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A Field Experience Program for Teaching Children with Diverse Abilities Course in a Faculty of Education

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Abstrak

Artikel ini mengangkat permasalahan mengenai kesenjangan yang terjadi antara Profil Lulusan dan penilaian di dalam mata kuliah Pendidikan Luar Biasa yang diselenggarakan oleh Fakultas Ilmu Pendidikan di Tangerang, Indonesia. Oleh karena itu, tujuan dari artikel ini adalah menjelaskan pentingnya program pengalaman lapangan bagi mata kuliah ini sebagai solusi untuk mencapai Profil Lulusan yang telah ditentukan. Metode penelitiannya adalah kualitatif dengan menggunakan studi kasus. Hasil penelitian adalah program pengalaman lapangan perlu diadakan dalam mata kuliah ini karena (1) mempersiapkan mahasiswa guru mengajar anak berkebutuhan khusus; (2) membangun kerja sama dengan sekolah mitra untuk tempat praktik mengajar mahasiswa guru; (3) memberikan kesempatan kepada mahasiswa guru untuk meningkatkan keterampilan mengajar dan mengembangkan afeksi guru, dan (4) meningkatkan perasaan berkompeten mahasiswa guru. Selain itu, program ini juga akan membantu mahasiswa guru untuk tidak hanya memahami pendidikan inklusi tetapi juga pendidikan yang holistik dari perspektif kristiani. Oleh karena itu, mahasiswa guru perlu memiliki hubungan yang transendental sebelum mengajar para murid khususnya anak berkebutuhan khusus. Sebagai kesimpulan, program pengalaman lapangan di mata kuliah Pendidikan Luar Biasa memenuhi nilai-nilai Profil Lulusan dalam hal “Panggilan” dan “Kompetensi” melalui pencapaian Tujuan Pembelajaran Program yang ditetapkan Fakultas Ilmu Pendidikan.

Kata Kunci: profil lulusan, penilaian, pendidikan inklusi.

Abstract

This article discussed the gap between the Graduate Profile and the assessment of the Teaching Children with Diverse Abilities course held by the Faculty of Education in Tangerang, Indonesia. Therefore, the purpose of the paper was to explain the importance of a field experience program for the course as a solution to achieve the Graduate Profile. It is a qualitative research method. A case study was employed. The results were the field experience program could be implemented in this course because of (1) preparing the teacher students to teach special needs children; (2) building partnership with schools to be teaching practice places for the teacher students; (3) giving opportunities to the teacher to improve their teaching skills and develop their teaching affection, and (4) increasing the teacher students' feeling of competency. Moreover, the program did not only guide the teacher students to understand inclusive education, but also the holistic education from the Christian perspective. Therefore, the teacher students needed to have transcendental relationships before teaching the students with diverse abilities. The conclusion was the field experience program in the Teaching Children with Diverse Abilities fulfilled the graduate profile in the values of “Calling” and “Competence” through its achievement to Faculty of Education Program Learning Objectives, Competencies Learning Objectives, and assessments.

Keywords: graduate profile, assessment, inclusive education.

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INTRODUCTION

A Faculty of Education located in Tangerang, Indonesia was built in 2016. It produces teachers for any level starting the primary school to senior high school. The graduates are expected to serve the education across Indonesia areas. The teacher students of this Faculty of Education study various courses on general education, theology, psychology, technology, content, and some others. One of the courses is the Teaching Children with Diverse Abilities (TCWDA) course. This course is given to the teacher students to prepare themselves to teach the special needs students or teach in the inclusive schools. Waki mentioned the statement of the Directorate of PSLB (2004) that inclusive education in Indonesia is defined as an education service system that allows children with special needs to study with their peers in regular schools near their places. As a result, this kind of education requires the school to adjust its curriculum, facilities, and educational infrastructure, as well as the learning system which accommodates the students' needs (Waki, 2017, pp. 80–81).

Regarding the need of the teacher students, the TCWDA course syllabus is reviewed. Based on the syllabus document, it is stated that the TCWDA learning objectives are as follow: (1) the students are able to identify the special need children by their characteristics; (2) the students are able to explain the inclusive education based on the biblical perspective and its challenges in the implementation; and (3) the students are able to analyze the special need children's problems with the appropriate learning strategies. Further, the assessments given to the students as the mid-term task and final project stated in the syllabus are as follow: (1) the students are able to present the learning disabilities in terms of the biblical foundation, variety, causes, and teaching strategies in groups and (2) the students are able to design the Individualized Educational Program (IED) individually. Next, the syllabus covers four big topics during the semester, i.e.: (1) educational services for special needs children, (2) Universal Learning Design (UDL) approach, (3) Individualized Educational Program (IED), and (4) learning disabilities.

Looking back to the vision and mission of the Faculty of Education, the development of this course syllabus is rooted in it. Burkett in Lick et al. (2012, p. 33) said that a clear vision that identified the learning to be achieved could help keep a school and the efforts on target. It provided the underlying foundation upon which all decisions were made. Therefore, to achieve the Graduate Profile (GP), which is a derivative of the vision mission, through this TCWDA course, there are two Program Learning Outcomes (PLO) of the course developed from the Faculty of Education core values, i.e.: (1) Calling - the students are expected to have sincerity and commitment to developing the attitudes, values, and abilities of students as Image of God and the students are expected to make decisions with God's wisdom in the context of solving problems in their field of expertise, based on the results of reliable analysis of information and data and (2) Competence - the students are expected to master the concepts, principles, and application of various learning methods based on a biblical perspective. In short, through the TCWDA course, the teacher students are expected to become Christian teachers (Calling) and international standard teachers (Competence).

“Calling” in this course context is the ability of the teacher students to see that being a Christian teacher is not only a profession or a job, but further is to make discipleship through educating the students including the special needs children. Thus, the teacher students are expected to have the spirit of being lifelong learners by always reflecting their thoughts and actions critically. While “Competence” in this course context is the ability of the students to teach the special needs children by adjusting and redeeming the curriculum as needed since a teacher is a living curriculum. The students are also expected to have a holistic understanding of learning by mastering the learning theories, principles of education, and the learning competencies of the subject taught. So that the teacher students will get wisdom in teaching the special needs children.

After juxtaposing the Graduate Profile and the course assessments, a gap between the need (Graduate Profile) and the fact (the assessments) is found. The need of TCWDA course in achieving the Graduate Profile is 1) helping the students to become subject teachers who are able to perceive their teaching role which is God's

calling; 2) becoming lifelong learners by always reflecting critically; 3) teaching the special needs children skilfully; 4) having a holistic understanding about the inclusive education, 5) developing its curriculum, and 6) mastering the learning theories and competences about it. While the fact which is seen from the assessments is the students are expected to present the inclusive education theories and design the IED from the biblical perspective. It is clearly shown that in its real implementation, the TCWDA course focuses only on cognitive development. It lacks skill and affection learning experiences. It is in a controversy that the TCWDA course should be taught using a holistic learning approach to fully activate all aspects of the learner’s personality (intellect, emotions, imagination, body) for more effective and comprehensive learning. It is also supported by Zendrato who said that learning which facilitated students’ life changes – to become good people who were not self-centered – became the goal of holistic education. This kind of education did not only focus on cognitive and skill development but most importantly was the affective aspect (Zendrato & Sambonwaman, 2020, p. 625). Therefore, this TCWDA course needs an assessment to facilitate the teacher students to improve their cognitive, skill, and affection. The assessments have been designed only to accommodate the development of their cognitive, but not yet the skill and affection. Therefore, a program should be created for this course to fulfill the teacher students to fulfill the Graduate Profile.

Table 1
Graduate Profile and Assessments

| No. | Graduate Profile | Description (Faculty of Education need) | Assessments (the fact) |
|-----|---|---|--|
| 1 | A Christian teacher (Calling) | <ul style="list-style-type: none"> a. Seeing the teacher’s role as a “calling”. b. Having a Christian perspective on education. c. Having the ability to reflect critically as a lifelong learner in their field. | <i>The students are able to present the learning disabilities in terms of the biblical foundation, variety, causes, and teaching strategies as well as to design the Individualized Educational Program (IED).</i> |
| 2 | An international standard teacher (Competence) | <ul style="list-style-type: none"> a. Having abilities to teach diverse students. b. Having a holistic understanding of learning. c. Developing curriculum with the international standards. d. Mastering learning theories and principles of education. e. Mastering learning competencies of the subject taught. | |

A field experience program is an alternative program to solve the gap problem between the Graduate Profile (need) and the fact (assessments). A field experience is a unique learning experience. This uniqueness does not only provide a special opportunity for professional development, but also presents a number of challenges tone accustomed to the "safety" of a classroom. Field experience occurs in a unique nonclassroom learning environment. Then, the program employs unique performance requirements targeting application rather than the acquisition of knowledge and skills. Next, it presents unique challenges to and opportunities for professional growth and development of one professional's identity (Zhang & Parsons, 2015, p. 2). Here, it is clearly stated that a field experience program will help the teacher students to have an opportunity to develop not only their cognitive and skills but also their affection through professional growth and professional identity.

To support the field experience program proposal, here are presented five previous kinds of research that deal with the issue of inclusive education, field experience, and assessments. The first is by Duncan et al. who researched Supporting Primary and Secondary Teachers to Deliver Inclusive Education. The research used a Survey Monkey to collect the quantitative and qualitative from the 113 school principals in Australia. The result is there was a need for teachers' knowledge and skills development and the high quality as well as effective ongoing professional learning for delivering inclusive education. The barriers to support those teachers were the insufficiency of time, finances, and access. So, the principals suggested that teacher preparation programs

increased the minimum course contact, included a practicum placement, and assessments in them (Duncan et al., 2021). The suggestion of the research of having a practicum placement for the inclusive education teachers is the same as the idea of having a field experience program for the TCWDA course.

The second research is by Rosnaeni who researched the 21st Century Learning Characteristics and Assessments (Rosnaeni, 2021). It is library research. The result shows that the 21st learning characteristics facilitate the development of critical thinking skills, creative and innovative thinking skills, communication skills, and collaboration skills while the assessment characteristic is the authentic assessment. This assessment gives a chance to the students to make real actions during the learning activities. Through this activities, the students are encouraged to do researches and build their own knowledge actively based on their experience. This idea becomes the purpose of applying the field experience program to support the TCWDA course, i.e. allowing the students find meaningful learning for themselves.

The third research is by Siagian. The research is The Implementation of Practicum Based Learning on Student Outcome in Arthropod Material in Junior High School (Siagian, 2021). It is an experiment with 40 students of SMP Methodist Pematangsiantar in January-February 2021. The result is the students who joined practicum had higher academic result compared to students who attended conventional learning. It happened because, in the practicum, the students are facilitated to be active, creative, and responsive. The research result is similar to the aim of the field experience program for the TCWDA course, which is facilitating the students not only to be able to apply the knowledge into practice but more than that the students are aware of their teaching calling.

The fourth research is by Romadhon and Supena. It is Students' Learning Disabilities Handling in Inclusive Elementary School (Romadhon & Supena, 2021). It is descriptive research. The data was gathered through interviews with class teachers and special needs teacher assistants, the observation of learning disabilities students, and the literature review. The results are various treatments are provided for special needs children to identify their difficulties and learning difficulties. It is expected that this learning service can help special needs children to develop their potentials optimally. Regarding the topic research, the field experience program for the TCWDA course will provide lots of opportunities for teacher students to be able to identify and practice giving the learning services skillfully.

The fifth research is by Singer-Freeman and Robinson. They researched Grand Challenges for Assessment in Higher Education. It is a survey to review the current literature and 83 assessments filled by 231 people employed in Higher Education. The results are 1) the assessment findings is used to increase equity; 2) the assessment findings are used to direct immediate pedagogical improvements; 3) the visible and actionable assessment findings drive innovation; and 4) the assessments examine changes in institutional effectiveness (including student learning) over time (Singer-Freeman & Robinson, 2020). The research result is in line with the TCWDA course that its assessment aims to be effective in achieving the learning objectives which are derivative from the Faculty of Education vision mission.

The conclusions of the five kinds of research are as follows. The first is practicum is needed to teacher students to have meaningful learning. The second is practicum will give lots of chances for the students to apply their knowledge, increase their skills, and grow their teaching passion. The third is practicum becomes one of the assessments to achieve the learning objectives of the institution. Therefore, implementing a field experience program for the TCDWA course will be beneficial for the Faculty of Education.

As a summary, this paper discusses the gap between the Graduate Profile and the assessments as a research problem. Moreover, a field experience program is planned to be the solution to the research problem. Therefore, the paper's objective is to explain the importance of a field experience program to teach the TCWDA course in the Faculty of Education. The field experience program is expected to be written explicitly in the syllabus. A syllabus is a document that provides teachers with a rationale and outline of the school subject in question. It is an overview and specification of preferred expected content to be taught and learned. It is also a description of

operational ways of appraising standards for gauging student performance. The expected learning (s) can and are stated in various forms such as key knowledge and understandings, skills, competencies, processes, as well as experiences (Luke et al., 2013, p. 10). In other words, the renewed TCWDA course syllabus will help the teacher students to develop themselves holistically in understanding and dealing with the diverse learners directly. By doing so, this research will give a contribution to the Faculty of Education for its linearity of the course program with its vision mission.

METHOD

This research is a case study in the Faculty of Education located in Tangerang, Indonesia. Burke and Christensen argued that a case was a bounded system. Therefore, it studied how the system operated. It gave a holistic description. Almost all systems were made up of components or parts, and it was important to understand how the parts operated together to understand the system. It was an intrinsic case study to understand a specific case as a holistic entity (Johnson & Christensen, 2019). So, this research will try to see how the TCWDA course syllabus can fulfill the Graduate Profile of the Faculty of Education.

The primary data was gathered from the TCWDA course syllabus (2020-2021). The secondary data was from the teacher students of cohort 2016-2017's observations during the academic year 2019-2020 and the TCWDA lecturer's interview in July 2020. The three data gathered were used to make a triangulation. It is a method used by qualitative researchers to check and establish validity in their studies. Data triangulation involves the use of different sources of data/information (Guion, 2002, p. 3). All the data were analyzed descriptively. The three data were compared to each other to see the similarities and the differences.

Below are the instruments to analyze the document, interview the lecturer, and observe the students.

Table 2
A Teacher Student Observation Guideline

| No. | Questions | Findings |
|-----|--|----------|
| 1 | What is the percentage of teacher students who joined community service for teaching students with special needs? | |
| 2 | What makes the students interested in joining this community service? What makes other students reluctant to join this community service? | |
| 3 | What makes the students worry about doing teaching practicum? | |
| 4 | What makes the teacher students avoid doing research and writing their final paper about special needs students? | |
| 5 | What are the teacher students' expectations after having the TCWDA course? | |

Table 3
A Lecturer Interview Guideline

| No. | Questions | Findings |
|-----|--|----------|
| 1 | What are the benefits of having a TCWDA course in this Faculty of Education? | |
| 2 | What do the students get when learning this course? | |
| 3 | What should be improved in terms of course credit hours given by the Faculty of Education? | |
| 4 | What should be improved in the terms of learning material and experiences? | |
| 5 | What is the alternative solution for the improvement? | |

Table 4
A Document Analysis Guideline

| No. | Questions | Findings |
|-----|---|----------|
| 1 | What year level will the students study the course? | |

| | |
|----|--|
| 2 | How many credits in a week did the course is studied? |
| 3 | What is the description of the course? |
| 4 | What are the Program Learning Objectives of the course? |
| 5 | What are the Competencies Learning Objectives of the course? |
| 6 | What is the learning method applied? |
| 7 | What are the references used? |
| 8 | What are the class rules? |
| 9 | What kind of assessments are given and their weight as well as the rubric? |
| 10 | What are the lesson plans for 16 meetings? |

First of all, the researcher observed the students of Cohort 2016-2017 during 2019-2020 when they joined the community service for teaching special needs children in Serpong, Tangerang held by a group of parents who had special needs children. The community service was led by some lecturers. One of them was a TCWDA lecturer. Secondly, the researcher interviewed the TCWDA lecturer in July 2020 to clarify the observation data. Thirdly, the researcher compared the teacher students' observation data with the lecturer's interview data. Fourthly, the researcher analyzed the TCWDA course syllabus and compared with the data of the lecturer and teacher students. Fifthly, the researcher evaluated all the data. Finally, the researcher concluded and suggested a program to make the TCWDA course fulfilled the Graduate Profile.

DATA ANALYSIS AND DISCUSSION

As it is explained in the previous part, there are three kinds of data gathered for the research. The first is the teacher students' observation. The second data is the TCWDA lecturer's interview. The third data is the TCWDA course syllabus analysis. All the data are analyzed one by one. Then, it is summarized. The summary gives a clearer picture of what happened to the TCWDA course in the Faculty of Education. Based on the need analysis, an alternative solution is offered and presented.

The first data got from the teacher students' observation are as follows. First, the number of students who joined community service for teaching students with special needs was less than 10%. Second, less than 10% of students were interested in joining the community service because they had an opportunity to teach the special needs students directly. The rest of the students were reluctant in joining the community service because they felt incapable and unskilful to teach the special needs children. Third, the teacher students avoided doing research and writing their final paper about special needs students as they felt only knew the special needs children as far as the head knowledge, but not the skill and affection. Fourth, what made the senior students who did the teaching practicum in schools feel worried was meeting and teaching special needs children in their classroom. They tended to be panicky in handling the special needs students. As a result, the classroom environment became uncondusive. Fifth, the teacher students' expectation after having the TCWDA course was not only having knowledge but also experiencing teaching special need students and developing their teachers' affection toward the students.

The above data could be interpreted that the teacher students need to be equipped with the teaching experiences. The teaching experience will make the teacher students confident in handling the special needs children in their future classrooms. This idea is in line with K and Shubhra who claims that the pre-service teachers should get opportunities to get equipped with the type of knowledge, understanding, skills, interests, and attitude needed for working in inclusive schools. They need to be properly educated or trained in the art and skills of working in the inclusive set-up before beginning their journey as a true professional (K & Shubhra, 2019, p. xiv). Therefore, the idea of equipping the teacher students holistically is crucial before they teach their students.

The TCWDA lecturer's sharing about her concerns and thoughts during the interview session becomes the second data. First, she thought that it was good for the Faculty of Education to hold this TCWDA course for the teacher students. The reason was the teacher students were expected to be ready to teach some special needs

children in their future classrooms. Second, through this course, the teacher students learned some topics about (1) educational services for special needs children, (2) Universal Learning Design (UDL) approach, (3) Individualized Educational Program (IED), and (4) learning disabilities. Third, she thought 2 credit hours (100 minutes) a week for 16 meetings was not enough to give the teacher students experiences to teach the special needs children. Fourth, it was expected that the Faculty of Education would allow the teacher students to get opportunities to meet the special needs children directly so that they can analyze the phenomena using the theories studied in the classroom. Fifth, she suggested a program during the course where the teacher students could visit inclusive schools to see the real teaching-learning happening in the classroom.

The interview result is interpreted as the following. The Faculty of Education has given the appropriate course for the teacher students to prepare them to teach in any schools including the inclusive schools. However, the allotted credit hours are insufficient for the students to have teaching practice in the inclusive schools or regular schools with special needs children. The TCWDA lecturer's finding is almost the same as the research done by Buli-Holmberg and Jeyaprathaban (Buli-Holmberg & Jeyaprathaban, 2016). The research was to evaluate the effective teaching practice for children with special learning needs in South Norway schools. The study stated that there was a lack of expertise on the part of the general teachers to deliver an adapted teaching-learning process in inclusive classroom practice. The study implied a need to build competencies on the part of the general teachers and provide necessary teaching-learning interaction, support, and adaptation in all types of inclusive practices. As a conclusion of the interview and Buli-Holmberg and Jeyaprathaban's research, it is suggested that the teacher students have to build all competencies needed by doing classroom practice in inclusive schools.

After studying the TCWDA course syllabus, there were some data gathered. It becomes the third data. First, the course was given to the first-year teacher students. The second, the course was given 2 credit hours (100 minutes) in a week for 16 meetings during the semester. It included the implementation of the assessments. Third, the TCWDA was described as a course that explained that every human being including the special needs children was created by God uniquely and specially. This course assisted the teacher students to be able to know, understand, explain, and classify the learning abilities of special needs children, as well as design the teaching strategy based on the students' needs. This course also prepared the teacher students to be reflective, responsive, and responsible Christian teachers for teaching especially the inclusive schools appropriately and effectively in the light of the Holy Spirit guidance. Fourth, the Program Learning Objectives of the course were as follow: (1) the students were expected to have sincerity and commitment to developing the attitudes, values, and abilities of students as Image of God; (2) the students were expected to make decisions with God's wisdom in the context of solving problems in their field of expertise, based on the results of reliable analysis of information and data; (3) the students were expected to master the concepts, principles, and application of various learning methods centered on Christ. Fifth, the Competencies Learning Objectives of the course were as follow: (1) the teacher students were able to identify the special needs children based on the characteristics; (2) the teacher students were able to explain the inclusive education and special need children based on the biblical perspective as well as its teaching challenges; and (3) the teacher students were able to analyze the problems of special need children and determine the appropriate teaching strategy.

Sixth, the course applied various learning methods. They were lecturing, question and answer, discussion, independent individual learning through material posted in Moodle, and group presentation. Seventh, there were some references used. They were about (1) educational psychology, (2) teaching children with diverse abilities with effective strategies, and (3) teaching in inclusion schools. Eighth, among some class rules stated in the syllabus, the two important points were the teacher students should attend the course for 13 meetings as the minimal and they had to uphold the academic and non-academic integrity according to the policies written in the Student Handbook. Ninth, there were four assessments given with their rubrics and guidelines. They were (1) formative 1 (20%) – individual quiz/reflection/a case study on educational services for special need children,

(2) formative 2 (20%) – individual quiz/reflection/a case study on Universal Learning Design (UDL) approach, (3) Mid Term Test (30%) – group presentation on kinds of disabilities, and (4) Final Test (30%) – group project on Individualized Educational Program (IED). Tenth, the lesson plans were as follow: (1) meeting 1-2 talked about the educational services for special need children; (2) meeting 3 discussed Universal Learning Design (UDL) approach; (3) meeting 4 talked about Individualized Educational Program (IED); (4) meeting 5-14 discussed kinds of disabilities; (5) meeting 15 reviewed all the materials; and (6) meeting 16 was the Final Test.

Based on the document analysis as third data, it is concluded that the Competencies Learning Objectives are not in tune with the Program Learning Objectives. The Program Learning Objectives are derivative from the Graduate Profile whereas, the assessments are derivative from the Competencies Learning Objectives. It means that assessments designed and implemented do not achieve the Graduate Profile. Dewi stated that competency is an ability or a skill of a person to act, behave, and think consistently. It is the embodiment of attitude, knowledge, and skill. So, the competencies learning objectives are the standard to achieve after the students' study (Dewi, 2020, p. 146). As a consequence, the competencies planned should be the derivative of the Graduate Profile.

The summary from the three data above shows that the TCWDA course needs a program that will facilitate the students to achieve the Graduate Profile. The alternative solution offered is the field experience program. The idea is supported by the previous research result. The first research was conducted by Deku and Vanderpuye about the perspectives of teachers regarding inclusive education in Ghana. It was recommended that teachers' preparation programs must have a component of inclusive education courses to enable the prospective teachers to acquire the skills of teaching children with special needs (Deku & Vanderpuye, 2017). Here, the Faculty of Education has done the recommendation that is having an inclusive education under the TCWDA course.

The second research was held by Siddik and Kawai, "Government Primary School Teacher Training Needs for Inclusive Education in Bangladesh". He investigated teachers' training needs to implement inclusive education in Bangladesh. The findings of this study suggested the in-service training for government primary school teachers should be improved to provide them teaching techniques for diverse students. Further, it served the collaboration skills with stakeholders in school communities to implement quality inclusive education (Siddik & Kawai, 2020). This research suggests that the Faculty of Education can develop a partnership with schools to provide assistance to teach special needs children in inclusive education. The assistants are the teacher students. Hopefully, the teacher students can do both learning and doing teaching practice at the same time.

The third research was from Tanyi, "Psychological Evaluation of Attitudes of Both Primary Teachers and Special Needs Children towards Each Other in a Regular School in Yaoundé-Cameroon." did the Psychological Evaluation of Attitudes of both Primary Teachers and Special Needs Children towards each other in a Regular School in Yaoundé – Cameroon. The result prompted the following recommendations among others that teachers need an extensive program that will enhance their ability in handling special needs children. And, the learning environment should be conducive to suit every learner (Tanyi, 2016). From Tanyi's research, the Faculty of Education can apply the field experience program for the TCWDA course as an extensive program to enhance the teacher students' skill in handling the diverse learner needs and develop their teaching affection.

The fourth research was done by Ross about teachers' feelings of competency in educating children with special needs in the General Education setting. This study wanted to see the feelings of competency of 30 regular and special middle school teachers in one Suffolk County (New York) school district about how to educate children with special needs in a fully inclusive setting. The results supported providing teachers with specialized training as the schools moved toward increased inclusion and developing the guidelines for practice (Ross, 2002). The research supports the Faculty of Education to apply for the field experience program since it will increase the teacher students' feeling of competency in teaching children with diverse abilities.

From the four kinds of research and the lesson learned for the Faculty of Education, it can be concluded that the Faculty of Education can add the field experience program to the TCWDA course. The benefits are as

follow: (1) preparing the teacher students to teach any students including the special need children; (2) having partnerships with schools for teaching practice places for the teacher students; (3) giving lots of opportunities to the teacher students to improve the skills and develop their teachers' affection; and (4) increasing the teacher students' feeling of competency.

As an additional benefit, O' Hara reminds that the transcendent classroom atmosphere lets the teacher facilitate the learner's feelings of self-valuing, both as a learner and as a human being. The learner's sense of self-valuing emerges as the teacher highlights the learner's unique combination of competencies, intelligence, modalities, and capacities. In a non-competitive community where all learners are valued for their divergent gifts, learners are freed to feel comfortable to be themselves (O'Hara, 2020, p. 10). Learning from O'Hara's idea, the Faculty of Education needs to empower all the teacher students to have a transcendental relationship as the basis of teaching the students including the special needs ones.

Henceforth, implementing the field experience program in the TCWDA course in the Faculty of Education will help the teacher students understand what is called inclusive education. Inclusive education concerns everybody in and around the school. Within these communities, there are some children and young people whose identification with a particular group, their appearance, situation or lifestyle, their prior experiences, and aspirations, maybe misunderstood or constructed by others in particular ways that may be negative and lead to the creation of barriers to their full participation and sense of well-being and belonging (Richards & Armstrong, 2015, pp. 2–3).

Relating with the Graduate Profile, the field experience program will equip the previous assessments to achieve it.

Table 5
Graduate Profile and Additional Assessments

| No. | Graduate Profile | Description (Faculty of Education need) | Assessments (the fact) |
|-----|--|--|--|
| 1 | A Christian teacher (Calling) | <ul style="list-style-type: none"> a. <i>Seeing the teacher's role as a "calling".</i> b. <i>Having a Christian perspective on education.</i> c. <i>Having the ability to reflect critically as a lifelong learner in their field.</i> | 1. The students are able to present the learning disabilities in terms of the biblical foundation, variety, causes, and teaching strategies as well as to design the Individualized Educational Program (IED). |
| 2 | An international standard teacher (Competence) | <ul style="list-style-type: none"> a. <i>Having abilities to teach diverse students.</i> b. <i>Having a holistic understanding of learning.</i> c. <i>Developing curriculum with the international standards.</i> d. <i>Mastering learning theories and principles of education.</i> e. <i>Mastering learning competencies of the subject taught.</i> | 2. <i>The students are able to do the teaching practicum in inclusive classrooms.</i> |

The field experience program or teaching practicum in the inclusive classrooms will facilitate the students to achieve the Graduate Profile through the additional assessment given. The product of the field experience program or teaching program is a portfolio to be assessed. The portfolio will cover the description of how the teacher students see this study as God's calling upon their lives. Further, they are guided to see the education from a Christian perspective and see themselves as life-long learners. At last, they are not only knowledgeable but skillful in teaching students with diverse abilities.

Based on the research, it is clearly shown that the TCWDA course needs a field experience program to achieve the learning objectives that are derivative from the Faculty of Education vision mission. The field experience program will help the students to respond to God's calling upon them as Christian teacher students who are ready to teach any students including the diverse learners. Further, they are competent in doing the teaching itself. This result is mostly in line with all previous researches about inclusive education that handles

special needs children needs lots of practices. The more the practices, the more sensitive the teacher students to the diverse learners' needs.

The generalizations of this study's findings may be limited by the data gathering. The data is only based on 1 lecturer's interview and students' observation as well as document study in a Faculty of Education. It would be better if it was supported by the students' interviews to dig out more ideas and see the cases more clearly. Therefore, only the Faculty of Education which has a similar system or curriculum as well as course can apply the idea. For other institutions, the general idea of how to apply the vision-mission to the application level (assessment) is still applicable.

CONCLUSION

In conclusion, the vision-mission of the Faculty of Education is the highest goal to achieve in the faculty. Therefore, it should be translated into core values, Graduate Profile, Program Learning Objectives, Competencies Learning Objectives, and assessments. All are derivatives of the Faculty of Education vision mission. Therefore, all the assessments of the Teaching Children with Diverse Abilities course should achieve the Graduate Profile. Adding the field experience program for the course will fulfill the Program Learning Objectives (1) the students are expected to have sincerity and commitment to developing the attitudes, values, and abilities of students as Image of God and (2) the students are expected to make decisions with God's wisdom in the context of solving problems in their field of expertise. The importance of the field experience program is (1) preparing the teacher students to teach special needs children; (2) building partnership with schools to be teaching practice places for the teacher students; (3) giving opportunities to teacher students to improve their teaching skills and develop their teaching affection, and (4) increasing the teacher students' feeling of competency. Moreover, teaching the inclusive education holistically and christianly, the teacher students should have transcendental relationships. Lastly, the TCWDA assessments are linear with the Faculty of Education vision-mission.

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