

***Relationship between Teacher Efficacy and Attitude toward Inclusive Education in Inclusive Public Elementary School***

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**Abstract**

This study aims to understand the relation between teacher efficacy and its' dimensions with teacher attitude towards inclusive education in inclusive public elementary school. The instrument used to measure teacher efficacy is *Teacher's Sense of Efficacy Scale*, while *Multidimensional Attitude toward Inclusive Education Scale installation design (MATIES)* was used to measure the relation between teacher attitudes toward inclusive education. Participants of this study were teachers from inclusive public elementary school (N=100). Results of this study showed that there is a significant positive relation between teacher efficacy and attitude toward inclusive education. Therefore, when teachers scored high on teacher efficacy, those teachers tend to show positive attitude towards inclusive education. On the contrary, when teachers scored low on teacher efficacy, those teachers tend to show negative attitude towards inclusive education. Results of researches related to dimensions of teacher efficacy discovered a significant relationship between instructional strategies and student engagement with teacher attitude towards inclusive education in inclusive public elementary school. On the contrary, it was discovered that there was no significant relation between classroom management dimension and teacher attitude towards inclusive education in inclusive public elementary school. To improve the efficacy of teachers in inclusive public elementary school, schools can provide facilities such as teaching props, shadow teachers, or limiting the number of students in each class.

Keywords: education, teacher efficacy, teacher attitude towards inclusive education, inclusive public elementary school

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## Introduction

The right to acquire education is one of the human rights in 1945 Constitution of Indonesia. Specifically, article 31 clause 1 stated that every citizen have a right to obtain education. The right to acquire education should be owned by every child, including children with special needs. To accommodate it, Indonesian government socialized the concept of inclusive education. Ministerial Decree of the Minister of National Education (*Permendiknas*) of Indonesian Republic No. 70 year 2009 article 1 stated that inclusive education is an implementation of the education system which gives all students with abnormality and possess extraordinary intelligence potential and/or talent to study or learn together in a shared environment together with other students in general.

The concept of inclusive education was realized with the existence of inclusive school, which is a school that is fully responsible for all needs of the students, teachers in that school are capable of differentiating and adapting curriculum, and learning instructions may be adapted depending on the difference of needs and ability of each and every student in the class (Jenkinson, 1997). In an inclusive school, there are two student characteristics, which are students with special needs and regular students. The incorporation of both types of students in an inclusive school may have benefits for both sides. Students with special needs will have positive view about themselves. This is because they can study together with regular students without any discrimination. Regular students will learn about differences, therefore they will develop respect and understanding of their friends with special needs (McCarty, 2006).

In Indonesia, the majority of inclusive school starts at elementary level (<http://www.bpdiksus.org>). In terms of implementation, inclusive schools are divided into two categories, which are public and private. This study is focused on the implementation of inclusive education in inclusive public elementary school. Those schools are chosen because they had not fulfilled the requirements to be inclusive schools, such as currently there are around 40 students in a class, which is too many. When categorized as an inclusive school with students with special needs, there should be only around 20 students in a class (Nugraha, 2012). To support students with special needs in class, inclusive public elementary schools still lack teaching props. Many teachers have not received training and did not know which disorder is owned by special need students in their class, which leads to confusion about how to handle them (Latief, 2009). Lack of knowledge and skills needed by teachers in inclusive public elementary schools added itself to the burden of duties carried by those teachers. On one side, teachers must work hard to fulfill the demand of their consciousness to educate their students, but on the other hand they do not have enough skills to convey subjects they taught to students with special needs (Satrio, 2015).

An example of the inability of teachers in inclusive public elementary schools on teaching students with special needs happened once at one of the inclusive public elementary school in Yogyakarta. A teacher was unable to teach both special needs and regular students at the same time. When that teacher explained a subject personally to a student with special needs, the regular students used that situation to create a commotion. On the other hand, when that teacher explained a subject to

regular students, the student with special needs was having trouble to understand the explanation because it needed to be explained personally. In the end, the teacher of that class gave up and stated his or her inability to teach both special needs and regular students at the same time (Hendradi, 2014). Because of this, that student with special needs only lasted two weeks because the school subtly expelled the student, saying that they were unable to give an optimal learning facilitation. The school suggested that the student should be transferred to a special education school (SLB), which was regarded to be an effective solution to deal with student with special needs. It may never happen if the teacher was confidence with his or her ability to convey subjects according to the needs of students in the class.

A teacher's ability is related with his or her self-efficacy. Even when teaching in a regular public school, teachers are expected to possess a high level of self-efficacy, especially in inclusive public elementary schools which contain two types of students with different characteristics. Self-efficacy is defined as one's belief of his or her ability to organize and do desired actions to achieve expected results (Bandura, 1977). When teachers possess a high level of self-efficacy, they tend to be more capable of using various teaching strategies to fulfill their students' needs. On the contrary, teachers with low self-efficacy will find it difficult to use a teaching strategy that fits their students' needs, especially those with special needs (Vaz et al., 2015).

In the context of education, self-efficacy in teachers is more known as teacher efficacy. Teacher efficacy is defined as a teacher's belief in his or her ability to organize and do actions needed to continue teaching in a particular context (Tschannen-Moran, Hoy & Hoy, 1998). Teacher efficacy has three dimensions, which are efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Efficacy in student engagement described the extent of a teacher's belief to engage students in learning processes. Efficacy in instructional strategies explained a teacher's belief in delivering materials with various strategies. Efficacy in classroom management referred to a teacher's belief in organizing the condition of a class (Tschannen-Moran, Hoy & Hoy, 1998).

Tschannen-Moran, Hoy & Hoy (1998) added that teacher efficacy is obtained through four sources, which are mastery experiences, social modeling, social persuasion, and physical and emotional state. The first one and the one that influenced a teacher's efficacy the most is mastery experiences, which is a teacher's perception about performance that was obtained through experience. When teachers successfully showed a good performance, their efficacy will rise. On the contrary, when teachers experienced failure repeatedly in showing a good performance, their efficacy will decline. The second source that influenced teacher efficacy is social modeling in the form of vicarious experience, which are experiences obtained by observing other people's behavior with no need of imitating the behavior. A teacher's efficacy will rise if he or she observed another teacher with similar competence, but if the person observed failed, then his or her efficacy will decline instead. This make teachers learn effectively by observing behaviors of other teachers who taught successfully. The third source, which is social persuasion, comes in the form of feedbacks, advices, warnings, or critics from trusted people. For example, if someone superior to the teacher gave a constructive feedback, it will give a positive influence on that teacher's efficacy. The last source is teachers' physical and emotional state. For example, when a teacher is enthusiastic and happy, it is a sign that he or she felt capable to deal with

his or her students. On the other hand, stress, anxiety, or other negative emotions will give an idea that he or she lacks abilities and skills in teaching (Tschannen-Moran, Hoy & Hoy, 1998).

Basically, teacher efficacy makes teachers more open to new ideas and have the desire to experiment with new methods in order to adapt with their students' needs. Brookover and Lezotte (1979, in Guskey & Passaro, 1994) stated that teacher efficacy is capable of making teachers more responsible towards students' learning process in class. In accordance, Tschannen-Moran, Hoy and Hoy (1998) stated that teacher efficacy also influenced the amount of effort teachers will do to achieve desired results and increase teachers' aspiration. In other words, teacher efficacy may change their views and behaviors that are not separate from their attitude.

Regarding attitude, Leyser and Tappendorf (2001) stated that teacher attitude is a key factor that portrays a school's readiness in implementing inclusive education because it may influence the outcome of inclusive education. Teacher's attitude towards inclusive education is defined as the tendency to respond cognitively, affectively, and conatively towards inclusive education (Mahat, 2008). Attitude is made up of three components. The first one is cognitive component, which is the evaluation of an individual's opinion (sure/unsure) towards an object. The second one is affective component, which are emotional responses (like/dislike) towards an object. The last one is conative component, which is a behavioral tendency in the form of observable action or response towards an object (Mahat, 2008). All three components are individual tendencies in responding towards and object or situation.

Nguyet and Ha (2010) stated that positive teacher attitude is a predictor of inclusive education's success. Examples may be seen in students' social life and achievements, both regular and students with special needs (Hunt et al., 1993). Teachers with positive attitude toward inclusive education are regarded to have more confidence on their ability to support their students and are capable of adapting teaching materials and procedures in class to accommodate their students' needs (Campbell, Gilmore, & Cuskelly, 2003). Looking from a student with special needs, teacher attitude also strongly influence the success and failure of that student (Bahar, 2004). Avramidis, Bayliss, and Burden (2000) added teachers with positive attitude are responsible and create clear goals. Therefore, positive teacher attitude may affect both teachers and students, both regular and students with special needs.

On the contrary, if a teacher showed negative attitude towards inclusive education, he or she will feel not prepared to accept students with special need. The teacher will see the student as an obstacle, which is a student that hampers teacher's effectiveness in when giving instructions in class. The teacher will feel frustrated because most of his or her time was spent for regular students, and it takes even more time to accommodate a student with special needs (Horne & Timmons, 2009). Cassady (2011) also stated that teachers with negative attitude towards inclusive education and have no desire to teach any students with special needs in class tend to be reluctant to provide supports needed by that student. Therefore, teachers' attitude towards inclusive education can be regarded as an important part to be identified and nurtured, remembering that it may influence teachers' performance, and success of both regular and students with special needs in their class (Cassady, 2011). Regarding the capability of teacher efficacy in changing teachers' views and behaviors that are not

separate from their attitude towards inclusive education, researcher wanted to know the relation between teacher efficacy and attitude towards inclusive education in inclusive public elementary school.

The instrument used for this study is *Teachers' Sense of Efficacy Scale* to measure teacher efficacy which was developed by Tschannen-Moran, Hoy and Hoy (1998) and was adapted by Mariyati (2012). To measure teacher's attitude towards inclusive education, *Multidimensional Attitude toward Inclusive Education Scale* Indonesian Version (MATIES-VI) which was developed by Mahat (2008) and was adapted by Sihombing (2015) was used. Both instruments were used to see and understand the relation between teacher efficacy and attitude towards inclusive education in inclusive public elementary schools in South Jakarta and Depok.

## **Literature Review**

In general, attitude is defined as the tendency to respond positively or negatively towards an object, person, institution, or event (Ajzen, 2005). Attitude is made up of three components. The first one is cognitive component, which is the evaluation of an individual's opinion (sure/unsure) towards an object. The second one is affective component, which are emotional responses (like/dislike) towards an object. The last one is conative component, which is a behavioral tendency in the form of observable action or response towards an object. In this study, the object of the attitude is inclusive education. Specifically, Mahat (2008) defined attitude towards inclusive education as the tendency to respond cognitively, affectively, or conatively towards inclusive education. Researcher chose a definition by Mahat (2008) to define teacher's attitude towards inclusive education because it specifically described the definition of attitude in relation with the context of inclusive education. From the definition, teachers' attitude towards inclusive education may be influenced by various factors, both demographically and psychologically, from the teachers' inside.

Factors influencing teacher's attitude towards inclusive education are gender, age, teaching experience, trainings received, contact with children with special needs, and self-efficacy. In this study, the chosen factor was self-efficacy possessed by a teacher. Self-efficacy is related with amount of effort and results achieved by the teacher so it will influence students in his or her class, both regular and students with special needs. In educational context, self-efficacy possessed by a teacher is known as teacher efficacy. Gender, age, teaching experience, trainings received, and contact with children with special needs were used as demographical data in this study.

It is not possible to talk about teacher efficacy separately from self-efficacy theory developed by Bandura (1977). Tschannen-Moran, Hoy and Hoy (1998) developed a new construct based on self-efficacy theory specifically for teacher job context. The construct was named teacher efficacy, which is a teacher's belief in his or her ability to organize and do actions needed to continue teaching in a particular context (Tschannen-Moran, Hoy & Hoy, 1998). Guskey and Passaro (1994) added that teacher efficacy is a teacher's belief in his or her ability to persuade students to cooperate and learn, although there is a difficult or unmotivated student. Teacher efficacy possessed by a teacher may also influence the performance of his or her student (Berman, McLaughlin, Bass, Pauly, & Zellman, 1997, in Tschannen-Moran, Hoy & Hoy, 1998). Teacher efficacy is related with teacher's behavior in class and

influenced effort given in teaching, desired results, and aspiration level. In this study, the definition of teacher efficacy used is the definition by Tschannen-Moran, Hoy and Hoy (1998) because it specifically described teacher efficacy and the instrument used in this study was also referred from them.

Teacher efficacy has three dimensions, which are efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Efficacy in student engagement described the extent of a teacher's belief to engage students in learning processes. Efficacy in instructional strategies explained a teacher's belief in delivering materials with various strategies. Efficacy in classroom management referred to a teacher's belief in organizing the condition of a class (Tschannen-Moran, Hoy & Hoy, 1998).

### **Methodology and methods**

Samples from this study are teachers who taught at inclusive public elementary school, classroom and subject teachers, teachers who taught students with special needs or have any students with special needs in their class but not a shadow teacher in inclusive public elementary school.

Sampling technique used in this study was non probability sampling. Specifically, this study used convenience sampling, which means samples were chosen based on their availability and willingness but still based on criteria specified (Gravetter & Forzano, 2009).

Data retrieval was done to eight inclusive public elementary schools in Jakarta and Depok. Those schools were SDN Bojongsari 01, SDN Cijantung 09, SDN Depok Baru 08, SDN Gedong 03, SDN Gedong 12, Cilangkap 02, Cisalak 03, SDN Palsi Gunung and SDN Susukan 01. The study was done by distributing questionnaires to teachers of inclusive public elementary schools and asking if they were willing to fill the questionnaire. There were 115 questionnaires distributed, but only 100 were collected. From these, researcher obtained 100 participants who were made up of 22 males and 78 females.

### **Discussion**

The result of the study showed a significant correlation between teacher efficacy and teacher attitude towards inclusive education in inclusive public elementary school. Basically, self efficacy is one's belief to determine what will someone do, how much effort will be given, and the tenacity when dealing with obstacles (Bandura, 1977). Bandura (1977) also added that one's belief of his or her own abilities will strongly influence behavior, motivation, and capable of predicting that individual's success or failure. In relation with teaching and learning process, teachers with high self efficacy are willing to use various teaching methods to fulfill their students' needs (Patrick, 1993, in Shaukat, Sharma & Furlonger, 2013). Vaz et al. (2015) added that teachers with high self efficacy tend to be more capable of using various teaching methods to fulfill their students' needs. On the contrary, teachers with low self efficacy will find it difficult to use teaching strategies that fit their students' needs, especially students with special needs.

The result of this study is in accordance with the findings of Tschannen-Moran, Hoy & Hoy (1998) which showed that teacher efficacy is related with teacher's behavior in class and may influence effort given in teaching, desired results, and aspiration level. It means that teachers with high teacher efficacy will try to fulfill the needs of all students in their class, understanding differences between each student, and have a goal of making students capable of following learning process in class. Teacher efficacy push teachers to be more open with new ideas and the desire to experiment with new methods to fit their students' needs, therefore affecting the performance of students in their class (Berman, McLaughlin, Bass, Pauly, & Zellman 1997; Tschannen-Moran, Hoy & Hoy, 1998).

Based on three dimensions in teacher efficacy it is known that two dimensions, which were efficacy in student engagement and efficacy in instructional strategies had significant correlation with attitude towards inclusive education. It is related with two student characteristics in the class, which were regular students and students with special needs. This difference in characteristics pushed teachers to use various so that every student understands materials given by the teacher. This is in accordance with Santrock (2008) who stated a teacher should have various teaching strategies instead of using 'one size fits all' principle, which meant the usage of only a single strategy to teach.

Therefore, teachers who provide supports towards their students and are capable of adapting subjects appropriately with their students' needs tend to have positive attitude towards inclusive education (Campbell, Gilmore, & Cuskelly, 2003). Santrock (2008) added that teachers who had a variety of student characteristics in their class must be able to invent various strategies in order to fulfill all of their students' needs. When teachers are able to adapt materials and use various strategies for all students in their class, it will get them involved during the learning process. Teachers were also sure that teaching and learning process in class were not a one-way process from teachers, but a two-way process from both students and teachers (Tschannen-Moran, Hoy & Hoy, 1998). This will affect students' achievement in class and teacher's satisfaction when their students are actively involved in class.

A dimension that was not significantly correlated with attitude towards inclusive education was efficacy in classroom management. This may be caused by teachers' state who felt unable to handle and watch over every student in their class, especially students with special needs, therefore they needed the assistance of *guru pendamping khusus* (GPK), or shadow teachers. According to Mastiyah (2015), GPK are teachers who were instructed to accompany students with special needs in learning and teaching process in regular classes that were qualified in special education or already received training regarding inclusive school management. GPK were instructed to bridge difficulties met by students with special needs in learning process (Masyitah, 2015). The inability of teachers in inclusive public elementary school to handle their students in class was because there were too many students in a class, which were around 40 students. Ideally, the number of students in a class on elementary school level is 20-25 students (Santrock, 2008). Too many students tend to obstruct teacher to reach out to their students in class. For example, it is difficult for teachers to explain and divide their attention when one of their students find difficulties in a subject, especially with teachers in inclusive schools with both regular and students with special needs in their class. As stated by Forlin et al. (2009), the number of

students in class may affect the implementation of inclusive education. Therefore, the number of students in class may influence teacher efficacy related with efficacy in classroom management dimension.

From methodological point of view, this study had several limitation related with the process of finding schools to obtain samples, instruments, and the administration process of the instruments. During the process of finding schools, researcher looked for lists of inclusive public elementary school from search engines and acquired school data from the official website of the education board of Jakarta and Depok. Some of the schools obtained from those lists were invalid and not yet updated. For example, on the website it was stated that school Y was an inclusive public elementary school, but when visited the headmaster stated that it was not an inclusive school because there was no student with special needs in it. Then, researcher obtained information from schools that were valid and already implemented inclusive education for a long time, and was told that school Z was an inclusive elementary school, but was not listed in the official website of education board. It made researcher found it difficult to accurately find name of schools that were listed as inclusive public elementary school.

In terms of instruments, there were words that were not familiar in everyday dialogue in Indonesia such as the word 'frustration'. Other than that, one of the items that stated "*Saya yakin bahwa siswa berkebutuhan khusus harus belajar di sekolah khusus (SLB), sehingga mereka tidak dikucilkan di sekolah reguler (umum)*" is too strong, therefore it may create a 'faking good' response. Statements on every item may trigger social desirability, which was the tendency of respondents to answer questions according to social norms (Fisher, 1993). It may be a tendency to choose an answer that was considered the best or the worst.

Finally, in the process of administering instruments, researcher always tried to be able to accompany participants in filling the questionnaire, but there were participants from some schools who could not be accompanied during the process. It happened because the school was busy preparing the National Exam. The administration process were going to be conducted after an internal school meeting, or teachers who were going to be samples were not present at that time. It made several questionnaires missed their demographical data and some items were left unfulfilled.

## **Conclusions**

Based on the result of the analysis done to answer the main research problems, it may be concluded that there were a correlation between teacher efficacy and teacher attitude towards inclusive education. Specifically, teacher efficacy and teacher attitude towards inclusive education in inclusive public elementary school had significant positive correlation. It showed that teachers with high teacher efficacy tend to show positive attitude towards inclusive education. On the contrary, teacher with low teacher efficacy tend to show negative attitude towards inclusive education.

Then, to answer the second question related with teacher efficacy dimensions, it may be concluded that there was a correlation between efficacy in student engagement dimension and teacher attitude towards inclusive education in inclusive public elementary school. It showed that teachers with high efficacy in student engagement



tend to show positive attitude towards inclusive education. On the contrary, teacher with low efficacy in student engagement tend to show negative attitude towards inclusive education.

The next finding concluded that there was a correlation between efficacy in instructional strategies dimension and teacher attitude towards inclusive education in inclusive public elementary school. It showed that teachers with high efficacy in instructional strategies tend to show positive attitude towards inclusive education. On the contrary, teacher with low efficacy in instructional strategies tend to show negative attitude towards inclusive education. Finally, it was found that there was no correlation between efficacy in classroom management dimension and inclusive education in inclusive public elementary school.

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