also be interpreted as a demand given structurally (norms, expectations, taboos, responsibilities and others). [21] According to Agustina that role is a set of behaviors that are practiced in certain groups in order to achieve a goal. [22]

Meanwhile, according to Wolfmand Role is a central concept of role theory which contains various forms of behavior in accordance with the director's settings and design. [23] in life. Even Barbara defines the role as a behavior expected by other people or groups in accordance with the status and function in her life. [24] Soekanto explained that roles can be divided into several social communities, namely:

- a) Active Role is a role that is shown by high participation in various activities both in the organization or the wider community.
- b) Participatory Role is the role performed in the context of participation and social contribution so it is very bound by time and circumstances.
- c) Passive Role is a role that is not carried out optimally in the sense that the role is only a symbol. [25]

Based on the perspective above, there are several important aspects in implementing roles in social behavior, namely:

- a) The role is impersonal means that the role is a determinant of success and whether someone is in a struggle of their activities.
- b) Role in a work behavior (task behavior) that is, certain behaviors must be had in a certain job.
- c) Roles are difficult to control (role clarity and role ambiguity).
- d) Roles can be understood quickly and can even influence changes in attitudes and behavior of a person
- e) Roles can be shown in various jobs, meaning that in one job we are able to use a variety of roles. [26]

2. Perspectives on the Special Teacher

Decree of the Minister of Education and Culture Republic of Indonesia Number 002 / U / 1986 in Rudiati Special tutors are special teachers who are prepared to work in public schools or special schools (SLB) to provide guidance and services to students with special needs and experiencing difficulties in general lessons. [27] Thus, special tutors are teachers who do have special educational background (special education) or who have received training and training on special or special education, who are then assigned to integrated or inclusive schools.

In line with the above opinion, Yaum explained that the Special Supervising Teacher is a teacher who is assigned to assist in schools that provide inclusive education and has the competence in handling students with special needs. [28] Therefore the strategic role of the special supervisor is as a facilitator as well as a mediator and even a motivator who accommodates and serves everything that is needed by children with special disabilities and not the needs of children in general. Special tutors have the main role as key people or people who are considered to know about children with special needs in the implementation of integrated education or inclusion. [29]

Based on the explanation above, the role of special mentor teacher as facilitator and mediator is even motivator who can serve everything needed by

children with special needs, so that children with special needs do not feel differentiated from children in general, so that with the activity program carried out by the supervisor specifically can go well.

In the 2007 Special Guidelines for the Inclusion of Special Guidance Teachers, the tasks include: (1) Developing educational assessment instruments together with class teachers and subject teachers, (2) Building a system of coordination between teachers, schools and parents of students, (3) Carry out special needs assistance in learning activities together with class teachers / subject teachers / subject teachers, (4) Provide special service assistance for children with special needs who experience obstacles in participating in learning activities in general classes, in the form of remedies or enrichment, (5) Providing guidance on an ongoing basis and making special notes to children with special needs during learning activities, which can be understood if there is a change of teacher. [30]

3. Form the role of the Special Supervising Teacher

Sukmadinata explained that one of the roles of the special supervisor was as a "guide". A peming must have some characteristics including patience, attention, affection, friendliness, tolerance towards students, [31] Bahri said that there are many roles required by the teacher as an educator or anyone who becomes a teacher including a special supervisor. [32] are as follows :

No	Role / Type	Description
1	Motivator	Motivate and create a learning atmosphere so that the spirit is fun.
2	Facilitator	Providing learning facilities and infrastructure
3	Mediator	<ul style="list-style-type: none"> a. Special tutor should have sufficient knowledge and understanding of nonmaterial and material media. The media functions as a communication tool to streamline the process of interaction in the process of teaching and learning activities. b. Special tutors should have sufficient knowledge and understanding of the educational media, because educational media is a communication tool to make teaching and learning effective [33]
4	Guidance / Guidance	Special tutor must be able to make children with special needs develop their personality optimally. Without guidance children with special needs will experience many difficulties in dealing with further development [34]
5	A companion	<ul style="list-style-type: none"> a. Assisting the class teacher in preparing activities related to learning material. b. Accompany children with special needs in completing their assignments by giving brief and clear instructions c. Select and involve peers for socialization activities. d. Arrange activities that can be done in the classroom or outside the classroom. e. Preparing children with special needs in a routine condition that produces positive

- results.
- f. Emphasize the success of children with special needs and the provision of appropriate rewards and the consequences of inappropriate behavior. Seventh Minimize failure of children with special needs.
 - g. Give fun teaching to children with special needs.
 - h. Running an individualized learning program (PPI). [35]

The Special Guidance Teacher as the center of education in the inclusive education system has a very important task and role as set out in Permendiknas No. 70 of 2009 above which includes: First compile and prepare educational assessment instruments. Second, building a clear system of coordination between schools (teachers), parents and students even with the community. Third is to provide guidance and assistance to students who have limitations or special needs in collaboration with all school stakeholders and the community, so that there will be equitable learning for students in the form of remedies or enrichment. Fourth, carry out continuous mentoring activities to ensure and know the level of development of students from time to time. Fifth, provide assistance and collaborate with other subject teachers so that together they are able to create and provide innovative, flexible and fun educational services.

Based on the explanation above it can be concluded that the special tutor has a very vital role in the success of inclusive education because without special training the learning and education in public schools or special schools will not run smoothly.

E. CONCLUSIONS

Based on the results of the discussion above, it can be concluded that the presence of the Special Tutor is very vital and even becomes a main pillar for the success of inclusive education. Even though in some schools they have not been able to maximize the role and function of the Special Supervising Teacher in carrying out their duties as educators with special needs. In some public schools that run an inclusive education system, there are still no special teachers available so that the handling and service of inclusive education is the responsibility of BP / BK. So that efforts are needed to overcome the problems and impacts that arise through the collaboration of general teachers or teachers who have learned and received training on handling students with special needs. Therefore, in the case of procurement of human resources (special Supervising teachers) it should be more focused on the quality and special competencies related to students who will be guided.

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