Regular Students' Empathy Level towards Students with Special Needs in Inclusion Class

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Abstract. The implementation of inclusion education is basically an effort to give an equal education access to everyone including them with special needs. Technically, every individual with special needs can join regular school and be thought in one class with regular students. In concept, this idea is very ideal but in reality, there are a few problems here and there regarding the implementation. One of them is about the class dynamic, peers are needed to be there to accept their friends with special needs, and giving them social support too. Previous research result shows what really happen is peers are one of the problem arise regarding the implementation of inclusion class, for example, students reject their friends with special needs and mock them, feeling bothered when class is going a little slowly because there is a problem with their special needs friend, and complain about the presence of special need student to their parents until parents submit their protests to school. It means that peers need to get intervention so they can accept and be a source of social support to special needs students. The ability to accept and support friends with special needs have to be started with fostering their empathy, understanding of their friends with special needs' condition so they want to help if there is something they can help as friends with special needs' friends. this research aims to know regular students' empathy level to special needs students. Research subjects are students of SMP 18 Malang, SMP SatuAtap Malang those have special needs students in their classes. The results are cognitively, regular students have enough understanding to the disability of their friends. But affectively, they have negative feelings to special needs students, for example afraid, think that they can be mocked because they don't understand.

Keywords: empathy, regular student, student with special need

Introduction

Inclusive education is an educational implementation system that gives the opportunity to all students who have disability and intelligence potency and/or gift to attend education or learning in one educational environment together with regular students (Permendiknas No. 70 Tahun 2009 Ps 1). While the meaning of inclusion education itself is an education that include all students together in one learning climate and process with good educational service and according to individual needs of the students without differentiating children by their ethnic, social status, economy, politic, family, language, geography (rural) living area, sex, religion, and physics or mental condition differences.

One of the implementation of inclusive education is based on Salamanca statement and Kerangka Aksi tentang Pendidikan Kebutuhan Khusus in 1994, which are the main international documents about principles and practice of inclusive education. Some fundamental principles exist in those two documents are (a) children have wide diversity in their characteristics and needs, (b) that diversity is normal (c) school needs to accommodate all students needs (d) special needs children should go to nearby school (e) inclusive education needs participation from all community/society component, (f) teaching process in inclusive school should be adapted to every student's condition by applying differentiation curriculum (Rudiyati, 2011). Meanwhile Sapon-Shevin (O Neil, 1995) said that inclusion education as service system that require all disabled children to be serviced in nearby schools. Through inclusion education, special

needs children are taught together with regular (normal) children to optimize the potencies they have (Freiberg, 1995). This is based on a fact that in society, there are normal and abnormal (special needs) children that can't be separated as a social community.

Conceptually, inclusion education is ideal enough to give a fair treatment to all students by giving the opportunity to get equal education for special needs students. But, in reality, the implementation of inclusion education has many problems. Some of the very noticeable ones are the lack of readiness of teachers to teach inclusion class, and the lack of acceptance of peers that can lead to bullying or reluctance to be in the same class as them.

According to the research done by Ni'matuzahroh and Nurhamida (2014) shows that one of the obstacle in the implement of inclusion class is the lack of support from peers. Ideally, peers can be a source to help special needs students. The research also tells that social support from peers can't be automatically happen, but takes an effort by giving a particular intervention. Theoretically, few things that can influence the desire to help people is the skill to understand other people's behavior, experience other people's feelings, and ability to express that understanding to the other people (Chiu, Lam, Klodiana, Kolomitro, Alamparabil, 2011).

Previous research shows that intervention done to peers including class discussion, organized play, peers have task to be a buddy read and tutor to help changing negative perception of special needs friends to positive perception (Novak, 2012).

According to that thought, this research aims to do intervention to inclusion class in order to foster peers' empathy to students with special needs in Junior High School.

Inclusion Education

Inclusion education concept appears to give solution to discriminative behavior in educational service especially towards disable or special needs children. Inclusion education has this basic principle that as long as it is possible, every children should learn together despite any difficulties or differences that may be there. Disable or special needs children shouldn't be directed to get education limited only in Special School. But it should meet these conditions, regular schools should increase their capacity through the availability of infrastructure and relevant educators to students with special needs. These schools are included in "inclusion education".

Inclusive education is a strategy to actualize universal education to create schools that are responsive to the variety of actual needs of children and societies (Stubbs, 2002) and require special needs children to learn in nearby school, in regular class together with their peers (Sapon-shevin in Oneil, 1994). Children with special needs are they who needs different education than other normal children and to be able to study effectively, they need special program, service, and material (GearheartdalamMangunsong, 2009; Fletcher, J.M, et.al,1994; Friedma, Harvey, youngwirth and goldstein,2007), that caused by neurology factor (Hallahan, dkk, 2009; Freind,2005), abnormalities in brain tissues (Carlson, 2007), genetic, (Friend, 2005; Rief, 1993), damage in fetal development, premature birth, and birth process (Hallahan, 2009; Freind, 2005).

Inclusive education main goal is to teach children with special needs in regular class together with able children with proper support in schools nearby without discriminations (Stubbs, 2002 ; DirektoratPembinaan SLB, 2007;Direktoratpembinaan SLB, 2007).

Stubbs (2002) said that even inclusive education leads to integration and placement to regular class but with different philosophy. Inclusive education concept explains that school should provide educations needed by the children in one community, no matter how high their lever or ability are. In inclusive education concept, any children from any social economy, social cultural, and emotional -either physical or nonphysical background are able to learn together according to each one of their needs (Direktoratpembinaan SLB, 2007).

Inclusive School

One of the consequence from inclusion education is the operation of formal education institution that applies inclusiveness principle through inclusive school. Rudiyati (2011) inclusive school is a school that accommodates every student regardless physical, intelectual, social, emotional, ethnic, culture or other conditions. This includes disabled/special needs children.

Inclusive school is regular school that accepts children with special needs and provide proper education service system to children with special needs through curriculum, learning, evaluation, and infrastructure adaptation. Because the existence of this school, children with special needs can go to regular school that is designated as inclusive school. In regular school, every children will be served optimally by doing some modification or adjustment, including curriculum, infrastructure, educator, learning system, to evaluation system according to their needs. In other words, inclusive education requires school to adapt to the needs of every student, not the other way around (Bintoro, 2013).

Empathy to Foster Peers' Social Support to Inclusion Students

Rogers (1959), said that empathy is a condition and willingness to see through other people's internal frame as accurate reference with emotional and meaning component relate to one thing as if you are in someone's position, but without losing the sense of reality. It means that empathy is to feel someone's pain or happiness because they feel and see the cause of that condition without losing their sense of reality, for example it is as if they're hurting or as if they're happy. On the progress, Rogers (1975) explained empathy differently by emphasizing on the process rather than the condition which means the process of entering personal perception of other person and become completely like a part of them. While Kohut (1959) saw empathy as "vicarious introspection" or introspection as if the feel it themselves. In applicative definition, Kohut (1984) said that empathy is an ability to think and feel in oneself to the life of other people.

Empathy Development in Chidren

Mc Donald and Messiner in *The Development of Empathy: How, When, and Why* talked about empathy development with these stages:
   a. *Reflexive Crying in Newborns*
      In the beginning, age 18 to 72 hours after birth, newborn infants who were showed another newborn infant's crying voice often show distress reaction, a phenomenon called reactive crying or transmission of infnat's emotion. This phenomenon supports the idea that there is a biological predisposition to respond other people's negative emotions.
   b. *Personal Distress in Infancy*
      Infants are not really capable to differentiate themselves to other and only have a basic regulation ability. In fact, infants tend to be fussy when there are other people who have negative emotions.
   c. *Empathic Responding in Toddlerhood*
      At the age of 3 to 4 year old, previous studies have shown that children begin to show empathy by expressing pity to helping behavior.
   d. *Cognitive Empathy Gains in Early Childhood*
      Empathy has cognitive and emotional components although these components can be experienced separately. Emotional Empathy is the vicarious experience based on the other people's emotion as shown at a very early age or infant. In contrast, cognitive empathy, which sometimes refers to the theory of mind or perspective taking, is the ability to accurately imagine the experience of others. When the child enters preschool and elementary school, is a time of the acquisition of cognitive empathy area. This is partly due to the increasing of children's language ability.
   e. *Stability of Individual Differences in Empathy Related Behaviors*
      At the age of 4 to 20 year old, the development of empathy leads to stability with emphasis that children's early stage is time when the foundation of empathy is laid.

Research Method

Research Design

For the first year, the study will use a quantitative approach, that is survey method. Researcher will use psychological scale to find out why regular students reject students with special needs. Furthermore, based on the results of the research, researcher will make intervention programs to overcome peers' ejection by making effort to foster peers' empathy towards students with special needs because of empathy can foster pro-social behavior, such as cooperation and helping behavior. Stages of research for first and second year are as follows:

Tabel 1. Research Design

	Tahun 1	Tahun 2
Research aims	a. Identify the cause of regular students' rejection towards students with special needs b. Identify regular students' empathy level towards students with special needs c. Identify the understanding level towards inclusive school concept and the rights of children with special needs in school	a. Tryout intervention method of increasing the empathy of peers towards students with special needs b. Evaluate the tryout c. Revise the intervention method d.
Research method	a. Mix method approach, quantitative and qualitative, with quantitative as the main approach b. Using scale and questionnaire and FGD as method to collect data	a. Action research b. Self report is used as evaluation method
Output	a. Intervention Method Draft of Increasing Peers' Empathy toward Students with Special Needs b. Publication paper in unaccredited National Journal	a. Intervention Method Modul of Increasing Peers' Empathy toward Students with Special Needs b. Intervention Manual c. Publication in National Journa

Data Collection Method

Data was collected by using a questionnaire of the understanding of inclusive schools and reasons to dislike students with special needs and empathy scale to map regular students' empathy level towards students with special needs. Data collection was conducted in April 2015. The Empathy Scale uncover the cognitive aspects of empathy. While the questionnaire and FGD will reveal the affective aspect of empathy and students' knowledge about inclusion education and rights of students with special needs.

Data Analysis Method

Quantitative data will be analyzed using quantitative descriptive analysis technique in the form of percentages. While qualitative data will be analyzed using qualitative descriptive analysis method with the following stages:

Tabel 2. Data analysis method

Stages	Activities
Data Reduction	Making codes from the result to identify the theme, categorize the information puzzles, and identify the pattern, cause, and explanation, relation between person.
Data Presentation	Data can be presented using graphs, charts, tables, matrices, and other ways according to the result
Describe and Draw Conclusion	Making logic relation between coherent facts and concepts about behavior in the form of narrative, according to the coding results in data reduction and presentation.

According to quantitative and qualitative data analysis, research will arrange the intervention method of increasing peers' empathy towards students with special needs.

Research Result

Quantitative Data Analysis

Data were collected using empathy scale. 143 regular students who have students with special needs as classmate filled the scale. Quantitative data were collected using empathy scale, with this result:

While quaestionnaire were analized qualitatively by categorizing subjects' answer. The result of qualitative data analysis were as follows:

Table 3 :Cognitive Empathy Level Category

Kategori Empati	Frekuensi	Presentase
High	51 students	35,66%
Medium	69 students	48,25%
Low	23 students	16 %
	143 students	100%

Table 3 shows that most of the students' empathy level is in medium (48,25%) and high (35,66%). While students who have low empathy level is only the 16% of them.

Tabel 4. Affective Empathy Category

Feelings toward students with special needs	Pity
	Don't know/ don't pay attention/ so-so
	Feeling bothered if there is no Special Assistant Teacher and learning process will run slower
	Afraid to their hiperactivity
If peers' help is needed to accompany students with special needs	Afraid because sometimes they are angry or nosy
	Afraid they can't do it because they don't know how to help
	They will help if they are trained first

Based on the table 4, it can be seen that there are students who pity them, some don't care, and feel afraid. In addition there are students who are willing to be a peer tutor or companion if they are trained first. While most refused because they feel afraid and unable to do the task.

Discussion

Students' cognitive empathy level is high enough, that means the students actually quite understand that students with special needs have special conditions, but have the same rights as them. Likewise, the students expressed understanding that students with special needs require special assistant teacher and they do not mind the presence of Special Assistant Teacher. Cognitively, students also said that they should accept special needs students in the class and don't consider their presence as a barrier to learning. However, affectively, subjects recognize that they feel strange with the presence of students who have different behaviors. Students also feel the lack of knowledge on how to treat students with special needs. Subjects also admit that sometimes they make fun or make friends with special needs as a joke because they think it doesn't hurt them and only used as entertainment. Students also sometimes feel disturbed by the presence of students with special who are not accompanied by Special Assistants Teacher in class.

Based on the results, some conclusion can be drawn are: First, cognitively, regular students are able to understand the presence of students with special needs and can put themselves that it is not easy for students with special needs to study together with them inclusion school. Regular students also know that they are supposed to help students with special needs in the class. Second, affectively, some students feel disturbed by the presence of students with special needs without Special Assistant Teacher. This is applied to hyperactive special needs students, but there are no problems with other than that type, for example diabled or deaf students.Also, the third is regular students have the lack of understanding in which role they can do to help wtudents with special needs.

According to the conclusions and previous research result about methods of increasing children's empathy, researcher arranged intervention module of increasing regular students' empathy towards students with special needs. Main ideas in arranging the module are:Cognitively, regular students' empathy is quite good, but still not followed by affective empathy, so the intervention material will be focused on affective empathy. Theoritically, affective empathy can be fostered by role play method, to excercise cognitive empathy so it can be shown in the form of affective empathy, which is an ability to feel what students with special needs in inclusion class feel so that even if regular students are not able to help, at least they don't disturb students with special needs in inclusion class.

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