Guidance and Counseling in Inclusive Education: A Literature Study

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Abstract: Education for all, or in popular terms, inclusive education, is one of the efforts made by the Indonesian government to realize the ideals of the nation. In the world of education itself, there are guidance and counseling services that help students to achieve their developmental tasks, which are, of course, in line with the concepts and goals of inclusive education. This literature study seeks to find common ground between guidance and counseling services in inclusive education, which sometimes overlap. From the analysis of several sources of articles, it can be concluded that guidance and counseling services play an important role in inclusive education; the provision of services is not much different from services in regular schools. All education systems, including guidance and counseling services, must adapt to the diversity of students. One way is to understand the characteristics of students, especially students with special needs.

Keywords: Inclusive Education, Guidance and Counseling, School Counselor

INTRODUCTION

Humans are born as the most perfect beings, with perfect form and intellect. This perfection will be even better if balanced with education. Education has a broad meaning; it doesn't just involve teaching learning material, but also educating humans to become individuals of good character who are beneficial to other humans and their environment. Education plays a crucial role in human life, particularly in achieving career goals and enhancing individual potential. The higher a person's level of education, the greater their working capacity or productivity in the professional world (Zacky & Anisatus Sholihah, 2023).
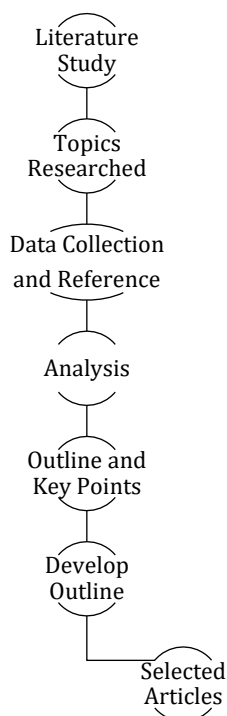
According to Minister of National Education Regulation No. 70/2009, inclusive education is defined as an education provision system that provides opportunities for all students with disabilities and those with exceptional intelligence and/or special talents to participate in education or learning in an educational environment together with students in general (Khotimah, 2022). This means that children with special needs attend regular schools together with children in general. The goal is to break down the barriers or dividing walls between students with special needs and regular students. Inclusive education was not only pioneered in Indonesia; it originated in Scandinavia (Sweden, Norway, Denmark), leading to the UN Conference on the Rights of the Child in 1989, and most notably, the conference of special education experts in Salamanca, Spain, which produced the well-known the Salamanca statement on inclusive education.

Every school has a school counselor who provides guidance and counseling services in the school. Similarly, in inclusive schools, guidance and counseling services are still needed and adapted to the needs of both students with special needs and regular students. Guidance and counseling services are a process of assisting students with the aim of resolving problems they experience and discovering their potential. The implementation is based on the Minister of Education and Culture Regulation No. 111/2014, which regulates everything from the criteria for school counselors (who must at minimum be bachelor graduates of guidance and counseling) to the types of services and ideal counseling rooms. The service components provided include four basic areas (social, learning, personal, and career aspects) and follow the development of comprehensive guidance and counseling, as follows (Permendikbud, 2014): basic services, responsive services, individual planning and career guidance services, and system support services.

Because sometimes, the wider community and even counseling teachers themselves do not understand the implementation and role of guidance and counseling services in inclusive schools, this problem must continue to be researched, studied, and solutions formulated.

METHODS

This article was written using a literature review method. According to Kartiningrum (2015), a literature review is defined as a series of activities related to methods of collecting library data, reading, and note-taking, and managing research materials. The data used in this article comes from journals, books, and scientific articles that are relevant to the topic and were published within the last 10 years. The process of preparing the article titled Literature Study: Guidance and Counseling in Inclusive Education using the literature review method is as follows:

Literature Study

Topics Researched

Data Collection and Reference

Analysis

Outline and Key Points

Develop Outline

Selected Articles

Critical reading skills were used as the analysis technique. Critical reading is an activity that involves employing critical thinking abilities to comprehend a text, both implicitly and explicitly. It encompasses several components: interpretation, inference, evaluation, explanation, and self-regulation. This process was used to structure the article with the following subheadings:

1) Brief overview of inclusive education and guidance and counseling services
2) Characteristics of students with special needs and regular students
3) Guidance and counseling services in inclusive education

Table 1. Results of the Literature Study

No.	Topics	Author	Contents
1	Characteristics of Students	(Fadul, 2019) (Kholidah, 2017) (Nurfadhillah et al., 2021) (Park, 2016)	o Intellectual disability o Visually Impaired o Autism o Emotional and behavioral disorder
2	Guidance and counseling services in Inclusive Education	(Kusumawardhani, 2020) (Jefri, 2016)	o Innovative Learning Media for Learners with Special Needs o Facilities and Infrastructure for Persons with Disabilities

RESULT AND DISCUSSION

Results

Characteristics of Students

Humans are diverse beings who require education to maximize all functions in their lives. Each person has different characteristics, and to ensure optimal teaching and learning processes, it's essential to understand the characteristics of each individual. These characteristics influence learning styles, teaching materials, and the overall teaching and learning process. Here are the characteristics of students in an inclusive school: 1) Characteristics of Regular Students. Regular students are those without special needs; they do not have severe cognitive, mental, or sensory impairments. Therefore, they do not require special treatment or a dedicated special education teacher. 2) Characteristics of students with special needs. Students with special needs are individuals who have significant (permanent or temporary) impairments in mental, cognitive, sensory, physical, or a combination of these areas. Students with special needs are categorized into several types based on the challenges they experience:

Visually impaired refers to a condition where an individual has limitations in sight, caused by congenital factors or accidents. Their characteristics include (Kholidah, 2017), physical characteristics: physical traits may be visible in some individuals, such as crossed eyes, frequent irregular blinking, and so on, cognitive and academic characteristics: vision impairment does not directly affect cognitive ability, but some children may find learning difficult, especially reading and writing; and social-personal characteristics: difficulty observing social phenomena, becoming more suspicious, dependence on those around them, and needing to learn more about expressing body language effectively.

Hearing impairment or deafness refers to a condition where an individual has limitations in hearing. Deafness is closely related to speech impairment; someone deaf from birth tends to have difficulty speaking. Characteristics of hearing impairment include: requiring hearing aids to hear well and clearly, language ability significantly lower than that of typical individuals, limited vocabulary, difficulty understanding long sentences or statements, and a Monotonous language style and intonation. Characteristics of speech impairment include: inability to articulate words clearly, which can sometimes affect social and learning aspects, difficulty comprehending others' speech, and frequent use of symbols or gestures for communication.

Tuna laras, also known as social disability or *behavior disorder* in psychology, refers to an individual experiencing behavioral and emotional disturbances that can harm themselves and others. (Park, 2016) divides the characteristics of *tuna laras* into three categories: 1) social-emotional characteristics, often disruptive to society, aggressive, involved in juvenile delinquency, and breaking the law, 2) academic characteristics: below-average performance, frequent truancy, and often receiving disciplinary punishment, and 3) health characteristics: having various issues such as eating disorders, poor hygiene, stuttering, and uncontrolled urination.

Tuna daksa refers to a condition where an individual has deficiencies in their limbs, either functional impairments or missing body parts, that can disrupt certain aspects of life, such as mobility. Their characteristics are divided into three: 1) social-emotional characteristics; lack of self-confidence can arise due to feelings of inferiority, feeling different from others, leading some physically disabled individuals to become withdrawn, 2) academic characteristics: Individuals with impairments only in their limbs have cognitive abilities similar to typical individuals, while physically disabled individuals with brain abnormalities (cerebral) have cognitive abilities ranging from idiocy to giftedness, such as those with cerebral palsy, 3) health characteristics: limited in movement; individuals with cerebral palsy experience damage in the extrapyramidal and pyramidal tracts, both of which regulate the motor system. Damage to these areas makes it difficult for sufferers to move, often lose balance, experience stiffness, and so on.

Tuna grahita is a term for people who have low cognitive and intellectual abilities, much lower than their peers. In general, as stated by (Fadul, 2019): poor motor development and physical disabilities; Abnormal behavior and interactions with others; Engaging in unusual and repetitive behaviors, for example: head banging; slow in learning new things, forgetting quickly, difficulty in generalizing, and limited abstract reasoning; and Children with severe intellectual impairment have difficulty in caring for themselves and have poor communication skills.

Autism spectrum disorder is defined as a developmental disorder resulting from brain abnormalities or damage, with symptoms and severity varying among individuals. However, generally, children with autism spectrum disorder exhibit perseverative (rigid) behavioral characteristics, making them prone to tantrums if they feel disturbed or if things don't go their way. Other characteristics include: as infants, they tend to withdraw from caregivers and arch their backs (Nurfadhillah et al., 2021); overlay agitated (noisy/hyperactive) or overly passive behavior; engage in unusual behaviors, such as non-goal-directed behavior and self-harm; and have problems with eating and sleeping.

Down syndrome is a genetic disorder where an individual is born with 47 chromosomes (normally 46, 23 pairs). Down syndrome is also known as trisomy because there is an additional chromosome on chromosome 21,

resulting in three chromosomes instead of the usual pair. This syndrome causes varying physical, cognitive, and behavioral symptoms depending on its severity. The characteristics of individuals with Down syndrome are as follows: physical characteristics; shorter than average height and smaller fingers than typical individuals, a rounded and elongated face as they age, ears slightly lower than usual and box-shaped with abnormal folds, narrow eyes, a relatively small head (*microcephaly*) with a flattened front of the head (*anteroposterior*), giving a somewhat flattened appearance, developmental delays, and lower cognitive and intellectual abilities than others their age.

Specific learning disabilities differ from learning difficulties like intellectual disability; these individuals are believed to have normal or even above-average IQs but have incapacities in specific areas, which are divided into: dyslexia (a learning disorder related to linguistics, both oral and written language). Individuals with this disorder typically take longer to speak and write compared to those without the disorder. They often mispronounce familiar words, have difficulty memorizing the alphabet, learning words or sentences, and struggle to learn simple song lyrics; dyscalculia (a learning disorder related to numbers or numerical calculation). Characteristics: feeling panicked and distressed when faced with activities involving calculation, and often providing inconsistent answers when faced with questions about numbers, and dysgraphia (a learning disorder related to writing or typing). Individuals with this disorder typically find it difficult to express thoughts in written form, are slow or even do not understand what to write when dictated, often make typos when writing or typing, and frequently misuse punctuation.

Gifted children are those with above-average intellectual or academic abilities, while talented children are more specifically inclined towards practical talents. Their characteristics include: having intelligence above average (>130) or possessing unique talents, capable of thinking quickly and precisely, and able to gather detailed information, possessing a high commitment in their preferred field, having a strong memory, high curiosity and eagerness to learn, may sometimes be rebellious because what is presented differs from what they already know, leading to quick boredom as they already know it.

Guidance and Counseling Services in Inclusive Education

Guidance and counseling aim to assist and support students psychologically so they can achieve their developmental tasks effectively, and this includes students with special needs. Essentially, guidance and counseling services in both regular and inclusive schools aren't fundamentally different. The main distinction is that school counselors are expected to have a deeper understanding and adapt their services to the more diverse needs of the students. Guidance is a preventive service, meaning it's provided before problems arise. Counseling, on the other hand, is a curative or problem-solving service, implemented once issues have emerged. The services provided are limited to four aspects: personal, social, academic, and career. For any concerns outside these four areas, the case will be referred to a more specialized professional.

Inclusive education places students with special needs and regular students in the same environment to foster positive interactions. This means that inclusive schools have more diverse students than regular schools, so school counselors have to work extra hard. The uniqueness of each student should not be seen as a challenge in service delivery, as all components of the education system must adapt to the needs of the students. The following are facilities, tools, and media to help students with special needs (Kusumawardhani, 2020):

Table 2. Procedures for assisting children with special needs

No.	Types of Special Needs	Assistance
1	Visually Impaired	Printed materials like Braille; tactile media such as raised maps, audio-based media like tape recorders; digital media (computers) with programs like JAWS (Job Access With Speech), the way it works is by reading the text that appears on the computer screen and converting it into speech or Braille output (if connected to a Braille device), JAWS is available with a variety of language options. JAWS human-based media (teachers, friends, parents, mentors) and natural environment-based media.
2	Hearing and Speech Impaired	Hearing aids, sign language, visual stimulation media like animations, pictures, etc., musical instruments, word strips, articulation mirrors so students can see their movements, auditory stimulation media, tape recorders, musical instruments, and other natural sound sources like thunder.
3	Behaviorally Disordered	Physiotherapy rooms, occupational therapy rooms, and play therapy rooms.

No.	Types of Special Needs	Assistance
4	Physically Disabled	For ambulant disabled individuals (those with mobility limitations but not paralysis), crutches, canes, and other body-supporting devices can be used. For wheelchair-bound disabled individuals (paralyzed and using wheelchairs daily), facilities such as special pathways or ramps and accessible restrooms are needed (Jefri, 2016).
5	Intellectually Disabled	Motor skill training tools like puzzles, sensory maturation training tools, self-care training tools such as toothbrushes and toothpaste (for practicing brushing teeth), focus training tools, and learning aids like alphabet posters (reading media).
6	Autism	Human-based media, such as guidance from teachers, parents, or friends; audio-visual media to provide accurate sound and visual stimuli for autistic children; printed media like engaging picture books; and real-object-based media to enhance basic life knowledge about objects and their functions.
7	Down Syndrome	Push toys or jumping animals to train balance, kinetic sand, engaging media like picture storybooks, audio-visual media, and so on.
8	Specific Learning Disabilities	The necessary aids and facilities must be tailored to the specific type of learning disability. Dyslexia can be optimally supported with media like alphabet cards, word cards, sentence cards, and other media that train a child's linguistic aspects. Dyscalculia will be optimal with engaging math learning media such as puzzles, counting cards, manual counting aids, and so on. Dysgraphia will be optimal with media like number blocks and applications such as Edugraph, which provides audio-visual content to train students' motor skills.
9	Gifted and Talented Children	Providing special classes like acceleration classes and challenging, non-monotonous self-development media.

As for guidance services from school counselors, they can be carried out as we describe in **Table 3**:

Table 3. Procedures for assisting children with special needs

No.	Form of Service	Explanations
1	Assessing Student Needs	Understanding student needs is a crucial initial step. By identifying what students require, guidance and counseling services can be more targeted. This analysis can use both test techniques and non-test techniques, each with its advantages and disadvantages. Test techniques involve psychological measurements using standardized test tools; school counselors cannot create, develop, or administer these independently unless they have received certification and licensing. Examples include intelligence tests, personality tests, aptitude tests, and interest tests. Non-test techniques, on the other hand, use non-standardized instruments but follow specific guidelines for their creation. They are used to understand attitudes, experiences, needs, and other aspects of the individual being assessed. Examples include DCM (Problem Checklist), rating scales, anecdotal records, questionnaires, AUM-U, AUM PTSDL, AKPD, interviews, inventories, and many more. Besides identifying student needs, these instruments can indirectly reveal student characteristics. Another purpose of assessment is to help teachers deliver material and design appropriate learning media. Thus, assessment results will assist all school personnel and parents in supporting student education, especially for students with special needs.
2	Providing Guidance Services	As previously explained, guidance is a preventive measure. Guidance delivery falls under basic services because it targets all students without exception. In inclusive schools, guidance cannot be limited to lectures or written materials; it must be adapted to the diversity of students so that those with special needs can still receive these services. Guidance can be provided individually or in groups, and it doesn't only target students. School counselors are also allowed to guide the general public or guardians of students at the school, as long as the topic is relevant to the field of counseling. Examples include: a. How to manage an autistic child having a tantrum, b. How to explore a child's cognitive potential according to Jean Piaget's theory, and c. The importance of inclusive education, and so on.

No.	Form of Service	Explanations
3	Analyzing Cases and Problems	Problems are inevitable in life, including within the educational context. The role of the counselor or guidance counselor is to detect and analyze problems or cases, especially those affecting students. This analysis can stem from assessment results or direct observation. Conflicts can be internal (within the self) or external (outside the self) for the student. There are no significant differences in case analysis between inclusive schools and regular schools.
4	Diagnosis	The diagnosis process is quite similar to case analysis, but diagnosis requires deeper thought to identify the root cause (causal factors), involved individuals, or even the long-term impact of the conflict.
5	Prognosis	After the analysis and diagnosis stages, it's necessary to plan the appropriate service delivery for the student, especially if the conflict in an inclusive school involves students with special needs. The school counselor must find strategies and counseling techniques that align with the student's characteristics.
6	Providing Counseling Services	Counseling is the core stage, meaning the provision of assistance by an expert (counselor) to the client to resolve problems and explore their potential, enabling the client to achieve independence. Counseling approaches are diverse, including psychodynamic, cognitive-behavioral, humanistic, postmodern, behavioral, and cultural counseling approaches, which can be implemented in group or individual settings.
7	Taking Remedial Action or Referral	Remedial action or referral is an option determined only after the effects of the counseling session are observed. Remedial action is taken when the student's problem remains within the counselor's domain, but counseling services haven't created significant change, which can be due to various factors like incorrect technique usage or lack of support. Referral occurs when the problem is beyond the counselor's scope, for example, an autistic student experiencing epilepsy; the guidance counselor cannot address this as it's outside their authority. In such cases, a referral to medical personnel (professional experts in their field) must be made. Therefore, school counselors are expected to build good relationships with many parties to establish a strong support system.
8	Evaluation	Evaluation is the final stage of all guidance and counseling service implementation, which can be conducted at specific intervals, after each service delivery, or a combination of both. The goal is to assess the success of a service and rectify any shortcomings

Disscussion

Education is crucial for a nation's development, as it cultivates the best future generations. Indonesia's aspiration to "educate the life of the nation," as stated in the preamble to the 1945 Constitution of the Republic of Indonesia, is being realized through programs like inclusive education. This initiative welcomes all students regardless of their background or perceived shortcomings, recognizing that every individual is born with both strengths and weaknesses. To effectively achieve educational goals, psychological support is essential to understand each individual's unique characteristics and potential. This support can be provided through guidance and counseling services. Ideally, every school, whether regular or inclusive, should have a guidance counselor. However, guidance counselors cannot work alone; they require the support of all school personnel, parents, and the community to ensure that these services are effectively implemented.

CONCLUSION

Based on the research, inclusive education is a key endeavor for Indonesia to achieve its national goal of educating the populace. In inclusive schools, regular students and students with special needs learn together in the same environment, aiming to break down existing barriers and disparities. Both groups of students possess unique characteristics, and it is the duty of educators to understand each of them. Guidance and counseling services play a crucial role in helping students reach their optimal development. While the delivery of these services in regular and inclusive schools is similar, the entire education system, including guidance counsellors, must adapt the services to

accommodate the diverse characteristics of the students. The service delivery process involves several steps: completing assessments, providing guidance services, analyzing cases, diagnosing, prognosis, delivering counseling services, providing referrals or remedial actions, and finally, evaluation. This comprehensive process encompasses all four types of guidance and counseling services: basic, responsive, individual planning and career guidance, and system support. Further research is encouraged to provide concrete, real-world examples of how these guidance and counseling services are actually implemented in inclusive schools.

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