

## The Contributions of Teacher's Pedagogical Habitual to the Quality of Learning Services for Children with Special Needs in Inclusive Elementary Schools

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### Abstract

Inclusion education at Elementary School is a solution for providing education services for children with special needs who cannot access education at the Extraordinary School so that children with special needs are academically served. Organizing learning in inclusive schools cannot be separated from the role of the teacher. This study aims to determine the contribution of teacher pedagogical habitual to the quality of learning services for children with special needs in inclusive elementary schools in Brebes Regency. The focus of this research is teacher pedagogical habitual towards the implementation of quality learning services for children with special needs in the implementation of inclusive schools in elementary schools. The sample is 35 children. The analysis test used is a Regression test. The results of the F test indicate that the significance value is 0.000. The significant value  $< 0.05$ , so it can be concluded that there is a contribution of teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive schools in Brebes Regency and shows the direction of positive contributions. R square value obtained in the calculation is 0.531. This means that pedagogical habits have an effect of 53% on the quality of inclusion learning services, and 47% are influenced by other factors not examined in this study. The results of the F test indicate that the significance value is 0.000. The significant value  $< 0.05$ , so it can be concluded that there is a contribution of teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive schools in Brebes Regency and shows the direction of positive contributions.

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## INTRODUCTION

Regarding the pillar of equality and the expansion of education, everyone has the right to access formal education without limits. This also applies to children with special needs. Every child with special needs has the right to obtain an education in all sectors, pathways, types, and levels of education. Every child with special needs have the same rights to develop their talents, interests, abilities and social life. This is in line with the results of Wati's research (2014) which states that inclusive education can contribute greatly to children with special needs in the field of education, so there are no more children with special needs who are not in school.

Mangunsong (2009) suggests that children with special needs are children who experience limitations in growth, development, both physically, sensory, intellectual, social, emotional, and often the learning process is hampered. Every child with special needs has different learning barriers and learning needs.

So far, children with special needs experience obstacles to being able to access quality education. This is due to, among other things, the lack of special schools with only one Extraordinary School at the district/city level, the capacity of each class is minimal, access to locations that are too difficult especially those living in rural areas, or even the absence of special schools related to disability-owned. These obstacles can be bridged with inclusive education. Indonesia towards inclusion education was formally declared on August 11, 2004, in Bandung, with the hope that it could mobilize regular schools to prepare educators for all children. Minister of National Education Regulation No. 70 of 2009 that inclusive education is the education for students who have abnormalities and have potential intelligence and/or special talents. Through these regulations, the Ministry of National Education of the Republic of Indonesia issued a program in the implementation of inclusive education in accordance with the provisions of article 6 stating that: (1) The district/city government guarantees the implementation of inclusive education in

accordance with the needs of students, (2) The district/city government guarantees the availability of inclusive education resources for inclusive education units, (3) The government and provincial government assist the availability of inclusive education resources.

Kustawan, and Hermawan (2013) argues that inclusive education is education that uses an approach that seeks to transform the education system by removing barriers that can prevent every student from fully participating in education. Inclusion education provides education services for children with special needs who are educated together with other children (normal children). This is in line with the statement of Baharun, and Awwaliyah (2018) which states that inclusive education is integrated between normal and children with special needs. This reality is based on the conditions in the community there are normal children and children with special needs that cannot be separated as a community. Therefore, children with special needs need to be given the same opportunities and opportunities as normal children to get education services at the school closest to their place of residence.

Inclusion education is growing throughout the world. This is in line with the results of research by Miles, and Singal (2010) which stated that inclusive education has developed rapidly throughout the world. Inclusive education is one of the international agendas inequitable education efforts. From many sources, it can be found that in Southern countries, 90-98% of children with disabilities (later called children with special needs) have attended education inclusive. Only a few (2-10%) children attend education separately in special schools. The inclusive education model can be trusted as one of the policies in implementing the even concept of education. Children with special needs who access inclusion education are still relatively small, this is in accordance with the results of the study of Yusuf, Sunardi, Rachman, and Haryono (2014) which stated 12% were studied in inclusive school and the remaining 88% in extraordinary school, Brebes Regency was held inclusive education at elementary school level. Elementary

School which became a model for Inclusion education in Brebes Regency, namely Public Elementary School 02 Brebes, Public Elementary School 01 Klampok, Elementary School 03 Kalierang, and Public Elementary School 01 Tanjung. The elementary school is a pilot for the implementation of inclusive education since 2009.

Efforts to provide inclusive education services in primary schools to obtain learning opportunities are opened to the same extent as other normal students. This is in line with Reichrath, de Witte, and Winkens (2010) who stated that students with disabilities have better opportunities for successful participation in general education. However, to provide academic services for those who have special needs, especially in regular schools, adjustments are needed both related to the curriculum, the process of learning activities, facilities, human resources in this case the teacher, judgment, and special learning media, and so on. This is in line with the results of the study of Heldaanita (2016) which states that the realization of inclusive education requires careful planning including the creation of a warm class community, accepting diversity and respecting differences, fundamentally changing curriculum, preparing interactive teachers, providing encouragement for teachers and the class. The results of Istanti study (2016) state that the development of special media for children with special needs to be developed so that children with special needs are optimally served in learning services.

Organizing academic services is closely related to teacher support. Teacher support is related to pedagogical abilities and other abilities that support the process of implementing inclusive education. In addition to qualified pedagogic abilities, it is also necessary to apply pedagogical habits in each implementation of learning in inclusive elementary schools.

Pedagogical rituals according to Manullang, and Milfayetty (2016) are closely related to teacher behavior that contains educational traits such as patience, affection, sincerity, strengthening, educational assertiveness, and exemplary. The teacher as an

important factor in the implementation of the learning process is also a determining factor in the implementation of inclusive education in elementary schools. Learning will be effective if there is an interaction between teacher and students. This is in line with the results of Tarmansyah (2009) study which states that the implementation of inclusive learning in elementary schools, teachers need to be skilled in managing behavior and interaction with students and active communication with children with special needs.

Inclusive education requires more teacher duties and responsibilities, so higher commitment is needed. This is based on the background of teachers in inclusive schools as teachers who are from classroom teachers. This is in accordance with the statement Widyawati, and Felicia (2017) which states in inclusive schools, teachers who teach special needs children usually the class teacher or subject teacher. They usually have a general pedagogic educational background. The teacher needed is a teacher who has competence in the field of handling children with special needs. Aside from being a class teacher, teachers in inclusive elementary schools have a special role, namely: developing and maintaining optimal compatibility of children with special needs with other children, keeping the presence of children with special needs does not interfere with the implementation of public school education programs. This is in accordance with Altay, and Demirkan(2014) statement, namely (1) Inclusive developed emotional responses and a positive attitude towards diversity, (2) developing and improving inclusive education programs, (3) try to harmonize the atmosphere of education in schools and among families of children with special needs. The teacher pedagogical habitual is very necessary for carrying out special tasks in the implementation of learning services for children with special needs.

According to Corey (Sagala, 2011) that learning services are a process that makes the environment managed intentionally so that it allows a person to behave in special conditions or produce responses to certain situations. Response

as a result of the learning process is expected to be in accordance with the competencies to be achieved. Learning services for children with special needs must always have a mission of patience, affection, sincerity, strengthening, educating assertiveness and exemplary teacher, so that children with special needs are maximally served and children with special needs in inclusive elementary schools can develop talent/potential and even optimal achievement.

The purpose of this study was to determine the contribution of the teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive elementary schools in Brebes Regency.

## METHODS

The type of research that has been carried out in this study is quantitative descriptive research. The subjects of this study were teachers in elementary schools who held inclusive schools at Public Elementary School 02 Brebes, Public Elementary School 01 Klampok, Public Elementary School 03 Kalierang, and Public Elementary School 01 Tanjung. The study sample used total sampling or (saturated sample) because the entire population became sample members. The study sample was 35 teachers consisting of Public Elementary School 02 Brebes = 8 teachers, Public Elementary School 01 Klampok = 11 teachers, Public Elementary School 03 Kalierang = 10 teachers, and Public Elementary School 01 Tanjung = 6 teachers.

The variables in this study consisted of the dependent variable namely teacher's pedagogical habitual and independent variables namely the quality of learning services.

The data collection method used is the questionnaire method. This study uses a closed questionnaire as the main method for uncovering research data. The research instrument in the form of a questionnaire before being used for data collection has been validated by the expert. The pedagogical habitual questionnaire consists of 20 questions and a questionnaire on the quality of learning services consisting of 20 questions. The aspect studied by pedagogical habitual variables

consists of patience, affection, sincerity, strengthening, educating assertiveness, and the example of the teacher.

Analysis method using linear regression. Regression testing used using ANOVA test.

## RESULTS AND DISCUSSION

Before the data is analyzed finally for the purposes of hypothesis testing, the normality of the data is first tested by using Kolmogorov-Smirnov analysis. Based on Kolmogorov-Smirnov one sample output, a significance value is obtained for the dependent variable or Asymp. Sig. (2-tailed) 0.080 while for the independent variable the value is 0.745. The results of the habitual questionnaire analysis can be seen in Figure 1.

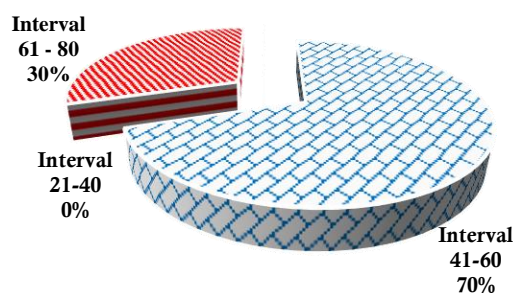


Figure 1. Percentage of Teacher Pedagogical Habitual

The results of the quality service-learning questionnaire analysis can be seen in Figure 2.

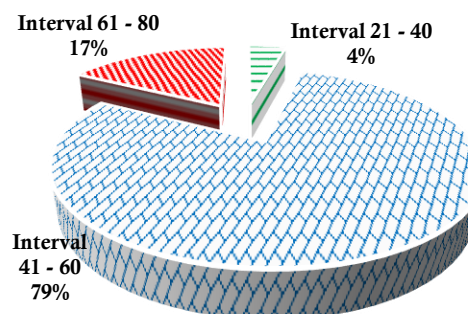


Figure 2. Percentage of Quality of Learning Services

This shows the results of the significance value of the calculation of normality having a

significance greater than 0.05 so that both the dependent variable and the independent variable are normally distributed. The results of this analyst prerequisite test meet to analyze with linear regression analysis.

Linearity test using the Test for Linearity method. The results of the significance value of deviation from linearity indicate 0.340. This can be interpreted that the significance value calculated is greater than the 0.05 significance value. The conclusion of the linearity test shows that data is processed linearly, so linear regression analysis can be done.

The results of Heteroscedasticity test show a standard residual number of 0.985. Residual values show greater than 0.05, so there is no problem of Heteroscedasticity.

The results of the F test calculations using the ANOVA test can be seen in Table 1.

**Table 1.** Results of F Test

Model	Sum of squares	df	Mean square	F	Sig.
Regression	529.730	1	529.730	37.319	.000a
Residual	468.442	33	14.195		
Total	998.171	34			

Based on the results of the ANOVA test show that the significance value is 0.000. It can be concluded that teacher pedagogical habitual influences on the quality of learning services because the significance value is  $< 0.05$ . This can be said that the teacher pedagogical habitual has a positive effect and significant.

The influence of teacher's pedagogical habitual influence on the quality of learning services can be seen in Table 2.

**Table 2.** Results of R Square

R	R squares	Adjusted R square	Std. error of the estimate
.728a	.531	.516	3.768

Based on Table 2, it can be explained that the effect of the dependent variable on the independent variable is 53% and the remaining 47% is determined by other reasons outside the research variable.

The hypothesis that has been formulated in this study relates to the influence of the teacher's pedagogical habitual to the quality of learning

services for children with special needs in inclusive elementary schools, Brebes Regency as follows:

$H_0$  : there is a contribution of the teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive elementary schools in Brebes Regency

$H_a$  : there is no contribution of the teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive elementary schools in Brebes Regency.

The ANOVA test results show that the significance value = 0.000. Based on the calculation of the significance value  $< 0.05$ . Based on the significance value of the ANOVA test is smaller than 0.05 ( $0.000 < 0.05$ ), it can be concluded that the hypothesis formulated in this study is related to the influence of teacher's pedagogical habitual on the quality of learning services for children with special needs in inclusive schools, Brebes Regency is accepted. That is, there is a contribution of teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive elementary schools in Brebes Regency. Based on the results of hypothesis testing is accepted, it can be concluded that pedagogical habitual has a significant to the quality of learning services for children with special needs in inclusive elementary schools in Brebes Regency. This is in line with the results of the research of Listyawati (2012) which states that affective commitment, ongoing commitment, and normative commitment simultaneously provides a positive and significant to the learning of children with special needs in elementary school. This is appropriate because teacher pedagogical habitual is part of the affective commitment. The results of this study are also in accordance with the results of the study of Hajar, and Mulyani (2017) which shows the application of inclusive education in the good category.

The effect of teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive elementary schools, Brebes Regency can be explained that

the R square value is obtained at 0.531. This shows that the teacher's pedagogical habitual variable influences 53% of the quality of learning services in children with special needs in inclusive schools, Brebes Regency and the remaining 47% is determined by other reasons outside the research variable. Based on the results of these percentages it can be interpreted that there is a positive influence on teacher pedagogical habitual on the quality of learning services for children with special needs in inclusive schools, Brebes Regency. This is in line with the results of the study of Syafrida, and Wrastari (2013) which shows the form of teacher attitudes which consist of positive attitudes towards inclusive education. The results of this study are also in line with the results of Yatmiko, Banowati, and Suhandini study (2015) which show that the implementation of character education used uses integrated strategies in learning, self-development, and allocation of learning time. The similarity with this study is that character education in the form of positive habituations is done by being integrated with learning services. In this study positive habituation, in the form of pedagogical habituation. A positive contribution was also shown from the results of the study of Hajar, and Mulyani (2017) who stated that the implementation of inclusion starts from basic education which provides a positive contribution to the planting of the basis of life for individuals. Anafiah, and Andini (2018) also revealed that the results of the study, they conducted showed the results that the teacher always supported all student activities explicitly and in a directed manner, although there were some students with special needs, the teacher never labeled students as someone who was troublesome. All students are given the same opportunity to take part in class-specific activities. This shows the similarity with the results of this study that the role of pedagogical habitual contributes positively to learning.

The final conclusion in this study is that there is a contribution of teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive

elementary schools, Brebes Regency and shows the results of significant and positive.

## CONCLUSION

The conclusion of this study is that there is a contribution of teacher's pedagogical habitual to the quality of learning services for children with special needs in inclusive schools, Brebes Regency and shows significant and positive results. The results of the ANOVA test showing that the significance value produced is 0.000. Based on the calculation of the ANOVA test, the significance value is  $< 0.05$ . Other evidence shows the value of R square = 0.531. This shows the positive influence of teacher's pedagogical habitual on the quality of learning services for children with special needs in inclusive schools, Brebes Regency by 53%, while the remaining 47% is influenced by other factors outside the research variable.

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