

# Students' Social-Emotional Integration: Teachers' Attitudes Towards Successful of Inclusive Education

Agung Prasetyo\*\*, Asrowi, Nunuk Suryani, Sunardi

**Abstract---** *Positive attitudes become the essential part for the teacher to claim the successfulness of the inclusive education by giving the same rights and opportunities for the students with need to have the access as others. Referring to the quantitative data, it is rarely found the claim for its evidence to be explored in subject of academic or scientific field by empiric performance. This study exposed the link between teachers' attitudes toward students' social integration at inclusive schools by involving 10 Indonesian elementary schools and 20 teachers. Based on the schools report, it was stated that they did not apply any different treatment among their students who are with or without special needs (SN). Accessibility for any facilities and assistance were equally provided and given by the schools' management. In contrary, SN students did not feel to be significantly socially included in their activities with non- SN classmates by not focusing and underlining the physical inclusion. Later, they expected a real and supporting of their teachers' attitudes to be positive coming with positive effect. The gap between students with or without SN decreased significantly by perceiving the meaningful and stronger values of special education and inclusion. It is recommended for further research to focus on particular needs related to teachers' attitudes and inclusive education.*

**Keywords:** *Social-Emotional Integration, Teachers' Attitudes, Inclusive Education*

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## I. INTRODUCTION

A crucial educational goal is to experience school integration as becoming the positive social- emotional aspect. It gives effect to construct a self-determination theory as in motivational frameworks. The feeling of acceptance, valued, and well accepted by surrounding in the context of instructional process at school by not considering any related background of emotional, social, cultural or any physical condition. Those subjects take very essential roles for the students to experience the inclusive education socially and mentally.[1] Relate to such condition and meeting the ideal condition for inclusive education, a positive teacher who has good attitude is absolutely needed. It becomes the very first basis to set up and go further for the implementation of inclusive education. Its implementation should enable children with needs to access any facilities and educational services to meet their needs. Inclusive education creates and provides equal opportunities to receive educational facilities and services.[2]

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It has become the main topic for research around the globe by putting the focus on the relation between teachers' attitudes and inclusion and also some efforts have been made to cope with the needs of them on preservice teachers. On the other hand, it is rarely found by the quantitative calculation regarding to the importance of teacher attitude on inclusive education.[3] In this study, the main focus to be exposed is about the students' social and emotional experiences during at school applying inclusive education by considering their attribute with or without special education needs (SEN). It was conducted in Indonesian elementary schools by underlining the correlation between those two aspects mentioned above. Thereby, this study give empirical evidence and insights dealing with teachers' attitudes as the key factor of the successfulness in inclusive education.[4]

## **II. LITERATURE REVIEW**

The access of education system by equally and fully taking part in the community to make sure the disabilities are not discriminated is the main point of ratification in the convention. It has been also ratified by 177 parties and signed by 161 signatories. The concept and implementation of inclusive education is by mixing students with SEN into the mainstream schools by not involving any difference treatment between them. In this study, it is focused on the motivation, students' achievement, and performance as the successful indicators for inclusion in well- being and social integration school. Regarding to the target of inclusion, it comes to the concept in which person who has barriers in mental, sensory impairments, intellectual and physical to take part in society equally with others. The term SEN itself is used to described for those who show deficit massively, long- lasting, and extensively in motor development, social- emotional development, hearing, speech, seeing, learning, and cognitive functioning.[5]

Inclusive education rely on the teacher attitude which is often seen as the former basis to support its successfulness. It becomes the essential part and focus of most research topics dealing with the implementation of inclusive education around the world. Many studies exposed about the role of teachers by their attitudes in inclusive education but it is rarely found its relation towards students. Attitude becomes the significant subject to be underlined to concept and implement this type of education starting from students' placement with SEN to the regular class and lead them to get blended with others in the community, experience social- emotional interactions. It flows to be success as those indicators mentioned above working all along together.[6]

Teachers takes part acively in establishing their students with or without SEN to experience their social- emotional feeling by setting up the class' norms and engaging them to work in pairs or group discussion as well the seating arrangement. They should be manifested in the inclusive education to result in the teaching learning process that support the existence of SEN's students in the classroom. There are some evidences showing up in how the teachers' intention can be predicted positively related to teachers' attitude in teaching inclusively by presenting their intentions reflected to the real behavior as the best predictor. Students' experience, especially with SEN, should be able to be fostered by them through competence and relatedness covering wellbeing and intrinsic motivation done by teachers' behavior and teaching strategies.[7]

## **III. METHOD**

There are 10 inclusive schools at primary level with the total students of 700 in 60 classes, respectively, included also teachers in a cross-sectional study on the experience had by students socially and emotionally at school by inclusive education. The sample of this research taken from the third grade students in elementary school level which is defined as regular school giving instructional process and its facilities without differ its students background mentally and physically at school hours for all subjects taught. In Indonesian elementary schools, there is always one teacher to handle the class for almost all of the lessons given and also in charge with it. Most of the teachers had finished their undergraduate degree majoring in elementary education and it is only 3 teachers who still hold their diploma program (96%). Regarding to the gender, all except three teachers are female (93,6%), two teachers are male (6,4%). Their age are at the average of 43-50 years old ( $SD= 9.30$ ). The total population of elementary school teachers as the sample correspondent in Semarang city by age and gender.[8]

The FEES 3-4 questionnaire is used to assess the students' experience on social emotional at school specialized for the third and fourth grade. It is a German well-validated assessment to measure students' experiences socially-emotionally at school. It is able to correlate students' socio-metric status and fit in to be applied for ones with SEN.[9] The scales for social integration includes five items involving the feel of to be accepted as a group member, while the school well-being perceptions from the students' are assessed by ten items of school attitude such as; enjoy to go to school, positive perspective about school and like to be at school. The disabilities scale of the Opinions Relative to Integration of students is used to measure teachers' attitude toward inclusive education based on the understanding to teach students with or without SEN in regular class. It consists of for subscales as the four structures in ORI covering; the integration's benefit, classroom management integration, teachers' belief on their behavior to students and classroom management procedure to inclusive education.[10]

#### IV. RESULTS AND FINDING

##### *Students' Experiences on Social- Emotional at School*

The social integration students' mean score were  $M = 2.35$  ( $SD= 0.50$ ) and  $M = 2.90$  ( $SD = 0.81$ ) for well-being aspect. They were correlated by  $r = .35$ ,  $p < .001$ ). it was followed by the calculation of ICCs (Intraclass correlation coefficients) to predict students' social emotional variability proportion experienced at school. It showed that 7.9% of the variation was into social integration by the students and 6.2% of them into students' school well-being performed to class differences in between. The descriptive statistic towards teachers' behavior and inclusion subscales can be seen in table 1 below:[11]

Table 1. Teachers' descriptive statistic

Aspects	$M (SD)$	2	3	4	5	6
IB	2.74 (0.43)	.39	.37	.59	-.17	.02
CMI	2.35 (0.46)		.18	.41	-.03	-.05
ATSD	1.43 (0.40)			.39	-.18	.04

SIGE	1.62 (0.50)				-.28	.07
Students with SEN (%)	.14 (0.05)					.04

Note. N = 30. IB = inclusion benefit, CMI = classroom management integration, ATSD = ability to teach students with special needs, SIGE = special vs. inclusive education.

### ***Teachers' Attitudes to Inclusive Education***

The previous research stated that the four subscales in ORI covering IB, CMI, SIGE and ATSD come to the different aspect of teachers' attitudes in inclusive education. To go deeper, the four sub-dimensions were compared to reveal the differences mean statistically significant between the attitude scales by  $F(3.30) = 76.54$ ,  $P < .001$ , Wilks  $\lambda = .110$ , partial  $\eta^2 = .76$ . Posthoc t- tests for Bonferroni with paired samples by the level of alpha  $\alpha = .05/5$  presented the mean differences among all scales in significant statistically. The findings shown above gave more suggestion for the teachers about to be more sure related to the positive effects of inclusive education (IB) which gained more results compared to the positive effects achieved by learning environment on inclusive education and skills on classroom management (CMI). [12]

Gathering students and teaching them into one classroom by not differ them on any mental or physical background is not solely the core of inclusive education. Fostering the well-being school and social integration for all students in inclusive communities becomes the underline point of this educational concept. It is found that SEN students to be less socially integrated to whom they are not at school by inclusive education as well their school well- being. Physical setting such as sitting arrangement by mixing students with and without SEN does not directly make their social integration flowing naturally.[13] The descending gap between students with and without SEN is exposed by the prediction on SIGE (Special vs inclusive education) that teachers' role by their attitudes towards inclusive education contributing to their school experiences. In different aspect, teachers' belief also connects to their social integration. It is found that there is a positive correlation between towards the social blending among those students by the intervention of teachers' attitude. It supports the assumption that to reach the successfulness in implementing inclusive education, positive teachers' attitudes plays major role and to be found significant to establish meaningful interaction in the inclusive education among teachers and students' coming from any mental or physical background.[14]

Indonesia's education system is shifting towards the integration of inclusive education. Indonesian schools are competing to become inclusive schools. In an inclusive school system, children with various kinds of specialties can enjoy integrated education. Children with special needs have certain abilities or are limited to a certain degree. To address the differences of these children compared to children in general, the school discusses the importance of inclusive education by providing facilities and infrastructure in accordance with the needs of children in their schools. The role of assistance, the teacher and the environment are very helpful in minimizing or reducing the assistance available to children, one of the coping is through guidance and education in accordance with the abilities and needs of children. Every aspect of the development of both the motor, cognitive, sensory, logistical, and social development of the child will increase because of the encouragement that comes from inside and outside

the child's self or environment. Every aspect of this development will be seen in its development and mutually sustainable between one another.[15]

## V. CONCLUSION

Teachers' belief and attitudes, all together, contribute to the students' participation socially with or without SEN in the context of inclusive education. Physical interaction and or integration by mixing through some ways to get them closer each other to build contact among them is seen to be sufficient condition in conducting inclusive education. These findings are necessary to be beneficial as the basis empirical stepping stone for further research dealing with social-emotional integration and inclusive education for all students.

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