

The Relationship between Inclusive Education Policy with Teachers' Attitude to Children with Special Needs at Inclusive School

Sutarni, Munawir Yusuf, Arsy Anggrellangi

Special Education of Teacher Training and Education Program Sebelas Maret University

Email: sutarni.ss@student.uns.ac.id

Abstract: The aim of this study is to know the relationship between teachers' understanding to inclusive education policy with teachers' attitude to children with special needs at inclusive school in Pati. According to the aim, this study used correlational quantitative approach. The subject of this study were 40 teachers of inclusive school in Pati. The sampling technique used was simple random sampling technique. The data collection technique used was likert model scale instrument. The analysis result indicates the hypothesis is accepted, it means that there is a significant relation between the understanding of inclusive education policy with the teachers' attitude to children with special needs by value of $2,860 > 2,061 (>)$ and significant value of $< 0,05 (0,007 < 0,05)$. Correlation coefficient value (R) of this study is 0,421. It means that relationship between teachers' understanding to inclusive education policy with teachers' attitude to children with special needs in Pati has a fairly strong relationship. The percentage of the influence of contribution which has understanding of inclusive education policy to the teachers' attitude to children with special needs is 17,7% which indicates by determination coefficient (r^2) of 0,177, meanwhile the rest of 82,3% is influenced by other not examined factors.

Keywords: Policy Understanding; Inclusive Education; Teachers' Attitude

INTRODUCTION

Every human being need education to develop themselves as nature intelligence. There are no exceptions to educational needs for anyone, including children with special needs. Equal rights for children with special needs in education with regular children can be find in inclusive education system. The implementation of government policy related to inclusive education is written in Peraturan Menteri Pendidikan Nasional (Permendiknas) No. 70 year of 2009.

The meaning of inclusive education described by Ilahi (2013) as an education system which conduct opened service for anyone with strong will to develop their potential. The realization of inclusive education is as inclusive school. Inclusive school is a formal education which in its implementation do not compare students with one another, all children with special needs, children who hampered in accessing quality education, or regular children can access the same education service (Mudjito et al., 2014). In conclusion, inclusive school is a school that perform educational and learning service for children with special needs in combined class with regular children regardless of the obstacles they have.

As the development of educational system, many regular school designated as inclusive school administrators. However, it is very unfortunate because the establishment of this policy has not been

accompanied by the readiness of teachers to deal with students in inclusive classes. This is in line with Salamah (2015) research about teacher readiness to deal with children with special needs in Pojok Elementary School of Sleman which show the lack of teacher readiness in handling. For example, teacher who has problem in preparing individualized program for children with special needs, negative attitude to special needs children by does not provide guidance when there is a class assignment, or provide evaluation technique to them is incorrect. Whereas, the teacher's attitude to children with special needs can be influenced directly or indirectly from how teachers prepare their readiness to provide education and learning for them.

According to Udhiyanasari (2019) about teacher's attitude to children with special needs in inclusive school which showed not too well attitude, such as labelling them as naughty and feeling not able to teach them with their negative attitude. Other study by Setianingsih (2018) explain that the tendency of education staff or teachers in schools providing inclusive education to be unable to understand and accept positively the existence of ABK so that there are still negative expressions and ultimately lead to discriminatory attitudes from teachers towards children with special needs.

In study of Elisa and Wrastari (2013) describe that one of the elements in shaping attitude is knowledge, which related to teachers' understanding to inclusive concept that affect to learning activity in classroom.

Tabel 1. Simple Linier Regression Test

Summary Model ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.421 ^a	.177	.155	10.53634	1.180

Predictors: (Constant), Understanding

Dependent Variable: Attitude

Tabel 2. The Result of Linier Regression Test

ANOVA ^a						
Model		Sum of Square	df	Mean Square	F	Sig
1	Regression	907.854	1	907.853	8.178	.00
	Residual	4218.546	38	111.014		
	Total	5126.400	39			

Dependent Variable: Attitude

Predictors: (Constant), Understanding

To help teacher in understanding the inclusive education, teacher can learn it from inclusive education regulation by government. From the researcher analysis at one of Public Elementary School which considered as inclusive school in Pati, namely SDN Wirun still not in accordant with inclusive school administration standart. This school have no Special Guidance Teacher, then the class teacher also doubles during the learning process which makes services for children with specia needs less than optimal. Meanwhile, not all class teachers have a good understanding of inclusive education policy, due to various factors. It is in line with study by Roni et al., (2015) which explain that learning activity in inclusive class at SDN 3 Renggo 03 has been going pretty well, but still has problem as insufficient teacher’s understanding to inclusive education which cause the learning process is less than optimal. The aim of this study is to know the relation between teachers’ understanding to inclusive education policy with teachers’ attitude to children with special needs at inclusive school in Pati.

The following are some definitions of understanding according to some experts. Winkel and Mukhtar in Sudaryono (2012) defines understanding as a process to describe the core of read material or change the size of one’s comprehension of the meaning or definition of a subject being studied. Meanwhile, Bloom in Sudijono (2013) explains that comprehension is someone ability in understand or comprehend something and able to see something from various perspective.

Understanding is one of six aspects of cognitive. Someone will get understanding when able to connect the new knowledge to the previous knowledge. According to Anderson, Krathwohl, Airasian et al., (2015) explain that understand is a cognitive process which include define, classify, examplifies, compare, summarize, conclude, and explain.

The scope of inclusive education poolicies that must known based on Permendikmas are types of student disorders, student admissions, guarantees for the implementation of inclusive education by the government and local governments, inclusive education curricula, inclusive education learning, inclusive education assessments, provision of special supervising teachers by the government.

LaPierre et al., (in Saifuddin, 2013) define attitude as “a pattern of behavior, a tendency or anticipatory readiness, a predisposition to adapt to social conditions”. Secord & Backman explain that attitude as certain pattern in think (cognitive), feel (affective), and tendency (conation) of someone in an aspect on their environment (Saifuddin, 2013). According to explanation that related to the definition of attitude above, the researcher tend to triadict concept of defition.

According to triadict scheme, Attitude-forming structure consists of three components that influence each other. Saifuddin (2013) explain that attitude forming structure are cognitive component, affective component and conative component. Cognitive component only contains of someone believes about about what is valid or what is appropriate for the attitude object. Affective component contains subjective emotional problem of someone to the attitude object. Conative component describe attitude tendency in someone to the attitude object.

METHOD

This study will find the correlation between one dependent variable to one indipepment variable. The method used in this study is quantitive with correlational approach (Sugiyono, 2015). The subject of this study are 39 teachers of inclusive education administration schools in Pati which taken randomly from the population. The data collection instrument in this study used psychology scale of likert model which contain of understanding scale and attitude scale. The data analysis technique used is simple linier regression equation. Sugiyono (2015) explains the advantage of regression analysis is to predict of how the change of independent variable to dependent variable.

RESULT

The data in table 1 obtained from the research subjects, the results of the correlation coefficient (R) were 0.421. The strength of the relationship between

the understanding variable and the attitude variable is 0.421 or it is included in the medium category because it is almost close to 1. Furthermore, the coefficient of determination or R square is found to be 0.177, meaning that 17.7% of teachers' attitudes towards children with special needs can be explained using variables teacher's understanding of inclusive education policy.

In Table 2, the significance value is 0.007, which means Sig. < 0.05, then the regression equation model based on the research data can be said to be feasible or meet the criteria.

DISCUSSION

The data analysis result of the relation between inclusive education policy understanding with teachers' attitude to children with special needs at inclusive school in Pati carry out that the first hypothesis is accepted which there is a significant relation between understanding of inclusive education policy with teachers' attitude to children with special needs. The value of correlation coefficient in this study is 0,421. It means that the relation strength between understanding variable and attitude variable is in medium category. Furthermore, based on F test and T test carried out that the significance level as 0,007 in this study. So, it can be concluded that there is influence from understanding variable to attitude variable in positive and significant ways. The R square value or determination coefficient (KD) in this study is 0,177 or 17,7%. It means that the understanding variable influence the attitude variable as 17,7%. This research result supported by study conducted by Elisa et al., (2013) which explain that teachers' understanding factor to inclusive concept is one of factors which plays a very important role in shaping teacher attitudes. This is in line with Tarnoto (2016) study, one of problems faced by inclusive education administrative school is the lackness of teachers' understanding about children with special needs and inclusive school which then influence the teacher in difficulties on the learning process. Similar with study by Islam et al., (2019) which most elementary school in bangladesh not clearly understand about inclusive education that makes teachers not able enough to prepare the learning for children with special needs and difficult to create inclusive environment in class.

As known before, comprehension according to Sudijono (2013) who cite the conclusion from Bloom is someone ability to understand or comprehend something that already known, and able to see from various perspective. Thus, when someone can understand something well, he can be wiser and respond to things more objectively.

As explained by Fadhillah et al., (2016) that understanding give significant influence to someone's attitude, either positively or negatively. Good

understanding tend to show good attitude and vice versa, not good understanding will significantly influence in negative attitude. In Finlandia, where most classroom teachers and subject teachers have less accepting attitude to inclusive education idea (Saloviita, 2018).

Attitude itself has some forming factors, in Elisa and Wrastari (2013) describe the factors as attitude forming namely teachers' background, view to children with special needs, teachers' type, class level, teachers' believe, socio-political view, teachers' empathy, gender, experience in teaching children with special needs, experience in contact with children with special needs, training, understanding, teachers' learning needs, sources supports, family and parents support, and school system. Of the many factors that shape teachers' attitudes towards inclusive education itself, understanding is one of the factors that can bring out other factors.

CONCLUSION

Based on the data analysis result and discussion, refers to formulated hypothesis and trust level of 95% ($\alpha = 0,05$), it can be concluded that there is significant relation between understanding of inclusive education policy with teachers' attitude to children with special needs at inclusive school in Pati.

Theoretically, understanding as one factor that influence someone's attitude in things, so it is important to evaluate the implementation of existing inclusive education policy. To find out how well the existing policies have been understood by each related component, the teacher's attitude towards children with special needs, one of which is influenced by the teacher's understanding of inclusive education policy is very important for the implementation of inclusive education learning in the classroom.

REFERENCES

- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., . . . Wittrock, M. C. (2015). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson Education.
- Elisa, S., & Wrastari, A. T. 2013. Sikap Guru Terhadap Pendidikan Inklusif Ditinjau dari Faktor Pembentuk Sikap. *Jurnal Psikologi Perkembangan dan Pendidikan*, 01-09.
- Fadhillah, N., Setyowati, E., & Tjalla, A. (2016). Hubungan Pemahaman Napza Dengan Sikap Terhadap Penyalahgunaan Napza. *Jurnal Bimbingan Konseling*, 1-5. oai:jurnalunj.journal.unj.ac.id:article/2130

- Ilahi, M. T. 2013. *Pendidikan Inklusif: konsep dan aplikasi*. Jogjakarta: Ar- ruzz media.
- Islam, M.S., Salahuddin, M., & Mahmud, A. (2019). Primary Teachers' Understanding about Inclusive Education. *Primary Education Jurnal*, 8(1), 61-72. <https://www.researchgate.net/publication/330483087>
- Mudjito, Elfindri, Harizal, Riduan, & Rimilton. 2014. *Pendidikan Layanan Khusus: Model-model dan Implementasi*. Jakarta: BADUOSE MEDIA.
- Roni, A. Y., Supriyanto, E., & Sumardi. 2015. Pengelolaan pembelajaran kelas Inklusif di SDN Ronggo 03, kecamatan Jaken Kabupaten Pati. 1-13.
- Saifuddin, A. 2013. *Sikap Manusia Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- Salamah, U. 2015. Kesiapan Guru Kelas dalam Menangani Anak Berkebutuhan Khusus di SD N Pojok Kabupaten Sleman. *Jurnal Pendidikan Sekolah Dasar Edisi 13 Tahun ke IV*.
- Saloviita, T. 2018. Attitudes of Teachers Towards Inclusive Education in Finland. *Scandinavian Journal of Educational Research*. doi/full/10.1080/00313831.2018.1541819
- Setianingsih, E. S. 2018. Penerimaan dan Sikap Guru Terhadap Keberadaan ABK di Sekolah. *ISSN 2406-8691*, Vol. 5 No.1, 34-46.
- Sudaryono, Sudaryono. (2012). *Dasar-Dasar Evaluasi Pembelajaran*. Yogyakarta: Graha Ilmu.
- Sudijono, A. (2013). *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.
- Sugiyono, Sugiyono. (2015). *Metode Penelitian Pendidikan: pendekatan kuantitatif, kualitatif dan r&d*. Bandung: Alfabeta.
- Tarnoto, N. 2016. Permasalahan-permasalahan yang dihadapi sekolah penyelenggara pendidikan Inklusif pada tingkat SD. *HUMANITAS*, Vol. 1(13). 50-61.
- Udhiyanasari, K. Y. 2019. Sikap Guru Terhadap Anak Berkebutuhan Khusus di Sekolah Inklusif. *Journal of Education and Instruction (JOEAI)*, 2(1), 15-24.