

The attitude of high school chemistry teacher towards the development of chemistry teachers for inclusion classroom preparation program

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ABSTRACT

This article discusses the attitude of chemistry teachers towards the development of chemistry teachers for inclusion classroom preparation program. Inclusion program at the high school level are mandates that must be implemented to provide equal educational opportunities for all humans being. However, high school chemistry teacher candidates have not been prepared to teach chemistry in the inclusion classroom. The study was conducted as exploratory research, that is, preliminary research to dig deeper at existing problems to find solutions to be implemented and designed later. In line with the goal, the research was conducted as a survey technique for 65 high school chemistry teachers in Daerah Istimewa Yogyakarta and Jawa Tengah Provinces who were selected by simple random sampling. The survey was conducted using a questionnaire consisting of 14 questions divided into three sections, namely cognition, affection, and behavior. The results show that the high school chemistry teacher's attitude towards the development of the preparation program for chemistry inclusion teachers is positive with an average questionnaire score of 97.35.

Kata Kunci: disability, inclusion, chemistry, learning, program development