

AMERICAN
SCIENTIFIC
PUBLISHERSCopyright © 2017 American Scientific Publishers
All rights reserved
Printed in the United States of America*Advanced Science Letters*
Vol. 23, 3504–3506, 2017

Teachers' Attitude and Expectation on Inclusive Education for Children with Disability: A Frontier Study in Semarang, Central Java, Indonesia

Ika Febrian Kristiana^{1,2,*} and Costrie Ganes Widayanti¹¹*Faculty of Psychology, Diponegoro University*²*Center for Health Research, Institution for Research and Community Services Diponegoro University, Semarang, Indonesia*

Background: Inclusion becomes not only one of the main topics in educational equity in Indonesia but also worldwide. In particular, Indonesian ministry of education's regulation number 70 in 2009 has provided policies on inclusive education. Semarang city now still fights its way to become a friendly city for children with disability. Teachers play irreplaceable role in the implementation of inclusive policies. **Method:** This study aimed to examine the relationship between teaching experience, type of disability suffered by the children, training experience and teachers' attitude and expectation on inclusive education. A total number of 81 teachers from elementary regular/public schools in Semarang became the subjects of this research. Data were collected using attitude towards inclusion scale ($n = 29$ items, $\alpha = .955$) and expectation scale ($n = 22$ items, $\alpha = .919$). **Result:** The results showed that teachers' attitudes and expectations towards inclusion were not influenced by teaching experience ($F = 1.918$, $p = .154$). Similarly, results also showed that neither teachers' attitude nor expectation were correlated with the type of disability suffered by students in the classroom ($F = 1.032$, $p = .420$). On the other hand, teachers' attitude and expectations were more influenced by the teachers' training experience ($F = 3.471$, $p = .036$). **Conclusion:** Training experience was the most important things to build positive attitude on inclusive education for children with disability.

Keywords: Teachers' Attitude, Teachers' Expectation, Inclusion, Children with Disability.

1. INTRODUCTION

Inclusive education's basic concept was meant for education service system which included children with special needs to study together with their peers in a regular school nearby. In Indonesia, its scope covers from kindergarten level up to senior high and vocational schools.¹ Data from the directory of extra-ordinary school development (2008/2009) revealed that only around 36% of children with special needs could obtain formal education, while the rest 64% could not.¹ Another data from the Indonesian statistics bureau in 2012 indicated that there were 4,2 million children with special needs (aged 5–14 years old) which made the 64% uneducated ones became unimaginable.² While the number of regular schools ready for them is very limited, inclusive policy must be implemented in those regular schools. Teachers have the most crucial role in applying inclusive education policy. Teacher's positive approach towards children with special needs along with the inclusive education approach will form teachers' attitude and an inclusive learning. Such attitude is defined as an

internal condition depicting the assessment and evaluation (like or dislike, agree or disagree) and becomes a predisposition of an individual behavior. However, attitude can also be formed by a person's experience, whether personal or a second-person experience.^{3,4} In the USA, a teacher can behave positively towards autistic children based on their education background and valuable experience with supports provided by the government and the society.⁵ Its impacts in applied researches become appealing as it can transform a person's attitude in addressing several social issues,⁶ in this case issues appearing from the implementation of inclusive education. In Indonesia, this implementation has not shown an optimum progress which is indicated by the low inclusive teachers' qualification⁷ in identifying or assessing the characteristics of students with special needs and low pedagogical competence as a result of too many problems or unmanaged inclusive classes.⁸

Teachers' positive attitude towards inclusive education can be formed with enough pedagogical and personal competences, knowledge and experience in handling students with special needs, and infrastructure support provided by the government.^{5,9} Teachers with enough knowledge are expected to have a rather

*Author to whom correspondence should be addressed.

positive attitude towards inclusive education. A positive attitude and behavior will provide students with the opportunity to get engaged in any kinds of education program, including inclusive education.^{10,11} It can also build teachers' confident in their students' academic skills and achievement as expected. Teachers' expectation is influenced, one of them, by diagnostic label/students' type of severity.¹² It will provide the push and the effort to make it happen.

Children with special needs are children possessing different physical and mental skills or function compared to their peers¹³ who require different approach in education.¹ These children will be provided with special educational approach as they are special. This means providing them with schooling opportunity and service¹³ to ensure them to get a decent education as and together with other normal children by using inclusive approach.¹⁴ Inclusive education requires different curriculum, a well-organized classroom management, teachers' and other adults' expectation, and school's commitment to support these children.¹⁵ Teachers' in inclusive classes should also be briefed in order to create a comfortable inclusive social atmosphere in the classroom so that students can socially engage without any discrimination.¹⁶

Teachers' attitude has significant influence in the success of education itself, and so does teachers' attitude towards inclusive education.^{5,17} Several influential variables such as types and level of disability experienced by students, teachers' training and knowledge of students with special needs, and teachers' experience in handling students with special needs can be considered crucial in determining the success of inclusive education.¹⁸

Teachers' expectation is their faith in their students' academic skills and achievement. It is influenced by students' basic skills which can be influenced by type of ethnic, SES, gender and diagnostic label/physical or psychological barrier.¹² Teachers' expectation will be substantially influential in providing efforts to motivate students.¹⁹ Semarang is one of capital city in Indonesia that was declared as a city of inclusion for that reason this study emerge to provide a basic data about attitude and expectation among teacher through inclusion.

2. METHOD

This was a correlational study which hypothesized that there were correlation between types and level of disability/severity experienced by students, teachers' training experience, teachers' experience in handling students with special needs) and teachers' attitude and expectation towards inclusive education.

Data collecting instruments used in this research were teachers' attitude scale (29 items, $\alpha = .955$, r value between .476–.848) and teachers' expectation scale (22 items, $\alpha = .919$, r value between .3920–.688) towards inclusive education. The subjects of this research were 81 teachers teaching students with special needs in regular/public schools.

3. RESULTS

Based on the Manova's test results, it can be seen that only training experience showed significant influence in teachers' attitude and expectation ($F = 3.471$ and $p = .035 < .05$), while types of students with special needs and teachers' experience in handling such students did not provide crucial influence in teachers' attitude and expectation.

Table I. Teachers' demographic data.

Data	N	%	M	SD
Sex:				
Male	24	29.6		
Female	57	70.4		
Age:			35.481	7.834
20–25	15	18.5		
26–30	15	18.5		
31–35	13	16.0		
36–40	13	16.0		
41–45	10	12.3		
>45	15	18.5		
Teachers' experience			10.791	7.926
> 1 year	2	2.5		
1–5 years	27	33.3		
6–10 years	25	30.9		
11–15 years	10	12.3		
15–20 years	2	2.5		
>20 years	15	18.5		
Type's of children severity (handled by teacher)			2.91	1.97
SLD	11	13.6		
SL	15	18.5		
ID (MR)	13	16.0		
Physical dis.	12	14.8		
Autism	6	7.4		
ADHD	13	16.0		
unidentified	11	13.6		

Notes: SLD: Specific learning disability; SL: Slow learner; ID (MR): Intellectual disability (Mental retarded).

The influence provided by the training variable was proven to be crucial in teachers' expectation with $F = 5.844$, $p = .018 < .05$. Meanwhile, it was proven to be insignificant when it is related to teachers' attitude with $F = 3.741$, $p = .057 > .05$.

This research's findings concluded that teachers' expectation was not influenced by their experience in handling students with special needs which differed from previous researches' findings.²⁰ Also, it was not influenced by the type of disability experienced by students.^{20–22} This result was different from the previous research in Dublin which concluded that students' disability could lower teachers' expectation in students' academic achievement. Diagnosing and labeling students with stereotype such as autistic students have the image that they will be difficult to be taught although they never even met before, will lower

Table II. Multivariate test.

Variable	Test of significant	F	p
Student's type of severity	Hotelling's Trace	1.032	.420
Training	Hotelling's Trace	3.471	.036
Teachers' experience	Hotelling's Trace	1.918	.154

Notes: F: value of manova test; p: p-value, significant $> .05$.

Table III. Tests of between-subjects effects.

Independent variable	Dependent variable	F	p
Student's type of severity	Attitude	1.686	.149
	expectation	.854	.516
Training	Attitude	3.741	.057
	expectation	5.844	.018
Teachers' experience	Attitude	2.861	.095
	expectation	2.509	.118

Notes: F: value of manova test; p: p-value, significant $> .05$.

teachers' expectation towards students' academic achievement. This will result in teacher's discriminating attitude in providing equal learning opportunity and, eventually, will demotivate the students.¹⁶

The fact that teachers' attitude towards inclusive education is not influenced by the types of disability, training and teaching experience is relevant to the previous researches' result which declared that the types of disability did not influence teachers' decision in involving the students with special needs in regular classes or in separated classes.^{23,24} Other researches¹¹ also found that teachers' faith in inclusive education became the strongest predictor in teachers' attitude which was not mediated by the attitude variable. Other substantial results in this research which align to other previous researches' results were that training was proven to be an influential variable in shaping teachers' attitude and expectation toward inclusive education. Some researches mentioned that teachers' false perception, low faith and negative attitude concerning on children with special needs were results of insufficient knowledge which illustrated the needs of more advance training to assist and develop teachers' self-efficacy.^{25,26} Teachers who teach students with special needs in regular classes require more training to improve their classroom teaching skills and strategies.^{27,28} More training on handling children with special needs will certainly improve the teachers' teaching quality^{28–30} and for that reason the effectiveness of specific training for teacher could be held and investigate for the future study.

Acknowledgments: We extend thanks and gratitude to the Dean of Psychology Faculty of Diponegoro University who support us to conduct this research and to all participants who gave sufficient information as long as data collecting.

References and Notes

1. Kemendiknas, Modul pelatihan pendidikan inklusif, Kemendiknas, Jakarta (2010).
2. Republika, Jumlah anak berkebutuhan khusus di Indonesia, <http://nasional.republika.co.id/berita/nasional/umum/13/07/17/mq2zvp-jumlahanak%20berkebutuhan-khusus-di-indonesia-tinggi>, accessed in (260516) (2013).
3. E. Avramidis, P. Bayliss, and R. Burden, *Educational Psychology* 20, 191 (2000).
4. A. Eagly and S. Chaiken, *The psychology of attitudes*, Fort Worth, Harcourt Brace Jovanovich, TX (1993).
5. M. J. Segall and J. M. Campbell, *Research in Autism Spectrum Disorders* 6, 1156 (2012).
6. I. Ajzen, *Attitudes, Personality, and Behavior: Second edition*, Open University Press, New York (2005).
7. S. Rudyati, Potret Sekolah Inklusif di Indonesia, Makalah Seminar Umum AKESWARI, Retrieved from <http://staff.uny.ac.id/sites/default/files/130543600/Potret%20Sekolah%20Inklusif%20di%20Indonesia.pdf>. (190716) (2011).
8. W. A. Herdiana, Perbedaan pengelolaan kelas Inklusi di SD Negeri dan SD Swasta di Kota Malang, <http://karya-ilmiah.um.ac.id/index.php/ASP/article/view/7517>, accessed in (080316) (2010).
9. S. Elisa and A. T. Wrastari, *Jurnal psikologi perkembangan dan pendidikan* 2 (2013), http://www.journal.unair.ac.id/filerPDF/110810216_Ringkasan.pdf. Accessed in (080316).
10. L. Jackson, D. L. Ryndak, and F. Billingley, *Journal of the Association for Persons with Severe Handicaps* 25, 129 (2000).
11. A. Jordan and P. Stanovich, *International Journal of Disability* 48, 33 (2001).
12. E. R. Peterson, C. Rubie-Davis, D. Osborne, and C. Sibley, *Journal of Learning and Instruction* 42, 123 (2016).
13. G. L. Porter and D. Smith, *Exploring inclusive educational practices through professional inquiry*, Sense Publishers, Rotterdam (2011).
14. Depdiknas, UU No 20 Tahun 2003 tentang Sistem Pendidikan Nasional: Permendiknas No. 7 Tahun 2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan atau Memiliki Kecerdasan dan/ atau Bakat Istimewa, Depdiknas, Jakarta (2013).
15. R. Rose and M. Howley, *The Practical Guide to Special Educational Needs in Inclusive Primary Classrooms*, Paul Chapman Publishing, London (2007).
16. A. De Boer, S. J. Pijl, W. Post, and A. Minnaert, *Social Development* 22, 831 (2013).
17. S. Azwar, *Sikap manusia: Teori dan pengukurannya* (Edisi ke 2), Pustaka Pelajar, Yogyakarta (2010).
18. E. Avramidis and B. Norwich, *European Journal of Special Needs Education* 17, 129 (2002).
19. S. P. Siagian, *Teori motivasi dan aplikasinya*, Rineka Cipta, Jakarta (2004).
20. R. Rose, *Educational Review* 53, 147 (2001).
21. K. Noble, *Personal reflection on experiences of special and mainstream education in encouraging voices*, edited by M. Shevlin and R. Rose, National Disability Authority, Dublin (2003).
22. D. Toolan, *Shaped identities, in encouraging voices*, edited by M. Shevlin and R. Rose, National Disability Authority, Dublin (2003).
23. C. L. Praisner, *Exceptional Children* 69, 135 (2003).
24. P. W. Cascella and C. S. Colella, *Focus on Autism and Other Developmental Disabilities* 19, 245 (2004).
25. H. Schwartz and K. D. R. Drager, *Language, Speech and Hearing Services in Schools* 39, 66 (2008).
26. K. B. Dahle, *Early Childhood Special Education* 31, 65 (2003).
27. D. Fisher, N. Frey, and J. Thousand, *Teacher Education and Special Education* 26, 42 (2003).
28. M. L. Yell, E. Drasgow, and K. A. Lowrey, *Focus on Autism and Other Developmental Disabilities* 20, 130 (2005).
29. M. L. Yell, A. Katsiyannis, E. Drasgow, and M. Herbst, *Focus on Autism and Other Developmental Disabilities* 18, 182 (2003).
30. B. Mulvihill, D. Shearer, and L. Van-Horn, *Early Childhood Research Quarterly* 17, 197 (2002).

Received: 18 September 2016. Revised/Accepted: 22 December 2016.