

# Critical Factors in the Performance of Special Education Teachers in Inclusive Schools

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The purpose of this study is to analyse the performance of special education teacher competencies and factors that influence the performance of teacher competencies in Inclusive School in Malang, Indonesia. For this reason, the type of research plan is descriptive quantitative research using the ex post facto method which means that all information recorded in this study has already been conducted. The results of the questionnaire and interviews with 43 special education teachers at the Inclusive Schools in Greater Malang showed that, descriptively, the pedagogic, personality, professional and social competencies of the inclusive teachers were in the good category, although this is not what was expected. Partially, the determinant contributions (age, sex, years of service, additional education) have no significant effect on teacher performance, but simultaneously these determinants can work together to contribute significantly to the performance of education teachers in Inclusive Schools in Greater Malang.

**Keywords:** *factor determinants, teacher performance, inclusive school*

## Introduction

The government has implemented policies to increase gross enrolment rates (*Angka Partisipasi Kasar/APK*) of children with special needs at school age and one of these is inclusive education. An inclusive school as a subsystem of national education and is an attempt by the government to help students with physical and/or mental disorders at school age to gain greater accessibility to obtain relevant education. Through the education and learning programs that are in accordance with their needs, they will be expected to be able to establish reciprocal relationships with the surrounding social, cultural and natural environments as well as to be able to develop skills in the field of work or attend higher education (Kemdikbud, 2013; Mitchell, 2004; UNESCO, 1998).

Statistically the population of children with special needs in Indonesia according to the Central Bureau of Statistics released by the Ministry of Education and Culture of the Republic of Indonesia as of February 1, 2017 is around 1.6 million people. Of these, those who have received education services inclusively in Special Schools are around 115 thousand, and 299 thousand are in inclusive schools, and served by around 32 thousand special education teachers (Maulipaksi, 2017).

In terms of quantity, children with special needs who have gained access to formal education services (Gross Enrolment Ratio) is around 18% of the population. Whereas the Gross Enrolment Ratio of normal children in the same year is around 97% (Statistik, 2016). This could be due from the number of special needs students in one class and the lack of cooperation from various parties, such as the community, professional experts, and the government influence inclusivity (Minsih, 2019). For this reason, to increase the Gross Enrolment Ratio of children with special needs in obtaining accessibility of education services, there needs to be an appropriate solution, including mixing children with special needs at regular schools on an inclusive basis. This model is the most effective way to combat discriminatory attitudes, build an inclusive society and achieve education for everyone (Ainscow, 2005). Although in various studies it was found that mixing children with special needs into regular classes was relatively more efficient, in practice it was actually not easy. The obstacle that must be considered in organising inclusive classes is the readiness of teachers in managing inclusive classes (Ni'matuzahroh, 2015).

Considering the psychological problems faced by children with special needs who are identified with a very complex variant spectrum (Bailey, 2008; Baine, 1988; Dewantoro, S. Susilawati, & R. Pradipta, 2018; Effendi, 2006), the resources that are needed to fill the position of special education teachers, in addition to having adequate knowledge and skills related to targeted characteristics, should be supported with an attitude that can appreciate every task that is given. The assertion of this statement is based on assumptions that although morally the teacher has a good awareness, it does not correlate with the professional competence of services that is provided (Avramidis, Lawson, & Norwich, 2010; Cooc, 2018). In other words, there are other internal determinants that will contribute.

Empirically to become a professional teacher for children with special needs, it is not enough to only be supported with a relevant formal diploma, but they also must have patience, tenacity, creativity, and ability in managing their behaviours (Slavin, 2011). This is because the impact arising from the physical, mental, socio-emotional limitations of children with special needs will influence the ability and capability to develop optimally. In turn, the quality of adequate performance of special education teachers can contribute more meaningfully to improving the quality of graduate output produced later (Gaines & Barnes, 2017).

One of the professional competencies that must be acquired by special education teachers as instructional practitioners is that they must be able to prepare what will be done in the learning process, must be able to carry out and direct learning activities in accordance with the lesson plan, and must be able to assess students' success in the learning process of children with special needs. This expectation seems to still be "a raindrop in the drought" because of the fact that most special education teachers work more than their capacity (Casserly & Padden, 2018; Choate, 2004) and still require a continuous guidance from the professionals (Cooc, 2018).

The results of national survey to educational institutions for children with special needs in Indonesia, in collaboration with the Special Education Department Faculty of Education Universitas Negeri Malang with Directorate of Special Needs and Special Services (PKLK) of the Ministry of Education and Culture, showed the results of the implementation of the 2013 special education curriculum related to the learning development process. It is noted that there are some indicators which need improvement, including the records of students' assessments conducted by the teachers, the use of assessment results as the basis for the teacher in preparing the lesson plan, teacher's understanding of scientific learning, and the teacher's ability to apply the scientific approach. Teachers' weaknesses in developing the learning process is followed by their low abilities to develop learning materials, especially materials for low order thinking skills (LOTS) categories and high order thinking skills (HOTS), understanding of concept materials in student books, and the use of other learning resources other than books as an additional learning resource in teaching (Efendi, 2018).

The results of this study provide an indirect description that the performance of special education teachers needs continuous upgrading, so that the teacher's performance does not have a bad impact on the quality of learning process later on (Cooc, 2018).

The attempts to improve the quality of special education have been made by increasing the professionalism of special education teachers in a formal manner and is outlined in the Government Regulation of the Republic of Indonesia No: 72 in 1991 concerning Special Education, Article 20 Paragraph (2) which states that "Education staff at the special education units are those of education personnel who have special qualifications as teachers in special education units". It is further defined in the Government Regulation of the Republic of

Indonesia No. 19 in 2005 National Education Standards Chapter VI Article 28 concerning Standards for Educators and Education Staff which states that (1) Educators must have academic qualifications and competencies as agents of learning, be physically and mentally healthy, and have the ability to achieve national education goals, (2) Academic qualifications as referred to in Paragraph 1 are the minimum level of education that must be satisfied by an educator as proven by the relevant diploma and/or certificate of expertise in accordance with the applicable legislation, (3) Their competences as agents of learning at the primary and secondary levels of education and early childhood education include: pedagogical competence; personal competence; professional competence; and social competence. Considering the urgency of education services that are relevant to the needs of students, it is inevitable that the minimum academic prerequisites to become special education teachers are S1 / D4 graduates with relevant experience.

Special education teachers admit that the most difficult phase in teaching children with special needs is to prepare learning programs that are relevant to the needs of students. Because for that, the teachers not only consider the internal conditions of students with their various characteristics, they must also be able to integrate the standard of competence that has been set into the operational learning activities (O'Neil, 1995; Pancsofar & Petroff, 2016). On this basis, the exploration of special education teachers' performance at Inclusive Schools in preparing learning programs that are relevant to children with special needs becomes the focus of this research (Suparno & W.kamdi, 2010). The qualification of teacher performance at the Inclusive Schools in Greater Malang in preparing learning programs is relevant to the needs of children with special needs and the personal determinants contribute to the factors that influence teacher performance.

### **Research methods**

This study is intended to describe and analyse the factors that influence the performance of Special Education Teachers in Greater Malang. For this reason, the type of research plan is descriptive quantitative research using the ex post facto method (Somantri, 2005) which means that all information recorded in this study has already been conducted. There were 43 subjects (9 male teachers and 34 female teachers) who were randomly taken from Inclusive Schools in Greater Malang which are actively conducting teaching and learning activities and are selected to be the subject in this study. Instruments that were used to collect data in this study are: questionnaire, documents, and observation sheets or teacher performance assessment (A. M. Yusuf, 2016)).

Based on the results of the data on the distribution of special education teachers who are actively teaching at inclusive schools in Greater Malang and become the respondents to this study, it is found that: the proportion of male and female teachers is 1:4 with female teachers more dominant than male teachers, the range of age of the respondents is between 22 - 59 years who are categorised as very productive (<49 years) and productive (> 50 years) with a ratio of 1: 3 (with the very productive age being more dominant category). The proportion of

respondents with 1- 10 years of service is more dominant by around 56%, while the rest who has worked for over 20 years are 30% and 11-20 years are 14%. The proportion of additional education or training that has been attended shows that 42% of respondents have never taken any relevant training while 16% have received more than 7 relevant trainings and around 42% have received between 1-6 relevant trainings.

### Research result

Explicit description of the data or information collected from the teachers who became respondents to this study and the complete results of the analysis is presented in the Table 1.

Table 1. Distribution of the Respondents' Pedagogical Competence

No	Pedagogical	Personal	Social	Professional	Category
1	13.95	10.60	18.60	11.63	<b>Excellent</b>
2	69.77	65.12	69.77	76.74	<b>Good</b>
3	16.28	16.28	11.63	11.63	<b>Fair</b>
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	

Based on the information presented on Table 1, it can be concluded that the distribution of special education teachers who are actively teaching at inclusive schools in Greater Malang shows that around 69.77% of them have good pedagogical competence, 65.12% of them have good personal competence, 69.77% of them have good social competence, and 76.74% of them have good professional competence.

Table 2. Distribution of Teacher with Complete Competencies in Greater Malang

No	Score Criteria	Frequency	Percentage.	Category
<b>1</b>	➤ 82.58	7	16.28	<b>Excellent</b>
<b>2</b>	66.29 – 82.57	30	69.77	<b>Good</b>
<b>3</b>	< 66.28	6	13.95	<b>Fair</b>
		43	100	

From Table 2, the distribution of respondents who were given additional assignments as special education teachers who are actively teaching at inclusive schools in Greater Malang showed that around 16.28% of special education teachers for inclusive schools with complete competences (pedagogical, personal, social, professional) come under the excellent category, while 69.77% of them are in good category, and 13.95% of these teachers are in fair category.

From the information presented on Table 3, it can be interpreted that the result of direct correlation analysis between sex variable and teacher competencies variable (pedagogical, personal, social, professional) is not significant. Likewise, the result of direct correlation analysis between age variable and teacher competencies variable (pedagogical, personal,

social, professional) is not significant. However, the direct correlation analysis between the years of service and the training frequency variables that had been attended by respondents with teacher competencies variable (pedagogical, personal, social, professional) shows a significant result.

Table 3. Correlation between Independent Variables and Dependent Variables

		CO MP	SE X	AG E	SERVI CE	TRAI NING
Pearson Correlation	COMP	1.000	.22 2	.19 4	.233	-.380
	SEX	.222	1.0 00	.02 1	-.016	.071
	AGE	.194	.02 1	1.0 00	.895	-.055
	SERVIC E	.233	- .01 6	.89 5	1.000	-.270
	TRAI NING	-.380	.07 1	- .05 5	-.270	1.000
Sig. (1-tailed)	COMP	.	.07 6	.10 6	.066	.006
	SEX	.076	.	.44 6	.460	.325
	AGE	.106	.44 6	.	.000	.364
	SERVIC E	.066	.46 0	.00 0	.	.040
	TRAI NING	.006	.32 5	.36 4	.040	.
N	COMP	43	43	43	43	43
	SEX	43	43	43	43	43
	AGE	43	43	43	43	43

	SERVIC E	43	43	43	43	43
	TRAINI NG	43	43	43	43	43

From the information presented on Table 3, it can be interpreted that the result of direct correlation analysis between sex variable and teacher competencies variable (pedagogical, personal, social, professional) is not significant. Likewise, the result of direct correlation analysis between age variable and teacher competencies variable (pedagogical, personal, social, professional) is not significant. However, the direct correlation analysis between the years of service and the training frequency variables that had been attended by respondents with teacher competencies variable (pedagogical, personal, social, professional) shows a significant result.

Based on Table 4, it can be concluded that the results of simultaneous correlation analysis between independent variables of gender, age, years of service, and frequency of training for special education teachers at inclusive schools in Greater Malang roughly contribute about 48.70% to the competence of special education teachers as a whole (pedagogical, personal, social, professional). Meanwhile, 51.30% of special education teachers' competencies (pedagogic, personality, social, professional) are significant, as determined by other variables that are not detected in this study.

Table 4. Simultaneous Correlation between Independent Variables and Dependent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df 1	df 2	Sig. F Change
1	.487 <sup>a</sup>	.237	.157	7.49718	.237	2.951	4	38	.032

Based on Table 5, it can be concluded that the results of simultaneous inter-correlation analysis between independent variables (gender, age, years of service, frequency of training) for special education teachers at inclusive school have significant influence to their competencies as a whole (pedagogical, personal, social, professional).

Table 5. Simultaneous Correlation between Independent Variables and Dependent Variables

Model	Sum of Squares	Df	Mean Square	F	Sig.
<b>Regression</b>	663.374	4	165.844	2.951	.032 <sup>b</sup>
<b>Residual</b>	2135.891	38	56.208		
<b>Total</b>	2799.265	42			

a. Dependent Variable: COMP

b. Predictors: (Constant), TRAIN, AGE, SEX, SERVICE

### Discussion

The problem that was considered in this study is how performance determinants (gender, age, years of service, frequency of training) contribute on the competence of special education teachers at Inclusive Schools in Greater Malang.

Description of the results on the distribution of special education teachers actively teaching at inclusive schools in Malang shows that, partially, these teachers have pedagogical, personal, social, and professionals competencies in Good category as special education teachers for inclusive schools at above 60% for each competence, while around 69.77% of special education teachers at inclusive schools in Greater Malang are those who have complete competencies (pedagogic, personality, social, professional) also in the Good category.

Competence as a standard measure on the implementation of professional ethics is, by far, still the only indicator that can be used. Competence explicitly refers to the ability to carry out something that is obtained through education and /or training. In regard to education professionals, it refers to actions that are rational in nature and meet certain specifications in the implementation of educational tasks (Vaughn, Bos, & Schumm, 2000; Wardi, 2013). These behaviors can be either observed or not, such as in making decisions before taking the real the actions. This is what causes professional competence is always characterised by rationality because professional actions are always carried out with full awareness of why and how the intended action is executed. In this context, competencies function both as an indicator of ability that refers to observable actions and as a concept that includes cognitive, affective and actions (performance) aspects, and the stages of implementation are carried out altogether (Amidjaja, 1979).

Accordingly, competence is a set of intelligent actions and full of responsibility that must be acquired by someone for them to be called capable in doing tasks in a certain field (Efendi, 2009). Intelligent action can be seen from the skills, accuracy, and success that are demonstrated, while responsibility is shown by doing the right behaviors, in the field of science, technology and ethics. People who are competent in their own fields of work can

surely make optimal contribution quantitatively and qualitatively. Competent actions rarely cause harm to any party, therefore the movement to improve the competence of people who work as teachers is a challenge in overcoming a less economical process of productivity. It is because the manifestation of competence is reflected in the capabilities of knowledge, attitudes, and actions as part of individual behavior towards a task or carrying out certain professionalism (Commission, 1997).

Teacher professionalism is characterised by mastery of competencies as stated in Government Regulation Number 19 of 2005 concerning National Education Standards and Law Number 14 of 2005 concerning Teachers and Lecturers. There are at least 4 components of competence that must be acquired by teachers in carrying out their professional duties, including: pedagogical competence, professional competence, social competence and personal competence. Pedagogical competence is the ability to manage students' learning process which includes understanding of students, designing and implementing learning process, evaluating learning outcomes, and assisting students in developing their various potentials. Personal competence is the dependable, stable, mature, wise, and trustworthy personality of the educator that can be an example for students, in addition to having a noble character. Social competence is the educators' ability to communicate and interact effectively with students, fellow educators, education staff, parents / guardians of students, and the social community. Professional competence is the educators' ability in mastering learning material widely and deeply which enables them to guide students to obtain the specified competencies. Overall, the four competencies (pedagogical competence, professional competence, social competence and personal competencies) should be in the good category.

Article 1 Paragraph 5 of the Teacher and Lecturer Law states that a professional is a job or activity carried out by a person and becomes a source of income for a living that requires expertise, skills, or capability that meet certain quality standards or norms and requires professional education. Thus, professional teachers are teachers who have expertise in accordance with the quality education standards set by the government. Therefore, competent teachers are teachers who are innovative in the teaching and learning process based on their competencies, starting from designing, implementing, and evaluating the process accurately to the needs of their students (Cooc, 2018).

Someone who works as a teacher are those who have a different attitude from someone who is not professional, even if in the same job or in the same workspace. A professional teacher always has their own characteristics in their daily lives to always show their skills as a teacher (Danim, 2002; Staub & Peck, 1995). Along with the results of this study, another study of teachers' professionalism in Sumedang district showed that the average pedagogical competence of certified teachers in Sumedang district, based on answers from 150 respondents (84.3%), is in the same spectrum as the research results of this current study (Suhandani & Julia, 2014). In the case of inclusive schools, it turns out that the

quality of teacher competencies is not much different. This is reflected in the performance of classroom teachers in implementing inclusive education that is in fair category with 62.3% (M. Yusuf, 2012).

The root of the problem is the lack of competence expected by the teachers at all levels. Surely, there is an indication that the process of developing teacher competencies is carried out individually or partially so that each teacher experiences unequal development of competencies (Fransisca & Ajisuksmo, 2015). Teacher certification is considered as one of the education reform policies to improve teacher professionalism, so that teachers and lecturers are recognised as equals as professional workers like doctors, engineers, or other professions. Improving teacher's professional capacity is an activity that is integrated with the learning process in schools (Cahyana, 2010). It is expected to improve the quality of learning and the quality of education in Indonesia on an ongoing basis (M. Yusuf & Yeager, 2009).

We concluded in their research that the majority of special education teachers (*Guru Pendidikan Khusus/GPK*) in East Java who teach in inclusive schools (64.4%) have the motivation to obtain achievement in their work which can be included in the moderate category, and only a small proportion of them who are in the high category have motivation to get an achievement in their performance (Efendi, 2017).

The results of simultaneous inter-correlation analysis between independent variables (gender, age, years of service, frequency of training) for inclusive school special education teachers show a significant influence on the competence of special education teachers as a whole (pedagogical, personal, social, professional) in Greater Malang. Among the indicators of predictor variable in this study, the years of service and frequency of education and training contributed to teacher competency mastery. Education and training have a positive and significant influence on an employee's performance (Haririya, 2013). Similar research shows that the quantity and quality of education and training attended by employees at any level correlate with their performances, including the performance of teachers in vocational schools (Kamrida & Nasrullah, 2016; Murniati, 2016).

The teacher's working period as a predictor of the qualifications of teacher competence turned out to have a positive influence, although in this study it was not optimal. This condition is not much different from the results of the analysis of teacher's working period on their performance in Sukabumi Elementary School, Probolinggo (Hasan, 2015). Teaching experience also has a positive influence on the competence of social studies teachers at MAN Tulungagung (Fitria, 2015).

Simultaneously, predictor components at any level include: pre-service education, frequency and quality of training, years of service, and work motivation which contribute by

88.9% on teacher performance. If analysed partially, contribution of each category are: education at 11.97%, training at 13.39%, and work motivation at 23.32% (Hasan, 2015).

### **Conclusion**

The results of this study on the determinant factors that influence the performance of special education teachers at inclusive schools in Greater Malang shows that, descriptively, the competencies of special education teachers (pedagogical, personal, professional and social) which indicators are seen on teacher performance, show good results although they were not as good as expected. Partially, the contribution of determinants (age, sex, years of service, additional education) does not significantly influence teacher performance, but simultaneously these determinants can synergise and contribute significantly to teacher performance.

Sustainable Professionalism Development is a reference for the performance of educational bureaucrats, therefore education and training as manifestations of additional education after pre-service education becomes a priority scale that needs to be carefully considered. It is better if the education and training model is designed in a tiered pattern with certain qualifications and competencies at each level.

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