

PROFESSIONAL DEVELOPMENT FOR INCLUSIVE JUNIOR HIGH SCHOOL TEACHERS AND SCHOOL PRINCIPALS DURING SCHOOL FROM HOME (SCH) IMPLEMENTATION

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ABSTRACT

The existence of students with special needs in public junior high schools in various provinces in Indonesia since the affirmation route for New Student Admission (PPDB) policies with special needs in the last two years has not been widely supported. In general, this is due to the unprepared ability of teachers to provide services to students with disabilities. This is due to the lack of training for junior high school teachers in addition to the absence of reinforcement during the education process for prospective teachers. This study is a survey of 105 teachers (male $n=20$, 19%, and female, $n=85$, 81%) in one district in Yogyakarta. The survey was conducted online on 64 public schools and 2 teachers were invited in each school. Based on the survey, it was found that the majority of junior high school teachers in the district: a) had no experience teaching children with special needs ($n=71$, 59.2%), b) had never attended training on inclusive education ($n=103$, 85.8%) and c) had little ($n=74$, 61.7%) and no knowledge ($n=17$, 14.2%) regarding government policies on services for children with disabilities. Therefore, it is very reasonable if d) most teachers state that the level of confidence is low in teaching children with special needs ($n=42.35\%$), and very low ($n=17$, 14.2%). However, the majority of teachers stated that e) had interacted with individuals with disabilities ($n=90$, 75%). Based on this information, a training stage was developed for participants (teachers and school principals) which could be replicated in various other regions in Indonesia.

Kata Kunci: *needs analysis, inclusive education, in service teacher training, junior high school*