

# **Management of Inclusive Education Services in School Through Self Awareness, Motivation, and Self Efficiency**

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## **Abstract**

This study aims to analyze the management of inclusive education services in schools through self-awareness, motivation, and self-efficacy. This study uses a qualitative research method with a case study approach through interviews with principals and teachers at inclusive schools in Malang. Based on the study results, it is known that when school members have self-awareness and have high motivation to teach children with special needs, self-efficacy grows in teachers to provide inclusive education services that are according to crew needs. Management strengthening in schools that implement inclusive education is obtained through socialization, training, and policy provision.

**Keywords:** management; inclusive education; self-Awareness; motivation; self-efficacy.

## **I. Introduction**

Education services should be carried out on the principles of equality and equity; the process of educational services does not discriminate against the condition of children, both those who experience intellectual, mental and physical constraints [18]. Accommodation of democratic principles is contained in the concept of inclusive education. Inclusive education is an integrated education system where students with special needs can obtain academic and non-academic services with systems, methodologies, and approaches following their needs and abilities [1]. The inclusive education system is supported by the Indonesian National Education System Law No. 20 of 2003 to provide opportunities for students with special needs to participate in education or learning in an educational environment together with students in general. However, the implementation of inclusive schools is not fully developed according to the rules of inclusive education itself. Various new

problems have given rise to new polemics in the education service system, including bullying of students with special needs, lack of understanding of classroom teachers in providing learning, to incompatibility of service programs [17], [19].

Realizing the implementation of quality inclusive education needs to be supported by developing various supporting aspects, one of which is the Support System to build an inclusive culture in the school [21]. The way to foster an inclusive culture in schools is to improve the Support System to be supported by the entire school community. The results of the study state that three main aspects need to be instilled in building a Support System, namely Self Awareness, Motivation, and Self Efficacy of school members [3].

The current study is needed to build Self-awareness, Motivation, and self-efficacy for referring school members to the importance of building a support system. The hope is that it can foster an inclusive culture in the school environment by improving the quality of disability-friendly education and creating a pleasant environment for children with special needs.

This research method is designed with a development research approach. Research activities will combine theoretical and empirical studies to produce a design for strengthening inclusive education patterns. The implementation of the research was carried out in three stages, namely data collection, data analysis, and research report writing. This research activity will be carried out in 16 inclusive public schools and eight private inclusive schools. The sample selection is located in 5 cities/districts in East Java, namely Malang City, Kab. Blitar, Probolinggo City, Kab. Banyuwangi and Kab. Trenggalek and 3 Regencies/Cities in West Java Province, namely Kab. Subang, Bandung City and Kab. Sumedang. The research subjects were principals, teachers, education staff, students, and parents of students with special needs in elementary, junior high, and high school equivalents.

This study aims to (1) identify and find the level of self-awareness of school residents (principals, teachers, education staff, and students) to students with special needs. (2) Identify and find the level of motivation of school residents (principals, teachers, education staff, and students) towards students with special needs. (3) Identify and find the level of self-efficacy of school residents (principals, teachers, education staff, and students) towards students with special needs. (4) Produce a model structure of strengthening the management of inclusive education services based on self-awareness, motivation, and self-efficacy.

## **II. Method**

### **a. Research design**

This study uses a qualitative research design with a case study approach. The qualitative research method is a research procedure that produces data in the form of words or text. The result is a written report that influences the researcher's views, thoughts, and knowledge. On the other hand, case studies are one of the methods of qualitative research that explores a particular case by collecting various sources of information [16].

### **b. Research Participant**

The research was carried out in two schools that organize inclusive education programs in the city of Malang. Sampling will be carried out by proportional random sampling, based on the number of research targets in each school. The number of respondents consisted of one principal and two teachers in each school, bringing six respondents. Through self-awareness, motivation, and self-efficacy in inclusive education, researchers explore information and experiences from principals and teachers related to service management in inclusive schools.

### **c. Data Analysis**

We collected qualitative research data using interview techniques to get an overview of service management in inclusive schools through self-awareness, motivation, and self-efficacy in inclusive education. Researchers chose to use this method because researchers would obtain an in-depth and comprehensive picture of information and experience from experts and practitioners regarding a comfortable learning environment for all students. Data could be collected in the form of words from in-depth interview scripts.

## **III. Results and Discussion**

### **Results**

#### **a. Level of Self-Awareness of School Residents towards Students with Special Needs**

Each school member has a good self-understanding regarding their duties in providing services to ABK students. Self-Awareness of school residents can be seen in carrying out these services; for example, the teacher has a good self-understanding that he is a teacher who must provide teaching services to all students, including students with special needs. The principal also has a good self-understanding regarding providing services to children with special needs, such as providing policies that make it easier for children to get services at school. In addition, other school residents such as security guards, gardeners, regular students, and others have a good self-understanding in providing services to children with special needs at school by helping children with

special needs when they need help, especially when in school. It was conveyed by KS 1, who stated, "we all know our respective portions, Ms. For example, like me, yes, as a school principal, I should provide policies that can make it easier for students to learn. Then the teachers already know their respective duties and are aware of their obligation to teach, including teaching these children with special needs. In addition, other residents also have increased awareness, such as the security guard who always helps when the ABK has difficulty outside the classroom, the gardener, and even the other children are the same." Teacher 3 also stated, "I am aware of my duty in teaching students, including children with special needs. If the principal helps a lot in making policies and other school residents help outside the classroom, like other children usually take their blind friends to the canteen or the bathroom, security guards and gardeners too, Ms. The Yawes who are there must help each other."

Self-Awareness of school residents is obtained from initial socialization related to the regulations for inclusive education, training provided to school residents, and principal policies that enable school residents to understand their ability to provide services to children with special needs. It was conveyed by KS 2, who stated that "I often provide training for school residents so that they know ABK better if previously it was in the form of socialization so that they would not be surprised. Then, I also gave policies that every school member must create an inclusive environment for all students, including students with special needs. From these things, finally, every school member knows his ability to provide services for ABK students. Teacher 1 also conveyed the same thing "Yes, at first we were given socialization, Ms. Furthermore, we are also given training so that we know more and have self-awareness in understanding ourselves to provide services to crew members. In addition, the principal has also given a policy from the beginning that we all school members must provide good services to all students, to create an inclusive school environment".

b. The level of motivation of school residents towards students with special needs

School residents have an excellent motivation to realize equal education for students with special needs in their schools. This motivation is shown by many educators who do not have a special education background / special education. Besides that, the motivation is also shown through the teachers' activeness to include and accompany students with special needs to participate in competitions to win several competition events and enthusiasm in participating in activities for children with special needs. The statement was conveyed by KS 2 "The motivation of teachers here, which is very clearly seen is, there are many teachers who do not have special education backgrounds but are enthusiastic about developing the abilities of children with special needs, so

many teachers here are not with special education backgrounds. Including myself, I am from chemistry education, there are several teachers from Indonesian language education, from fashion, some even from the law. They have great motivation to be able to assist students with special needs here. In addition to educators, our TU is a graduate of information technology. It is precisely the teachers who do not have special education backgrounds who master many vocational skills. Then the children are guided and often take part in competitions, who accompany the teachers earlier. Until finally we won many competitions in various branches." The same statement was conveyed by KS 1 "Our school often includes children with special needs in activities outside of school, such as participating in various competitions, work exhibitions, etc. By participating in these various activities, it will be apparent that the motivation of the teachers who are very enthusiastic in guiding children with special needs to be able to show their skills in the community out there." A complete statement was conveyed by teacher 3 "I was motivated because at first, I felt sorry for them, there were many people who did not want or did not dare to communicate with them, I finally got up the courage to become a teacher for children with special needs, although at first, I was also afraid, can you not? When I was determined, I learned various skills, and coincidentally there were often exhibition opportunities, there I had the opportunity to show the children's work, Alhamdulillah it turned out that many liked it, I also became more enthusiastic about developing myself for the sake of children with special needs ."

#### c. Self-Efficacy Level of School Citizens Against Students with Special Needs

The level of self-efficacy of school residents in inclusive schools for children with special needs is outstanding; this happens because school residents are used to interacting and handling children with special needs, so they can accept, support, and cooperate with children with special needs. The self-efficacy of school residents has also increased because they have received several times of training and counseling in handling and teaching children with special needs in inclusive schools. The statement was delivered by KS 1 "We are used to dealing with crew members, so we are not surprised. So, God willing, we believe that we can teach and serve ABK students in this school well, although we still need some improvements. The teachers and all school members have also received counseling and training in dealing with ABK Ms. The same statement was also conveyed by Teacher 4 "Since inclusion has been implemented in this school, we have received training on how to teach children with special needs and differentiate the handling of each of their disabilities. So far, we have provided the best service for them; even though nothing is perfect, we are also still learning. Even when we have confusion, there is usually a time to discuss together to solve it."

d. Process Model Structure of Strengthening Inclusive Education Service Management Based on Self-Awareness, Motivation, and Self-Efficacy

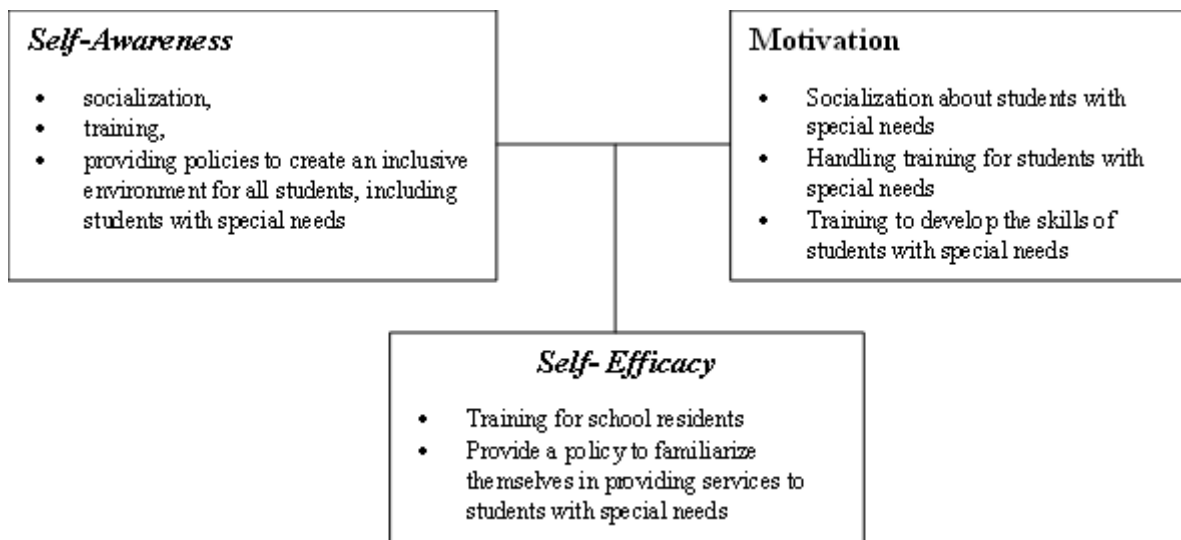


Figure 1. Structure of the Inclusive Education Management Strengthening Model

Figure 1 shows that inclusive education management based on self-awareness and motivation can form self-efficacy for school members. The strengthening of inclusive education management can be through socialization, training, and providing policies to create an inclusive environment for all students, including students with special needs. Socialization is given at the beginning of the inclusive education program. It is for the initial introduction to school residents regarding inclusive education. Then the provision of training to school residents to provide services for students with special needs in inclusion is also no less critical in strengthening management in inclusive education. Through training, school residents become more aware, better know how to provide appropriate inclusive education services to children with special needs. In addition, policies to create an inclusive environment are also very much needed. The policies that are made can make school residents accustomed to ABK so that school residents will have good self-efficacy over time.

## Discussion

### a. Awareness of Persons with Disabilities

Inclusive education is an approach in the education system based on an awareness of the fundamental right to education for all children, including persons with disabilities. Inclusive education implies that every regular school can accept every child without exception, including children with disabilities, and ensure that all students are accepted as part of the school community

[1]. Therefore, disability awareness for school residents is an important part of accepting them and serving them in inclusive schools.

In general, awareness of disability is understood as understanding and knowledge about the diversity of disabilities, the rights of persons with disabilities, characteristics of persons with disabilities, ways of interacting with persons with disabilities, and cooperating with persons with disabilities. In the context of implementing inclusive education, all school members must be aware of people with disabilities. The key to the success of inclusive education is determined by the awareness of teachers and parents about disability [11]. Students without disabilities also need to be aware of their friends with disabilities, [15] experimented with developing awareness of disability in first graders of elementary school. In their review, [12] concluded that the success of interventions to raise awareness of disability is determined by the duration of the intervention and how often participants make social contact with people with disabilities.

Awareness of disability for teachers is related to teacher efficacy in teaching students with disabilities. Teachers in inclusive schools need knowledge about children with disabilities, how to teach them. Teachers feel frustrated and guilty when they cannot do what is best for all their students in [9]. Gerson's research [7] found that teacher awareness of disability and teacher efficacy positively correlated to teacher attitudes.

#### b. Interactional Motivation for Persons with Disabilities

The motivation between school members when interacting with students with disabilities is understood from caring relationship theory. [13], [5] formulated the caring relationship between individuals and other individuals into two interrelated concepts: engagement and motivational displacement. Engrossment refers to the willingness of individuals as caregivers to exist and be present for people who are cared for, listen, pay attention and provide full support to that person. Motivational displacement is described as the ways or actions of someone who gives care (carer) to meet the needs of someone who receives care (cared-for) so that the problems faced can be solved.

#### c. Self-Efficacy in Interaction toward Persons with Disabilities

The school entity is understood as a community in which school members interact, social ties are established, and emotional bonds are formed between school members to create a climate, habits, norms, and culture. The concept of self-efficacy is interpreted as an individual's belief in his ability to achieve success [4]. In this case, collective efficacy refers to the collective trust of school members in their ability to interact with students with disabilities. The achievement of success in this interaction is the success of accepting, supporting, and cooperating with persons with disabilities.

In the context of the instructional relationship between teachers and students, of course, the teacher's confidence in his ability to teach students with disabilities is an important position because,

in the implementation of inclusive education, regular teachers are required to adapt the curriculum and organize learning according to the "diversity" of the needs of students with disabilities. Therefore, the high level of teacher efficacy is one of the dominant factors influencing the implementation of inclusive education [6]. Furthermore, teacher efficacy will determine the positive attitude of teachers towards inclusive education [2].

#### **IV. Conclusion**

Strengthening inclusive education management can be through socialization, training, and providing policies to create an inclusive environment for all students, including students with special needs. Socialization is given at the beginning of the inclusive education program. This study is for the initial introduction to school residents regarding inclusive education. Then the provision of training to school residents to provide services for students with special needs in inclusion is also no less critical in strengthening management in inclusive education. Through training, school residents become more aware, better know how to provide appropriate inclusive education services to children with special needs. In addition, policies to create an inclusive environment are also very much needed. The policies that are made can make school residents familiar with ABK so that school residents will have good self-efficacy over time.

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