

Self-Evaluation of Special Education Teacher Competence in Inclusive School in Indonesia

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ABSTRACT

This study aims to determine the competence of special education teacher (SET) in inclusive schools in Indonesia based on self-evaluation, including pedagogic, personality, professional, social, and special education competencies. This research is a survey research with quantitative approach involving 265 SETs from 4 districts in Central Java as research respondent with purposive cluster sampling technique. The variables studied were SET competence, including pedagogic, social, personality, professional, and special education competencies. Data were collected with SET Competence inventory scale consisting of 95 items. The instrument validity test was done with content validity followed by analysis of different item with Product-Moment Pearson correlation ($r = 0.422-0.765$) and reliability test with Alpha-Cronbach formula ($r = 0.751$). Data analysis was done by descriptive statistical analysis. SET evaluation results were in good category, although there is still a small part of the SET that assesses their selves in poor competence. Nevertheless, this SET competency assessment is still based on self-evaluation results. Therefore, this evaluation results still need to be continued with other evaluations, such as portfolio assessment, performance appraisal, SET performance assessment, and assessment of the success of students with special needs in order to obtain SET competency comprehensively. The results of this study can be a recommendation related to SET competence development policy by inclusive schools and government.

Keywords: self-evaluation; competence; special education teacher (SET); inclusive school

INTRODUCTION

The inclusive education is currently undergoing development. Inclusive education has also developed in Indonesia. Some studies in Indonesia have focused on inclusive education (Yusuf, M., Sugini, Choiri, S., & Rejeki, DS [1]; Gunarhadi, Sunardi, Andayani, TR, & Anwar, M. [2]; Martika, T., Salim, A., & Yusuf, M. [3]; Gunarhadi, Sugini, & Andayani, TR, 2012 [4]). In addition, the government has also established a regulation on the implementation of inclusive education (National Education Ministerial Regulation No. 70/2009[5]). The implementation of inclusive education has an impact on increasing the number of inclusive schools in Indonesia. The number of inclusive schools has an impact on increasing the needs of special education teacher

(SET) in inclusive schools. Based on the results of the initial survey, there were 298 inclusive schools with 450 SETs in Central Java Indonesia (Yusuf, M., 2016).

The success of inclusive education is not only determined by the sufficient number of SET. The quality or competence of the SET in inclusive schools is also important. SET is one of the elements of human resources in inclusive schools so that SET competence is one of the factors that influence the success of inclusive education and inclusive school (Yusuf, M. [6]).

Competence is a set of knowledge, skills, and behaviors that must be owned, experienced, and mastered by teachers in carrying out their professional duties (Law No.14 Year 2005 Article 1 clause 10). Therefore, the competence of SETs is determined by their ability to perform their duties and professional role as SET. The importance of SET's competence is showed by the many studies discussing the SET competence (Bukvic, Z., 2014; Brownell, M. T., Sindelar, P. T., Kiely, M. T., & Danielson, L. C. [7]; Brownell, M. T., Bishop, A. G., Gersten, R., Klingner, J. K., Penfield, R. D., Dimino, J., Haager, D., Menon, S., & Sindelar, P. T. [8]; Billingsley, B. S. [9]; Carlson, E., Lee, H., & Schroll, K. [10]).

The studies from McCall, Z., McHatton, P. A., & Shealey, M. W. [11] illustrate that SET's ability is determined by knowledge and skills in teaching; positive behavior; positive attitudes toward special education and special needs children; teaching experience and student achievement. It is almost similar to the concept of SET competence in Indonesia which consists of pedagogic, personality, professional, and social competence (Suyanto & Jihad [12]; Act No. 19/2005 on National Education Standard [13]; National Education Ministerial Regulation No. 16/2007 [14]). Therefore, a competent SET is a SET that has good competence in pedagogic, personality, professional, and social aspect.

Not all teachers can be a SET in inclusive schools because there are special requirements of being SET in inclusive school. One of the requirements is mastery in the special education field shown by having the minimum education level of undergraduate in Special Education field or Education field which has the competency of special education (Direktorat PPKLK [15]). Mastery in the field of special education can also be obtained through training or coaching, such as Competency Supplementary Education organized by the Directorate of Higher Education. The improvement of teacher competence in the field of special education is also regulated in National Education Ministerial Regulation No. 70/2009 [5] Article 10. Having the mastery of special education field, SET is expected to have the provision of knowledge, skills, behavior, and experience in dealing with special needs children. Therefore, the competence of SET in the special education field also becomes important in determining the competence of SET.

Evaluation of SET competence becomes important to do as it is one of the foundations for policy-making related to the effectiveness of the instructional of SET (Woolf, S. B. [16]; Jones, N. D. & Brownell, M. T. [17]). The importance of SET evaluation is also demonstrated by the many studies related to SET evaluation (Johnson, E. & Semmelroth, CL. 2013 [22] ; Jones, ND & Brownell, MT [17]; Woolf, SB [16]; Sledge, A. & Pazez, BL [18]; Johnson, E. & Semmelroth, CL, 2013 [22]; Elliott, SN, Roach, A., T., & Kurz, A. [19]).

However, there is no standard instrument of SET evaluation (Woolf, S. B. [16]). In addition, there has not been much agreement on how to evaluate SET due to many things, such as the complex workplaces of SET, heterogeneous student populations, and

individual learning goals (Johnson, E. & Semmelroth, C. L., 2013) [22]. Therefore, there are various ways that can be done to evaluate the competence of SET. Measurement of teacher competence (including SET) in Indonesia is conducted through various ways, such as written test of teacher competency, portfolio test, and performance test. Moreover, SET competency test has also been conducted by the Association of Indonesian Special Education Professions (APPKhI) in 2016 to determine the competence of SET consisting of written tests, portfolio interviews, and practice tests.

Research of Jones, N. D. & Brownell, M. T. [17] used SET evaluation forms through classroom observations, while Elliott, S. N., Roach, A., T., & Kurz, A. [19] studies used SET evaluation forms of teaching practice portfolios. Meanwhile, research on SET competence evaluation through self-evaluation is still in small number. Therefore, this study focuses on evaluating SET competencies through self-evaluation.

Self-evaluation is the process of identifying the strength and weakness of individual by using certain instruments (Yusuf, M. [20]). Individuals are believed to be the ones who know best about their own condition so that self-evaluation measurements can be used to assess the condition of their selves. Therefore, the competence of SET can also be measured through self-evaluation. The SET Competence is expected to be known based on the self-evaluation results so that can be determined development ways to improve the SET competence.

This study aims to determine the competence of SET in inclusive schools in Indonesia based on self-evaluation, including pedagogic, personality, professional, social, and special education competence. Thus, the results of this study can be used as a reference to determine and formulate policy recommendations of SET development by inclusive schools and government.

RESEARCH METHODOLOGY

This research was a survey research with quantitative approach. The study was conducted in 2016 for four months. The population of this study was special education teachers in inclusive schools in Central Java Indonesia with a sample of 265 SETs in inclusive schools in four districts in Central Java province (Surakarta, Boyolali, Wonogiri, and Salatiga). The sampling technique was done by purposive cluster sampling. The research variables studied were competence of SET including pedagogic, personality, professional, social, and special education competence.

Data collection used instruments in the form of inventory scale of SET competence consisting of 95 items used to measure competence of SET including pedagogic, personality, professional, social, and special education competence. Instrument validity test was done with content validity by doing professional judgment which was continued by different analysis test with Product-Moment Pearson correlation which indicated that the instrument was valid ($r = 0.422-0.765$). The reliability test was done by internal consistency of the Cronbach-Alpha formula which showed that the instrument was reliable ($r = 0.751$). Data were analyzed by descriptive statistical analysis.

RESEARCH RESULTS

Competence of SET in Indonesia

Figure 1 shows the data of SET competence in Indonesia that vary from poor to excellent. Based on the results of self-evaluation, most the SETs in inclusive schools in Indonesia (54%) have good SET competence, and some (32.1%) have quite good SET competence. Only a small number of the SETs (11.3%) rated themselves as having excellent competence. Meanwhile, there are still 2.6% of SETs who still rated themselves having poor SET competence. However, no SET has very poor competence.

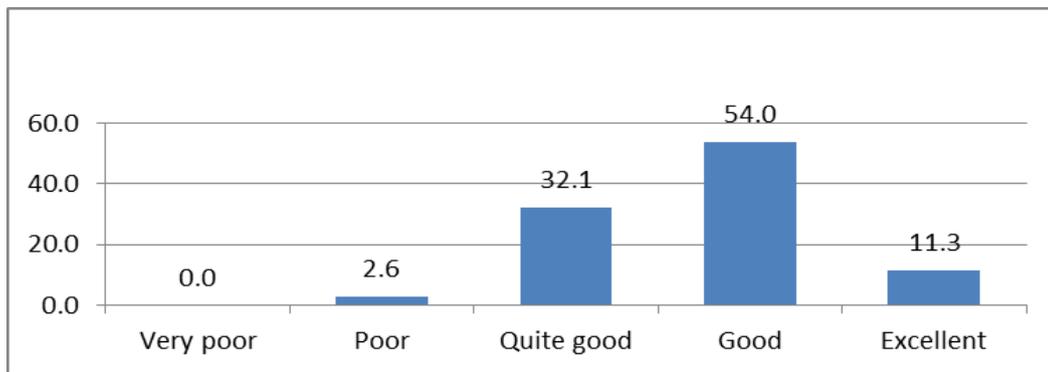


Figure 1. Competence of SET in Indonesia

Pedagogic Competence of SET in Indonesia

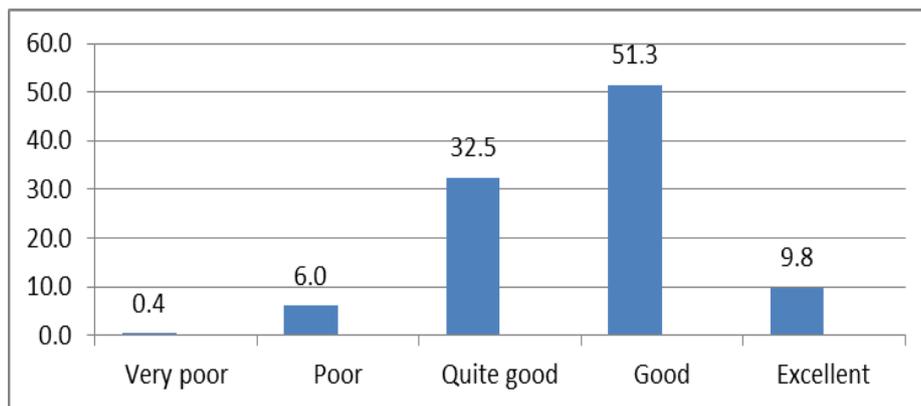


Figure 2. Pedagogic Competence of SET in Indonesia

Based on **Figure 2**, pedagogic competence of SET in Indonesia spreads from very poor to excellent. Most SETs in inclusive schools in Indonesia (51.3%) have good pedagogic competence, and others (32.5%) have quite good pedagogic competence. Only a small number of the SETs (9.8%) rated themselves as having

excellent pedagogic competence. Meanwhile, there are still some SET that assess their pedagogic competence in poor (6%) or very poor (0.4%) category.

Personality Competence of SET in Indonesia

Based on **Figure 3**, the personality competence of SET in Indonesia varies from very poor to excellent. Most SETs in inclusive schools in Indonesia (68.7%) have excellent personality competence, and some of them (25.3%) have good personality competence. A small number of the SET (3.8%) rated themselves as having a quite good personality competence. Meanwhile, there are a small number of SETs who rated their personality competence in poor (1.9%) or very poor (0.4%) category.

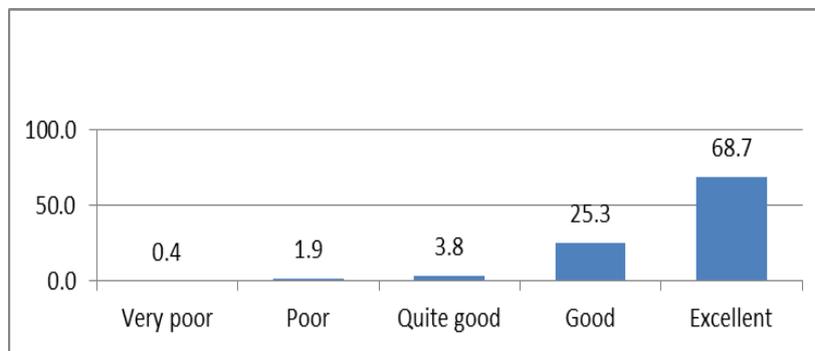


Figure 3. Personality Competence of SET in Indonesia

Professional Competence of SET in Indonesia

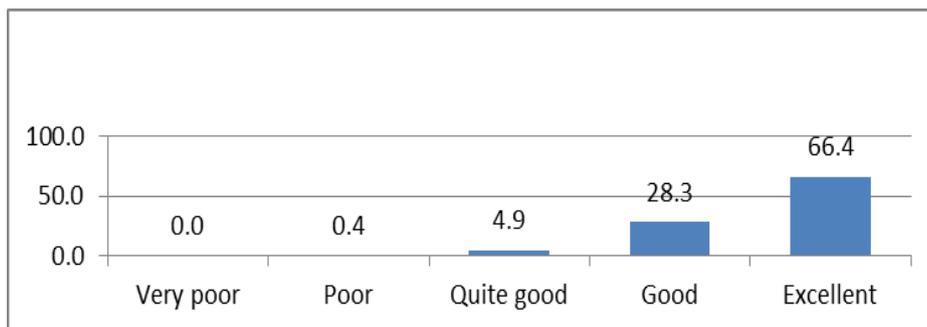


Figure 4. Professional Competence of SET in Indonesia

Based on **Figure 4**, the professional competence of SET in Indonesia varies from poor to excellent. Most SETs in Indonesia (66.4%) have excellent professional competence, and others (28.3%) have good professional competence. A small number of the SETs (4.9%) rated themselves as having quite good professional competence. Meanwhile, there is a small number of SETs that assess their

professional competence in poor category (0.4%) and no SET assesses their professional competence in very poor category.

Social Competence of SET in Indonesia

Based on **Figure 5**, the social competence of SET in Indonesia varies from poor to excellent. Most SETs in Indonesia have excellent social competence (43.4%) and good social competence (40%). Some others assessed themselves as having quite good social competence (15.5%). Meanwhile, there is a small number of SETs that assessed their social competence in poor category (1.1%) and no SET that assessed their social competence in very poor category.

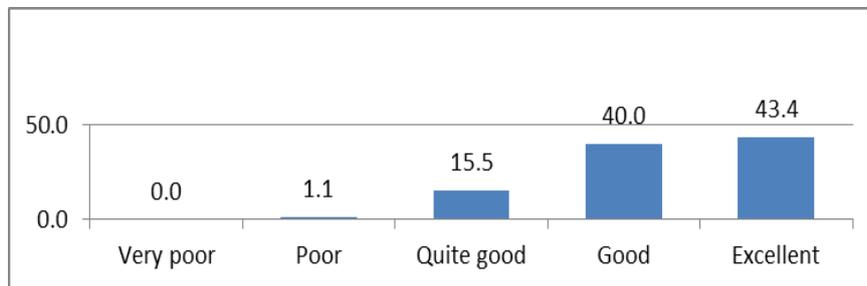


Figure 5. Social Competence of SET in Indonesia

Special Education Competence of SET in Indonesia

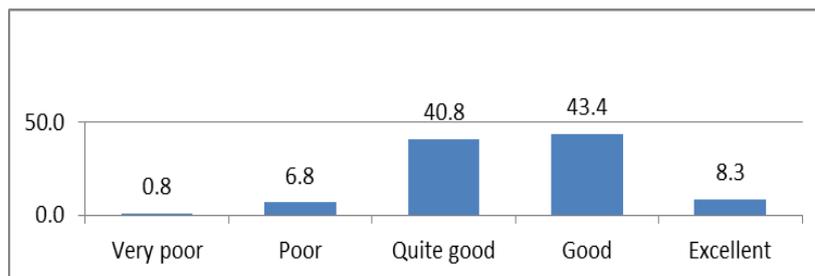


Figure 6. Special Education Competence of SET in Indonesia

Based on **Figure 6**, special education competence of SET in Indonesia varies from very poor to excellent. Most SETs in inclusive schools in Indonesia have good (43.4%) and quite good (40.8%) special education competence. Only 8.3% of SETs rated their special education competence in excellent category. Meanwhile, 6.8% of SET assessed their special education competence in poor category and there was a small number of SETs assessing their special education competence in very poor category (0.8%).

DISCUSSION

The research results showed that the competence of SET in inclusive schools in Indonesia is mostly in good (54%) and quite good (32.1%) category. Meanwhile, the personality competence of SET in inclusive schools in Indonesia mostly in excellent category (68.7%) and good category (25.3%); the professional competence is mostly in excellent category (66.4%) and good category (28.3%); the social competence is in excellent category (43.4%) and good category (40%); the pedagogic competence is mostly in good category (51.3%) and quite good category (32.5%); and the competence of special education is mostly in good category (43.4%) and quite good category (40.8%).

The results of self-evaluation of SET competence in inclusive schools in Indonesia are mostly in quite good and good category. It shows that SETs in Indonesia generally have a good assessment of their competence as a SET. However, the results of this good SET competence are still only based on self-evaluation results of SET competence. This evaluation results still need to proceed and complete with the assessment through other ways to obtain more comprehensive data on SET competence. This is consistent with the opinion of Shores, R. E., Cegelka, P. T., & Nelson, C. M., (1973) that some literature suggests that teacher competence tends to come from expert opinion based on direct observation of teacher behavior. Competency evaluation has not been conducted based on observations on the impact of teacher performance behavior on children with special needs (Shores, R. E., Cegelka, P. T., & Nelson, C. M., 1973).

Furthermore, the results of the study indicate that there are differences in SET self-evaluation results in inclusive schools in Indonesia on the aspects of personality, professional, and social competence with the aspect of pedagogic and special education competence. Competence of SET in Indonesia in the aspects of personality, professional, and social is mostly in the excellent and good category. Meanwhile, the competence of SET in Indonesia in pedagogic and special education competence is mostly in good and quite good category. Thus, it can be seen that the SETs in Indonesia assess their selves in pedagogic and special education competence slightly lower than in personality, professional, and social competence.

Moreover, there are still a small number of SETs in inclusive schools in Indonesia that assess their competence in pedagogic and special education aspect in poor and very poor category. Meanwhile, a small percentage of SETs in inclusive schools in Indonesia assess their competence in the aspect of personality in the poor and very poor category, while their professional and social competence in poor category. In the professional and social aspect, there is no SET that assesses the competence in very poor category. This result also shows that the SETs assess their pedagogic and special education competence slightly lower than their personality, professional, and social competence, although all of these competencies are largely in quite good, good, and excellent category.

A qualified SET must master basic knowledge of learning practices and demonstrate competence in classroom practice. Thus, the SET needs to have the basic knowledge and skills of classroom practice in preparation for teaching special education (Brownell, M. T., Sindelar, P. T., Kiely, M. T., & Danielson, L. C. [7]). Meanwhile, basic knowledge and teaching practice skills can be obtained primarily through teacher education. Thus, pedagogic and special education competence can be obtained through teacher education, especially in special education program. Therefore, the level

education and educational background have an impact to pedagogic and special education competence.

The research results of the Nougaret, A. A., Scruggs, T. E., & Mastropieri, M.A [21] indicate that certified teachers are assessed by supervisors as statistically higher than teachers with temporary licenses, even though their self-assessment results are equally good. One of the requirements as a certified teacher is having the minimum level of education (e.g. undergraduate on education or special education program). It shows that the level of education and educational background also influence the individual's self confidence in assessing their pedagogic and special education competence. Data analysis related to SET identity as the respondents in this research also shows that the SETs assessing their pedagogic and special education competence in poor and very poor category mostly have non-bachelor degree or have bachelor degree in non-educational or non-special education program.

Meanwhile, the personality, professional, and social competence are competencies that can be obtained not only through formal education, but also largely through the processes of daily living. Therefore, both SETs that have met the educational standards and who have not met the educational standards can have equally good judgments in personality, professional, and social competence. This is consistent with the research results of Nougaret, A. A., Scruggs, T. E., & Mastropieri, M.A [21] indicating that both certified teachers and temporary licensed teachers evaluate themselves equally well. Personality, professional, and social competence are more influenced by attitudes and behavior of individuals in their daily living and attitudes toward the special education or children with special needs education. Positive behavior and attitudes toward special education or children with special needs education are one of the things that determine the ability of SET (McCall, Z., McHatton, P. A., & Shealey, M. W. [11]).

CONCLUSION

This research was conducted to know the competence of SET in inclusive school in Indonesia, including pedagogic, personality, professional, social, and special education competence. SET evaluation results of SET competence can be concluded in good category, although there are still small numbers of SETs that assess their competence in poor category. Nevertheless, this SET's competence assessment is still only based on self-evaluation assessment. Therefore, this self-evaluation still needs to be continued with evaluation through various ways, such as portfolio assessment, performance appraisal, SET performance assessment, and assessment of student achievement to obtain comprehensive data of SET's competence. The results of this study can be a recommendation related to development policy of SET competence by inclusive schools and government.

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