

# PLB'S TEACHERS PEDAGOGICAL COMPETENCE ANALYSIS BASED ON PARTICIPATION INTENSITY IN EDUCATION TRAINING

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## ABSTRACT

This study aims to map the competencies of teachers in inclusive schools based on the participation of teachers in attending inclusive education training. The subjects of this study were classroom teachers in inclusive schools. Around 38 teachers were selected as samples through purposive random sampling technique. Data were collected using a competency measurement instrument with a reliability value of 0.91. The results obtained were then analyzed using ANOVA one way. Descriptive statistical results show that from the respondents, the mean value of 61.50 was obtained where the lowest value (minimum) was 40 and the highest value (maximum) was 88. Based on One Way ANOVA results, teacher competency scores indicated  $P$  (P-value) = 0,000 where  $P$ -Value 0,000 < 0.05 and  $F$ -Value >  $F$  Table 24.993 > 3.27. This means that there is significant difference in teachers' pedagogical competence based on the involvement in the inclusion training. The findings also showed that 61% of 38 respondents felt it was very necessary to hold training on inclusive education, while 37% said it was necessary enough and 3% said it was not necessary. The materials needed for inclusive education teachers, are in the themes of the understanding of children with special needs, types of children with special needs, the characteristics of children with special needs, how to do identification of special needs, curriculum adaptation for special needs, Individual Learning Program (ILP), learning strategies for special needs, evaluation of learning, the Regulation on education, understanding of full inclusion and segregation, and the inclusive teachers' role on supervising the students' assignments.

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## 1. Introduction

Various regulations regarding education in Indonesia including Undang-undang Republik Indonesia No. 4 Tahun 1997 about persons with disabilities, subsection 5 states that "every person with disabilities has the same rights and opportunities in all musty life and livelihood". Referring to UUD Negara Republik Indonesia Tahun 1945 (amendment) clause number 31 (1), it is stated that "Every citizen has the right to education". This regulation shows that the direction of education in Indonesia is starting to shift from segregation to inclusion. Direktorat Jenderal Mandikdasmen (2009) published the newest regulation that was Permendiknas No. 70 Tahun 2009. Article 1 of the regulation explained that inclusive education is a system of providing education that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to attend education or learn in the educational environment together with students in general.

Children with disabilities (ABK) have obstacles in participating in learning. The obstacles start from the heaviest gradations to the lightest ones. For students who have severe obstacles, they are educated in Extraordinary Schools and Extraordinary Elementary Schools. While those who have learning disabilities in medium and mild gradations can be educated in public schools / regular schools. Education for ABK in public schools / regular schools is called inclusive education. The aim of inclusive education is to overcome the limited number of extraordinary schools that already exist (because these two schools are

only able to educate 1% of school-age children with disabilities) and to accelerate the achievement of compulsory education programs.

Inclusive education in Indonesia has been initiated since 2003. Based on SE of the Directorate General of Basic Education Ministry of National Education No.380 /C.66/MN/2003, January 20, 2003, which is confirmed by Permendiknas No. 70 Tahun 2009, up to the end of 2010 in Indonesia there had been initiated as many as 900 inclusive schools with details of 698 elementary school levels, 101 junior high school levels and 101 high school / vocational school levels. The data in the Directorate of Primary Education PKLK Development (2013) shows that the number of inclusive schools in Indonesia in 2007 was around 925 education units (elementary, junior high, high school, and vocational school) and increased to 2,100 education units in 2013.

Although the number of schools that implement inclusive programs have increased, the implementation of inclusive schools has not yet fully met the desired target. Munawir (2014) mentions the aspects required in the implementation of inclusive schools, namely: institutional aspects, curriculum and learning aspects, student aspect, human resource aspects (HR), facilities and infrastructure aspects, community participation aspects, and funding aspects. From the aspects mentioned above, the organizers of inclusive schools still have many obstacles in the implementation.

The implementation of inclusive programs needs monitoring and evaluation. Monitoring and evaluation are expected to improve the inclusive program qualities. In other idea of program improvement, that evaluation also as a strategy to reach the goals, as described in Permendiknas No. 70 Tahun 2009 clause number 2. The first point was providing the broadest opportunity for all students who have physical, emotional, mental, and social disabilities, or have the potential for intelligence and/or special devotion to obtain quality education in accordance with their needs and abilities and realizing the implementation of education that respects diversity. The second point was to not being discriminatory for all students as referred to the first point.

In the implementation of inclusive schools, there are many obstacles that occur both related to the curriculum, the ability of teachers, facilities and infrastructure, and the point of assessment. With the improvement of teacher's competency in developing the independent ability of children with disabilities, it is expected eliminate the problems of inclusive education.

## 2. Methods

This research is a quantitative approach. According to Sugiyono (2014), quantitative research can be interpreted as research methods based on the philosophy of positivism which is used to examine populations or specific samples. The sampling technique was generally carried out randomly. Data were collected by using analysis research instruments. The data were quantitative/statistical with the aim of testing a predetermined hypothesis. Survey was the method used in this study. According to Zikmund (1997), "survey research is a form of research technique in which information is collected from a number of people as the sample through questions". The subjects of this study were classroom teachers in inclusive schools. The sampling technique was done randomly. Data were collected using a competency measurement instrument with a reliability value of 0.91. The results obtained were then analyzed using ANOVA.

## 3. Findings and Discussion

These are the findings. First data are describe about teachers competency level. Teacher competency level in inclusive schools that was collected then processed using SPSS 20 with the following results as described in table 1.

**Table 1**  
Descriptive Statistics

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Pedagogy</b>	38	61,50	12,580	40	88

The descriptive statistical results above shows that the subjects were 38 respondents with the mean value of 61.50, lowest value (minimum) was 40, and highest value (maximum) was 88.

Teachers' PLB pedagogical competency in inclusive schools was indeed not entirely very good. This is due to various factors including educational background, experience dealing with children with special needs, interest in children with special needs as well as training and other activities such as seminars, workshops, workshops etc.

Research conducted by Gunarhadi, et.al (2016) about pedagogic mapping of teacher competence in inclusive schools shows that most teachers in inclusive schools have low abilities and skills. Teachers do not only have less teaching experience, but also the low quality of education in dealing with students with special needs. This is in line with the research conducted by Damayanti et al (2017) which measures teacher competencies in inclusive learning in Bandung, that, the domain competencies of students, assessment, instruction, collaboration communication and professional are in the medium category; whereas, the majority of content domains show low competency. The domain of which the majority is high is the domain of learning environment. The result of these studies in the content domain indicates that teacher pedagogical competence is still low.

A similar study was conducted by Bukvic (2014) who looked at teachers' competencies in inclusive schools. The results showed that of 70% of teachers had low knowledge in teaching students with special needs and their attitudes were mostly negative. On the other hand, young teachers had high competence. Some teachers who had a positive attitude about inclusive education chose not to teach students with special needs.

**Table 2**  
One-Sample Kolmogorov-Smirnov Test

		Pedagogy
N		38
Normal Parameters <sup>a,b</sup>	Mean	61,50
	Std. Deviation	12,580
Most Extreme Differences	Absolute	,146
	Positive	,079
	Negative	-,146
Kolmogorov-Smirnov Z		,897
Asymp. Sig. (2-tailed)		,397

Based on the table 2, the results of normality tests using the Kolmogorov-Smirnov test show a significance value of 0.397. Because  $P = \text{Value } 0.397 > 0.05$ , the data were from normally distributed samples.

**Table 3**  
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,799	2	35	,458

Table 3 shows that the significance value is 0.458 which is higher than 0.05 ( $P \text{ Value } 0.458 > 0.05$ ). That result clarify the homogeneity of samples.

**Table 4**  
One Way Anova

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3444,040	2	1722,020	24,993	,000
Within Groups	2411,460	35	68,899		
Total	5855,500	37			

Based on the Anova One Way test results as described in Table 4, it can be understood that a P-value = 0,000 was obtained.  $P\text{-Value } 0,000 < 0,05$ , and  $F\text{-Value } > F \text{ Table } (24.993 > 3.27)$ , the conclusion is that there is significant difference on teachers' pedagogical competence based on their intensity of participation. The multiple comparison described in Table 5, with all P-Value are less than 0.05

**Table 5**  
Multiple Comparisons

	(I) Intensity	(J) Intensity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	0	1	-14,425*	2,867	,000	-21,44	-7,41
		2	-28,158*	4,566	,000	-39,33	-16,98
	1	0	14,425*	2,867	,000	7,41	21,44
		2	-13,733*	4,671	,016	-25,16	-2,30
	2	0	28,158*	4,566	,000	16,98	39,33
		1	13,733*	4,671	,016	2,30	25,16
LSD	0	1	-14,425*	2,867	,000	-20,24	-8,60
		2	-28,158*	4,566	,000	-37,43	-18,89
	1	0	14,425*	2,867	,000	8,60	20,24
		2	-13,733*	4,671	,006	-23,22	-4,25
	2	0	28,158*	4,566	,000	18,89	37,43
		1	13,733*	4,671	,006	4,25	23,22

\*. The mean difference is significant at the 0.05 level.

The result which have been obtained later used to determine the level of teacher's needs on inclusive education training. Category of the urgency of the program are describe in Table 6.

**Table 6**  
Levels of Teacher Needs in Inclusive Education Training

The category	Subject	Percentage
Very Necessary	23	61%
Necessary	14	37%
Less Necessary	0	0%
Not Necessary	1	3%
Total	38	100%

Based on the above table 6 it can be seen that 61% out of 38 respondents said it was very necessary to have training on inclusive education, 37% said it was necessary, and 3% said it was not necessary.

This research is in line with Elisa (2013) who states that the teacher's knowledge factor about children with special needs is needed to shape their attitude about inclusive education including teachers' education level, training, knowledge and learning needs. One aspect of improving the quality of educational services for children with special needs is the provision of training both regularly and as needed for teachers in inclusive schools. Toharudin (2017) says that strategies in improving the quality of special tutor teachers can be done in several ways, namely teacher training, peer assistance, facilities and infrastructure improvement, expanding knowledge and skills and providing penalties and awards. The intended training is training for teachers related to learning for students with special needs in using teaching methods and strategies that are appropriate to the needs of the students.

In addition, research on the level of teacher needs in inclusive education training was also mentioned by Damayanti et al (2017). The result of the domain content research shows that teacher's pedagogical competence is still low so that training needs to be given to teachers to improve teaching skills in inclusive settings, especially in developing learning objectives, curriculum and subject matter content for students, both regular students and students with special needs in one class.

In relation to the identification of the needs, some themes are categories as important. The materials needed for inclusive education teachers, are in the themes of the understanding of children with special needs, types of children with special needs, the characteristics of children with special needs, how to do identification of special needs, curriculum adaptation for special needs, Individual Learning Program (ILP), learning strategies for special needs, evaluation of learning, the Regulation on education, understanding of full inclusion and segregation, and the inclusive teachers' role on supervising the students' assignments.

#### 4. Conclusion

Based on the discussion above, it can be concluded that pedagogical competence of teachers in inclusive schools showed a mean value of 61.50, in which the lowest score (minimum) was 40 and highest score was 88.2. There is a significant difference in the teacher's pedagogical competence based on the intensity of their participation. Around 61% out of 38 respondents expected to have training on inclusive education, 37% said it was necessary, and 3% felt it was not necessary. The materials needed for inclusive education teachers, are in the themes of the understanding of children with special needs, types of children with special needs, the characteristics of children with special needs, how to do identification of special needs, curriculum adaptation for special needs, Individual Learning Program (ILP), learning strategies for special needs, evaluation of learning, the Regulation on education, understanding of full inclusion and segregation, and the inclusive teachers' role on supervising the students' assignments.

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