

Teacher Psychological Readiness Analysis in the Implementation of Inclusive Education at Junior High School of 18 Malang

Eva Meizara Puspita Dewi

Universitas Negeri Makassar, Faculty of Psychology
Andi Pangerang Pettarani Road, Gunung Sari Campus, Makassar 90222, Indonesia
evabasti@yahoo.com

Abstract: *The changing of Indonesia education system which trying to implement inclusive education, still reaping the pros and cons at this time. Especially the teachers who determine the learning process. The purposes of this research are to describe (1) Implementation of inclusive education at SMPN 18 Malang, (2) the teacher readiness in implementing inclusive education, (3) The process of changing the mindset that supports teachers and conditions. This research was conducted at SMPN 18 Malang and using a qualitative approach; then quantitative data was used to illustrate trends and perceptions of the teachers' in general attitudes toward disabilities and inclusive education. The results showed that: (1) the implementation of inclusive learning in SMPN 18 Malang is more likely to implement integration system. In the process quite complex conflict, this is toward in two things that teachers do not understand the concept of inclusive implementation and lack of preparation regarding management. (2) In general, teachers appear to lack the full readiness in implementing inclusive education. In general, teachers still think that his job dealt only regular students / normal. The readiness of the teacher is very influenced by the knowledge and capabilities of teachers in dealing with disabilities (3) At the beginning stated inclusive, teacher reaction is quite diverse, there is refusal openly, there are full of doubts, some are trying to receive. Over time, teachers continue to interact with disabled students. Rating of teacher will vary according to the disabilities' response in the interaction process. The headmaster tried to make the circumstances that support the implementation of comprehensive school with not much to create conflicts on the teacher. Suggestions that recommended by the researcher are the schools require inclusive education's consultant to immediately evaluate and improve the conditions for the implementation of inclusive education that can run optimally.*

Keywords: Teachers Psychological Readiness, Inclusive Education

1. Introduction

The phenomenon of inclusive education refers to the educational needs of all children aimed at preventing marginalization and exclusion in groups of troubled children. Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social-emotional, linguistic or other conditions [1]. Inclusive education is defined to include disabilities in regular classes with other children. Should consist of disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups [2].

Based on information from the head of Elementary School in Malang, phenomenon showed that every school (mainly elementary school) has disability students that categorized slow learner, so many students are failing a grade up to 2 even three times and threatened to be expelled from school or also raised automatically only. The concept of inclusive education is a solution to this phenomenon.

Regular schools with the general concept are the most effective institution to tackle discrimination for disabilities children and achieve the effort education for all. It needs modification of classes or customizes to ensure that inclusive education is relevant to the local context, enter and educate

all learners with a friendly and flexible so that all components of society can participate [3].

Inclusive education has presented in Indonesia, one of the challenges is the readiness of teachers to develop inclusive learning in the classroom. Inclusive education in Indonesia still focuses on handling disabilities in regular schools. They lack the willingness to work with children with disabilities. Because they have limited experience and doubts about the effectiveness of the whole process are inclusive.

The success in teaching disabled students strongly influenced by the attitude of the teacher. The positive outlook of the teacher was pushing the child with the opportunity to learn and strengthen efforts; the students will be able and keep learning. [4]. One important thing to realize is to accept differences disability students and helped him to be able to feel comfortable in class. The inclusion of teacher effectiveness begins with positive thinking and attitudes of teachers to classroom management. Furthermore, the creation of a positive relationship between teachers and students as well as a fun learning experience also influenced by the positive expectations of the student teachers [5].

Teachers and education experts need to understand that any disabilities student or regular has the right to learn in the school of his choice. They need to be training in understanding unique learning needs and provided in public schools. The knowledge of teachers is not just knowledge for knowledge that taught but also includes teaching skills,

communication, matters relating to the students and even the culture about technology [6].

Education Department needs to realize that they need to support teachers in building inclusive environments. Teachers need to adapt their teaching methods and ways of instruction to suit the requirements of students. Inclusive Education in Malang introduced since 2004 until today, 23 schools are willing to be inclusive schools. However, only secondary schools, namely Junior High School of Bakti Luhur and Junior High School of 18 Malang. However, Junior High School of Bakti Luhur is a boarding school conducted the system. Expectations of society for the whole schools' secondary level is only one, that was at Junior High School of 18 Malang. There are several schools for disabilities inadvertently accepted it and known that after the learning process. But they are still reluctant to declare themselves as inclusive schools for less ready with the facilities, resources, and especially the psychological readiness of the teachers, in this case, his attitude toward disabilities.

The research that has been there in the context of inclusive stills more on the management of its implementation and described the condition of the field, including rejection of teachers. The purposes of this research are to explain the process of changing the mindset of the teachers. Besides, it also described conditions that could change the mentality of teachers. Very useful for schools that will transform themselves from regular classes into inclusive schools.

The objectives of this research are: (1) The results of this study will provide an explanation of the implementation of education inclusive at Junior High School of 18 Malang, (2) Describe the teacher psychological readiness in implementing the training Inclusive in Junior High School of 18 Malang, (3) Explaining the process of changing mental set in achieving inclusive education at Junior High School of 18 Malang.

2. Method

The qualitative research based on the approach method. Researchers who use qualitative methods seek a more profound truth. Researchers aim to study things in their natural setting, attempting to make sense of, or interpret, phenomena regarding the meaning of human behavior.

Quantitative data were used to illustrate the tendency of teachers' perceptions and teacher's attitudes in general toward into disabilities and inclusive education. The location of this research was at Junior High School of 18 Malang. Methods of data collection were by in-depth interviews, participant observation, documentation, questionnaires, photos and FGD (Focus Group Discussion). The researcher used snowball sampling technique. The informants involved in this research were teachers and also competent resource persons related to inclusive education.

3. Result and Discussion

The scheme of research framework presented in Figure 1.

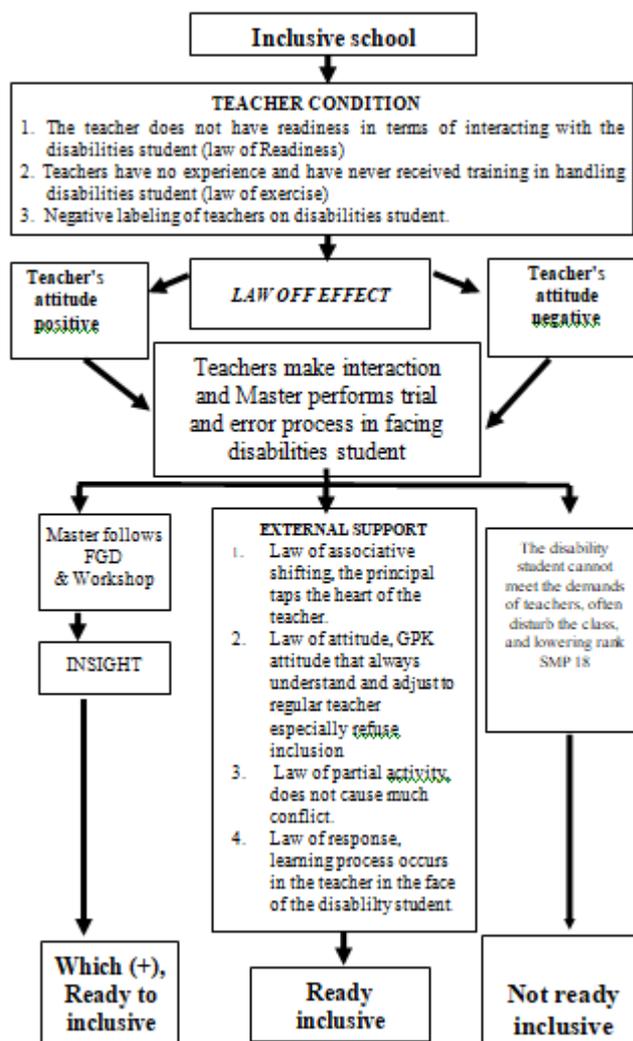


Figure 1: Framework Research results

3.1 Description of Implementing Inclusive School at Junior High School 18 Malang

Implementation of inclusive education at SMPN 18 Malang, actually originates from an accidental when receipt the disabilities student with the online system. The rejection of teacher reaction with this phenomenon makes the principals to recognize the concept of inclusive education. As a result to get solutions to problems that face. There are two fundamental problems which can lead to conflict quite complex; the teachers do not understand the concept of inclusion implementation and lack of preparation in management aspects. The learning process is more likely to implement the system integration. This condition handled by the principle that applies the Law of partial activity theory is also called the law of prepotency element.

3.2 Teacher Psychological Readiness in Inclusive Learning

In general, teachers appear to lack the full readiness in implementing inclusive education. Teachers still think that

his job dealt only regular students / regular and special consultant teacher handles disability students. The availability of the teacher very influenced by the knowledge and abilities of teachers in dealing disabilities. Also, the teacher is still much less the competency of teachers, the personal competence, professional competence (15 items) and social ability. The coaching process towards the teachers' knowledge is also less government, so with the new paradigm shift, teachers feel overwhelmed accept and implement it.

3.3 The process of changing the mindset of teachers in the implementation of inclusive education at Junior High School of 18 Malang

Earlier stated about inclusive, teacher's reaction is quite diverse, there is refusal openly, there are full of doubts, some are trying to receive. Some efforts that have done by the school, like socialization about inclusive education, but the reality it cannot give insight. So, the implementation of inclusive education that exists today is still integration. It makes teachers feel difficult with whole school, and the problems continue to emerge without any settlement completely. As time goes by and armed capabilities, teachers continue to interact with the disabled students. Rating of the teacher varied according to the students' response in the interaction process. The headmaster tried to keep the situation and condition of school that can support towards the implementation of inclusion, by giving understanding to the teachers, chooses disabilities that is still quite capable of adapting, and implementation of inclusion wherever possible not to create conflicts or teacher's problems.

The principal cannot be firm in the implementation and development of the concept of inclusion because inclusion in Malang also still stages of socialization so that there is no standard format. Furthermore, the presence of FGD (Focus Group Discussion) and workshop conducted by the researcher, it is quite able to bring new insight to the teachers, so teachers do not criticize of inclusion philosophy, and can also objectively evaluate the implementation of the inclusion for this. The readiness of teachers will increase if the teacher has had a positive attitude to the disabled students, and the positive perception of the concept of inclusive because it fits with the thinking, needs, and things that are psychological owned. But the mental readiness of teachers will not be increased if the teacher has had a high negative attitude towards the disabilities, and the implementation of inclusion is reputed could be a contradiction with thinking, needs and things that have related with psychological.

4. Conclusions

Inclusive education as a tool for applying oriented training to disappear discrimination, creating welcoming communities, building an inclusive society, and achieving education for all. But some things that become obstacles in implementation the inclusive education is the lack of psychological readiness of teachers in interacting and learning with disabled students.

Mental preparation is quite low due to cultural factors that judge the disabilities.

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