



Transformation of Teachers' Attitudes and Understanding of Students with Disabilities through Inclusive Education Training

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Abstrak

Pendidikan inklusi diselenggarakan agar seluruh anak memperoleh kesempatan dan layanan pendidikan yang bermutu termasuk anak disabilitas. Namun, penyelenggaraan pendidikan inklusi memunculkan beberapa permasalahan, salah satunya adalah guru yang tidak mengerti dengan pendidikan inklusi dan disabilitas, sehingga mereka kesulitan menerima siswa disabilitas dan mengelola kelas dengan baik. Penelitian ini bertujuan untuk menganalisa pengaruh pelatihan pendidikan inklusi untuk meningkatkan pengetahuan dan sikap guru dalam mengajar siswa disabilitas. Metodologi dalam penelitian ini menggunakan metode eksperimen dengan one group pretest-posttest design yang diperoleh jumlah sampel sebanyak 19 orang guru. Metode pengumpulan data berupa angket tertutup dengan instrumen sikap guru yang diadaptasi dan dimodifikasi milik dan instrumen pengetahuan guru disusun oleh peneliti berdasarkan buku Panduan Pelaksanaan Pendidikan Inklusif dan Buku Saku Penyelenggaraan Pendidikan Inklusif di Sekolah Dasar yang disusun oleh. Metode analisa menggunakan Wilcoxon, dengan hasil analisis menunjukkan terdapat perbedaan pengetahuan dan sikap guru terhadap siswa disabilitas sebelum dan setelah diberikan pelatihan pendidikan inklusi. Implikasi dari penelitian ini guru mampu menerapkan langkah-langkah pembelajaran yang lebih inklusif dan mampu mengenali karakteristik anak berkebutuhan khusus. Dengan demikian, dapat disimpulkan bahwa pelatihan pendidikan inklusi dapat meningkatkan pengetahuan dan sikap positif guru dalam mengajar siswa disabilitas.

Kata Kunci: Disabilitas, Pengetahuan, Pendidikan Inklusi, Sikap

Abstract

Inclusive education is organized so that all children, including children with disabilities, get quality education opportunities and services. However, the implementation of inclusive education raises several problems, one of which is teachers who do not understand inclusive education and disabilities, so they have difficulty accepting students with disabilities and managing classes well. This study aims to analyze the effect of inclusive education training on improving teachers' knowledge and attitudes in teaching students with disabilities. The methodology in this study used an experimental method with a one-group pretest-posttest design, which obtained a sample of 19 teachers. The data collection method was a closed questionnaire with an adapted and modified teacher attitude instrument and a teacher knowledge instrument compiled by the researcher based on the Inclusive Education Implementation Guide and the Inclusive Education Implementation Pocket Book in Elementary Schools. The analysis method used Wilcoxon, showing differences in teachers' knowledge and attitudes towards students with disabilities before and after being given inclusive education training. This study implies that teachers can apply more inclusive learning steps and recognize the characteristics of children with special needs. Thus, it can be concluded that inclusive education training can improve teachers' knowledge and positive attitudes in teaching students with disabilities.

Keywords: Disability, Knowledge, Inclusive Education, Attitude

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1. INTRODUCTION

Indonesia guarantees that all children, including children with disabilities, receive quality educational opportunities and services, namely by implementing inclusive education. Inclusive education is an education system that provides opportunities for all students with special needs, including students with disabilities who have the potential for intelligence or special talents to participate in education or learning in an educational environment together with students in general (Badiah, Jauhari, & Sambira, 2020; Fernandes, 2017). One of the goals of inclusive education is to realize the implementation of education that respects diversity, is non-discriminatory for all students, is friendly to learning and has a positive

impact on the academic and social development of students with disabilities (Hidayati & Warmansyah, 2021; Jauhari, 2017).

However, in reality, there are many problems encountered in the implementation of inclusive education so that inclusive education does not run optimally. One of them is the public's negative view of students with disabilities. They assume that students with disabilities are a disgrace to the family, which results in isolation and the provision of inappropriate education (Meka, Dhoka, Poang, Dhey, & Lajo, 2023; Normasari, Fitriyanawati, & Rofiah, 2021). In addition, with the implementation of inclusive education, schools are required to make adjustments in terms of curriculum, educational facilities and infrastructure, and learning systems that must be adjusted to the needs of each student. The demands received by schools are also not in line with the number of inclusive schools that are not evenly distributed. The latest data in 2017 showed that there were only around 24 elementary schools that had become inclusive schools in Pekanbaru City, even though there were around 330 elementary schools spread throughout Pekanbaru City.

There are still many problems encountered in the implementation of inclusive education, for example inadequate facilities, inadequate human resources, lack of training for teachers related to inclusive education, lack of skills and attitudes of teachers in dealing with special needs students and a curriculum that does not sufficiently accommodate the various needs of students with disabilities (Asiyah, 2018; Widiyanto & Putra, 2021). This is reinforced by the results of an interview with the Principal of Elementary School 025 Pekanbaru who complained that there had been no training related to inclusive education and students with disabilities received by the teachers, so they were not ready to accept students with disabilities in their school. The same thing was said by a BK teacher at another inclusive school who said that knowledge related to inclusive education had not been understood by several teachers at the school due to the lack of training they had received, so many teachers were not confident in teaching students with disabilities and did not even want to teach in class. Therefore, to maximize this inclusive education, teachers need to receive training on inclusive education (Hidayati & Warmansyah, 2021; Januariani, Masrokan, & Fuadi, 2023).

It takes thorough preparation so that the implementation of inclusive education can run well. The first stage in opening an inclusive class is the mental readiness of the school community to accept the presence of students with disabilities, especially the readiness of teachers. It is important for schools to provide knowledge and open up insights about inclusion to teachers to foster a true understanding of inclusive education, so that they are able to accept the presence of students with disabilities (Badiyah et al., 2020; Musfira, Karlina, & Susanti, 2022). Then cooperation is needed from various parties, namely teachers as the main factor in the inclusive education process. As educators, teachers have a primary role in the process of organizing education because they directly interact with students while providing teaching, therefore teachers are required to have knowledge about inclusive education (Susanti, 2021; Ulfah & Arifudin, 2022).

The provision of inclusive education training for teachers in inclusive schools aims to improve teachers' knowledge and attitudes in teaching (Ediyanto et al., 2021; Putri & Hamdan, 2021). Inclusive education training will provide understanding, knowledge and skills related to inclusive education so that it can strengthen teachers' positive attitudes and increase teacher competence in implementing inclusive education in schools (Fernandes, 2017; Putri & Hamdan, 2021). There are several competencies that a teacher must have, namely knowledge in the form of awareness in cognitive, understanding related to individual cognitive and affective, and attitude, namely feelings or reactions to stimuli that come from outside (Rosidah, Amelia Widya Hanindita, Ida Sulistyawati, & Apri Irianto, 2021; Widawati, 2021). The combination of these abilities will become the teacher's competence in carrying out their duties. Teachers' knowledge and skills in handling students need to be

trained so that they can provide learning that is appropriate to the conditions of students with disabilities interactively and teach (Musyafira & Hendriani, 2021; Rahman, Sirajuddin, Zulkarnain, & Suradi, 2023). In addition, the pedagogical competence of teachers regarding inclusive education is an important factor in understanding ABK and how to identify ABK and differentiate teaching methods, so inclusive education training is needed for teachers who do not have a special education background (TTU Dewi, Tiatri, & Mularsih, 2020; Wulandari & Hendriani, 2021). Therefore, the importance of comprehensive inclusive education training needs to be carried out both to increase knowledge and behavioral changes. Inclusive education training is carried out mostly leading to changes in insight regarding inclusive education and behavioral aspects of teachers.

A number of studies related to inclusive education have been conducted in several regions in Indonesia. The study stated that inclusive education training can have a significant influence on teachers' understanding and abilities (Asiyah, 2018; Jauhari, 2017; Musfira et al., 2022). Teacher competency training is very effective in improving the understanding of children with special needs in inclusive schools (Rahman et al., 2023; Wijaya, Supena, & Yufiarti, 2023). Other studies state that there is an increase in the ability of PAUD teachers in handling students with disabilities by providing inclusive education training programs (Putri & Hamdan, 2021; Widyastuti & Suminar, 2020). Based on the findings of previous studies, it can be said that inclusive education training for teachers has a large and positive influence on the implementation of inclusive education in schools. However, research related to the provision of inclusive education training to improve teachers' knowledge and attitudes in teaching has not been widely carried out.

The lack of research on inclusive education training on teachers' knowledge and attitudes in teaching students with disabilities will be a novelty in the research conducted. In addition, inclusive education training is one solution for teachers who have never known inclusive education and students with disabilities. Therefore, this study was conducted with the aim of analyzing the influence of inclusive education training to improve teachers' knowledge and attitudes in teaching students with disabilities. Providing inclusive education training is expected to increase teachers' insight regarding the variety of disabilities so that teachers can recognize and appreciate student differences, are able to apply teaching methods that are appropriate to the type of child's obstacles and create awareness regarding the importance of equal education for students with special needs.

2. METHODS

This study uses an experimental method with a one group pretest-posttest design. This study will conduct measurements before (pretest) the training begins and after (posttest) the training is carried out by measuring teacher knowledge and attitudes using the same measuring instrument. The tool used to collect data is a teacher attitude questionnaire. This teacher attitude questionnaire has been adapted and modified according to research needs as many as 41 items with a grid in the form of 1) understanding the basic concepts of inclusive education, 2) fostering relationships with students, 3) planning, implementing, evaluating the implementation of inclusive education, as well as obstacles and solutions in dealing with obstacles to the implementation of inclusive education. The teacher attitude instrument has gone through a validation and reliability process with a coefficient of 0.901 ($p > 0.6$). Meanwhile, the tool used in collecting teacher knowledge data is multiple choice questions compiled by researchers based on material from the Guidelines for the Implementation of Inclusive Education and the Pocket Book for the Implementation of Inclusive Education in Elementary Schools compiled by the Ministry of Education, Research and Technology (2021) with a total of 10 questions.

The population in this study were all teachers of SD Negeri 025 in the Rumbai area who had never received inclusive education training. Sampling in this study was carried out using the Total Sampling technique, namely the entire population was the sample in this study. This study used quantitative analysis with the help of Statistical Product and Service Solution (SPSS) software and hypothesis testing using non-parametric analysis, namely Wilcoxon. This analysis is used to determine the difference in values in two independent groups. The hypothesis is declared accepted if it meets the significance limit (p) below 0.01, if the p value > 0.01 and is still below 0.05 then the hypothesis can be accepted (Agung, 2014).

3. RESULTS AND DISCUSSION

Result

The number of subjects in this study was 19 teachers, with details of 4 male teachers (21%) and 15 female teachers (79%). Furthermore, based on teacher age categorization, the middle adult age range is 10 people (53%) and the subjects in early adulthood are 9 people (47%). The frequency description based on the length of time the teacher has been teaching is described in Table 1.

Table 1. The Frequency Based on Teaching Length

Teaching Time	Amount	Percentage (%)
< 5 years	5	26
6-10 years	2	10
11-15 years	6	31.5
>15 years	6	31.5
Amount	19	100

This study is an experimental study with a hypothesis to analyze the effect of inclusive education training on improving teachers' attitudes and knowledge in teaching students with disabilities. Initial measurements (pretest) were given before the delivery of the material and final measurements (post-test) were given afterward. The results of the attitude and knowledge questionnaire scores were then categorized by the researcher into five categories. The purpose of categorization is to place individuals into groups whose positions are hierarchical according to a continuum based on the attributes measured (Azwar, 2013). The categorization of research subjects was grouped into five categories, namely very low, low, medium, high, and very high as in Table 2.

Table 2. The Categorization of Teacher Attitudes

Categorization	Categorization Limitations	Score Range	Pretest	Post-test
Very Low	$X \leq \mu - 1.5 \sigma$	$X \leq 82$	0	0
Low	$\mu - 1.5 \sigma < X \leq \mu - 0.5 \sigma$	$82 < X \leq 109$	0	0
Currently	$\mu - 0.5 \sigma < X \leq \mu + 0.5 \sigma$	$109 < X \leq 137$	0	0
Tall	$\mu + 0.5 \sigma < X \leq \mu + 1.5 \sigma$	$137 < X \leq 164$	12	1
Very High	$X > \mu + 1.5 \sigma$	> 164	7	18

Description: μ : Mean; σ : Standard Deviation

The results of the categorization of teacher attitudes before and after training showed that 12 teachers were found to be in the high category and 7 in the very high category before training. Furthermore, there was 1 teacher who was in the high category before and 18 in the

very high category after training. Based on the results of the categorization, it can be seen that there was an increase in the number of teachers who experienced an increase in teacher attitudes after training. Furthermore, based on the processing of research instrument data, the results of teacher knowledge before and after training were obtained, which can be seen in Figure 1. The results illustrate that the total number of correct teacher answers during the pre-test was 111, while during the post-test the total number of correct answers was 131. So it can be concluded that there was an increase in the total number of correct answers in the aspect of teacher knowledge.

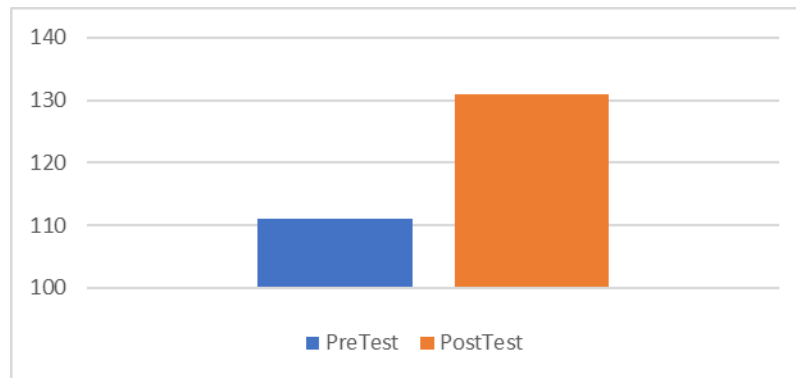


Figure 1. Teacher Knowledge

Hypothesis testing was conducted using nonparametric methods because the number of subjects in the study was small. The hypothesis proposed in this study is that there is an effect of providing inclusive education training on improving teachers' attitudes and knowledge in teaching students with disabilities. The group of teachers who received treatment in the form of inclusive education training will experience an increase in teachers' attitudes and knowledge. Hypothesis testing was conducted using the Wilcoxon analysis method which is used for the analysis of two correlated groups. The results of this analysis were conducted to see the difference between the pretest and post-test after being given treatment in the form of inclusive education training. The results of the analysis are presented in Table 3.

Table 3. The Results of the Wilcoxon Pretest and Post-test

Variables	Z	Sig	Information
Teacher Attitude	-1.973	0.049	Significant
Teacher Knowledge	-2.469	0.014	Significant

Based on the analysis of the hypothesis test in Table 3, it shows the results of the significance value on the teacher attitude variable of 0.049 ($p < 0.05$). These results indicate that there is a significant difference in teacher attitudes before and after being given inclusive education training. Then, for the teacher knowledge variable, a significance value of 0.014 ($p < 0.05$) was obtained. These results indicate that there is a significant difference in teacher knowledge before and after being given training. Thus, it can be concluded that inclusive education training can have a significant influence on improving teacher attitudes and knowledge in teaching students with disabilities.

Discussions

Based on the results of the study, it shows that there is an influence of providing inclusive education training on improving teachers' attitudes and knowledge. The results of

this study indicate that teachers' attitudes related to inclusive education are in the high category. Training activities are very effective in improving the competence of inclusive school teachers in understanding students with disabilities. This can be seen from the increase in teachers' knowledge about students with disabilities in the study. With optimal training, elementary school teachers have a more positive attitude towards education (Kurniawati, de Boer, Minnaert, & Mangunsong, 2017; Musfira et al., 2022). Inclusive education training for teachers is a factor that can influence attitudes towards inclusive education, as illustrated by the results of previous research which stated that teachers who have attended inclusive education training have a higher positive attitude compared to teachers who have never attended training (TTU Dewi et al., 2020; Yuastutik, 2022). Teachers' positive attitudes towards inclusive education can also be influenced by experience and the amount of training, education and training or field practice they have attended (Musyafira & Hendriani, 2021; Ramadhana, 2020). Therefore, it can be concluded that providing inclusive education training can improve teachers' attitudes and knowledge in teaching students with disabilities.

The teacher's attitude in teaching students with disabilities is inseparable from the influence of the teacher's length of teaching. Researchers divided into 2 groups, namely 0-10 years of teaching and 11-15 years or more in teaching. This study found that teachers who had taught for 11-15 years had a higher positive attitude in teaching students with disabilities when compared to teachers who had taught for 0-10 years. The results of this study are in line with the results of research on teachers in Thailand which stated that teachers who had taught for 6-10 years had a better attitude when compared to teachers who had taught for less than 6 years and teachers who had taught for longer had a more positive attitude than teachers who still had little teaching experience (Balkist, Dasari, & Fitriasaki, 2023; RR Dewi & Titisari, 2022). This happens because teachers who have been teaching for a long time will have more experience on how to deal with various types of students.

Furthermore, the absence of Special Assistant Teachers and the lack of knowledge possessed by teachers, especially regarding the types of students with disabilities, are the reasons why teachers are not ready to accept the diversity of students and become an inclusive school. However, indirectly they have accepted students who are likely to be indicated as students with disabilities due to the zoning regulations made by the government. Therefore, there are feelings of worry, confusion and feeling burdened when dealing with students with disabilities in their current school. These feelings are natural for teachers to feel because the lack of proper training to handle students with disabilities and the lack of resources are the causes of teacher tension (Kumar & Midha, 2017; Prihartini, Buska, Hasnah, & Ds, 2019). After being given training, teachers began to feel a little more at ease because they could identify the types of obstacles in their students and modify the learning design as needed.

Furthermore, the researcher also conducted discussions with teachers who interact with students who are likely to be indicated as students with disabilities. They argued that low knowledge related to students with disabilities causes them difficulty in controlling the class and are less able to behave positively towards their students with special needs. Teachers need more training and inclusive practices in modifying lesson plans and identifying types of students with disabilities (Badiyah et al., 2020; Widyastuti & Suminar, 2020). Thus, focusing on skills and experience, it is important to have ongoing training to deal with students with disabilities so that positive attitudes in teachers who teach students with disabilities can continue to increase optimally (TTU Dewi et al., 2020; Ediyanto et al., 2021). Through this training, teachers' ability to manage diverse classes is further developed, so that they can create a safer and more comfortable learning environment (Na'imah, Widyasari, & Herdian, 2020; Rahmi, Hasanah, & Anti, 2020).

During the training, the teacher said that parents who have children who are indicated as students with disabilities are difficult to work with in terms of guiding their children and parents tend to let go when it comes to their children's education. The low awareness and involvement of parents who have students with disabilities related to their children's education is one of the factors inhibiting the success of inclusive education in schools (Andani et al., 2023; Normasari et al., 2021). Therefore, Inclusive training also encourages teachers to establish better cooperation with parents, counselors, and educational experts, in order to provide appropriate assistance for students who need special attention (Kusmaryono, 2023; Widyastuti & Suminar, 2020). In addition, this training plays a role in reducing discrimination and stigma against students with disabilities, and supports the creation of a culture of mutual respect in the classroom. Overall, this training contributes to increasing student participation, self-confidence, and academic achievement, which ultimately creates a more equitable and inclusive learning environment.

The results of this study are in line with the results of previous studies which stated that inclusive education training can have a significant influence on teachers' understanding and abilities (Asiyah, 2018; Jauhari, 2017; Musfira et al., 2022). Teacher competency training is very effective in improving the understanding of children with special needs in inclusive schools (Rahman et al., 2023; Wijaya et al., 2023). Other studies state that there is an increase in the ability of PAUD teachers in handling students with disabilities by providing inclusive education training programs (Putri & Hamdan, 2021; Widyastuti & Suminar, 2020). Based on the findings of previous research, it can be said that inclusive education training for teachers has a large and positive influence on the implementation of inclusive education in schools. So, it is hoped that in the future schools, education offices and related institutions will be able to create and realize healthy and beneficial inclusive schools for children with special needs through supervision and training that is carried out routinely to meet and improve teacher competence in teaching.

4. CONCLUSION

Based on the results found, it can be concluded that there is an influence of inclusive education training on improving teachers' knowledge and attitudes in teaching students with disabilities. The results of the analysis indicate that there are differences in teachers' knowledge and attitudes towards students with disabilities before and after being given inclusive education training. The suggestions that can be conveyed are that in the future, training aimed at improving teachers' abilities in teaching and dealing with students with special needs can be improved in order to realize the success of inclusive education.

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