

# The Understanding of Special Education Teachers About The Implementation of Inclusive Education In Public Schools

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**ABSTRACT**--*The purpose of this study is to analyze the understanding of special education teachers in providing inclusive education services in public schools. Based on information collected from 47 special teachers in Malang City and surrounding areas, it can be concluded that teaching experience, pre-service education, in-service training contributes significantly to the understanding of Special Teachers in implementing inclusive education.*

**Keywords**-- *The Understanding; Special Education Teachers; Inclusive Education*

## I. INTRODUCTION

Following the participation of the Indonesian government in ratifying education for all, the government has increasingly given access to children with special needs to obtain quality education services. To strengthen the operational basis for providing education services to children with special needs, the government issued its juridical foundation through Law No. 20 of 2003, hereinafter Permendiknas (Regulation of National Education Ministry) No. 70 of 2009 and Government Regulation No. 17 of 2010.

Explicitly, the provisions of the regulation in the articles mention the importance of children with special needs to get educational services based on their needs through inclusive education. The implication is that the accessibility of children with special needs in Indonesia to get quality education services is increasingly greater. Quoting the results of the Indonesian population census in 2010, the total Indonesian population identified as having special needs for school age (5-18 years) were 355,859. Around 74.6 percents has not received educational services (Luk, 2013). In this regard, the World Health Organization reported (2008) that about 20% of children with special needs aged 6-11 years and 19% of children with special needs aged 12-17 have the opportunity to learn (Baine, 2013). Comparing to normal children's accessibility which has reached 97%, the participation rate of students with special needs to get educational services according to their needs is relatively low.

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Inclusive education as an alternative education service for children with special needs has several advantages, especially in terms of efficiency and breadth of social interaction. From the financial side, the inclusion of children with special needs in regular schools will reduce costs significantly (Rudiyati, 2011). Due to carry out learning in children with special needs, no additional facilities are needed. Schools can modify some parts of the building that are available, so that, they can be reached by children with special needs.

Socially, the placement of children with special needs in inclusive schools provides an opportunity for them to learn and grow together as members of the community who need to be welcomed and valued equally (Cologon, 2014). Those who are normal can learn to be empathetic and understand differences, and foster stronger feelings of mutual ownership. Inclusion of those with special needs in an inclusive manner in order to be able to overcome environmental, structural, attitude and relational barriers to live their lives as valued, dignified, and respected citizens (Cologon et. Al., 2019).

More public schools provide inclusive services to children with special needs, greater the opportunity for children with special needs to get educational services. This positive trend will be more meaningful if it is also to simultaneously prepare the provision of professional, Special Education Teachers (GPK) who partner with class teachers or subject teachers in providing academic services for children with children's needs. The urgency of providing special education teachers in inclusive education organizing schools, due to the concerns of the results of a preliminary survey to schools implementing inclusive education conducted randomly after Malang was declared as an inclusive city in 2011 which is no more than 20%. Quantitatively, there is an increase in the number of special education teachers in the city of Malang with the qualifications of Special Education graduates in 2011 of around 5% (Efendi, 2011).

The essence of special education teachers in inclusive schools needs to have a background in pre-service education. Special education is not only to fulfill the administration of institutional accreditation but also have relatively better academic experience, internalizing attitudes and mastery of skills in intervening in children with special needs. This is to avoid the perception that the existence of children with special needs in regular schools is only a burden on schools. Because their presence wherever they are directly or indirectly becomes a separate issue. Therefore, those who have physical-motor, mental, and social barriers, if not immediately get an intervention can have an impact on their development of the psycho-social aspects (Efendi, 2017).

In various empirical studies, there are some problems in the implementation of Inclusive Education in Indonesia including: management of student learning, teacher qualifications, facilities and infrastructure (Darma & Rusyidi, 2015), curriculum modification and learning according to diversity in the level of students' needs (Izzati, 2015), school organizations, learning processes, optimization of support systems (Laila, 2018), lack of inservice in implementing inclusive education (Fajrillah et.al., 2018).

When traced backward in the perspective of the input, process, and output, the emergence of the problem is thought from the lack of understanding of teachers and other school staff, about the essence of inclusive education services for children with special needs in public schools. The assumption, if their understanding is very good, will certainly affect the performance of teachers and other school staff in managing inclusive learning services properly. As result, it will have an impact on creating a pleasant, friendly environment, as well as fostering the confidence of students with special needs to receive a proper education (Praptono, 2013).

## II. METHODOLOGY

The design used in this study is a descriptive export facto study, meaning that all the information described is captured in this study where the events have taken place (Creswell & Clark. 2017). The study population was special education teachers who served in elementary and secondary schools in the city of Malang and surrounding areas, who provided inclusive education services to children with special needs. Sampling was carried out randomly as many as 47 inclusive school teachers in the city of Malang and their partners as respondents, without taking into account the proportion of origin of the region.

The instrument used in this study is a quiz about the perspective of inclusive education, the scope of topics includes: understanding philosophical, juridical, psychological, pedagogical, social, curriculum, learning, management, resources in the delivery of inclusive education services. Based on this topic, it was further constructed into 22 question items. Before being distributed to respondents, the instrument was conducted a try out to test the validity of 14 teachers. The results of the trial analysis of the research instruments can be seen in the following table 1.

**Table 1:** Result of data analysis

No	r Coefficient	Decision	Conclusion
1	0.984	Significant	Used
2	0.974	Significant	Used
3	0.944	Significant	Used
4	0.815	Significant	Used
5	0.872	Significant	Used
6	0.953	Significant	Used
7	0.987	Significant	Used
8	0.991	Significant	Used
9	0.976	Significant	Used
10	0.987	Significant	Used
11	0.987	Significant	Used
12	0.995	Significant	Used
13	0.901	Significant	Used
14	0.936	Significant	Used
15	0.989	Significant	Used
16	0.989	Significant	Used
17	0.994	Significant	Used
18	0.957	Significant	Used
19	0.964	Significant	Used
20	0.989	Significant	Used
21	0.9 89	Significant	Used
22	0.961	Significant	Used

Based on the results of data analysis (table 1) shows that all test items used to measure the understanding of special education teachers proved to be entirely valid ( $r\text{-table} = 0.3438$ ,  $p = 0.05$ ). While the reliability of the instrument based on the results of data analysis obtained a coefficient of  $0.989 > \text{Cronbach Alpha } 0.6$  means that this understanding test instrument is reliable.

Research data were collected through questionnaires that were distributed to respondents. After classification according to type, the data from the research results are then analyzed and interpreted according to their interests (Miles, Huberman, Saldafia, 2014).

### III. RESULTS AND FINDINGS

The results of the analysis of the understanding of special teachers in schools holding inclusive education can be seen in the table 2.

**Table 2:** GPK's perception is related to Pre-service Education

No	Qualifications of Respondents	Mean	SD
1	Graduate of Education	12.64	2.54
2	Graduate of Special Education	16.75	3.80
3	Graduate from another	11.17	2.48
Average		13.15	3.21

N= 47

Based on table 1. shows that the mean of the three groups shows a difference. The results of the analysis of the variance of the mean values of the three groups obtained a significance value of  $p = 0.001$  ( $p < 0.05$ ). This means that the understanding of special education teachers graduating from special education, bachelor of non-special education, bachelor of non-education towards the implementation of inclusive schools significant differences. Comparing the mean scores of the three sample groups, the special education teachers graduating from special education is better than the other 2 groups (both non-special education and non-education graduate).

Based on the analysis of variance the value of  $p = 0.035$  ( $p < 0.05$ ) indicates that there is a significant difference.

**Table 3:** GPK perceptions relating to inservice training experience

No	Inservice Qualification	Mean	SD
1	No inservice training	12.12	2.62
2	Inservice Training of Education	13.90	2.47
3	Inservice Training of SNE	14.91	4.25
Average		13.15	3.21

N= 47

Based on the results of the analysis of variance in table 3, it is known that the value of  $p = 0.035$  ( $p < 0.05$ ) indicates that there is a significant difference in understanding the concept and implementation of inclusive education for children with special needs, associated with experience in attending inservice training. This means that the frequency of experience of special education teachers in inclusive schools who have attended workshops or workshops related to the education of children with special needs shows a better understanding than both inclusive school teachers having attended Education workshops but not related to PLB and the teachers attending workshops but not related to general education or Special Education

Based on the results of the regression analysis in table 3, it is known that the value of  $r = 0.348$ ,  $p = 0.002$  ( $p < 0.05$ ) indicates that there is a significant relationship of teaching experience with understanding the concept of inclusive education for children with special needs. This means that there is a tendency that the longer experience of teaching teachers Special education in inclusive schools has a positive effect on teacher understanding. The contribution of teaching experience to the understanding of concepts about the implementation of inclusive education is around 35%, the rest is determined by other variables.

#### IV. DISCUSSION

The success of implementing inclusive education services for children with special needs not only can be seen from the statement of the school ability or many special needs children who are accommodated in the school but also the services provided to students with special needs is it in accordance with their needs? Why is this question very important? Because the application of inclusive education service models for children with special needs in public schools according to historical records always face challenges or obstacles both from the school's internal and external environment. There are several prerequisites needed for the implementation of inclusive education services in public schools including: a. Schools must be familiar with the essence of Inclusive Education services; b. The school is able to identify and assess students with special needs; c. Schools must adapt and modify curriculum development; d. Schools must provide competent education personnel; e. Schools can manage infrastructure in an integrated manner by including special needs children as one of its components; f. The school is able to organize educational learning activities; g. Can present school-based management; (Efendi, 2014).

Based on the previous thought, the existence of inclusive services in the education of children with special needs in regular schools had raised concerns that the application of an inclusive model can hamper progress in the quality of regular classes (Suyanto & Mudjito, 2012), and is perceived only to be a burden on regular schools. Even on the most extreme view, the existence of children with special needs in public schools is considered to be

able to disrupt the comfort and smoothness of public school programs, especially criticism from schools that are anti-inclusive (Hermanto, 2011). Although this argument is not a strong reason to reject the existence of children with special needs in regular schools. The emergence of these skeptical perceptions, if it is sustained, can directly affect the quality of services for children with special needs.

On the other view, if a public school is determined to provide inclusive education services for children with special needs, specifically there are several things that schools need to pay attention to as follows: (1). Schools must provide classroom conditions that are warm, friendly, accept diversity and respect differences; (2). Schools must be prepared to manage heterogeneous classes by applying curriculum and individual learning (Efendi, 2014). The implications of these efforts are expected to have a positive effect on the behavior changes of students with special needs, that is, they can accept their conditions, socialize well, be able to fight according to their abilities, have skills according to their needs, and realize as citizens and members of the community (Efendi, 2017)

For this purpose, there are needed for special teachers who have excellent abilities because empirically, to become a teacher in the education of children with special needs who are professional not only having a relevant formal diploma but also must have patience, perseverance, achievement, and skills in managing behavior. The impacts caused by physical, mental, social-emotional limitations on children with special needs can affect the condition of their abilities to develop themselves optimally. And then, the availability of adequate quality special teacher education performance can make a more meaningful contribution to improve the quality of the output of graduates produced later (Gaines, Barnes, Boylan, 2017).

Based on the results of the performance analysis of 47 inclusive school teachers from several cities in Indonesia, it was concluded that the linearity of pre-service education influences the understanding of concepts and implementation of inclusive education services for children with special needs in public schools. Likewise, education in relevant positions affects the understanding of concepts and implementation of inclusive education services for children with special needs in public schools. Understanding the concept and implementation of inclusive education services for children with special needs in public schools is significantly 34% determined by the teaching experience of teachers.

The essence of the need for a good understanding for teachers about the concept and implementation of inclusive education services for children with special needs in public schools is that the correct and accurate understanding of a concept and implementation of a particular science is a prerequisite that the person concerned is considered competent. Explicitly, competence refers to the ability of individuals to carry out something obtained through education and or training. The implication, a competent educational staff will point to the professionalism of the actions (performance) that are rational and meet certain specifications in the implementation of educational tasks (Efendi, 2013). These actions are behaviors that can be observed or not observed such as decisions made before actions that appear to be carried out. This is what causes that professional competence is always marked by rationality, because professional actions are always carried out with full awareness of why and how the intended actions are carried out? In this context, competency is an indicator of ability that points to observable actions and as a concept that encompasses cognitive, affective, and performance aspects as well as stages of its implementation as a whole (Guidelines for Implementing the Pattern of Education System Reform, Education Personnel in Indonesia 1980).

Understanding as cognitive work involves a complex set of processes, including processing concepts in working memory, making conclusions, and schematizing the essence of knowledge (Slavin, 2010). In forming individual competency frameworks, understanding becomes the starting gate that elaborates the development of other individual potentials. The ability of individuals to understand certain knowledge implies that they are able to change from one form to another (translation), explain or summarize material knowledge (interpretas), and interpret data or information (extrapolation) (Ampuni, 1998).

Explicitly, understanding in the mechanism involves a thought process, which is a way to respond or think mentally about information or an event (Ormrod, 2009). The thought process can be classified into three steps, namely: (1) forming understanding of the information that comes in, (2) forming opinions by comparing existing knowledge to form opinions, and (3) drawing conclusions (Suryabrata, 2004). "Cognitive style is the control process or style which is self-generated, transient, situationally determined conscious activity that a learner uses to organize and to regulate, receive and transmits information and ultimate behavior." (Bassey, Umoren, Udida, 2007).

Considering the psychological and social problems faced by children with special needs who have a very complex spectrum of variants, the workforce needed to fill teacher positions for children with special needs is not only having adequate knowledge and skills related to the characteristics of the target but also must be supported by attitudes that able to properly appreciate the workload they carry. The assertion of this statement is based on assumptions that although morally the teacher has good awareness, this ability does not correlate with the professional competency of the services provided (Avramidis & Norwich, 2002; OECD Education Working Paper No. 181 2018). In other words, there are other internal determinants that contribute.

Among the predictor variable indicators in this study, namely teaching experience and the frequency of participation in relevant workshops can contribute to teacher competency mastery. Hariyia's research results (2013) concluded that education and training has a positive and significant effect on employee performance. In another study showed that the quantity and quality of workshops attended by employees at any level correlates with employee performance (Kamrida, 2016), teacher performance of Vocational Schools (Murniati, 2016), including special education teachers.

Referring to the service professionalism criteria and the existing provisions, then pre-service education for special teachers in inclusive schools should be input from undergraduate Special Education or non-Special Education graduates who are certified as special education. The assumption is that academically and professionally they have the competence to provide services according to the needs of students with special needs. As regulated in Law No. 20 of 2003 Ps 42 A teacher from preschool to high school must have minimum qualifications and certification in accordance with the level of teaching authority, physically and mentally healthy, and has the ability to realize national education goals. In Government Regulation Number 19 of 2005 concerning National Education Standards and Law Number 14 of 2005 concerning Teachers and Lecturers. Academic qualifications as referred to in Article 8 are obtained through higher education undergraduate programs or four diploma programs. The assumption is that teachers who have a background in pre-graduate education or four diploma programs have the mastery of professional competence especially in the mastery of learning material widely and deeply, so that, they can guide students to obtain the specified competencies (Suparno & Kamdi, 2010).

Teaching experience as a predictor of teacher competency qualifications have a positive effect, although in this case the study was not optimal. The contribution of teaching experience to the understanding of concepts about the implementation of inclusive education is around 35%, the rest is determined by other variables. This condition is not much different from the results of the analysis of the teacher's tenure research on teacher performance at SD Sukabumi Probolinggo (Hasan, 2015), that teaching experience has a positive influence on teacher competencies in the field of social studies in Madrasah Aliyah Negeri Tulungagung (Fitria, 2015).

Implications of the above description, internal and external factors of teachers have a significant contribution to teacher performance, especially teachers' mind-sets. Teachers' mind-sets are reported in various studies to be the cause of success or failure to implement inclusive education services for children with special needs in various parts of the world, including in Indonesia. Teachers' negative mind-sets often overshadow the teacher's mindset related to the inclusive application of services in their schools. There is a hypothesis when children with special needs will join their class, the assumption is that the teacher will immediately imagine how troublesome they will be in the days ahead. This condition can be understood, when teachers do not have the competence that is qualified to take care of classes that have children with special needs (Efendi, 2018), so they will feel confused. If later they accept children with special needs but they do not know what to do with them.

Considering the moral burdens and responsibilities had by the special education teachers who provide inclusive education services, Teachers' negative mind-sets have a very heavy impact on their work. Because the consequences of teachers' negative mind-sets of the burden will seize the attention physically, psychologically, and socially. Moreover, the accumulated burden borne by special teachers in inclusive schools is often not commensurate with the balance of learning outcomes of children with special needs, when compared with normal student parameters. The accumulated performance of teacher Special education over the years is often not balanced with the acquisition of maximum results like a normal child. For these conditions, often special education teachers feel very uncomfortable or frustrated, because they are unable to exceed the "expectations" imposed on them. These unpleasant conditions (instability) can directly and indirectly affect the performance of teachers working in Inclusive Schools.

This condition is more complete, when other stressors that have been integrated with the teaching profession such as limited learning facilities, inadequate teacher salaries (Borg & Riding, 1991), administrative work, other workloads are too heavy (Capel, 1992), low professional status (Sutherland & Cooper, 1990; Smet, 1994), the lack of motivation, attention, and student response to learning (Borg & Riding, 1991; Capel, 1992; Cartee, 1993) contributed.

## V. CONCLUSION

Significant difference in understanding the concept and implementation of inclusive education for children with special needs, associated with experience in attending inservice training. This means that the frequency of experience of special education teachers in inclusive schools who have attended workshops or workshops related to the education of children with special needs shows a better understanding than both inclusive school teachers having attended Education workshops but not related to PLB and the teachers attending workshops but not related to general education or Special Education.

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