

## INVESTIGATING PRE-SERVICE TEACHERS' ATTITUDES TOWARDS INCLUSIVE EDUCATION IN INDONESIA

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*Keywords:* Indonesian pre-service teachers; inclusive schools; attitudes

With the adoption of the Convention on the Rights of Persons with Disabilities, the demand for inclusive education became part of the international legal framework (United Nations, 2006). The substantially enhanced understanding of how to promote inclusion in the classroom may have been the most important and long-lasting outcome of the global movement for inclusive education. There are now several research studies and books on inclusive education (Adams et al., 2021; Donnelly, 2010; McConkey, 2003; Saloviita, 2015; Saloviita & Schaffus, 2016; UNESCO, 2009). According to the World Health Organization's World Report on Disability (Krahn, 2011; World Health Organization, 2011), appropriate training of mainstream teachers is critical to have confident and competent teachers for children with diverse educational needs. However, in the Indonesian context, the concept of inclusive education is still new and the insight and training for inclusive education are not embedded in higher education curricula (Aziz, 1970; Efendi, 2018; Haryono et al., 2019; Mambela, 2010). Inclusive education was included in the curriculum of training teachers for students with special educational needs (Mambela, 2010). Therefore, pre-service attitudes toward inclusive education need to be explored to prepare Indonesian pre-service teachers to cope with the transformation of mainstream schools into inclusive schools. This study proposes to assess Indonesian pre-service teachers' attitudes toward inclusive education. This study applied a quantitative method with a cross-sectional research design using Rasch measurement approach. 459 pre-service teachers at private and state universities in Indonesia participated in the study, chosen randomly. The TAIS questionnaire was adapted (Saloviita, 2015) to measure Indonesian pre-service teachers' attitude towards inclusive education. The SPSS version 25 (IBM Corp, 2017) was utilized to run descriptive and inferential statistics, and Cronbach's alpha. Rasch measurement was performed using WINSTEPS version 5.3.4 software (Linacre, 2022) using joint maximum likelihood estimation. The findings confirm that Indonesian pre-service teachers have different values in four domains, Expected outcomes (-.3 logits), Rights of the child (-.23 logits), Workload of the teacher (-.65 logits), and Inclusion as a value (.03 logits). In general, this result confirms that Indonesian pre-service teachers' attitude towards inclusion is at the average level, near 0 logits (with the mean score .84). However, when examining domain specificity, the Workload of the teacher has the highest logit score with .65 logits. This value confirms that Indonesian pre-service teachers perceive that students with special needs in inclusive schools can increase the demands on their energy in conducting teaching and learning activities. Therefore, we suggest that higher education institutions include inclusive education in their curricula for all majors of pre-service teachers in Indonesia.