



The Role of Teachers' Attitudes Toward Teacher's Efficacy in Education Inclusion in Jakarta Public Elementary School

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Abstract. This study aims to determine the role of teacher attitudes in the dimensions of cognitive, affective, conative towards the efficacy of teachers in inclusive education at the Jakarta Public Elementary School. This study uses quantitative methods with survey approaches and multiple regression techniques, three predictors. The respondents in this study amounted to 143 teachers who taught in Public Elementary Schools in Jakarta who implemented inclusive education, data collection techniques using incidental sampling. The results obtained in this study are teacher attitudes in cognitive, affective and conative dimensions which play a role in teacher efficacy.

Abstrak. Penelitian ini bertujuan untuk mengetahui peran sikap guru dalam dimensi kognitif, afektif, konatif terhadap efikasi guru dalam pendidikan inklusi di Sekolah Dasar Negeri Jakarta. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei dan teknik regresi ganda tiga prediktor. Adapun responden dalam penelitian ini berjumlah 143 guru yang mengajar di Sekolah Dasar Negeri di Jakarta yang mengimplementasi pendidikan inklusi, teknik pengambilan data dengan menggunakan insidental sampling. Hasil yang diperoleh dalam penelitian ini adalah sikap guru dalam dimensi kognitif, afektif dan konatif berperan terhadap efikasi guru.

Keywords:

Sikap guru, efikasi guru, pendidikan inklusi

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INTRODUCTION

Getting proper education is the right of every Indonesian citizen including individuals with special needs. As stipulated in Law No. 20 of 2003 Article 5 Paragraph 2 which shows that individuals with special needs continue to have the right to receive education in

accordance with their needs, namely "citizens who have physical, emotional, mental, intellectual and / or social disorders have the right to receive special education". This causes the government to expand education services for children with special needs, namely by providing inclusive education. Jakarta is one city that is expected to be an

example of inclusion schools in other cities in Indonesia (Muzdalifah & Billah, 2017). based on the reference from the data of the DKI Jakarta Education Agency in 2015, it was found that Public Elementary Schools were the educational institutions that implemented the most inclusive education, namely as many as 258 (DIKBUD DKI Jakarta, 2015).

In the implementation of inclusive schools, there are challenges faced by the teacher (Pratiwi, 2016). This is because the duties and responsibilities of teachers are not small and easy to do, teachers need the confidence that they have the ability to teach in inclusive schools (Prastadila & Paramita, 2013). On the other hand, Teachers who teach in inclusive schools consider themselves lacking the skills and knowledge to teach students with various special needs so as to give rise to resistance and a weak belief in the existence of inclusive education (Pujaningsih, 2011).

The belief that the teacher is able to carry out his duties in the context of psychology is known as teacher efficacy. Teacher efficacy is one of the things that plays an important role in improving student academic performance and making inclusion classes more effective (Berry, 2006). As explained by Bandura (1977) that self-efficacy (Self-Efficacy) is the belief that individuals can successfully master or pursue a skill needed to complete the tasks that have been given. According to Bandura (1997) teacher self-efficacy can influence both the type of environment created by the teacher for students and the teacher's assessment of the different tasks that the teacher will do to improve student learning (Sharma, Loreman, & Forlin, 2012).

In the context of inclusive education, teachers with high self-efficacy in implementing inclusion practices will believe that students with special needs can make teachers teach more effectively in regular classes, if teacher efficacy is low then teachers can only involve children with special needs in regular classes. (Sharma et al., 2012). Furthermore, research that has been carried out by Hashim, Ghani, Ibrahim, dan Zain, (2014) indicates that the teacher still does not have a high level of self-efficacy, because the teacher feels unsure and does not have sufficient knowledge in dealing with students with special needs. When the teacher does not feel confident in his ability to handle students,

the learning process for inclusion students will not be fulfilled to the fullest.

One that shapes the efficacy of teachers in undergoing inclusive education for the better when in class is the attitude of the teacher (Klassen & Chiu, 2010). The attitude of teachers towards inclusive education is the disposition of teachers in responding well or not well to education which provides an opportunity for all students to be in regular classes, regardless of the level of abnormality or special needs they have (Ajzen, 2005; Mahat, 2008). The teacher's attitude has three dimensions, namely cognitive, affective and conative which are developed from the definition of the teacher's attitude based on the theory of attitude by Ajzen (2005). The teacher views that the types of special needs of students influence the way of teaching, but there are teachers who believe that students with special needs have equal rights in the field of education (Elisa & Wrastari, 2013).

There are research results that examine the relationship between teacher efficacy and teacher attitudes. Research conducted in Japan by Yada dan Savolainen (2017) shows that the teacher's attitude towards inclusive education is positively related to teacher efficacy, this result because the teacher has a high sense of confidence in applying inclusion practices and has a more accepting attitude towards inclusive education. The research is in line with research Emam dan Mohamed (2011) in Egypt which explains that the teacher's attitude towards inclusive education has a role in forming teacher efficacy, this result is because when the teacher believes in handling students with special needs, the teacher will have a feeling of confidence in implementing inclusive education.

Based on the results found in several of these studies, researchers are interested in further investigating the role of teacher attitudes towards inclusive education based on cognitive, affective, conative aspects of the efficacy of teachers in inclusive state elementary schools in Jakarta. This is because previous research examined the attitudes of teachers towards inclusive education as a whole, but the attitude of teachers to inclusive education consisted of stand-alone or separate components (not in the overall total score). So that researchers want to examine more deeply in order to identify the components of teacher

attitudes towards inclusive education that predict teacher efficacy more precisely.

Based on identification and literature, it has been stated that the hypothesis of this study is to determine the role of teacher attitudes in the dimensions of cognitive, affective, conative towards the efficacy of teachers in inclusive education at the Jakarta Public Elementary School. As for the purpose of this study to develop science, especially those oriented to children with special needs in terms of implementing related inclusive education regarding teacher beliefs and attitudes of teachers towards appropriate inclusive education in the implementation of inclusive education. this study also has benefits for inclusive education teachers, which are expected to shape the teacher's confidence in children with special needs in teaching in inclusive schools, by forming teacher attitudes when implementing inclusive education in the classroom. then for the benefit school this research can provide information related to teacher beliefs when dealing with children with special needs in inclusive schools through the formation of attitudes, so that it is expected to be taken into consideration by schools in providing guidance to teachers in the implementation of inclusive education.

METHOD

This study aims to determine the role of teacher attitudes with cognitive, affective and conative aspects of teacher self-efficacy in inclusive education at the Jakarta Public Elementary School. The method used in this study is a descriptive quantitative approach. Quantitative research is a form of research in the form of numbers and processed or analyzed using statistical methods (Sugiyono, 2016). Based on the explanation above, the researcher uses a quantitative approach, because the researcher will calculate the data produced from this study based on the attitude of the teacher with cognitive, affective and conative dimensions and teacher efficacy.

The population in this study were State Elementary School Teachers (male and

female) who taught Public Elementary Schools that implemented inclusion services in Jakarta. The population was chosen because of the large population of public inclusion schools in Jakarta that made Jakarta an example for other regions and the existence of government policies that required Public Elementary Schools in Jakarta to accept students with special needs. The sampling technique used is incidental sampling, so the sample in this study amounted to 143 people from the Inclusion State Primary School Teacher in Jakarta.

This researcher uses the teacher's self-efficacy measure, Teacher Efficacy for Inclusive Practice (TEIP) developed by Sharma et al., (2012) which is used to measure teacher efficacy in the context of inclusive education. with 19 items and reliability 0.889. To measure teacher attitudes towards inclusive education is a *Multi-dimensional Attitude toward Inclusive Education Scale* (MATIES) developed by (Mahat, 2008). The MATIES measurement tool is used to determine the attitudes of teachers who teach in inclusive schools. The MATIES measurement tool has three dimensions, namely cognitive, affective and conative with 18 items with Cognitive reliability of 0.785, on Affective dimensions of 0.866, and Conative dimensions of 0.759. From the measuring instrument using data collection using a questionnaire. Hypothesis testing is done using multiple regression three predictors.

RESULTS AND DISCUSSION

In this study using the Teacher Efficacy for Inclusive Practice (TEIP) measure used to measure teacher efficacy and Multi-dimensional Attitude toward Inclusive Education Scale (MATIES) to measure teacher attitudes with cognitive, affective, conative dimensions. The following is a descriptive statistical calculation between variables:

Table 1. Descriptive tables of variable statistics

N = 143	TEIP	MATIES		
		Cognitive	Affective	Conative
Min	57	14	8	16
Max	108	36	36	36
Mean	84.87	25.86	25.00	26.85
SD	10.805	5.426	5.832	4.118

Based on the tabel 1 descriptive statistic above, TEIP min values were obtained 57 max 108 mean 84.87 SD 10.805 while the assessment of the MATIES measure obtained cognitive aspects Min value 14 Max value 36 mean value 25.86 SD values 5.426. in the affective aspect Min value 8 Max value 36 Mean value 25.00 SD value 5,832. in the conative aspect the value of Min 16 Max values 36 values Mean 26.85 grades SD 4.118. after the statistical descriptive value was obtained using the Teacher Efficacy for Inclusive Practice (TEIP) measure used to measure teacher efficacy and Multi-dimensional Attitude toward Inclusive Education Scale (MATIES). Then the next step is to carry out the data analysis requirements test or the classic assumption test, meaning that before carrying out the statistical analysis to test the hypothesis in this study is regression analysis, the research data must be tested for the distribution reliability. The normality test in this study used the Kolmogorov-Smirnov normality test. Basic decision making in the normality test If the significance value is > 0.05 , the residual value is normally distributed, while the significance value is < 0.05 , the residual value is not normally distributed (Kadir, 2015). The following are the results of the normality test that has been carried out:

Table 2. Normality Test

	Test Statistic	Df	Sig.
Unstandarized Residual	,056	143	,200

Based on the results of the data in Table 2, namely the above normality test, a significance value of $0.200 > 0.05$ was

obtained. This shows that the research data is normally distributed. The next test is linearity test to see whether the regression line between the variables of Teacher Attitude (X) with Cognitive dimensions (X1) and Efficacy of DGuru (Y), Affective dimension (X2) and Teacher Efficacy (Y), Conative dimensions (X3) and Teacher Efficacy (Y) forms a linear line or not. The relationship that forms a linear line is one that has a sig value. < 0.05 . If the value is sig. > 0.05 , the two variables do not form linear relationships (Widhiarso, 2010).

Table 3. Linearity Test Results

	N	F	Sig.
Cognitive Dimensions and Teacher Efficacy	143	59.288	.000
Affective Dimensions and Teacher Efficacy	143	21.921	.000
Conative Dimensions and Teacher Efficacy	143	11.464	.001

Based on table 3, namely the linearity test above, it was found that the linear test results on the variable teacher attitudes with cognitive dimensions, affective dimensions, conative dimensions of teacher efficacy had a linear relationship (having a sig value. < 0.05). Furthermore, the hypothesis test in this study is to see whether the Independent variable has a role in the Dependent variable. In this case, we as researchers want to see the role of teacher attitudes towards teacher efficacy. Based on the results of the test, the following results are obtained.

Table 4. Table of Test Results Hypothesis is a regression test

R	R Square	F	Df	Sig	Regression Equation
596	,355	25.549	3,139	,000	$\hat{Y} = 40.175 + 0.890 X_1 + 0.345 X_2 + 0.486 X_3$

Based on the results of the research conducted, it was found that the attitudes of teachers in the dimensions of cognitive, affective, conative played a role in the efficacy of teachers in inclusive education at the Jakarta Public Elementary School. The magnitude of the role of the teacher's attitude in the cognitive, affective and conative dimensions of teacher efficacy in inclusive education at the Jakarta Public Elementary School obtained a determination coefficient of 0.355. The magnitude of the coefficient of determination shows the role magnitude in percent, which is 35.5%. So that it can be concluded that teacher attitudes play a role in teacher efficacy variables of 35.5%, where 64.5% are influenced by other factors. Based on the table above can be obtained from a linear equation $\hat{Y} = 40,175 + 0.890X_1 + 0.345X_2 + 0.486X_3$. This shows that every addition of 1 value to the cognitive dimension, the value of teacher efficacy will increase by 0.890. Adding 1 value to the affective dimension will increase the value of teacher efficacy by 0.345. Furthermore, adding 1 value to the conative dimension, the value of teacher efficacy increases by 0.486. Based on this, it can be concluded that those who have contributions are cognitive, conative and affective.

In this case, the teacher's attitude in the cognitive, affective and conative dimensions can play a role in shaping the efficacy of teachers in inclusive education (Mahat, 2008; Sharma et al., 2012). This research is in line with research Emam dan Mohamed (2011) which explains that the teacher's attitude towards inclusive education has a role in the formation of teacher efficacy, this result is because when the teacher believes in handling students with special needs, the teacher will have a feeling of confidence in implementing inclusive education

It was found that the teacher's attitude to the cognitive dimension had a role in forming teacher efficacy. Each addition of 1 value on the cognitive dimension, the value of teacher efficacy will increase by 0.890. In the teacher's attitude, the cognitive dimension is

the perception, knowledge, thoughts held by the teacher regarding inclusive education and the existence of children with special needs in inclusive schools. This statement is supported by opinions Tschannen-Moran dan Hoy (2007) suggesting that teachers who have a lot of knowledge and have a positive perception of inclusion students can influence the beliefs that teachers have to be able to teach inclusion students. The more a teacher believes that students with special needs can learn in class, the more confident the teacher is to teach students with special needs in class, when the teacher also believes that every student with special needs can follow the teaching-learning process with a customized curriculum to meet the needs of each individual in inclusive schools, the teacher is increasingly convinced when required to teach students with special needs (Mahat, 2008). In addition, in the teacher's perception of inclusive education, when the teacher believes that inclusive schools allow the academic development of all students regardless of their abilities, the teacher becomes convinced that they can develop students' academic abilities. (Mahat, 2008). From this explanation it can be seen that the teacher's attitude to the cognitive dimension plays a role in the formation of teacher efficacy in inclusive education.

The teacher's attitude towards inclusion education in the conative dimension was found to have a role in the effectiveness of teachers in inclusive education, adding 1 value to the conative dimension, the value of teacher efficacy increased by 0.486. Conventional dimensions are behavioral, intention, commitment, and actions taken by the teacher towards children with special needs or other actions that support the success of inclusive education. Research conducted by Muzdalifah dan Billah (2017) suggesting the teacher is willing to show a behavior or the actions taken to students with special needs, the teacher feels more confident to deal with students with special needs. One of the implications that must be made in the education provided by the teacher during the

teaching process is that the teacher is willing to deliver customized learning from the learning design or curriculum to students, so that the teacher becomes more confident when he has to teach in the inclusion class (Savolainen, Engelbrecht, Nel, & Malinen, 2012).

When teachers are willing to adjust the curriculum to meet the needs of all students, both regular students and students with special needs, the teacher feels more confident that he can adjust the existing curriculum. Not only that, when teachers are willing to encourage students to participate in all social activities in the classroom, the teacher feels more confident that all regular students or special needs can participate in the class. (Mahat, 2008). In addition, when the teacher is willing to modify the physical environment of the school when the teacher is willing to adjust the way of communication with students with special needs, the teacher is increasingly convinced to deal with students with special needs. From this explanation, it can be seen that the presence of teachers' attitudes to the conative dimension of inclusive education has a role in forming teacher efficacy in inclusive education.

The teacher's attitude to the affective dimension has a role in forming teacher efficacy. In the affective dimension of adding 1 value to the affective dimension, the value of teacher efficacy will increase by 0.345. The teacher's attitude with affective dimensions is a physiological component of the teacher based on the feelings that teachers have towards inclusive education and students with special needs (Mahat, 2008). When teachers experience increased emotions (which are not excessive), feelings of fear, anxiety, and stress that are not excessive can increase teacher self-efficacy (Alwisol, 2009). The forms of negative emotions that the teacher can show such as feeling annoyed, irritated, angry and frustrated (Mahat, 2008). Based on the form of negative emotions can be seen when the teacher feels irritated when unable to understand students, and when the teacher feels annoyed when students with special needs cannot follow the curriculum in class, or sometimes some teachers feel frustrated when he has difficulty communicating with students with special needs, with Given these constraints, teachers feel more motivated to understand students with special needs so that

teachers become more confident in teaching students in inclusive classes (Mahat, 2008). From this explanation shows the attitude of teachers on the affective dimension of inclusive education has a role in forming the efficacy of teachers in inclusive education.

CONCLUSION AND SUGGESTIONS

Based on the results of the analysis, it was found that there is a role of teacher attitudes in the cognitive, affective and conative dimensions which play a role in shaping the efficacy of teachers in inclusive education. The magnitude of the coefficient of determination shows the role magnitude in percent, which is 35.5%. So that it can be concluded that teacher attitudes play a role in teacher efficacy variables of 35.5%, where 64.5% is influenced by other factors.

Suggestions in this study are aimed at the government and teachers as advice for the government as policy holders should more often organize training for teachers in inclusive schools, to hold training programs on teacher attitudes towards teacher efficacy or teacher beliefs when teaching in inclusive classes. In order for teachers to better understand what attitudes can be shown when teaching in inclusive classes so that teachers feel more confident when dealing with students with special needs in inclusive schools. Training can be provided such as increasing knowledge for teachers regarding students with special needs and inclusive schools. next. sarandi aims at the teacher that inclusive education teachers can be reconditioned so they can know the attitude in implementing inclusive education so that teachers feel more confident that a teacher must be optimistic in educating children in inclusive education schools.

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