

METHODS AND MODELS FOR FORMING TEACHER READINESS IN INCLUSION EDUCATIONAL PRACTICES

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ABSTRACT

The readiness of teachers to teach in inclusive classes is an important key in the implementation of inclusive education. In practice, there are still many teachers who are not ready to teach in inclusive classes. Therefore we need a method or model for developing teacher readiness. The purpose of this study is to conduct a literature review of the methods and models for establishing teacher readiness in the practice of inclusive education. Literature searches were carried out on eight databases, namely ERIC, SpringerLink, ScienceDirect, SAGE, ProQuest, Emerald Insight, Google Scholar and Garuda. Keywords used in literature search are "Teacher Readiness" and "Inclusive Education"; "Teacher Readiness" and "Inclusive School": "Kesiapan guru" dan "Pendidikan Inklusi". A total of 10 articles (N = 1111) will be reviewed through a screening process based on inclusive and exclusive criteria. The results show that the strategy for developing teacher readiness is through training, courses and professional development.

Keywords : Teacher readiness, inclusive education, method and model.

INTRODUCTION

Inclusive education began to be designed at an international conference held by UNESCO on June 10 1994 in Salamanca, Spain. This conference, which was attended by 92 countries and 25 international organizations, resulted in an

agreement known as the
Salamanca Agreement

(Salamanca Statement) which agreed on the importance of implementing inclusive education by all countries in the world so that every school can serve all children, including children with special needs (Cahyaningrum, 2012).

There are several problems faced by inclusive schools. One of the problems faced by inclusive schools is inadequate teacher preparation to teach in inclusive classes (Sharma, Armstrong, Merumeru, Simi, & Yared, 2019). Teachers do not consider themselves ready to teach in inclusion classes. Teachers reported many barriers to successful inclusion including: training, administrative support, support personnel, class size. As a result, teachers reported working in inclusion classrooms as a trial and error experience and resulted in many educational failures that impacted students' lives (Walsh-Yusuf, 2018).

Teachers are not ready to teach students with special needs in an inclusive environment effectively (Dementievch Rasskazov & Yurievna Muller, 2017).

Another finding is that almost 70% of regular school teachers do not receive training in special education or have experience teaching students with special needs, so teachers do not have the readiness to teach students with special needs in inclusion classes (Das, Kuyini, & Desai, 2013). In general, there is no teacher training regarding pedagogy and knowledge about how to handle students

with special needs, so teachers are not

ready to teach in inclusion classes (Gathumbi, Ayot, Kimemia, & Ondigi, 2015). Research in Indonesia shows that class teachers at SD Negeri Pojok are less prepared to handle children with special needs. This is influenced by internal factors (physical, mental and emotional condition; motivation to increase experience; and maturity) as well as external factors (skills, knowledge; intelligence; social competence; professional competence. Salamah, 2015). Teacher readiness is the key to the success of implementing inclusion, including readiness to get to know the personal, social and potential of students. According to Myres, teacher readiness in implementing inclusive education includes: 1) perceptions about the influence of inclusion on learning strategies; 2) level of acceptance of the meaning of readiness to teach students with disabilities; 3) development of professional potential for learning for students with disabilities; and 4) collaborative relationships between regular teachers and special teachers (Mumpuniarti & Lestari, 2018). These aspects are interpreted as regarding

readiness in the field of competency

pedagogis, kompetensi social
(Mumpuniarti & Lestari, 2018).

The research results reveal that the components of elementary school teachers' readiness to work in inclusive education include psychological readiness and professional readiness, where the structure of psychological readiness includes value orientation, personal motivation, tolerance, empathy, pedagogical optimism (Bali & Rohmah, 2018). The structure of primary school teachers' professional readiness to work in inclusive education is represented by a complex of didactic knowledge including; knowledge of basic inclusive education regulations; knowledge of the peculiarities of the structure of the Educational process in inclusive Education; knowledge of the basic principles of developing communication with inclusive education subjects. Methodical skills include: skills to organize communication with children with special educational needs and their parents; skills to develop education/care processes in the collective education of children with various abilities; skills to work in a team with other professionals (Movkebayeva, Oralkanova, Mazhinov, Beisnova, & Balenko, 2016). Based on the description

above, it is necessary to have a strategy to

overcome the problem of teacher unpreparedness in teaching in inclusion classes. Several articles resulting from research on methods or models for forming teacher readiness in teaching inclusive classes will be reviewed by several studies on teacher readiness in inclusive education practices. The systematic review in this study will discuss methods or models for forming teacher readiness in teaching inclusive classes.

Education: Inclusive education for students with special needs in regular classes become a global trend. Inclusive education provides equal access for all participants educate and change the limited school environment into an environment that is more friendly and accessible to diverse learners. Especially with the joining of children with special needs in regular education becomes increasingly common (Mudjito, Harizal, & Elfindri, 2013). Inclusive education continues to develop in various parts of the world. One of the encouraging international agreements The realization of an inclusive education system is the Convention on the Rights of

Persons with Disabilities and Optional Protocol which was adopted in March 2007. In article 24

This convention states that every country is obliged to implement the system inclusive education at every level of education. In Indonesia, education is inclusive driven to achieve an education system that includes every child without any discrimination. Based on the Circular of the Director General of Primary and Secondary Education No. 380 / C.66 / MN / 2003 concerning the establishment of inclusive education at the level district/city. This is used to measure the development of inclusive education in Indonesia. Viewed from many perspectives, inclusive education has many functions and superiority. Inclusive education functions to guarantee all students with special needs get the same opportunities and access to obtain educational services that suit their needs and are of high quality in various channels, types, and level of education as well as creating a conducive educational environment for students with special needs to develop their potential optimally

(Kustawan, 2013). According to (Freiberg, 1995) in (Choiri, et al, 2009) through education inclusive, children with special needs are educated together with other (normal) children to optimize its potential. This is based on the fact that in In society there are normal children and children with disabilities who cannot be separat as a community. It can be concluded that with the existence of an educational program inclusiveness can have a positive impact on children with special needs in obtaining education. Research in many countries reveals a wide range of attitudes of regular teachers towards inclusion. Several studies show positive attitudes towards inclusiveness and several studies show negative attitudes towards the continuity of education inclusive. This research shows that the acceptance of children with special needs in Inclusive classes slightly interfere with the teacher's academic performance. Even though it should be a student with special needs receive more attention in teaching, classmates regularly benefit from individual assistance

and demonstrated engagement

high level academics (Wilson & Michaels, 2006). It can be concluded that perspective teachers for children with special needs in regular classes are less supportive because several influencing factors such as not understanding children with special needs, do not have the basic knowledge to educate children with special needs and do not have skills and experience in overcoming problems with children with needs special. The negative attitude of teachers was proven by Gaad Khan (2007) in his research shows that there is a lack of teacher skills and teachers feel a heavy burden within meet the needs of students with special needs. In such a situation, the teacher generally feel frustrated and have a negative attitude towards student inclusion special needs in a regular classroom setting. Teachers' positive attitudes and support are important for successful inclusion (De Boer, Pijl, & Minnaert, 2010). Attitude can be defined in terms of simply as "likes" and "dislikes" (Bem, 1970) in (Schwarz & Bohner, 2001). In inclusive education, attitude refers to the way teachers think, what teachers feel, and how teachers behave regarding

inclusive education. Several researchers

have examined teachers' attitudes towards inclusive education and found a shift in attitudes towards

The more positive the supportive, the more supportive attitudes there are successful inclusion. Teachers who have a positive attitude towards inclusion tend to be better prepared

to adapt their approach to meet participants' learning needs

different students (Subban & Sharma, 2006). The teacher has some understanding, views and readiness of regular teachers towards inclusion programs in schools.

Although there are some teachers who show negative attitudes. Other research compares teacher attitudes based on educational qualifications. Emamand Mohamed (2011) found that there is no difference between the attitudes of kindergarten teachers and elementary school teachers.

However, primary school teachers showed higher self-confidence in comparison Kindergarten teachers in managing and teaching students with special needs.

Meanwhile, Galovic, Brojcin, and

Glumbic(2014) reported that school teachers upper secondary and kindergarten teachers have a more positive attitude towards

inclusive education compared to elementary school and junior high school teachers.

Family members also noted that the inclusive program fostered more tolerance great for human differences in their children and benefits children with special needs by promoting acceptance, self-esteem, and their adaptation to the real world. From the descriptions above, researchers conducted research related to the understanding, views and readiness of regular teachers towards inclusion programs in school. In addition, these things have an impact on existing inclusion programs.

journals.sagepub.com; and Google

RESEARCH METHODS

Literature Search

Online literature searches were carried out through 8 databases, namely the Education Resources Information Center (ERIC) with the URL address ERIC, edu.gov; SpringerLink with the URL address link.springer.com; Science Direct with the URL address sciencedirect.com; SAGEJOURNALS with the URL address

Scholar with the URL
address [Scholar.google.co.id](https://scholar.google.co.id). the
search was carried out for one
week from 1-8 December 2022.

The keywords used in the literature search
were "teacher readiness" and "inclusive
education"; "teacher readiness"
and "inclusive school"; "teacher
readiness" and "teacher education".

There were a series of inclusion and
exclusion criteria for this literature
search. The inclusion criteria are: 1)
checking teacher readiness in inclusive
education practices. 2) examine models
and methods for developing teacher
readiness in inclusive education practices.
Meanwhile, the exclusion criteria consist
of: 1) journals using English and
Indonesian. 2) full text can be
downloaded. 3) journals are research
articles. 4) research journals conducted
over a period of 10 years (2010-2019); 5)
participants or subjects are teachers who
teach in inclusion classes.

The research is quantitative
survey type research as mentioned in the
survey aims to reveal the group's
tendencies towards certain issues or topics
(Muhidin, 2020). This is in accordance

with the research objective which is to
determine teacher readiness towards

implementation of inclusion. The research was carried out in December 2021. The research location was MI NW Lendang Penyongkok, Kotaraja, East Lombok. The research targets are teachers or educational staff who are at that school. There were 8 teachers at the school who were research respondents. This. The eight teachers are class teachers and subject teachers. The research was conducted with share a Google form link containing a questionnaire filled out by teachers via their respective devices. This research variable is related to teacher readiness regarding the implementation of inclusion in schools the. Research was carried out before the school started to become an inclusive school so that it could know readiness and what needs to be improved. Research instrument regarding readiness teacher in the form of a questionnaire consisting of five aspects consisting of 2 closed questions and 39 statements with Likert scale answers. A Likert scale with a scale of 1-4 is used,

namely Very

Disagree (STS), Disagree (TS), Agree (S) and Strongly Agree (SS). Use of the Likertscale

with four answers (even) is intended so that respondents do not choose middle answers such as

if odd usage is made. To clarify, Table 1 contains a grid of research instruments.

Data analysis was carried out descriptively quantitatively, namely statistics that describe patterns

centralization and distribution of data (Muhidin, 2020). Incoming data will be percentage based on level

teacher's answer choices. Analysis of research data is based on the percentage of teachers' answers to

questions or statements asked.

Analysis

The initial selection process is carried out by identifying the abstract of the article. The selected articles are articles that contain a clear abstract and include: research objectives, sample size, research methods and data collection instruments used, data analysis used, and research results. The articles selected are articles that are appropriate and relevant

to the

purpose of the review. The result was 10 articles reviewed systematically.

knowledge and skills to manage the

DISCUSSION

The quality of implementation of inclusive education policies depends on the readiness of teachers who act as key players (Serakalala, Mudziekwana, & Mulovhedzi, 2019). Other research shows that teacher readiness and teacher acceptance are important elements that contribute to students' success in their learning (M.M. Ali & Saadi, 2010). The readiness of stakeholders is a determinant of the success of curriculum change initiatives. The importance of preparing and equipping teachers with appropriate pedagogical skills and knowledge should not be overlooked in inclusive education (Wai & Wan, 2016). The competencies they lack are pedagogical and technical support which can be improved through professional development programs and other training sessions (Sharefa, 2016). Teachers need to understand students' needs for teaching to be effective (Bali & Masulah, 2019). The level of teacher readiness depends on the teacher's

teaching process of students with special needs in the form of hearing impairment in inclusion classes (N. F. S. M. Ali & Mohamed, 2017). Inclusive education imposes special requirements for the vocational and personal training of teachers who must clearly understand the essence of the inclusive approach, know the age and psychological features of students with various developmental disorders, and realize constructive pedagogical interaction between all members of the educational environment. Therefore, a pedagogical model is needed that will promote the development of a teacher's professional competence (Ketrish et al., 2016). Another strategy, namely developing teacher methodological readiness, was developed to overcome the problem of teacher readiness in teaching in inclusion classrooms (Dementievich Rasskazov & Yurievna

Meller, 2017). Other research states that the readiness of pre-service teachers for inclusive education programs comes from the learning and training process at the university level. In conclusion, pre-service teachers must be systematically

trained in teaching students with special needs for

future inclusive programs (Mat Rabi et al., 2018).

Hamdan, Anuar, & Khan, (2016) explained that aspects of special education teacher readiness can be strengthened by coteaching. The necessary readiness is a shared responsibility. Teachers need to provide high commitment in every teaching design they decide. Data obtained through the bootstrap procedure showed a significant correlation (0.061) between teacher readiness and the coteaching component.

Other research shows that brief professional development training results in significant increases in teachers' knowledge of Mild Traumatic Brain Injury teachers identify in practice. Brief professional development approaches demonstrate potential benefits for informing classroom practice and improving functional outcomes for children who have experienced Mild Traumatic Brain Injury (Case, Starkey, Jones, Barker-Collo, & Feigin, 2017).

The respondents in this study were 8 class teachers and subject teachers, not included headmaster. There are 5 female teachers and 3 male teachers. With regard to age

distribution, 1

people under 20 years old, 7 people in the 21-30 year range, and 1 person in the 31-40 year range.

The educational background consists of 6 graduates in education, 2 non-educators.

Following research results from each aspect of the questionnaire for teachers. The research results are in line with the opinion that Teacher readiness in serving ABK education is influenced by age, physical condition and maturity (Ujjanti, 2021). Based on the data, it is known that the majority of teachers are in the 21-30 year range and can be said to be adults who are expected to have maturity and maturity emotion. Based on the data, it is also known that 6 out of 8 teachers have education degrees so assumed to have knowledge and experience in teaching and learning in schools. Results research found that 50% of teachers were familiar with inclusion and children with special needs at that time

studying. Furthermore, as many as 50% of teachers have attended training or seminars regarding inclusion.

This answer indicates that not all teachers have received sufficient education regarding inclusion and children with special needs. Meanwhile, the readiness to teach ABK is very good a pedagogical component is needed regarding ABK services (Sholihah, 2020). Inclusive education can be successful if teachers have sufficient knowledge and experience (Parey, 2019). Implementing the inclusion program has an impact on several parties involved, such as: in implementing inclusion programs such as teaching staff, parents of children with needs specifically, regular students in inclusive education and children with special needs themselves. According to Darma & Rusyidi (2015) the implementation of inclusion programs in Indonesia is not appropriate with the concepts and guidelines stated by the organization, both from students, teacher qualifications, facilities and infrastructure, parental support, and community. School implementation Inclusion in Indonesia is currently still a phenomenon. Apart from that, teachers

with self-efficacy

low levels face more problems
inimplementing inclusive
education (Hofman & Kilimo, 2014).

From the results of a survey of teachers
who teach in inclusive schools,
researcherslooked for how teachers
understanding children with special
needs, inclusion programs, and readiness
to teach Like it or not, it has to be
implemented at school. The majority of
teachers have a constructive attitude
towards the inclusion of students with
special needs in regular schools. Results
ofthis research

has limitations because this research is
based on teacher readiness in educating
the child with special needed. Apart
fromthat, this research is in the form of a
studyconducted in
general contest that teachers feel
inimplementing inclusive
education.

Teacher attitude is an important
variablethat impacts the success of
inclusion.

Based on the study, teacher attitudes can be
improved by providing resources and
adequate support to teachers. Adequate
resources include provision

appropriate accommodations, individual
plans, and inclusive teaching methods
(Khochen &

Radford, 2011). Adequate support includes sharing information and strategies on students with disabilities with other professionals such as special education teachers, teacher assistant and school psychologist. Because basically the teacher is a key role in education should have a deep understanding of educational change and acquire certain skills to improve their competence as Learning process on Inclusive education involves aspects models, methods, media, and evaluation. Students with special needs have curriculum that has been adapted so that they can learn accordingly their needs. There are some class arrangements that can be made, such as students with special needs can be in regular classes, following regular classes part time, or study in a separate place. If there are students which has characteristics that do not make it possible to attend classes regular, they can be placed in special class. In inclusive schools, The classes can be divided into three

clusters, including regular classes for

special needs students with assistance, especially students with late learning (slowlearner). The second is a regular class withspecial accompanying teacher, namely for child who has problems with unfinishedstage of development and have behavioraltherapy (outside school). Third is thetransition class (transition class), namely asa class therapy for crew members to prepare him for class regular. If ABKstudents at all not ready or unable to enterclass regular, then he will remain in classthis transition (Suarni, 2023). B Therefore,so does the curriculum model adjusted, so the process learning will alsofollow curriculum model applied to ABK students. teacher for all students. Changes in teacher attitudes can be achieved by:
learning by spending
students from their class to be
givenindividual or deep learning
small group. They might as
wellmiss out on inside
learning
regular and frequently encountered
classesstigma or feeling inadequate
so he had to be pulled out of class.

In inclusion classes, ABK students learn along with regular students, they feel more confident studying with

peers but sometimes not
can take part in learning with
Correct. In a research result
revealed that the teacher
using a combined pullout model
with an inclusion model. Process
learning is not
requires all ABK children to be present
in regular classes at all times with all
development of developmental aspects
to achieve that competency
achieved (full inclusion). However,
occasionally crew members can be in class
special or therapy room with
the level of abnormality is accompanied by
special teaching staff other than class
teachers
in regular (Lestaringrum, 2017). Student
Crew members were pulled from class to
be given
two special lessons
up to four times a week. Students who
have a learning disability
requires a small group or
individual learning (Baharuddin,
2020). But this student has
non-severe disability
requires them to be placed in
special class

increase their knowledge of inclusion as
reflected in their ways
thinking, feeling and behaving, especially
related to inclusion (Sukbunpant et al.,
2012).

The results obtained by researchers in this
research can add to the evidence that
Inclusion programs are supported by
teacher readiness in teaching. Teachers
think that children with special needs are
not problematic and can benefit them
children's social development. From the
data obtained overall the teacher has
good understanding of the inclusion
program which then leads to contribution
they. Teachers have difficulty educating
children with special needs because they
don't
equipped with adequate knowledge.

CONCLUSION

From literature studies it is known that
inclusive education functions to increase
access to education for children with
special needs. In implementing inclusive
education, teacher readiness is an
important factor in achieving success in
inclusive education. There are several
methods and models for developing

teacher readiness for inclusive
education

practices, namely teacher training, courses and professional development. Inclusive schools should check teachers' readiness to teach in inclusive classes. Teacher readiness development programs should refer to fulfilling the components of teacher readiness.

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