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Driving Factors of Inclusive Education for Primary School in Indonesia

Umi Safiul Ummah[1*], Mohd Mokhtar Tahar[2], Mohd Hanafi bin Mohd Yasin[3], Haida Umiera Binti Hashim[4], Ediyanto Ediyanto[5]

[1,5]Department Special Education, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia
[2,3]Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Malaysia
[4]Universiti Teknologi Mara (UiTM), Kampus Padang Lalang, Kuantan, Malaysia

Abstract

The implementation of inclusive education especially for special needs students in primary school during teaching in the classroom must strive for non-discrimination, recognition from all parties to all participants of learning, provide facilities and a safe environment for each child. The design of this study is a combination of sequential explanatory method that uses questionnaire and interview survey method. The selected study design places more weight on quantitative than qualitative data. The results indicate a positive relationship between inclusive education with school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs This finding indicates the influence of inclusive education developed based on the theory of Ecology. Based on the theory, four systems influence positively the development of students, namely microsystems (the environment in which individuals live), mesosystems (interactions between factors in microsystems), ecosystems (the environment in which individuals live), and macrosystems (the role of culture in the implementation of inclusive education). These four environmental systems have implications for implementing inclusive education, especially during the teaching and learning process in schools.

Keywords: Inclusive Education, Ecological Theory, Stakeholder Inclusive Education.

Introduction

Education should be objective and fair, meaning that education is an aspect that all human beings can obtain without looking at the identity and status of a person, including children with special needs (Heiskanen et al., 2018; Tohara, 2021). In this regard, the government has created various efforts to equalize education for every individual. Concerning Indonesia, many educational institutions have developed inclusive education, given a large number of children with special needs. The data from the Indonesian Ministry of Education and Culture indicates that the total number of children with special needs in Indonesia in November 2020 reached 2.35 million children. However, there are still few special-needs children who want to take education, only about 10-11 percent of children with special needs receive educational services (Sudarto, 2017).

To deal with this issue, the existence of inclusive education can be an alternative for parents to send their children with disabilities to regular schools. However, not all regular schools can accept ABK students, as inclusive education is only provided by schools appointed by the government to provide inclusive education. The implementation of inclusive education during teaching in the classroom must strive for non-discrimination, recognition from all parties to all participants of learning, provide facilities and a safe environment for each child (Ediyanto et al., 2017; Ummah et al., 2020). Children can study together in the same class without preparing for a special class first. Therefore, the goal of inclusive education is achieved, which is to give equal opportunities to all students.

Since the essence of this issue, the study on this theme is on the rise. For instance, a prior study by Forlin et al. (2007) documented the nexus between teacher attitudes towards inclusive learning. Additionally, Hagiwara et al. (2019) were concerned about inclusive school management, while Mossen et al. (2014) focused on the attitude of inclusive learning teachers. However, few researchers pay attention to capturing the support from parties both within the school and outside environment to implement inclusive education.

Therefore, this paper provides some contributions. First, it contributes to the literature on Inclusive education by involving both school and outside environment that has been overlooked among scholars.

It adds insight into the Second, this research is expected to contribute to the development of inclusive school management in Indonesia, especially in East Java. The selection of East Java of Indonesia is unique because the existing inclusive education is a pilot project that becomes a pilot project for inclusive education throughout Indonesia.

METHODS

The design of this study is a combination of sequential explanatory method that employs a questionnaire and interview survey method. This study adopted mixed-method combines within the qualitative and quantitative approaches. The combined design of sequential explanations involves quantitative data collection, followed by qualitatively performed data collection.

Data collection started with quantitative data to understand the perceptions of the stakeholders involved, including school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs on the implementation of inclusive education. These perceptions need to be explained and given a discussion that comes from the results of the structured interviews conducted by the researchers. Structured interview is a data collection method that relies on asking questions in a specific order to gather information about a subject. This interview focused on the research participants' perspectives on explaining the research findings obtained through descriptive quantitative data analysis and one-way manova analysis. As a result, the level and effectiveness of inclusive education for primary school students can be thoroughly presented. In this matter, quantitative data was collected to acquire perceptions on the implementation of inclusive education, while qualitative data was to confirm how these perceptions arise, why these perceptions arise, and how these perceptions affect inclusive education in Indonesia, especially in East Java. Thus, the dependent variable in this study is the implementation of inclusive education for children with hearing impairments in primary schools in East Java and the independent variables are perception of school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs. The implementation of the research was carried out in Indonesia due to the fact that the existence of inclusive schools in Indonesia is still a pilot school that has not

been implemented for all schools, especially in basic education, and the use of the curriculum is still adopted in the commonly used curriculum.

The data collection process in this study started from May to August 2021. The researchers visited schools implementing inclusive education by contacting the headmaster of 34 schools located in eight different regions in East Java. Researchers informed the headmaster in regards to the purpose of the study and requested parents' personal information as well as permission to fill out the questionnaires.

In this study, the population consisted of 8 school administrator, 14 teachers, 24 students, 50 friends at home, 96 school friends, 96 relatives, 14 parents of regular children, 50 neighbors, 16 special guidance teachers, and 16 parents of children with special needs from inclusive primary schools in East Java. While the sample selected in this study is purposive sampling. This study followed a non-random sample selection technique because the selected objects and subjects are made based on certain considerations. This research instrument refers to Brofenbrener's Ecological theory, which was further developed by Ruppar, Allcock, & Gonsier-Gerdin, (2017), Cooc & Kiru (2018), and Paseka & Schwab (2020). The quantitative data that has been collected will then be analyzed using SPSS 26 software, using ANOVA, which aims to show several aspects that could be discussed related to parents' perception towards the success of inclusive education. Then, the qualitative data will be analyzed by using Nvivo. The instruments were compiled using a Five Likert scale from 1 (strongly disagree) to scale 5 (strongly agree) to collect data on the perception of school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs. These questionnaire were related to the implementation of inclusive education for children with learning problems from microsystems, mesosystems, exosystems, and macrosystems.

The questionnaire items were adapted based on the findings of Forlin, Earle, Loreman, & Sharma (2011), Gregory & Noto (2012), Cullen, Gregory, & Noto (2010), Stoiber, Gettinger, & Goetz (1998), Monsen, Ewing, & Boyle (2015), Mahat (2008), Sharma & Desai (2002), Ainscow, Booth, & Black-Hawkins, dan Vaughan & Shaw (2000). The interview items on the questionnaire are made up of different topics based on interviewees background/job as shown in table 1. These topics were developed into more detailed questionnaire items.

Table 1: Questionnaire Items

No	Interviewees	Topic of Questionnaire Items
1	School administrator	The questionnaire was collecting information about school administrators, admission rules for students with learning disabilities in inclusive schools, inclusive school policies, provision of facilities to support students in inclusive schools, and inclusive school teacher guidance.
2	Teachers	The questionnaire is divided into two sections, A and B. Part A includes 30 questionnaire items that provide information about the backgrounds of students with special needs in inclusive schools. Part B, on the other hand, contains information about students with special needs in schools, specifically 84 items containing inclusive education factors for students with special needs in inclusive schools.
3	Students	The questionnaire is divided into two sections, A and B. Section A includes items designed to collect information about the acceptance of students with

		disabilities. Section B includes questions about how their disability is accepted in their school and home environments.
4	Friends at home	This questionnaire consists of one section, which contains the acceptance of friends around the house towards students with special needs.
5	Schoolmates	This questionnaire consists of one section, which contains the acceptance of friends around the school towards students with special needs.
6	Relatives	This questionnaire consists of one section, which contains the acceptance of students with special needs at home, the interaction of students with special needs at home, and activities at home involving students with special needs.
7	Parents with regular child/children	This questionnaire consists of one part, which contains the acceptance of students with special needs at home and their interactions at school and at home.
8	Neighbors	The questionnaire consists of one section, namely Section A, which contains how students with special needs establish relationships with neighbors in the home environment.
9	Special Guidance Teachers	The questionnaire consists of one section, which contains how teachers make modifications or distinctions in learning for students with special needs in the classroom, the selection of teaching materials that are in accordance with the learning needs of students with special needs.
10	Parents with special needs child/children	consists of one section, which contains the welcoming of students among their own parents, the interaction of students with special needs at home and activities at home that involve students with special needs.

RESULTS

This study aims at identifying the influence of microsystems, mesosystems, ecosystems, and macrosystems on students with learning disabilities involved in the implementation of inclusive education in primary schools. The indentifiying was about: 1) microsystems, which examine the environment in which individuals live; 2) mesosystems, which examine interactions between factors in microsystems that include relationships between multiple microsystems or multiple contexts; and 3) macrosystems, which examine the environment in which individuals live; 3) exosystems, which examine experiences in other social environments in which students are not constantly involved but still influence the development of their personalities and behavior; and 4) macrosystems, which examine the role of culture in the implementation of inclusive education. Table 2 informs the demographic respondents in this study. Based on the gender of the respondents, out of a total of 2.261 total respondents, the comparison by sex is almost the same where there are 1.150 male respondents and 1.111 female respondents, so the results of the study are not expected to cause gender bias.

Table 2: Demographics of Respondents N=2.261

Variables	Male	Female
Principal	19	15
Teacher	100	140
Counselor	67	98
Typical Parents	198	58
Students	52	54
Brother Student	119	143
Neighbors	119	143
School friend	156	156
Friends at Home	145	167
Typical Parents	175	137

Source: Data Primer Analysis, 2021

The next test is the normality test, to assess the distribution of data in a group of data or variables, that were school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs, whether the distribution of the data is normally distributed or not. The normality test showed results as seen in Table 3 illustrates that all normality test values were greater than 0.05 so that all data were normally distributed.

Table 3: Data Normality Test

Variables	Normality Test	Description
Principal	0.165	Normal
Teacher	0.214	Normal
Counselor	0.273	Normal
Typical Parents	0.315	Normal
Students	0.083	Normal

Brother Student	0.121	Normal
Neighbors	0.117	Normal
School friend	0.124	Normal
Friends at Home	0.237	Normal
Typical Parents.	0.098	Normal

Source: Data Primer Analysis, 2021

Table 4: Manova Test

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power[d]
Intercept	Pillai's Trace	.998	1124.183[b]	10.000	21.000	.000	11241.834	1.000
	Wilks' Lambda	.002	1124.183[b]	10.000	21.000	.000	11241.834	1.000
	Hotelling's Trace	535.325	1124.183[b]	10.000	21.000	.000	11241.834	1.000
	Roy's Largest Root	535.325	1124.183[b]	10.000	21.000	.000	11241.834	1.000
Pend_Inklusif	Pillai's Trace	.738	.750	30.000	69.000	.806	22.512	.046
	Wilks' Lambda	.422	.709	30.000	62.315	.848	20.740	.030
	Hotelling's Trace	1.018	.667	30.000	59.000	.885	20.018	.032
	Roy's Largest Root	.486	1.119[c]	10.000	23.000	.390	11.188	.043

a. Design: Intercept + Pend_Inklusif

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

d. Computed using alpha = ,05

Source: Data Primer Analysis, 2021

The MANOVA test estimate whether or not inclusive education factors has an effect on the dependent variables based on topics of questionnaire items as shown on table 1. Table 4 shows that the result of Wilk's Lamda test is 0.709 with a significance value of 0.030. Where the sig value of MANOVA results is less than 0.05 (0.030 <0.05), meaning that there is a relationship between inclusive education with school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs. Additionally, the significant level ranges from 0.12 to 0.46 (< 0.05), indicating to accomplish the hypothesis proposed (see Table 5).

Table 5: Manova (Between Subject Effects Test)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power[k]
Corrected Model	Pentadir	339.779[a]	3	113.260	.590	.027	1.769	.157
	Guru	2950.145[b]	3	983.382	.316	.013	.949	.104
	GPK	45.309[c]	3	15.103	.162	.021	.487	.076
	Ibu_Bpk	1625.697[d]	3	541.899	.638	.046	1.913	.167
	Murid	2057.063[e]	3	685.688	.480	.037	1.441	.135
	SdrMurid	194.910[f]	3	64.970	1.207	.032	3.620	.290
	Jiran	231.375[g]	3	77.125	.920	.044	2.761	.227
	RekanSekolah	74.457[h]	3	24.819	.458	.013	1.375	.131
	RekanRumah	44.767[i]	3	14.922	.319	.012	.957	.105
	OrtuTipikal	10094.075[j]	3	3364.692	1.378	.027	4.133	.328

DISCUSSION

The statistical calculation shows that all hypotheses are met based on the results of the MANOVA test, implicating that there is a relationship between inclusive education with school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs. This study shows the influence of inclusive education developed based on the theory of Ecology Brofenbreneer (2013). Based on the theory, four systems influence the development of students, namely microsystems (the environment in which individuals live), mesosystems (interactions between factors in microsystems), ecosystems (the environment in which individuals live), and macrosystems (the role of culture in the implementation of inclusive education). These four environmental systems have implications for implementing inclusive education especially during the teaching and learning process in schools (Symeonidou & Chrysostomou, 2019). The implementation of inclusive education necessitates a number of conditions that must be met before it can take effect (Wulan & Sanjaya, 2022).

First, the principal's level of inclusive education. The success of inclusive education implementation is dependent on several parties, including the principal as the primary management of the school and decision-makers involved in inclusive education implementation (Ummah, et al., 2022). Principal's level in general is already high where the principal

provides support for the implementation of inclusive policies in schools and residences of special needs students, negative evaluation of the participation of special needs students in schools, positive evaluation of the participation of students with special needs special in schools, and Increased scope of work in dealing with students with special needs. Other things that need to be improved in the influence of principals on inclusive education are regulations on the admission of students with special needs in schools implemented in each school, school policy on the admission of students with special needs, and the provision of supportive facilities, and need to do the guidance of teachers to face the participation of students with special needs in schools.

Second, teachers' factors towards inclusive education. In order to implement inclusive education, every teacher must be capable of recognizing student learning characteristics, especially regular teachers whose classes include students with special needs (Kartini & Aprilia, 2022). The improvement of the above factors can be made by conducting longer interactions and instances between teachers and students so that teachers become not only teachers but also become good educators. On the other hand, the interaction between teachers and students will be better, will lead to professional closeness, and can make it easier for teachers to carry out the learning and teaching process. Third, parents of inclusive education, the simple category that exists in parental support for inclusive education is more because parents feel their child is different from other children, so it provides a bit excessive protection, something less appropriate and should not be done by parents because it will hinder the social skills of the student, and make the child cannot develop to its maximum.

Fourth is the support of non-MBK students towards inclusive education. The presence of regular student support for MBK in the simple category can be understood, in addition to the young age, so the information received comes from the environment of the student and not necessarily the truth. This needs to be changed by providing appropriate and age-appropriate information from the students themselves. Fifth, peer support at home for inclusive education fell into the moderate category. In the peer support for inclusive education, it is seen that interaction, acceptance, and understanding can be done by peers, this shows that peers are more open to the differences that exist between them.

Sixth. Sibling support for inclusive education. The construct that needs to be updated is to interact directly with students with special needs (MBK), this construct is included in the low category and needs to be improved, among others, by providing an understanding of brotherhood and can also be inserting religious values to relatives. Seventh is the support of schoolmates towards inclusive. On the construct that needs to be updated, more on the importance of tolerance and how to clean up towards friends who are MBKs, as well as vigilance in the sense of being able to pay attention to MBKs who need help or assistance.

The eighth is typical parental support for inclusive education. Researchers think that both constructs should be improved so that the perception of teachers and special needs students is not biased and does not cause misunderstanding of the assessment given by teachers to special needs students. Teachers give the same assessment to both special needs

students and typical students. Nine, namely, neighborly support for inclusive education. In support of neighbors for inclusive education, there is a construct that needs to be improved because it is still in the simple category, namely the interaction that is intertwined as neighbors. Improving this construct will make the neighbors' view of inclusive schools that combine typical pupils with special needs students better and parse that special needs students are not appropriate for learning in a class with typical pupils. The last is Special Guidance Teachers support for inclusive education. There are three constructs that still fall into the low, medium, and high categories, so the Special Guidance Teachers' support for inclusive education on average falls into the medium category. Constructs help students with special needs in the learning process, including high.

The microsystem is an environment that is closest to students where the individuals involved in the environment are parents, siblings, teachers, Special Guidance Teachers, school administrators, students, school friends. Direct interaction with socialization agents is most common in microsystems. An individual is not seen as a passive recipient of experience in this setting but even participates in awakening the setting in this microsystem (Boulanger, 2019; Junaidi, 2020). Students interact and communicate most often in this system because the microsystem is the closest environment to students. Therefore, the success of the implementation of inclusive education is strongly influenced by the microsystem that really helps students to succeed in school (Mahlo, 2013).

The interaction between special needs students and family, with friends both at home and at school, as well as the neighbor's response to the presence of special needs students, is very supportive, and there is no rejection. The support from the environment received by special needs students is in accordance with the mesosistent theory by Kurniawan (2013). Mesosystem includes interactions between microsystems where a problem that occurs in one microsystem will affect other microsystems. For example, the relationship between experience with family and experience at school, experience at school and religious experience, and experience with family and experience with peers, and family relationships with neighbors. The mesosystem in this study is how a typical parent greatly influences the development of students at school (Amka, 2019).

The implementation of inclusive education in inclusive schools in East Java Province is still not optimal. This is known from research that has been carried out by researchers in schools in East Java. Field findings indicate that schools are still not ready to accept children with special needs, as evidenced by the incomplete availability of learning tools or media for children with special needs and the limited number of special tutors. Acceptance of children with special needs in schools is still not handled optimally. Schools have accepted children with special needs but not accompanied by school preparation, so the services provided by the school are not optimal. Immature preparation in the implementation of inclusive education in the form of infrastructure, educational staff, curriculum, collaboration, and various learning facilities related to the inclusive education process (Tarnoto, 2016; Dieruf, Ault, & Spriggs, 2019; Sudarto, 2017; Thohari, 2014).

The environment that is most large and far from people

and places that can still have a significant influence on students is the macrosystem. This neighborhood is based on the implementation of inclusive education. Supposedly when the Indonesian government announced that Indonesia was obliged to implement inclusive education, the basics were clearly made along with certain conditions. For example, the number of students accepted, the provision of abilities for students, and most importantly, the implementation of an inclusive culture for underprivileged children in all environments, including macrosystems. One form of this macrosystem is the regulations governing the implementation of inclusive education or school readiness to accept special needs children in inclusive schools. In the implementation of inclusive education, there are still many obstacles, such as the unpreparedness of schools or teachers in accepting ABK in schools (Sulistyadi, 2014; Sudarto, 2017). The teacher more capable to manage learning environments by more positive in attitude towards inclusive education (Ediyanto et al, 2021).

Other findings in the field indicate the difficulty of setting up an assessment program. Teachers must be assisted by Special Guidance Teachers in preparing instruments and translating the results of the assessments that have been carried out. Assessment is the basic thing that must be done by the teacher to determine the ability of the child at that time (Ummah, Tahar, Hanafi, Yasin, & Yuni, 2020). Thus, assessment is an important activity that must be carried out by teachers and Special Guidance Teachers to meet the learning needs of children with special needs. The purpose of the assessment is to determine the child's ability to learn (Dr. Tjutju Sundari, 2013). Thus the assessment is the initial attitude that must be carried out by teachers related to the success of learning children with special needs in inclusive schools (Case, nd; Lindsay, 2018). Teachers in inclusive settings, as said by Prabowo (2017) that one of the competencies of teachers in schools inclusiveness is to have the ability to educate students with special needs, such as compiling assessment instruments and translating assessment results as the basis for preparing to learn for children. However, the findings in teacher schools were difficult in compiling their instruments.

In addition, another problem experienced by schools is that the curriculum used in inclusive schools for children with special needs learning problems is to reduce the level of difficulty by modifying the main curriculum used in schools. There is no special curriculum for children with special needs made for special needs students in inclusive schools. The curriculum for children with special needs used in inclusive schools uses a regular children's curriculum whose difficulty level is lowered according to the abilities and characteristics of each child with special needs.

CONCLUSION

This study identifies driving factors inclusive education among Indonesian. The findings indicate that there is a positive relationship between inclusive education with school administrator, teachers, students, friends at home, school friends, relatives, parents of regular children, neighbors, special guidance teachers, and parents of children with special needs. This research also disclosures some issues in implementing Inclusive Education. First, school management

problems: 1) planning has not involved all teachers, school administrators, and school committees, 2) organizing, division of tasks related to handling children with special needs to class teachers who have attended training has not been implemented well, teachers are still having difficulty doing his job 3) directing, the principal's guidance is still not well received, there are still teachers who are slow in responding to instructions, 4) supervision, the principal's supervision related to the program or activity is not yet comprehensive, only asking about the implementation of the program only. Second, problems of educational personnel: 1) the lack of special guidance teachers, 2) classroom teachers who are assigned to deal with children with special needs still have difficulty in dealing with them.

This study lies some limitations. The research was only conducted in East Java that cannot be generalized to describe the condition of inclusive schools in Indonesia. Respondents/informants who did not involve relevant agencies were feared that they would not be able to cross-check the information provided by the respondents. This study further suggests the need for careful preparation to implement inclusive education, both from facilities and infrastructure, socialization, and existing human resources, so as to minimize obstacles that may be faced during inclusive learning. The need to hold training or workshops related to inclusive education for all teachers and principals for inclusive schools, as well as continuous evaluation of the inclusive education learning process.

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