

Analysis of the Influence of Culture, Policy, and Practice Index on the Quality of Inclusive School Education in South Kalimantan

Amka^{*}, Mirnawati, Eviani Damastuti

Department of Special Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia.

*Corresponding Author e-mail: amka.plb@ulm.ac.id

Abstract: This study aims to measure the effect of the index of policy, culture, and teaching practice on the quality of inclusive education in South Kalimantan. This study uses a quantitative approach with a survey method. The population in this study were Special Education Teachers, Classroom Teachers, Staff, Principals, and Parents providing inclusive education in South Kalimantan. The sampling technique used non-probability sampling with incidental sampling using the Slovin formula. Primary data was obtained by using a closed questionnaire. The data were analyzed using the Structural Equation Modeling analysis tool from the AMOS statistical software package through two techniques, namely Confirmatory Factor Analysis and Regression Weight. The results showed that the index of developing inclusive practices had a significant effect on the quality of inclusive education. while the index of creating an inclusive culture and producing inclusive policies has no significant effect on the quality of inclusive education.

Keywords: cultural index; policy; teaching practice; inclusive education

INTRODUCTION

Countries around the world advocate that every child has the opportunity to go to public schools, but in reality, many children, especially children with disabilities, are denied this opportunity (UNICEF). This is especially the case in developing countries. For example, in 2005 it was estimated that less than 10% of children with disabilities had access to any form of education in Southeast Asian countries. This situation can be attributed to various reasons, such as the involvement of several ministries and non-government stakeholders in supporting persons with disabilities/disabled, limited efforts made to collect data, and cultural sensitivity regarding the level of recognition of the presence of persons with disabilities/disabled. Despite this, countries in Southeast Asia continue to advance by developing inclusive education programs or schools.

In Indonesia, inclusive education is officially defined as an educational service system that includes children with special needs (ABK) studying together with their peers in regular schools closest to their place of residence (Junaidi et al., 2022). In particular, one of the education policies issued by the government through the Ministry of National Education of the Republic of Indonesia, in Ministerial Regulation No. 70 (2009) is inclusive education. Inclusive education is education for students who have disabilities and have the potential for intelligence or special talents, through inclusive education, children with special needs are educated together with other (normal) children to optimize their potential (Novianti, et al., 2022).

To realize the democratization of education in Indonesia, it needs to be aligned with the UNESCO 'Education for All' program, this needs to be supported by formal institutions so that education can run well it is necessary to involve the community. The Special Education Paradigm in Indonesia has developed with changes in segregation towards a more inclusive direction (Suhendri & Kawai, 2022). This has been emphasized by the Declaration on Education

For All, which states that as far as possible all children should learn together regardless of the difficulties or differences they may have. Supported by The World Conference and Special Needs Education: Access and Equality, June 1994 in Salamanca, Spain which states that all nations must include education for children with special needs into their educational policies as the basis for implementing inclusive education for children with special needs. Inclusive education is very relevant to our country's philosophy, namely *Bhineka Tunggal Ika*. Departing from diversity, the education system in Indonesia must allow for interaction between diverse students. In this way, there will be mutual honing and nurturing in everyday life. So even though the characteristics of students in one class or one school vary, they still learn together. So far, children with special needs (ABK) have not received proportional and professional services and attention from public schools, they are only served in special schools. Therefore, not all children with special needs can be accommodated in public schools. For this reason, breakthroughs are needed in implementing inclusive education, including through inclusive schools.

In the implementation of inclusive education programs, there are still many problems. Authoritarian leadership practices are still being implemented, school principals are still dominant in decision-making, parents and students are not involved in the decision-making process. There are still many schools that do not want to accept children who experience diversity to be educated in public schools, teaching methods are not inclusive, meaning that students must adapt to teaching methods, not teaching methods that must adapt to students circumstances (Kartini & Aprilia, 2022). There are still those who think that children with limited abilities cannot get an education in public schools.

The government's attention to inclusive education still needs to be supported by policy instruments that support the implementation of systematic inclusion at all levels of education. The basis for formulating policies as agreed by the World Conference on Special Needs Education in Salamanca, Spain, 7-10 June 1994, among others, is that integrated education and community-based rehabilitation are approaches that complement and support services for persons with special needs. Both are based on the principles of inclusion, integration, and participation.

To implement these principles, an effort is needed to synergize their implementation. Therefore, the government is expected to minimize the various obstacles that occur. Not only socio-cultural barriers but also other obstacles, for example, the government's commitment to funding inclusive education and the commitment of the entire education community to carry out the transformation of leadership models by the principles of inclusive leadership, as Ryan (2006) said that the leadership principles inclusiveness is emancipation and participatory. This principle is important to do to support "Education for All" which has become an international commitment. Apart from the principles of emancipation and participation, Kugelmass (2004: 18-19) in his research results shows the importance of the collaborative process as an effort to distribute leadership to participate in decision making on the implementation of inclusive education. Even Armstrong (2006: 71-78) calls leadership change in inclusive education a change in moral and spiritual leadership. Based on the description above, the research focus that will be determined is related to "Analysis of the Influence of the Cultural Index, Policy and Practice on the Quality of Education in Inclusive Schools".

METHOD

The analysis in this study uses descriptive quantitative (Sugiyono 2017:8) where the facts/truth are in the object of research. Data collection was carried out using a series of research instruments in the form of questionnaires or primary data which were distributed to Special Education Teachers, Classroom Teachers, Staff, Principals and Parents online using Google forms. In addition, secondary data in the form of literature and previous research are also used.

Analysis of quantitative research data was carried out to answer the research hypothesis, namely the Influence of the Cultural, Policy, and Practice Index on the Quality of Education in Inclusive Schools. The numerical data that has been collected is analyzed using statistical analysis which will result in absolute acceptance of the hypothesis or rejecting the hypothesis. To find out the number of respondents, it is necessary to identify the population. The population in this study were Special Educator Teachers, Class Teachers, Staff, and Principals who were in South Kalimantan. By using the Slovin method, the number of samples that will be used in this study is 100 people.

$$n = \frac{N}{1+N(e)^2}$$

By using the above formula, the total population used in this study is 19,080, so the number of samples is:

$$n = \frac{19.080}{1 + 19.080 (0,1)^2}$$

$$n = 100 \text{ sampel}$$

The instrument used in this study was a questionnaire. The questions in the questionnaire were designed based on the research objective to see the Influence of the Cultural, Policy, and Practice Index on the Quality of Education in Inclusive Schools. Where to measure the level of relationship of each of these variables will be translated into several indicators. The answers to these questionnaire questions use a closed questionnaire with a Likert scale. This study uses primary data sources and secondary data. Primary data using an instrument in the form of a closed questionnaire with a Likert scale which is distributed to Special Educator Teachers, Class Teachers, Staff, and Principals online using Google forms. The questions in the questionnaire were designed to answer the research objectives by assessing the Influence of the Cultural, Policy, and Practice Index on the Quality of Education in Inclusive Schools. While the secondary data in this study used literature and previous research. This study uses the Structural Equation Modeling (SEM) analysis tool from the AMOS statistical software package in modeling and testing hypotheses. The reason for using SEM in this study is because it can simultaneously test a series of relatively complex relationships between constructs. The analysis was carried out using two kinds of techniques, namely: 1) Confirmatory Factor Analysis on SEM which was used to confirm the most dominant factors in a group of variables; 2) Regression Weight on SEM which is used to examine how much the variables of Culture, Policy, Practice influence each other.

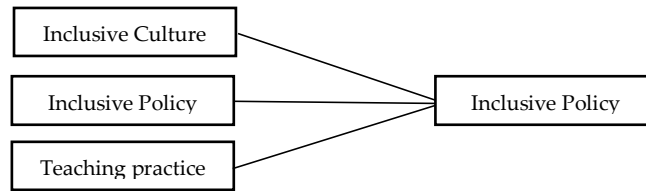


Figure 1. SEM Analysis Structure

FINDING AND DISCUSSION

Finding(s)

Data Description

Description of respondent data based on gender, it is found that respondents of sex are more dominant than respondents of the male sex. The percentage of female respondents is 79%, while the percentage of male respondents is 21%. Respondents' criteria based on the respondent's involvement with schools showed that there were more respondents with the classroom teacher than special education teachers, principals, and school staff. The following is a pie chart to describe the respondent's position data.

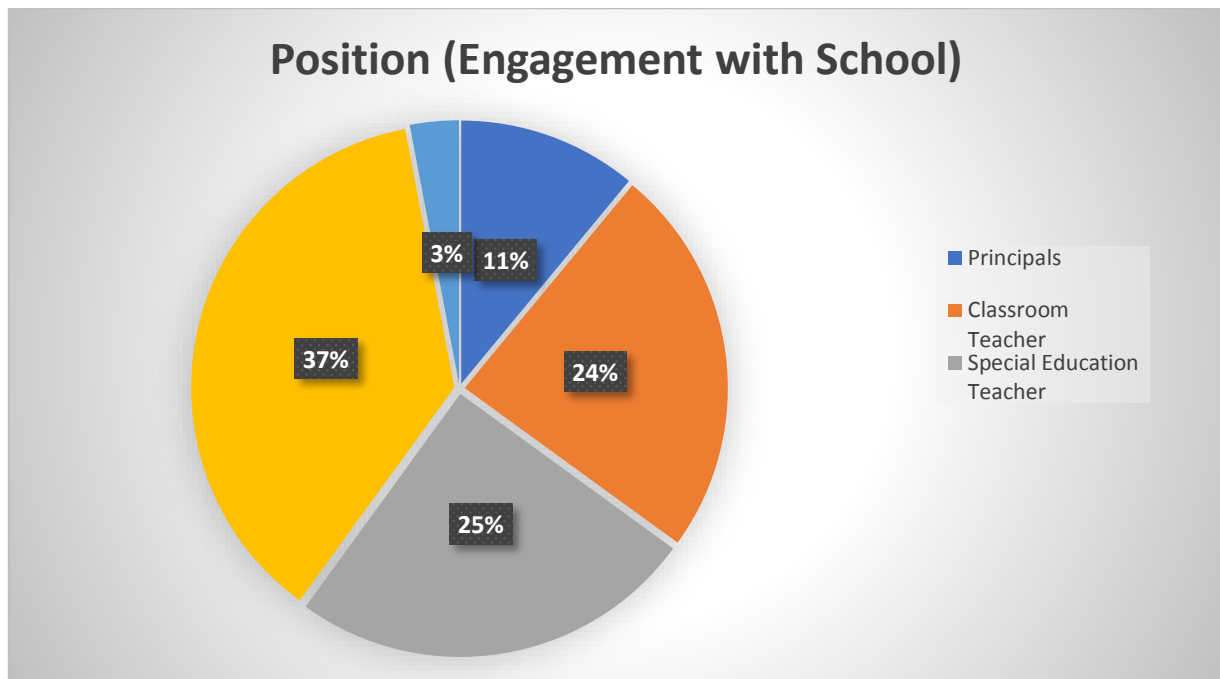


Figure 2. Percentage of Respondents' Positions

Validity and Reliability Test

CFA Validity Test

Testing the validity and reliability in this study using the CFA (Confirmatory Factor Analysis) test or construct validity with the Amos software. The research indicator will be said to be valid if the critical ratio (CR) value obtained is greater than 1.96 and the significance is less than 0.05. The results of the CFA test show that the critical ratio (CR) value obtained for each indicator has a value greater than 1.96. Thus, it can be concluded that all indicators based on the CFA validity test are valid.

Convergent Validity Test

Convergent validity aims to determine the validity of each relationship between the indicator and its latent construct or variable. In this study, a loading factor limit of 0.5 will be used. The model used shows that all loading factors have values above 0.50 so the constructs for all variables have not been eliminated from the model. It can be concluded that the construct has met the convergent validity criteria.

Discriminant Validity Test (Discriminant Validity)

Discriminant validity is carried out to ensure that each concept of each latent model is different from other variables. The results of the cross-loading estimation above show the loading value of each indicator item on the construct of the cross-loading value. With that, it can be concluded that all constructs or latent variables already have better discriminant validity than indicators in other blocks.

AVE Test (Average Variance Extracted)

A reliability test is used to test whether the research instrument can demonstrate its ability to measure without error and the results are always consistent (remains the same), even though they are used by other people or elsewhere to measure the same thing. The reliability test in this study was carried out by looking at the value of construct reliability in SEM. A research instrument is declared reliable if the limit value of the acceptable level of reliability is constructed reliability > 0.7 . While the reliability of 0.6 - 0.7 is still acceptable (Ghozali, 2012). Based on the results obtained from testing the reliability of the research instrument, the reliability coefficient value constructs reliability > 0.7 , it can be stated that the research instrument is reliable.

Hypothesis Test

Testing the research hypothesis is done by seeing whether the path coefficients in the model are significantly related. The criterion for the significance of the path coefficient is if P is less than $= 0.05$.

Table 2. Hypothesis Test Results

Hypothesis	Variable	P value	Information
1	Inclusive Culture	0.350	No significant effect
2	Policy Inklusive	0.949	No significant effect
3	Practice Inclusive	0.000	Significant effect

Discussion(s)

The results of testing the variable creating an inclusive culture are not significant to the variable quality of inclusive education with P Values $0.350 > 0.05$ and thus, hypothesis 1 in this study is rejected. Inclusive Culture is a set of values and behaviors that must be reflected in realizing good inclusive practices (Pless & Maak, 2004). It is known that the results of data collection using questionnaires obtained that 8.6% expressed doubt and 1.0% did not agree that there are regular meetings between the school and parents to discuss problems that occur during the learning process. This shows that the meetings held by the school and parents are still not intense enough to discuss the various problems faced by the students. A total of 5.2% were undecided, 0.5% disagreed and 0.5% strongly disagreed with the statement that all students (regular students and students with special needs) helped each other. There needs to be a policy from the school to provide space for all students to work together with each other. This policy can be

implemented by increasing group work programs among students. In the setting of inclusive education, the most important thing is the existence of a process related to the identification and removal of barriers to learning, regarding attendance, participation, and achievement of all students, both students who do not have barriers and those who are not. students who have an obstacle and are free from an education system that is at risk of marginalization, exclusion, or underachievement in a group of students who have a physical, economic or intellectual barrier. (Ainscow, 2004). For the above objectives, inclusive education requires a school reform by providing the fulfillment of education for all students to be better, by focusing on a structure, policy, school regulations, and culture contained in the fruit of the system made by policymakers in the implementation school inclusion.

The results of the variable test resulted in Inclusive Policy being insignificant to the variable quality of inclusive education with P Values of $0.949 > 0.05$ and thus, hypothesis 2 in this study was rejected. The inclusive policy that public schools may not refuse children with special needs who apply to public schools requires general teachers to also have competence in dealing with children with special needs (Winter, 2006). It is known that 3.3% disagree with the statement that school buildings are accessible (accessible to children with special needs). This shows that there are still some facilities that cannot be properly accessed by children with special needs. Improvements or good policies are needed from the school so that all existing facilities can be accessed by every student. As many as 1.4% of respondents stated that they did not agree that inclusive schools coordinate with related professionals, organizations, or institutions (psychologists, doctors, or therapists). The collaboration between schools and professional staff still needs to be improved. This collaboration is certainly needed to develop the potential possessed by students properly.

The results of the variable test of developing inclusive practices are significant on the quality variable of inclusive education with P Values $0.000 < 0.05$ and thus, hypothesis 3 in this study is accepted. Inclusive practice (eg, planning, co-teaching, differentiation, backward design). There should be specific courses to address the needs of diverse learners, planning, collaboration, and strategy design. Changes in the way training present the responsibility of all teachers to teach all students can influence teachers' perceptions of self-efficacy and competence in teaching students with special needs (Drawdy et al., 2014; Uthami & Sunardi, 2022). As many as 97.6% of respondents agree that class rules are made based on mutual respect. Furthermore, 96.7% agree that learning activities encourage the participation of all students, both regular students, and students with special needs. A total of 94.8% agree that learning activities are planned and involve students with special needs through identification and assessment. These results indicate that the system implemented to increase mutual respect among students and the efforts to involve all students in every activity is very good.

CONCLUSION

The system implemented to increase mutual respect among students and the efforts to involve all students in every activity is very good. The school must have a policy in place to allow all students to collaborate with one another. This policy can be put into practice through expanding student group work initiatives. The most crucial factor in an inclusive educational environment is the existence of a procedure for identifying and removing learning obstacles. This applies to attendance, involvement, and academic achievement of all students, including those who do not have learning obstacles. the risk of marginalization, exclusion, or underperformance among a group of students who have a physical, economic, or intellectual barrier. kids who have an obstacle and are free from an educational institution. General teachers must be skilled in working with students with special needs in order to comply with the inclusive policy that states that public schools may not turn away children who apply with special needs. Inclusive approach

(eg, planning, co-teaching, differentiation, backward design). To address the demands of varied learners, planning, teamwork, and strategy creation, there ought to be specialized courses. Teachers' perspectives of their own efficacy and ability in teaching students with special needs may change as a result of changes in how training emphasizes that all instructors have a duty to educate all special needs students.

Acknowledgments

We express our deepest gratitude to the South Kalimantan Inclusive Education Communication Forum (FKPI) which has been very helpful in the data collection process carried out by researchers.

REFERENCES

- Ainscow, M. (2004). *Developing inclusive education systems: what are the levers for change?*. Manchester: The University of Manchester.
- Amirin, T. (2011). *Populasi Dan Sampel Penelitian 4: Ukuran Sampel Rumus Slovin*, Erlangga, Jakarta
- Anwar, S. (2011). *Metode Penelitian Bisnis, Salemba Empat*, Jakarta
- Drawdy, K., Deng, M., & Howerter, C. (2014). Assessing teacher competencies for inclusive settings: Comparative pre-service teacher preparation programs. *International Perspectives on Inclusive Education*. <https://doi.org/10.1108/S1479-363620140000003028>
- Ghozali, I. (2012). *Aplikasi Analisis Multivariate dengan Program IBM SPSS*. Yogyakarta: Universitas Diponegoro
- Junaidi, A. R., Dewantoro, A., Shanti, P., & Rahmita, G. (2022). Inclusive Education in Higher Education: Baseline Study at Universitas Negeri Malang. *Journal of ICSAR*, 6(2), 196–204. <http://dx.doi.org/10.17977/um005v6i22022p196>
- Kartini, A., & Aprilia, I. D. (2022). Challenges and Opportunities for Regular Teachers in the Implementation of Assessments for Students with Special Needs in Inclusive Education Provider School. *Journal of Education for Sustainability and Diversity*, 1(1), 29–38. <https://doi.org/10.57142/jesd.v1i1.4>
- Malhotra, N. K. (2009). *Riset Pemasaran. Edisi ke empat jilid I*. Jakarta: Indeks.
- Novianti, R., Rizal, A. F., Hutasuhut, F. H., Nadiyah, . S. ., Santoso, Y. B., & Widia, A. (2022). Perceptions and Attitudes of Elementary School Class Teachers as Facilitators of Inclusive Education for Children with Special Needs. *INCLUSIVE EDUCATION*, 1(1), 72–84.
- Pless, N. M., & Maak, T. (2004). Building an inclusive diversity culture: Principles, processes and practice. In *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-004-9465-8>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Suhendri, S., & Kawai, N. (2022). The traditional way of professional development in inclusive education : Still effective or not ? *Journal of ICSAR*, 6(2), 129–133. <http://journal2.um.ac.id/index.php/icsar/article/view/28715/0>
- Uthami, N., & Sunardi, S. (2022). Occupational Stress on Special Education Teachers at Inclusive School X, South Tangerang. *Proceeding of International Conference on Special Education in South East Asia Region*, 1(1), 35–42.
- Winter, E. C. (2006). Preparing new teachers for inclusive schools and classrooms. *Support for Learning*. <https://doi.org/10.1111/j.1467-9604.2006.00409.x>