

Teachers' Attitudes towards the Existence of Students with Special Needs in Inclusive Schools

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ABSTRACT

Attitudes, general education teachers, students with special needs The implementation of inclusive education has not been carried out optimally along with the increasing existence of students with special needs in inclusive schools which are influenced by the attitudes of teachers. This article aims to reveal teacher attitudes regarding concerns, attitudes, and acceptance of the existence of students with special needs in inclusive schools before and after receiving the workshop. The study used a survey of 91 respondents from kindergarten, elementary, junior high, and high school/vocational school levels in inclusive schools. Based on the results of the analysis, there were outcomes influenced by the workshops in improving teacher attitudes in inclusive classes that was indicated by a Sig (2-tailed) value of 0.03. The teacher's attitude towards the learning process is increased through interaction and understanding of the issues of students with special needs. The teacher's worries are reduced after gaining teaching and learning knowledge and skills. Teacher acceptance increases after gaining insight into collaboration and collaboration with promising partners. Given this information, teacher attitudes which include concerns, attitudes, and teacher acceptance of the existence of students with special needs in inclusive schools can increase after attending training or workshops and can support the implementation of inclusive education policies. The implementation of inclusive education has not been carried out optimally along with the increasing presence of students with special needs in inclusive schools which are influenced by the attitudes of teachers. This article aims to reveal teacher attitudes regarding concerns, attitudes, and acceptance of the presence of students with special needs in inclusive schools before and after receiving the workshop. The study used a survey of 91 respondents from kindergarten, elementary, junior high, and high school/vocational school levels in inclusive schools. Based on the results of the analysis, the influence of the workshops carried out in improving teacher attitudes in inclusive classes was indicated by a Sig (2-tailed) value of 0.03. The teacher's attitude towards the learning process is increased through interaction and understanding of the issues of students with special needs. The teacher's worries are reduced after gaining teaching and learning knowledge and skills. Teacher acceptance increases after gaining insight into collaboration and collaboration with various groups. Based on this information, teacher attitudes which include concerns, attitudes, and teacher acceptance of the presence of students with special needs in inclusive schools can increase after attending training or workshops and can support the implementation of inclusive education policies.

Kata Kunci: *Attitudes, general education teachers, students with special needs*