



## Comparative Analysis on History Teachers Attitudes towards Inclusive Education during Pandemic Times: A Survey of DATIS in Surakarta Senior High Schools

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### ABSTRACT:

This article reports history teachers' attitudes towards inclusive education during pandemic times. The main question addressed in this study is about to what extent the transition of teachers' attitudes caused by the adaptive learning framework during pandemic times. A qualitative descriptive based on the framework of Differentiated of Attitudes towards Inclusive Education was used as a research method. The research participants were history teachers in the Surakarta area. The data were collected through an online interview. The findings of the research show that the trained-experienced history teachers tend to believe that students with special needs can get more facilities and learning support in special education, especially during the distance and online learning processes. Meanwhile, untrained-inexperienced history teachers tend to doubt that students with special needs education can gain significant improvement in regular classrooms. To a certain degree, it can be perceived as a symptom of new exclusivism during the pandemic time that can be proved by the tendency of trained-experienced history teachers to exclude students with special education needs based on their needs and lack of inclusive learning sources.

**Keywords:** History Teacher; Students with Special Education Needs; Teachers' Attitude

### ABSTRAK:

Artikel ini memuat laporan hasil survey mengenai sikap guru sejarah terhadap siswa berkebutuhan khusus selama masa Pandemi Covid-19 berlangsung. Pertanyaan utama yang hendak dijawab melalui artikel ini adalah sejauh mana transisi sikap guru yang disebabkan oleh adaptasi kerangka pembelajaran selama masa pandemi. Pendekatan kualitatif berbasis kerangka Pembinaan Sikap Berbasis Inklusivisme digunakan sebagai metode penelitian. Partisipan penelitian adalah guru sejarah di area Surakarta. Data dikumpulkan melalui wawancara online. Temuan penelitian menunjukkan bahwa guru sejarah yang terlatih dan berpengalaman cenderung percaya bahwa siswa berkebutuhan khusus akan dapat mendapatkan fasilitas dan dukungan pembelajaran di sekolah khusus, terutama masa pembelajaran daring. Sementara itu, guru sejarah yang belum terlatih dan berpengalaman cenderung merasa ragu bahwa kemampuan siswa berkebutuhan khusus dapat meningkat pada kelas reguler. Pada tingkatan tertentu, temuan ini dapat menunjukkan gejala eksklusivisme baru selama masa pembelajaran daring masa pandemi yang dapat dibuktikan melalui kecenderungan guru sejarah tersebut untuk mengelompokkan secara khusus siswa berkebutuhan khusus berdasarkan kebutuhan dan kekurangan dukungan pembelajaran sejarah inklusif.

**Kata Kunci:** guru sejarah, siswa berkebutuhan khusus, sikap guru

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## **A. INTRODUCTION**

Pandemic Covid-19 has triggered a massive transformation in the educational process across the globe, including Indonesia. The observable changes can be seen in the transition from classroom learning to online distance learning education (UNESCO, 2020). Some pivotal point of the educational framework has been affected by this transition including the practice of inclusive education. Less preparation of online learning has caused a marginalization of students with special education needs. Teachers are unable to provide appropriate learning sources and methods to accommodate both regular students and students with special education needs. This is also aggravated by the different perspectives of teachers towards inclusive education that caused the ineffectiveness of the learning process (Khanna and Kareem, 2020I; Sousa, 2021). Supena, Hasanah, and Januar (2020) found the lack of curriculum, educational facilities, and infrastructure has become an essential problem in the practice of inclusive education in Indonesia.

This can trigger what the-called a New exclusivism in Indonesian education. New exclusivism refers to a tendency to reject the presence of students with special education needs in regular schools due to several reasons. In the Indonesian context, new exclusivism can be seen as a reoccurrence process that can be found since the early periods of inclusive education in Indonesia until today (Yusuf et.al, 2019). In the early periods, exclusivism is part of the lack of knowledge of teachers regarding the ideal conception of inclusive education. New exclusivism occurred in the later period refers to teachers' rejection towards the presence of students with special education needs because of a lack of educational

infrastructure (Sunardi, 2009). Based on the historical perspective, it can be highlighted that the occurrence of exclusivism and new exclusivism are caused by the determinant factor namely social context. Therefore, it is possible that the pandemic Covid-19 also triggers a transition in teachers' attitudes towards inclusive education.

Research of inclusive education in Indonesia especially in the setting of history learning during pandemic time is rarely examined. However, this issue is mostly examined in the Special Education disciplines. Most of the study informs the problem of inclusive education in pandemic times caused by the lack of a supporting system especially on the learning infrastructure (Supeno, Hasan, and Januar, 2020).

Teachers' attitude and perspective towards inclusive education can be defined as teachers' acceptance or rejection towards the presence of students with SEN in a regular classroom. In this definition, teachers can perceive students with SEN as full members or only as visitors in the classroom (Antia, Stinson, and Gaustad, 2002). The attitudes and perspective are the cognitive foundation of behavior that represent both cognitive and behaviors (Ajzen and Cote, 2008). Attitudes reflect how teachers deal with students SEN and manage classrooms based on the needs of the students. The attitudes have to cover the essential dimension of inclusive education and special needs including physical, academic, behavioral, and social with regard to different types of special needs (Larrive and Cook, 1979; Wilczenski, 1992; Monsen, Ewing, and Boyle, 2015). Another dimension that should be considered is the perspective of the outcomes of inclusive education. The implementation of inclusive education can

generates two intertwining impact in form of social and academic impacts (McCoy and Banks, 2012). The attitudes of teachers towards the social and academic impacts of inclusive education can be a signal for the acceptance and rejection of students with SEN in the classroom (Bosse and Sporer, 2014). The above frameworks show off the attitude of teachers towards inclusive education consists of cognitive foundation and perception of inclusive education learning outcomes that determine the acceptance and rejection of students with SEN.

According to Lubke et. al. (2019), attitudes towards inclusion can be indicated by a four-factor structure namely achievement of mainstream students in the inclusive classroom, social benefits of inclusion for mainstream students, achievement of students with SEN, and social benefits of inclusion for students with SEN. Achievement of mainstream students in inclusive classrooms consists of teachers' attitudes about the impact of students with SEN in the inclusive classrooms towards the achievement of regular students. These factors are also related to teachers' perception towards learning performance, quality of education, and benefits of students of SEN in the mainstream classroom. Attitudes towards social benefits of inclusion for mainstream students pertain to the fruits of inclusive setting education for the social skills of mainstream students. Attitudes towards the achievement of students with SEN in the inclusive classroom relates to the perception about the academic impact of inclusive setting education for students with SEN. The factors cover essential aspects such as students' competency, learning autonomy, individual abilities in the setting of the inclusive classroom or regular classroom. Attitudes towards social benefits of inclusion for

students with SEN cover the negative and positive impact of inclusion and exclusion towards social interaction and integration between mainstream and students with SEN.

The framework of Lubke et.al. becomes the theoretical basis of the study, particularly to analyze history teachers' attitudes towards inclusive education during pandemic Covid-19 times. The intertwined dimensions of social and academic and also the multiple perspectives of mainstream and students with SEN provide a widen framework to reveal teachers' attitudes. This is beneficial as the starting point to deeply analysis of teachers' attitudes towards the practice of inclusive education in pandemic Covid-19 times.

Teachers' attitudes towards SEN play an important role to gain the sensitivity of diversity in the classroom. To a certain degree, teachers should believe that the integration of regular students and students with SEN into an inclusive classroom can be beneficial for both of them. Based on the inclusive attitudes, teachers can design a personalization and differentiation learning program including selecting accessible models of learning, media, and learning material (Coubergs et. al., 2017; Sharma et. al., 2017; Schwab, 2019). Moreover, previous studies had shown that teachers tend to design inclusive learning practices if they had an inclusion perspective and attitudes (Jordan et. al., 2009).

At least since the Salamanca Statement (1994) and the ratification of the United Nations Convention on the Rights of Person with Disabilities (2007), teachers' attitudes and perspectives towards students with SEN have been slightly transformed from the segregated learning approach to the inclusive education approach. According to several surveys and studies about the practice of inclusive education, the concept of disabilities and inclusion are well-

acknowledged by teachers. Educational institutions become more aware of providing equal education for students with SEN that can be indicated by the efforts to establish inclusive schools and classrooms (Sansour and Bernhard, 2017). Moreover, the issue of inclusion also had been thought of by the pre-service teachers in higher education. This can be an expectation of the growth of inclusive education in the near future.

Instead of being static, history has proved that teachers' attitudes and perspectives towards students with SEN do not move in linear lines. The ups and downs of teachers' attitudes and perspectives were triggered by the internal and external factors. The internal factors related to teachers' knowledge about the concept of inclusion and teachers' willingness to implement the inclusiveness in the classroom (Paulsrud dan Nilholm, 2020). Meanwhile, the external factors relate with supporting system and environment that upholds the implementation of inclusive education, such as parents' attitude and perspective (Paseka dan Schwab, 2020). However, the recent study shows an indication of teachers' over-report regarding their behavior and attitudes towards inclusion in order to meet the requirement and demand of social and professional norms (Faddar, et. al., 2018). To a certain degree, this can create a delusion of inclusive education for teacher, especially at the practical level.

Based on the above background, this article analyzes history teachers' attitudes towards inclusive education during pandemic times. A comparative analysis was conducted based on the training and experiences of teachers to show the different patterns of new exclusivism in pandemic times. This study becomes important as a barometer of new exclusivism during pandemic times. The perspective

changes of history teachers towards the implementation of inclusive education show the conjuncture of inclusivism in the classroom.

## **B. METHOD**

A qualitative descriptive analysis based on the framework of Differentiated Attitudes towards Inclusive Education was conducted during the early pandemic time. History teachers in the area of Surakarta have participated as research respondents. As noted before, Surakarta has been appointed as an inclusive city. It is supported by government policy to provide inclusiveness including in educational fields. The data were collected through online interviews along with the physical distancing during the pandemic. The data were categorized to shows the differentiated data of trained and experienced teachers and untrained-inexperienced history teachers were then analyzed. The results of data were then interpreted to shows the pattern of history teachers in dealing with inclusive education during pandemic times.

## **C. HASIL DAN PEMBAHASAN**

Based on the interview, the authors identified the tendency of trained-experienced and untrained-inexperienced history teachers. The tendencies of the teachers can be explained as follow:

### **1. Trained-Experienced History Teachers**

Based on the interview, trained-experienced history teachers tended to believe that regular students can gain benefits from the learning process in inclusive classrooms. However, trained-experienced history teachers also tend to believe that students with special needs gain a lot of support in the regular classroom, thus, the learning achievement can be improved significantly. The benefits came from the social aspect when regular

students acknowledge the presence of students with special education needs. Moreover, they believe that the cooperation among students can be improved by the presence of students with special needs. The presence of students with special needs education can create a heterogeneous classroom that supports the acknowledgment of diversity. It means that the presence of students with special needs education can improve students' social skills. Meanwhile, trained-experienced history teachers tended to doubt that students with special needs cannot improve their independence in the regular classrooms. They tended to disagree that students with special education needs can significantly improve learning achievement in regular classrooms. In comparison with special schools, history teachers tended to believe that students with special education needs can get more appropriate treatment if they learn in special classrooms in pandemic times.

## **2. Untrained-inexperienced history teachers**

Untrained-inexperienced history teachers tended to believe that the presence of students with special needs education can improve students' social skills in the inclusive classroom. In line with the trained-experienced history teachers, the untrained-inexperienced history teachers tended to

believe that students with special needs education cannot improve their learning achievement significantly. However, the untrained-inexperienced history teachers assumed that students with special education needs can get trouble making friendships in the classroom. The teachers also felt doubt that regular students can gain less improvement of learning achievement in the inclusive classroom rather than in the regular classroom. Different from the tendency of trained-experienced history teachers, the untrained-inexperienced history teachers assume that students with special needs education can learn more effectively in the setting of inclusive classrooms. The untrained-inexperienced history teachers tended to believe that students with special education needs can get more facilities and supporting systems to improve their ability in regular schools. They believe that in the pandemic time, students with special needs education need more attention because of their disability. They perceive that regular schools have a good supporting system to implement inclusive classrooms that can accommodate the demands of students with special needs education.

To summarize the similarity and differences perspective between trained-experienced history teachers and untrained-inexperienced history teachers can be seen in table 1:

**Table 1. History teachers' perspective towards inclusive education during pandemic times**

No	Typology of History Teachers	Tendencies towards Inclusive Education
1	Trained-Experienced history teachers	<ul style="list-style-type: none"> <li>a. Believe that regular students can gain benefits from learning process in inclusive classroom</li> <li>b. Believe that students with special needs gain a lot of support in regular classroom</li> <li>c. Disagree that students with special education needs can significantly improve learning achievement in regular classroom.</li> <li>d. Believe that students with special education needs can get more appropriate treatment if they learn in special classroom in pandemic</li> </ul>

		time.
2	Untrained-inexperienced history teachers	<ul style="list-style-type: none"> <li>a. Believe that the presence of students with special needs education can improve students' social skills in the inclusive classroom</li> <li>b. Believe that students with special needs education cannot improve their learning achievement significantly</li> <li>c. Assume that students with special needs education can learn more effectively in the setting of inclusive classroom</li> <li>d. Perceive that regular schools have a good supporting system to implement inclusive classroom that can accommodate the demands of students with special needs education.</li> </ul>

Based on the results of research it can be pointed out that there are different patterns of history teachers towards inclusive education. A similar perspective can be identified between trained-experienced and untrained and inexperienced history teachers in which they tend to believe that students' social skills can be improved in inclusive classrooms. Meanwhile, they also assume that students with special needs education can get trouble following the learning process in the pandemic time. The different perspective lays on the tendency to exclude students with special needs education in regular schools. Based on their experienced, the trained-experienced history teachers tended to agree that the students with special needs will get more facilities and supporting systems in special schools, especially during pandemic times. On the opposite, the untrained-inexperienced history teachers took a different perspective that students with special needs education can get the more appropriate supporting system in regular schools.

Overall, the research findings can be an indication of a symptom of new exclusivism that rises during the pandemic time. As noted before, the tendency of trained-experienced history teachers to exclude students with special education needs because of the online learning context in the pandemic times can be evidence of new

exclusivism. However, this new exclusivism takes a different stance in comparison with what Sunardi (2009) and Yusuf et. al. (2019) already mentioned in the previous research, which mainly focuses on the new exclusivism caused by teachers' misunderstanding of inclusivism and inclusive education. The new exclusivism in pandemic times is caused by the lack of a technology-supporting system that accommodates the demands both of regular students and students with special education needs. The essential point that has to be noted is that trained-experienced history teachers tended to believe that special schools can fulfill the demands of students with special needs. Meanwhile, the untrained-inexperienced history teachers tended to believe that inclusive classrooms for the regular students can support the learning process of students with special needs education.

The lack of inclusive technology, learning source, and model of teaching can be the challenges for teachers to teach inclusive classrooms during pandemic times (Supeno, Hasan, and Januar, 2020). However, based on the research findings, teachers' experiences can be essential factors in determining teachers' perspectives towards inclusive education during pandemic times. Based on their experiences in dealing with students with special needs education,

trained-experienced history teachers perceive that students with special needs demand more supporting systems that cannot be accommodated in the inclusive classroom, especially during pandemic times.

In facing the lack of a supporting system and impracticable learning materials, teachers should be able to digitize learning materials based on the visual, audio, and kinaesthetic approaches. This can help students with mild disabilities access learning material and engage with the online-distance learning process during pandemic times. Teachers can enhance school connectedness through improving teachers-students and students-students relationships. Teachers' experiences also should be considered as the basis for teachers' improvements in managing inclusive education during pandemic times. This research shows that experienced history teachers have more sense of inclusiveness rather than others.

Based on the above discussion, it can be concluded that the pandemic has caused a major impact on education. The rapid transition from classroom learning to remote-online learning generates a problem for inclusive education. Students with special education needs are excluded from remote-online learning due to the lack of a supporting system, especially technological support. The presence of new exclusivism can generate a negative impact for students with special education needs in the near future. A rapid response from the government to prove a more accessible supporting system to students with SEN can prevent new exclusivism.

Based on the above discussion, it can be pointed out that the pandemic has been triggered a transition in inclusive education, particularly on the attitudes of teachers in dealing with students with special needs

education. The transition is not only from conventional-based education to distance and online learning education (Sunardi, 2009; Yusuf, et. al., 2019) but also touches on the essential aspect of educational progress of inclusiveness. The new symptom of exclusivism caused by the lack of technology and the inclusive supporting system should be highlighted as the main challenge in the practice of inclusive education during pandemic times. The role of parents can be a temporary panacea for this problem (Daulay, 2021). However, an appropriate learning source and methods are critically needed to create an inclusive online learning environment.

This research becomes important as the foundation to implement an appropriate policy of inclusive education during pandemics. Teachers should be able to transform their learning media to be accessible for students with SEN. Meanwhile, the government should provide a supporting system to enhance the learning process by promoting teachers' experience programs in managing inclusive classrooms especially in the context of online-distance learning during pandemic times. New exclusivism can be prevented by improving connectivity between students, teachers, and the learning process. Thus, the online-distance learning process should be accessible to anyone including regular and students with SEN.

#### **D. CONCLUSION**

A symptom of new exclusivism occurred during pandemic times along with the lack of an inclusive supporting system in inclusive classrooms. This can be proved by the tendency of trained-experienced history teachers to prefer students with special education needs to include in special school rather than regular school during pandemic times. New exclusivism is not caused by the

misunderstanding of teachers but triggered by the condition in pandemic times in which teachers feel difficult to teach students with special education needs by using the existing system of learning. Therefore, the direction of research and development in the near future should be focused on the development of appropriate learning material, learning models, and learning assessments that accommodate the needs of students with special needs and regular students. The adaptation can be started by providing inclusive learning sources that can be accessible visually and auditory.

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