

The Influence of Teachers Attitudes towards Inclusive Education on Teaching Strategies in Inclusive Public and Private Junior High School

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Abstract—This electronic Abstract- This study discusses the influence of teacher's attitudes towards inclusive education on teaching strategies. Participants of this study are teachers in 7 public and 5 private inclusive junior high schools (n=225). The Research uses Bender Classroom Structure Question Version Indonesia (BCSQ) to measure teaching strategies and multidimensional attitudes towards inclusive education scale (MATIES) to measure attitude towards inclusive education. The results of regression analysis show that attitudes towards inclusive education influence the teaching strategies used by teachers both in inclusive public junior high schools and in inclusive private junior high school F (1,223)=10.161, p<0,05. Teachers who have a high attitude towards inclusive education are predicted often to use a variety of teaching strategies are tailored to the needs of students. Conversely, teachers who have a low attitude towards inclusive education are predicted rarely to use teaching strategies tailored to the needs of students. There are no differences in attitudes towards inclusive education and the teaching strategies used by teachers in inclusive public junior secondary schools and teachers in private inclusive junior secondary schools.

Keywords—*Inclusive education; teaching strategy; attitude; special students.*

I. INTRODUCTION

In 2009 the government established Minister of National Education Regulation No. 70 concerning Inclusive Education for Students Who Have Disabilities and Special Intelligence. With this regulation, the Government mandates that each district appoint at least one junior high school to provide inclusive education. This regulation was made as a form of government responsibility for the even distribution of education contained in Law No. 20 of 2003 concerning the National Education System. Based on the Regulation of the Minister of National Education Number 70 of 2009, inclusive education is a system of implementing education that provides opportunities for all students who have disabilities and have the intelligence potential or special talents to participate in education or learning in an educational environment together with regular students [1]

Inclusive education is very beneficial for the development of the abilities of both regular children and children with

special needs. Inclusive education can foster a feeling of unity between regular children and children with special needs [2]. For children with special needs, inclusive education provides an opportunity to be involved in various activities of the same school as regular children, improve educational outcome and more have social skills. For regular children inclusive education teach them to accept the uniqueness of each individual, they can build empathy, they are more willing to play with these children and they have a more positive attitude towards them [3].

The development of inclusive schools in Indonesia is strongly influenced by several factors. The effectiveness of inclusive programs in Indonesia is very dependent on the role of the teacher, both the general teacher and the shadow teacher [4]. Some studies show that teachers have a significant role in inclusive education especially for children with special needs [5], [6]. The role of teachers in the implementation of inclusive education is one of the important things to note because teachers have a large role in the successful implementation of inclusive education [5]. In the learning process in inclusive schools, teachers are required to be able to distinguish and adapt the curriculum, as well as teaching strategies tailored to the different needs and abilities of each student in the class [7], [8].

In its implementation, most teachers are still not ready for the existence of this inclusive education system. The Ministry of Education and Culture revealed that teachers have not fully provided special services tailored to the needs of students. Teachers do not have sufficient provision when teaching children with special needs [9]. Furthermore, [10] revealed that teachers in Indonesia still have the view that meeting the needs of students with special needs such as modifying the learning method is a work and an additional burden which is troublesome. Apart from that teachers also experience confusion to provide the right teaching strategies for children with special needs. Teachers are also reluctant to collaborate with specialized teachers continuously [11]. This causes the teaching process in the classroom teachers tend to be less sensitive and proactive in providing teaching to children with special needs [12]. The teacher provides the same treatment for children with special needs and regular children. The teacher does not provide teaching following student needs [9]. The

unpreparedness of teachers in undergoing an inclusive education system can influence achievement both for regular children and children with special needs [13]. Furthermore, [14] revealed that inappropriate instructions given by teachers to children with special needs can have an impact on peer acceptance of students with special needs. Therefore the teaching strategies applied by teachers in inclusive schools greatly affect the development of abilities for both children with special needs and regular children

Teaching strategies are defined as recognition, accommodation, and fulfillment of the learning needs of all students, including students with special needs [15]. Effective teaching strategies in inclusive classes are grouped into 2 sub, namely individual instructional strategies and cognitive instructional strategies [16]. Individual instructional strategies consist of peer tutoring strategies, cooperative instruction, group arrangements, precious teaching, and effective instructional behavior. Cognitive instructional strategies consist of memorization techniques, self-monitoring, and assertive discipline. Research conducted by [17] revealed that teachers with diverse teaching strategies tailored to the needs of each student can improve the achievement of students with special needs. Apart from those various teaching strategies that are tailored to the needs of each student can increase friendship between regular children and children with special needs [18] The teaching strategies used by teachers are influenced by teacher attitudes towards inclusive education [17], [19], [20].

The teacher's attitude towards inclusive education is defined as a tendency to respond to cognitively, affectively, and conatively to inclusive education [21]. This teacher's attitude is a determining factor for the success of schools in carrying out inclusive education [22]. The results of several studies show that teachers who have a positive attitude towards inclusive education tend to be better prepared to adapt their teaching methods in order to answer the learning needs of each different student. Furthermore, teachers who have a negative attitude towards inclusive education feel a heavy burden to teach in inclusive schools so that they show poor performance when teaching especially when teaching children with special needs [23]–[25]. Based on the results of the above research, it can be concluded that the attitudes of teachers towards inclusive education greatly influence the teaching strategies used by teachers to meet the needs of students with diverse characteristics.

Given the importance of applying teaching strategies tailored to the needs of students in inclusive schools, researchers want to see the effect of teacher attitudes on inclusive education on the teaching strategies used by teachers. Based on the literature review, researchers have the hypothesis that a positive attitude towards inclusive education can increase the use of effective teaching strategies tailored to the needs of students. In this study, the data analysis process researchers divided data obtained from respondents based on the type of school. This is done because researchers want to compare the two types of schools. Under law Peraturan Pemerintah No. 17 of 2010, the two types of schools had differences in terms of school character, management, organizational structure and authority, and school responsibilities. The researchers assume that these differences will affect the research variables, namely

attitudes toward inclusive education and teaching strategies. From the results of this study, it is expected that policymakers can provide socialization and training on inclusive education to teachers who teach in inclusive schools so that teachers can have a positive attitude and use teaching strategies that can accommodate all student needs.

II. METHOD

A. Participants

Participants in this study are regular teachers and special teachers in junior high schools who applied the inclusive education system. Participants are teachers who teach in Jakarta, Depok, and Tangerang. Participants are selected based on the assessment of the researcher and from expert judgment according to the established criteria called purposive sampling [26], [27]. From a total of 250 questionnaires distributed, only 225 questionnaires can be further processed. Based on these data 152 questionnaires were obtained from public schools and 73 questionnaires were obtained from private schools.

B. Research Instruments

This study uses 3 instruments, namely participant general information data, Bender Classroom Structure (BCSQ) [16], and Multidimensional Attitude toward the Inclusive Educational Scale (MATIES) [21].

a. Demographics

Respondents were asked to fill in information about gender, type of school where the respondent taught, duration of teaching and experience in participating in training on inclusive education.

b. Bender Classroom Structure (BCSQ)

The Bender Classroom Structure (BCSQ) is a measuring tool compiled by [16]. This measurement tool is structured to measure the complete strategies used in inclusive education settings. The measuring instrument used in this study consisted of 24 items which included 2 components, namely individual strategies, and cognitive strategies. The Bender Class Structure (BCSQ) measurement tool in this study is a measuring tool that has been adapted into Indonesian and named BCSQ-VI. The results of the BCSQ-VI measuring instrument test showed a reliable measuring instrument with a Cronbach alpha value of 0.839 with a corresponding value of a good reliability coefficient of 0.7-0.8 [28].

The construct validity test using the confirmatory factor analysis method in BCSQ-VI shows that 80% of items in BCSQ-VI have a fairly good loading factor. In the individual strategy, the range of factor loading values is from 0.3 to 0.5. Furthermore, the factor loading value for cognitive strategies is in the range from 0.2 to 0.4.

c. Multidimensional Attitude toward Inclusive Educational Scale (MATIES)

Multidimensional Attitude toward the Inclusive Educational Scale is a measuring instrument developed by [21]. In this study, the measuring instrument used is a MATIES measuring instrument that has been adapted into Indonesian

and named Multidimensional Attitude toward the Indonesian Educational Inclusive Scale (MATIES-VI). In the MATIES-VI measuring instrument there are three components of attitudes, namely cognitive, affective, and conative. Each component consists of 6 items so that the total items on the gauge are 18 items

The results of the MATIES-VI measuring instrument showed that the measuring instrument was reliable with a Cronbach's alpha value of 0.879 regarding a good limitation of the reliability coefficient which was between 0.7-0.8 [28]. Validity test on MATIES-VI which shows that 3 items have a score C-rit below 0.2, namely item number 1 with a score $r = 0.085$, item number 7 with a score $r = 0.161$ and item number 9 with a score $r = 0.165$. These items were not eliminated but were revised again by the researcher.

D. Data Analysis technique

Data were analyzed using regression techniques to see the effect of attitudes towards education inclusion on the teaching strategies used by the teacher. Furthermore, researchers used descriptive statistical analysis techniques to see an overview of the gender, place of respondent's teaching, and training experience.

III. RESULTS AND DISCUSSION

In this study, the gender of the participants involved in the study were more women than men. More participants came from public schools. Furthermore, the education level of the participants is at most bachelor degrees. Finally, participants tended to have never attended training on inclusive education. Further description of participants can be seen in table 1.

TABLE I. DISTRIBUTION OF DEMOGRAPHIC DATA

Gender	Type of school		Teaching Time		Education of participant		Training experience		
	N	N	N	N	N	N	N	N	
F	105	Public	152	1-3	37	>S1	8	Yes	38
M	56	Private	46	4-7	34	S1	117	No	126
Not filling	64	Not filling	27	8-10	4	S2	39	Not filling	61
				Not filling	150	Not filling	61		
Total	225	Total	225	Total	225	Total	225	Total	225

The results of data processing using SPSS showed that there were no differences in attitudes towards inclusive education in teachers who teaching in inclusive public junior high school and inclusive Private junior high school. When compared the total mean score of attitudes teachers towards inclusive education, the difference in scores was not significant. Likewise on the dimensions of cognitive, affective and conative. There is no significant difference in the mean score. This shows that teachers in inclusive public junior high school and inclusive private junior high school have the same attitude towards inclusive education. The distribution mean of attitude towards inclusive education can be seen in table 2.

TABLE II. DISTRIBUTION MEAN OF ATTITUDE TOWARDS INCLUSIVE EDUCATION

	Attitude Towards Inclusive Education			
	Cognitive	Affective	conative	Total
Public	25,0	18,3	27,6	71,0
Private	23,8	15,0	30	68,8

TABLE III. MEAN STRATEGI PENGAJARAN

	Teaching Strategy		
	Individual	Cognitive	Total
Public	38,2	33,8	118
Private	38,2	33,7	117

In the teaching strategy variable, the results show that there is no significant difference in the total mean score and the dimension score in inclusive public Junior High Schools and inclusive Private Junior High Schools. This shows that teachers who teach in inclusive public junior high schools and teachers teaching in inclusive private junior high schools have the same teaching strategies. The distribution mean of teaching strategy can be seen in table 3.

TABLE IV. RESULTS OF REGRESSION ATTITUDE TOWARDS INCLUSIVE EDUCATION ON TEACHING STRATEGY

Variabel	β	R	R Square	Sig(p)
Attitude towards inclusive education	97.699	.209	.039	.002
Teaching Strategy	.281			

The results of calculations using the simple regression technique show significant results $F(1,223)=10.161$, $p < 0.05$. These results state that attitudes towards inclusive education can predict the teaching strategies used by the teacher. Teachers who have a high attitude towards inclusive education are predicted to often use a variety of teaching strategies tailored to the needs of students. Conversely, teachers who have a low attitude towards inclusive education are predicted to rarely use teaching strategies tailored to the needs of students. Furthermore, to find out how much influence attitudes toward inclusive education on teaching strategies, researchers used the coefficient of determination. Based on these coefficients, the results show that attitude towards inclusive education influenced teaching strategies by 4%, while the other 96% is influenced by other factors outside of variables. A coefficient value obtained is 97,699 and the coefficient value of b is .281. Based on the coefficient value, the regression equation obtained is $Y = 97.699 + 0.281X$. The coefficient of the value of b obtained is positive, the regression model is positive or in the same direction. Thus it means that if the value of the attitude variable towards inclusive education gets higher, then the value of the teaching strategy variable is also getting higher.

Based on the data analysis, the results show that there are no differences in attitudes towards inclusive education in inclusive public junior high schools and inclusive private junior high schools. The same results show that there are no differences in the teaching strategies used by teachers in inclusive public junior high schools and inclusive private junior

high schools. The absence of significant differences is due to teachers who teach in inclusive public junior high schools and teachers who teach in inclusive private schools have the same characteristics. [29] state that teacher demographic characteristics such as gender, level of education and training experience can influence teaching strategies. Furthermore, [30] revealed that factors that influence teacher attitudes towards inclusive education, namely gender, age, teaching experience, and training experience can influence attitudes towards inclusive education.

Based on demographic data, teachers in inclusive public junior high schools and teachers in the inclusive private junior high school have the same educational background, teaching experience, and training experience, leading to attitudes towards inclusive education and teaching strategies that are not very different. Although if viewed in terms of availability of facilities, private schools have facilities that are superior to public schools. Apart from that, when viewed in terms of the implementation of the curriculum, private schools are more flexible in developing their curriculum compared to public schools. However, these factors do not affect differences in attitudes towards inclusive education and the teaching strategies used.

The results of the regression analysis show that attitudes towards inclusive education influence the teaching strategies used by teachers both in inclusive public junior high schools and in inclusive private junior high school. These results are consistent with previous studies that state that the teaching strategies used by teachers are influenced by teacher attitudes towards inclusive education [17], [19], [20]. Teachers who have a positive attitude towards inclusive education will use teaching strategies that adapt to the needs of students. However, teachers who have a negative attitude towards inclusive education are directly related to the use of teaching strategies that are not following student needs [23]–[25], [31].

Even though the coefficient of determination obtained is only 4%. The coefficient value shows that the influence of teacher attitudes towards inclusive education in teaching strategies tends to be small. This happens because other factors influence teaching strategies. According to [29] aside from attitudes towards inclusive education, teaching strategies are also influenced by teacher teaching experience, training is ever undertaken, and school support. School support provided such as consultation on student development to experts and learning facilities. Furthermore, [32] state that teacher efficacy can also influence the teaching strategies used. Research conducted by [6] found that the training carried out with material on attitudes towards inclusive education and teaching strategies had a moderate effect on improving inclusive teacher teaching strategies. Furthermore, research conducted by David Kuyini [18] revealed the results that teacher efficacy influences on improving inclusive teacher teaching strategies. Therefore for further research, it is recommended to consider these factors to see the effect of attitudes towards inclusive education on the teaching strategies used by the teacher.

IV. CONSLUSION

Attitudes towards inclusive education influence the teaching strategies used by the teacher. Positive attitudes towards inclusive education make teachers use diverse teaching strategies tailored to the needs of students, especially students with special needs. Negative attitudes towards inclusive education make teachers burdened by the existence of an inclusive education system so that teachers are difficult to show performance when teaching. However, this research shows that the influence of attitudes towards inclusive education is small. This is because other factors influence attitudes such as teacher teaching experience, teaching experience in training and teacher efficacy. Therefore for further research, it is expected to consider these factors when wanting to see the effect of attitudes towards inclusive education on teaching strategies.

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