INSTRUCTIONAL COMMUNICATION STRATEGIES FOR INCULCATING MULTICULTURAL VALUES IN INCLUSIVE ELEMENTARY SCHOOLS IN YOGYAKARTA AND BANDUNG

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ABSTRACT
The purpose of this study is to identify instructional communication strategies for inculcating multicultural values especially in inclusive schools by focusing on SD Giwangan Yogyakarta and SD BPI Bandung. Determining effective strategies for inculcating multicultural values is crucial as there are many obstacles occur during instructional activities which usually comes from students, teachers or parents associated with these inclusive schools. In this case, multicultural values need to be implemented in the education system to fortify national unity and prestige by instilling noble values of our nation—tolerance and equality of rights. This is not a simple task for inclusive schools as they consist of students from not only different backgrounds but also physical and/or emotional conditions. By using qualitative approach with field observation and in-depth interviews as the data collection method as well as literature study, the results depicted that instructional communication strategies in inculcating multicultural values in inclusive schools consist of four stages i.e. planning, organizing, executing and evaluating. Moreover, these schools should heed the roles of instructional communication elements such as strategies, messages, media, methods and effects in creating an integrated relationship among teachers, students, parents and society to promote wide opportunities for disabled students to pursue education as well as establish educational system that values diversity.

INTRODUCTION
Communication holds a very important role in everyday life. It becomes a mean to prove one’s existence in the society. Also, good communication skill is required for one to survive. In educational sector, communication is also important to transfer knowledge from educators to pupils. As a matter of fact, good communication skill will establish a harmonious relationship between teachers and students. In this case, teachers are expected to have various and comprehensible approaches in communicating with students. In educational sector, the communication method used is called instructional communication.

Instructional communication is a subset of education that aims to improve the behavior of pupils. In teaching-learning process, educators should consider the students’ psychological aspects such as interest, motivation, attention, memory and cognitive skills. They should also create a mutual understanding with their communicants. In this case, they need accurate instructional communication strategies to reach their target either in regular or inclusive schools.

According to Hurt, Scott and Croscey (Yusup, 2010), instructional process is divided into several steps consisting of content specification, objectives or targets, initial behavioral assessment,
strategy setting, organization of instructional units and feedback. Obviously, understanding the content specifications and instructional purposes are considered as communication variables. This means, the information that is orally conveyed by teachers or instructors will be interpreted as intended to the target audience.

Meanwhile, initial behavioral assessment includes human factor, feedback and encoding. Prior to instructional activities, initial assessment has to be conducted to understand the situation and condition of the target, including their initial capabilities.

Furthermore, in strategy setting or channel usage, field situation and condition will determine the strategy used by the communicator in instructional activities. The next step is the organization of instructional units, i.e. messages, encoding and decoding. The management of instructional units will depend a lot on the conveyed content. The last step is feedback that holds a very important role in instructional process because this activity will determine the success of the process. Feedback can also be used as a tool to measure how effective the instructional communication strategies are.

Instructional communication comes from the terminology “instruction” which means teaching, lesson, order or command (Yusup, 2010). In actuality, instruction is a subset of education which means the former has a broader study than the preceding. Basically, instructional communication aims to improve the behavior of target audience in the future. The behavior improvements include cognitive, affective and psychomotor aspects (Yusup, 2010).

Instructional communication strategy is a combination of communication plan and management to reach the objectives of instructional activities. Meanwhile in educational sector, instructional communication strategy is communication in instructional field that emphasizes on the pupils and not the educators.

In educational system in Indonesia, multicultural values, including various races and ethnicities, must be inculcated to pupils since their early stage. This cultural diversity should be treated as national treasure despite the differences. In day to day life, these cultural differences are more likely to cause disputes as the attributes of the cultures or ethnicities of some children are being taunted, bullied or even discredited by the others. This, unfortunately, should not happen if we can respect each other’s cultural differences. In this case, education has a very significant role to persuade our young generation to wisely accept the cultural diversity.

One way teachers can do to inculcate multicultural values is to instill and implement multicultural values in their teaching curriculum. In this case, effective communication is required to reach this goal. Hence, instructional communication is a crucial bridge to transfer teachers’ knowledge of multicultural values to their students.

Multicultural education, according to Andersen and Cusher (Jianto & Effendi, 2016), is defined as education of cultural diversity. Meanwhile, according to James Banks (1993), it is an education for people of colors, which means, differences are deemed the inevitability (grace of
God). This is related to how we respond to such differences with tolerance and egalitarian spirit. In other words, education as a medium of knowledge transfer is expected to promote multicultural values by encouraging mutual respect and understanding plurality including background and sociocultural aspects. According to H. A. R. Tilar, multicultural education is (1) an appreciation of cultural plurality in the society; (2) a recognition of humans’ dignity, values and rights; (3) world community responsibilities; and (4) humans’ responsibilities towards planet Earth (Jianto & Effendi, 2016).

Pedagogical approach is often used to discuss multicultural education. This approach is used to learn how to raise, nurture and educate pupils within a frame of multicultural setting. In this case, there are two important things that need to be emphasized, didactical and methodical matters. Didactical matter is associated with how to prepare learning activities and materials. It will be associated with material and syllabus, or in other words, the curriculum of multicultural education. Meanwhile, methodical matter will be related to learning management and strategy of multicultural education.

Multicultural educational movement is the reformation of educational institutions to provide equal opportunities for everyone, regardless of their ethnic origin, culture and gender to gain knowledge, skills and manners to effectively function as a part of nations and world communities that have diverse ethnicities and cultures (Banks, 2007).

This study focuses on two schools, SD Giwangan Yogyakarta and SD BPI Bandung. They are inclusive elementary school models in each city.

Inclusive school is a school that has both regular students and those with special needs. Students with special needs are those with specific characteristics (mentally, emotionally and/or physically disabled). Those characteristics are different with other children in general. There are several categories of children with special needs, i.e. hearing impaired, visually impaired, physically disabled, behavioral disorders, and health disorders. All of them have equal rights in education to ensure their brighter future.

Thus, school shall not forbid children with special needs to go to normal school as it is regulated in the Law of Republic of Indonesia Number 28 of 2016 on Persons with Disabilities Section 6 Article 10 about Educational Rights part (a) “to pursue a high quality education at any educational institution of all types, channels and levels inclusively and specifically.”

In inclusive schools, it is teachers’ responsibility to identify their pupils’ needs in order to fulfill them. This is because teachers are the central figures in the development of inclusive school, and of course supported by each and every individual associated with the schools.

Based on this matter, authors have picked the topic of this study: Effective instructional communication strategies to inculcate multicultural values in inclusive schools in Yogyakarta and Bandung.
METHODOLOGY
This study focuses on Instructional Communication Strategy for Inculcating Multicultural Values in SD BPI Bandung and SD Giwangan Yogyakarta with qualitative approach, case-study method and descriptive research. Stake states that case-study is defined by sole interest toward a certain case (a specific case within a controlled system); and on the other hand, it is utilized as an investigation strategy, methodology or comprehensive research strategy (Cresswell, 2007).

All the research data were collected by conducting in-depth interviews, observations and literature study. In-depth interviews were conducted with two key informants—the principal of SD Giwangan Yogyakarta, Ibu Siyam Mardini, M.Pd and the principal of SD BPI Bandung, Bapak Indra H. Suwon do, S. Pd. Meanwhile, the informants were Ibu Indra, a teacher assistant as well as a homeroom teacher at SD Giwangan Yogyakarta; Ibu Diah, an Environmental Education teacher at SD BPI Bandung and Ibu Halimah as a special mentor for children with special needs.

The data validation test for SD Giwangan Yogyakarta was conducted using triangulation method, i.e. data cross-check obtained from interviews with the principal as well as observation results. Meanwhile, the validation test for data for SD BPI Bandung was carried out by using triangulation of sources (data cross-check between the principal and the teacher assistants), also by using triangulation method (data cross-check between interviews and observation results).

RESULTS
The results of this study can be perceived from the history of SD Giwangan Yogyakarta and SD BPI Bandung. In the past, SD Giwangan had two separate schools, SD Nitikan I and SD Giwangan. In 1985, SD Nitikan I was an integrated elementary school that allowed both regular and students with special needs, especially visually impaired children, to study at the same school. Philosophically, this elementary school has three fundamentals: (1) every student has a fundamental right for education. (2) Educational system is designed by considering the diversity of characteristics, potential, talents and interests of the students. (3) Children with special needs has the right to access education in public schools. Inclusive oriented public schools have become media to eliminate discrimination, create a friendly society, assist inclusive society and achieve EFA (Education for All). The vision of SD Giwangan is to create pious, faithful, virtuous, well-mannered and excellent students. Furthermore, the mission of this school is to conduct affection-based religious education; to carry out attitude and cultural education; to implement ‘5 Stars’ (Salute, Greet, Smile, Politeness and Courtesy); to conduct activities that promote environmental awareness; to organize activities that support the improvement of school quality; to conduct active, innovative, creative and fun learning activities; and to guide and train students to attain both academic and non-academic achievements. The number of students with special needs in SD Giwangan for the academic year of 2017-2018 is 18 students that are spread in six classes; the first grade has 2 students, the second grade has 2 students, the third grade has 4 students, the fourth grade has 4 students, the fifth grade has 2 students and the sixth grade has 4 students which overall have either ADHD, speech impaired, mental disorder, slow learner, physically disabled, autism spectrum disorder or low vision.
Meanwhile, SD BPI Bandung was established on May 3, 1986. This school relocated to a new location on Jalan Halimun, Bandung. On January 5, 2006, this school achieved grade A (excellent) for school accreditation with the score of 99.12 based on BAS Decree of Bandung Number: 028/BAS/DS/I/2006. On July 27, 2009, this school attained the same achievement from the School Accreditation Assessors that is regularly conducted every four years. The inclusive education specifically was established in 2005 by the principal, Bapak Wondo, when he launched inclusive education concept in several schools. Since then, SD BPI started to adopt this system as all schools in Bandung should accept inclusive students according to the head of the education board. Hence, any school rejects inclusive students will be subjected to penalty. In academic year of 2017-2018, this school has 24 disabled students which vary from down-syndrome, autism spectrum disorder, long vision which is included in visually impairment to oppositional defiant disorder.

From the research results, there are various factors that determine the success of instructional communication activities or learning communication in these two research objects, i.e. SD Giwangan Yogyakarta and SD BPI Bandung. The main elements are the principal, teachers, regular students, students with special needs and other factors such as normal children of similar age. Besides, teacher assistants and parents of disabled students will also contribute to the success of the learning activities.

Those factors above can be described in a scheme as follows

![Diagram of instructional communication factors](image)

*Figure 1. The various factors that determine the success of instructional communication activities or learning communication.*

There are 4 stages of instructional communication strategies for inculcating multicultural values based on the research findings:

1. Planning
   This stage is initiated by communicators or teachers and the principals of SD Giwangan
and SD BPI.
In these two schools, the lesson plans for inclusive classes are prepared similarly to those for regular classes, which consist of:

a. Curriculum and Lesson Plan development that will be used as a guide of learning process. The curriculum used in inclusive classes is similar to regular ones with slight modification based on the needs of the students. It is usually compiled by teachers and their assistants.

b. Learning activities preparation that should consider physical condition and surrounding of the class as it will affect the learning results. Overall, inclusive learning process is conducted based on students’ conditions. For example, in SD Giwangan, there is a pre-class talk about mutual help that holds every Monday. This inclusive learning relies a lot on the situation and condition of the learning process. Furthermore, the class is designed with a pull-out concept—the students with special needs are allowed to study in the same classroom as the regular students, but will be drawn from the regular class into a separate one at certain times to study with a teacher assistant. From this case, we learn that these two schools has inculcated multicultural values that carry the idea of equal right to access education for the students with special needs for their brighter future. Meanwhile in SD BPI Bandung, there is a regular reading activity for 15 minutes before the class begins. The students are free to read books based on their interest, yet educative. The purpose of this activity is to provide stimuli for the students to prepare them psychologically for the core class activities. In addition, this regular activity was established to promote school literacy movement in SD BPI.

c. Inclusive learning activities planning begin with assessing students with special needs during the registration process. This is carried out by observing their behavior and physical conditions which will determine the teachers’ plans. Next step is to modify the curriculum based on the condition of the students. Several points of the communication plans are as follows: Planning on the audience, Planning on the learning objectives, Planning on the lesson materials, Means to achieve goals, Evaluating the learning achievements.

The principal of SD Giwangan Yogyakarta, Ibu Siyam Mardini, M. Pd., stated that in this strategy planning, the teachers are required to communicate with students using humanistic approach—affectionate and caring. This humanistic approach will create an integrated education that is to teach the students with special needs equally with the regular students in the same class as the preceding has equal rights and opportunities, which is called integrative pull-out classes. Hence, qualified teachers should exhibit not only their formal teaching competencies, but also their interpersonal skills as well as experiences in handling and communicating with disabled students, which actually is the most important aspect among others. In this case, a teacher should be capable of designing a learning system based on various competencies of the students. The teacher is a key factor in education performance. A good teacher has the following two attributed: a good personality and a qualification (Gunarhadi, Kassim & Shaari, 2014). Other than teachers, another communicator at school is the principal. In this case, the principal of SD
Giwangan has a role of a leader that requires leadership criteria such as high-minded, patient, confident, responsible, a risk taker, a decision maker, a good role model and emotionally stable. Also, they should be innovative and a high-spirit educator. In providing communication services, the informant, that is the principle of SD Giwangan, has faced a lot of obstacles in establishing the education system that applies to both regular students and those with special needs. They created a system that does not distinguish between regular and disabled students. A teacher will be responsible in explaining the materials in front of the class while the assistants will guide the students with special needs to understand the material in a simpler way through Specific Learning Program designed differently based on the condition of the students. Furthermore, teachers and their assistants should always maintain good communication the enables disabled students to learn well. Also, a school principal must have a vision, courage, emotionally intelligent, resilient, persuasive and curious.

Similarly, SD BPI also treats disabled students equally to the regular ones. There is no particular strategy in the classroom during lesson learning, unless when disabled students have difficulties in understanding the material, they will be directed to the teacher assistants and they will be responsible to explain the materials to them. The principal has their own strategy to motivate the disabled students to be independent learners as the regular students are. They do not act as the authority. Instead, they always try to be close to the disabled students and put themselves in their shoes.

2. Organizing
At this stage, the communicator organizes lesson plan by implementing the curriculum designed beforehand. This stage is about a series of efforts to create and maintain conducive conditions of the class that enable the students to achieve their lesson objectives efficiently or enables the students to adjust well with the curriculum, school facilities, teachers and other students. In creating a dynamic class, there should not be a distinct class organization between regular and disabled students, such as seating plan in the classroom. Furthermore, teachers should be able to adapt with various potentials as well as barriers of disabled students. They have to figure out the best teaching strategy to accommodate them in understanding the lesson. Also, they have to learn the characters of the disabled students in order to understand their likes and dislikes. The experiences gained by the teachers in both of the schools, SD Giwangan Yogyakarta and SD BPI Bandung, have enabled them to quickly adapt and decide the best treatment for their various disabled students because one teaching method might not be applicable to all disabled students as they have different characteristics, barriers and potentials.

3. Executing
In teaching-learning activities, teachers should provide interactive, inspirational, fun, challenging and motivating learning environment for the students to actively contribute in the process, at the same time to provide space for their creativity and independence based on their talents, interests as well as physical and psychological developments. This core activity uses a method that has been adjusted with the characteristics of the students and the materials that includes: (1) Teachers ask the students to collect resources about the topic that will be discussed in the classroom. (2)
Teachers utilize the most effective teaching approach and media based on school’s capabilities and needs. (3) Teachers facilitate the students to develop their pride and self-esteem. (4) Teachers should always give positive feedback either verbally, written, with gesture or rewards for the students’ achievements both for regular and disabled ones, especially for the latter, it will build their confidence significantly. (5) Teachers should always motivate their students to study hard. In short, teachers should be able to organize the classroom, learning materials, study time, students’ management and teaching manner.

The principal of SD Giwangan asserted that teachers should apply individual learning system. For example, a teacher will not be able to handle a hyperactive student that does not want to remain seated, meanwhile the rest of the students in the class demand for the same attention.” In other words, learning process can only be effective and efficient when the aspects such as purpose, learning material, media, method, students, teachers, learning environment and evaluation are all fulfilled. The other key informant that is the principal of SD BPI, Bapak Indra H. Suwondo, S. Pd., asserted that all classrooms should have both a teacher and a teacher assistant. In general, there is no difference in the communication pattern in overall classes. However, a disabled student who has difficulties in understanding the material will be directed to the teacher assistant. For example, for the ones with hearing impairment, the teacher assistant will summarize the whole material and create a video that contains the materials.

According to another informant in SD BPI, if there is any disabled student who still do not understand the materials after all the modifications of communication, they will be drawn from the class and moved into a stimulation room and a special treatment or method will be provided.

In a learning process, rewarding is highly important to build students’ self-esteem and identity. By giving them rewards, the disabled students will gain more confidence in completing all tasks in the classroom. A reward can also mean a reflection of how successful a student has developed their skill, knowledge and behavior during learning process within a flexible topic and curriculum. As we know, there are a lot of barriers faced by these students with special needs such as slower learning pace. They require extra stimulations to complete simple tasks as their capabilities are not the same as the regular students.

According to the key informant that is the principal of SD Giwangan, “these special students are emotionally fragile. They may fall apart after they fail to do certain tasks. In this case, it is very satisfying to see them confidently exhibit their skills and knowledge in the classroom.” As previously mentioned, students with special needs will exhibit characteristics such as irritability, sensitivity and rigidity. Another important strategy for effective communication in the classroom is to create ‘fun’ class activities. In SD Giwangan, for example, the teachers emphasize on personality education as a part of inculcating multicultural values. These values consist of: (1) An appreciation of cultural plurality in the society; (2) a recognition of humans’ dignity, values and rights; (3) a development of world community responsibilities; and (4) a development of humans’ responsibility towards planet Earth (Jianto and Effendi; 2016:33), these points are implemented by:
(1) Inculcate them into subjects such as Islamic Religious and Social Science subjects under the topic about tolerance. These values can also be inculcated in Art and Culture subject. By this persistent inculcation of multicultural values in a form of tolerance, students are expected to respect each other and realize that everyone has equal rights and dignity. Thus, bullying towards the disabled students can be avoided. As a matter of fact, they should be embraced and loved. (2) Another way is to have a 15-minute pre-class talk as well as during Monday ceremony. The principal should always remind the students to respect and embrace each other in diversity. This is the main responsibility of every individual at school to establish an inclusive school. (3) Dhuha prayer should be habituated at school. This exercise should be regularly held to cultivate religious values of all students. (4) Assign tasks and divide them into several study groups. In this case, regular students and the disabled ones are equally mingled.

In SD BPI, the teachers for subjects such as Art and Culture, English, Environmental Education and Physical Education often invent various strategies in handling students with special needs. This is due to the applicative nature of the subjects. For instance, they will ponder over a strategy to brighten the mood of these disabled students when they feel less excited towards the subject activities. Moreover, there is a combination of verbal and nonverbal techniques in materials delivery either inside the classroom or outside in the field.

Another example from SD BPI is of Environmental Education subject. The teachers would apply several teaching methods such as (1) Creating several study groups. According to an informant, this method would make it easier for disabled students to understand discipline, cooperation and mutual respect as they will work together with regular students within the same study group. (2) Providing a simple concrete example for every topic in the subject. In the topic of modesty, for example, the students would be able to mention several example of how to be modest, one of which was packing up their own lunch from home; (3) Field practice. Environmental Education demands a field practice such as farming and introducing a simple recycling technology. Farming would teach students on how to work together to keep the school green and comfortable, regardless of their physical conditions. Meanwhile, recycling would teach them creativity, patience, resilience in transforming scraps into useful objects.

Other activities held in SD BPI in inculcating multicultural values, according to an informant, are as follows: (1) a tradition of singing national anthems prior to learning activities. This activity would teach students to love their nation with its diversity as well as remind them to embrace the differences among them. (2) Encouraging Dzuhr prayer for Moslem students. This activity would strengthen their faith since early age. Besides, there is regular Dhuha prayer for students of the sixth grade. The objective is to instill in their minds that praying is a necessity, and not merely an obligation. Students would take turn to be an Imam and Muezzin. Besides, reading Koran will be regularly held from Monday to Thursday. For students from the first until the third grades, Koran reading starts from 11 AM until before Dzuhr prayer starts, a special teacher is invited as a guide for this activity. This habit has become a compulsory extracurricular. Moreover, there is a Tahfidz program that requires students of the sixth grade to memorize Juz
Amma 30 and must graduate three times. These practices are expected to strengthening their religious values.

Communication has become a very important element in learning process at these two schools. Teachers and students communicate in a personal manner. In regard to this matter, teachers will pay more attention and focus on students who yet to understand the materials by personally approaching them. Instructional communication will always depend on the students’ condition and situation. Teachers should always maintain good mood and spirit of the students in order for them to receive and understand the materials well.

4. Evaluation of the learning process
Learning process is directly controlled by the teachers while the evaluation is carried out prior to learning activities to obtain students’ data, through observation, etc. The learning outcomes will have to reflect their competencies and capabilities. The end result is merely from observing their current capabilities compared to their foregoing ones. This is regardless of the standard exams held at the end of the school year. Teachers should also examine the personalities and condition of the students prior to grading as they are all of different capabilities and characteristics. On the other hand, grading students with special needs is done differently—different passing grade, delivery of questions and completion time.

Below is a scheme of instructional communication strategy on inculcating multicultural values at inclusive schools.
In regard with multicultural values, students should be taught that everyone has equal rights. They must embrace and love each other. Furthermore, tolerance is also an important factor to fortify the unity of this nation. In conclusion, there are several strategies for inculcating multicultural values at school that are:

Firstly, all students regardless of their background of ethnicity, culture, language, religion and other differences including physical capability, communication, etc. are mingled within the same pot doing the same thing. This is to instill mutual respect in their minds since early age.

Second of all, teachers must internalize multicultural values in students’ daily life by continuously having pre-talks prior to learning activities to create mutual understanding among them and also equal treatment regardless of their barriers.

Thirdly, teachers assimilate multicultural values in their subject materials such as civic education, English, Islamic Education, etc. Besides, creating study groups consisted of both regular and disabled students is also important.
Fourth of all, organizing classroom seating plan as a form of inculcating multicultural values. All students, regardless whether they are regular or disabled students should not be distinguished as of where they sit. As a matter of fact, regular and disabled students should be seated in the same row. There should not be any particular sign that distinct one group from the other.

Fifthly, build caring attitude toward each other. If a student, especially one with special needs, requires a help, the others are expected to be initiative to help.

The last step is to build anti-discrimination toward diverse competence of the students. Teachers ensure the students realize that everyone has different capability, strengths and weaknesses which are gifts of the Divine One. Mutual respect, understanding and caring are emphasized in daily basis at these schools.

Meanwhile, based on the findings, there were several obstacles in the implementation of the instructional communication strategy that caused ineffective communication such as:

1. Communication and semantic understanding barriers.
Semantic and communication barriers often happen in inclusive schools during learning process or knowledge transfer specifically, from communicators (teachers) to communicants (students). Most of the time, this semantic obstacle happened to students with special needs due to their barriers. As a result, the teachers often complained about this situation. The principal of SD Giwangan said, “There were some teachers who do not pay extra attention, even worse, show indifference towards these disabled students when they experienced learning difficulties. They were often overwhelmed in handling regular students, not to mention, the disabled ones.” Meanwhile in SD BPI Bandung, teachers often felt weary and frustrated. Then, I slammed the book to the floor in frustration. I tried to leave while he was still attacking me. I realized he would try to find me in the simulation room. When he knew I was angry, he would say, “Go home” which means he apologized for his bad behavior. Moreover, such a communication barrier also happens with the parents. They have certain wishes for their disabled students at school which sometimes could not be granted. For example, they asked for our permission for their children to join swimming class without their supervision, the school could not arrange that due to limited helpers or teacher assistants that were able to assist them. As a result, they cancelled that program which more often than not, it caused a misunderstanding to the parents. On the other hand, SD BPI also experienced similar communication problem with parents. Hence, they arrange a free consultation session with teachers or psychologist every Tuesday and Friday for all classes.

To conclude, educating inclusive students requires good relationships between teachers and students, teachers and parents, also parents and students. The subject materials should be delivered in a fun and interesting manner with various method which not only motivates these students with special needs, but also achieve satisfying results.

2. Obstacles during learning process.
In this case, teachers have inadequate knowledge about inclusive education. In addition, supporting resources for learning activities and the number of teacher assistants are still insufficient. For example, in SD Giwangan, subject teachers concurrently become homeroom teachers which will affect the effectiveness of the learning process. Another issue is the inadequate knowledge of the teachers on how to handle disabled students which will hamper their overall learning progress.

3. Insufficient school media and facilities
Unfortunately, these two schools still have insufficient number of media and facilities that support disabled students in learning process. However, they have to optimize their current facilities to support learning activities.

4. Negative perspectives towards disabled students among society have become another obstacle in the process of inculcating multicultural values in inclusive schools.
Unintentionally, there is a gap between regular and disabled students. Many negative stereotypes are associated with these students with special needs. This phenomenon has become contradictory to the actual purpose of inclusive education that is to liberate such students from negative cultural views and discrimination in society

CONCLUSION
In conclusion, instructional communication strategies for inculcating multicultural values are divided into four stages – planning, organizing, executing and evaluation of learning process based on observations of two schools, SD Giwangan Yogyakarta and SD BPI Bandung. Inclusive services conducted in SD Giwangan Yogyakarta and SD BPI Bandung are not proportionally arranged based on solely the expectation and target of each student. However, the services are integrated by arranging both regular and disabled students in a same class. The success of this program will be determined by how effective the learning and organizing strategies, execution and evaluation are. This program focuses on disabled students supported by parents and the society around SD Giwangan Yogyakarta and SD BPI Bandung. This is designed not only to create independent disabled children but also to produce sympathetic compassionate human beings for students in general.

The contribution of parents in inclusive schools is still insufficient while this type of education system requires great involvement from school, family and society. Nonetheless, due to various educational backgrounds of the parents, they tend to neglect their children’s education and delegate the responsibility completely to the school. Consequently, teachers must learn and examine their students’ diverse family backgrounds such as family custom and culture as well as parents’ educational background in order to successfully achieve their learning target. Effective instructional communication strategy for inculcating multicultural values in inclusive schools is an education system that focuses on tolerance, equality and humans rights which will strengthen our nation’s unity. These important multicultural values need to be instilled in our students’ minds to realize that there is equality in cultural diversity. Its implementation emphasizes more on mutual respect and tolerance towards diverse cultures and individuals.

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