

Increasing Self-efficacy through Inclusive Education for Autistic Children

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Abstract—The purpose of this study was to determine the self-confidence of autistic children through inclusive education. The population of autistic elementary school students in the Kota Bengkulu with a sample of 37 students (SD) in the Kota Bengkulu was chosen randomly. The test results were analyzed using T-Test correlated data. The results showed a significant relationship between the interaction between the inclusive education model and the initial skills of autistic students to improve the self-efficiency of autistic students. Inclusive education correlates with the correlation of self-efficacy = 0.887 with a significance probability <0.05.

Keywords—self-efficacy; inclusive education; autistic children

I. INTRODUCTION

Students is learning in the schools need self-efficacy. Beliefs of self-efficacy differ in level, generality and strength [1]. Specifically, the perception of a task is affected by the level of task demands necessary to accomplish the task. Will the demands be classified as simple, moderate or difficult? Generality refers to the range of activities that are included in the perception of the performed task. Self-efficacy is more generalizable when activities are similar in degree and with regard to situations and require the same capabilities. Finally, strength varies with self- efficacy beliefs. Those who have weak self-efficacy beliefs will allow negative experiences to weaken their self-efficacy as they give up working toward the goal. Furthermore, those with strong self-efficacy beliefs will continue to strive for accomplishment, even if difficulties or obstacles become apparent [2]. Banduras' self-efficacy theory distinguishes between outcome expectancy and efficacy expectation. The degree to which the teacher believes that the environment can be controlled is outcome expectancy.

It deals with the general belief that a specific action produces a specific outcome. It does not refer to individual teachers' capabilities. The conviction that the teacher is personally capable of successfully executing actions that will result in the wanted outcome defines efficacy expectation [2]. It is efficacy expectation that predicates an individual's undertaking of a specific action. If the individual perceives the ability to successfully handle the task, he/she is more likely to engage in the task. Once engaged in the task, the positive perception of self-efficacy and a positive outcome expectancy will drive the individual to persist to completion. Upon

successful completion of the task, the individual's positive self-efficacy will be affirmed or strengthened even more. Those who have a weak efficacy expectation and outcome expectancy will allow fear and apprehension with regard to obstacles to turn them away. Should the individual with a weak self-perception attempt the task, this person will be more likely to surrender in the presence of difficulties or obstacles, ultimately resulting in a lower self-efficacy [2].

High levels of self-efficacy are more likely to yield perseverance in dealing with and managing occupational stress, which is likely to ultimately impact on the individual's work performance [3]. People who believe in their own capabilities are more inclined to approach tasks differently [3]. They will also be more inclined to improve and sustain their efforts and will recover more quickly in the event of setbacks, support to the relationship between task performance, motivation and self-efficacy [3].

People who doubt their capabilities, who shy away from difficult tasks and who have low aspirations and weak commitment to goals that they attempt to pursue are characterized as having a low sense of self-efficacy [3]. The lower levels of older teachers' self-efficacy beliefs might be influenced not only by biological and psychological changes related to chronological and peer perceptions of declining competence influenced by stereo [4]. Furthermore, Klassen and Chiu summaries their findings on a low stating that age-related changes in motivation beliefs, such as self-efficacy only by chronological age but also by the psychosocial context of the work environment [4]. The contexts in which the teachers worked were also linked with their self-efficacy. Teaching in elementary schools and teaching kindergarten were linked with higher levels of self-efficacy for classroom management and student engagement. There has been surprisingly little research on how teaching context influences teachers' self-efficacy [4].

Teachers of higher grade levels reported lower self-efficacy than teachers of lower grade levels and that the inverse relationship between teaching level and self-efficacy was especially marked for teachers of elementary school-aged students in comparison to teachers of middle and high school-aged students [5].

Inclusive education is designed to respect the equal rights of people to education regardless of age, gender, ethnicity,

language, disability, etc. Inclusive education began to be widely discussed after the 1989 world convention on children's rights and the 1991 world conference on education in Bangkok. The result is a declaration is education for all or education for all. As a follow-up to the Bangkok Declaration, in 1994 an educational convention was held in Salamanca Spain which sparked the need for inclusive education which was subsequently known as 'The Salamanca Statement on Inclusive Education'. This document recognizes the human rights of all children for inclusive education. There are 193 countries that have signed the Convention on the Rights of the Child and have also agreed to be bound by the contents of this Convention. As a result, several countries have made significant progress as evidenced by the way each country promotes inclusive education in their national legislation, for example Canada, Cyprus, Denmark, Iceland, India, Luxembourg, Malta, Netherlands, Norway, South Africa, Spain, Sweden, Uganda, United Kingdom, United States, and Italy. In addition, Laws in Italy have supported inclusive education since the 1970s [6].

In Indonesia, the process towards inclusive education began in the early 1960s by several blind students in Bandung with organizational support for the blind as a pressure group. A number of blind youths insist on getting a higher level of education by trying to enter regular high school despite the high school's rejection efforts. In the late 1970s the government began to pay attention to the importance of integrated education with the issuance of Minister of Education Decree number 002/U/1986 concerning Integrated Education for Disabled Children [7]. Unfortunately, when the integration education project ended, the implementation of integration education was increasingly practiced. Towards the end of the 1990s a new effort was made to develop inclusive education through a collaborative project between the Ministry of National Education and the Norwegian government under Braillo Norway management and the PLB Directorate.

Inclusive education has a very noble goal, namely to eliminate education discrimination for students who have abnormalities and privileges. Inclusive education aims to: (1) provide the widest opportunity for all students who have physical, emotional, mental and social abnormalities or have the intelligence potential and / or special talents to obtain quality education in accordance with their needs and its abilities; and (2) creating an educational organization that respects diversity, and is not discriminatory for all students [7]. But today, the goal of inclusive education is not easy to achieve. The difficulty to reach the goal of inclusive education is certainly caused by obstacles or problems in the delivery of inclusive education.

One of the main barriers in the practice of inclusive education is represented by the teachers' attitudes towards inclusion and its principles. These attitudes are influenced by several factors such as: the degree of children' difficulties, the nature of children' disabilities, the teachers' experience with children with special educational needs, the trust in their own capabilities to implement inclusive activities (the teachers' preparedness for integrated classrooms) or the expectations towards the children no matter what are the differences between them, the curricula and so on. Previous studies support

the idea that teachers perceive students with behavioural or emotional disorders as being more difficult to work with in the classroom than the other children with different disabilities[6].

Teachers do not feel that they are prepared or competent to teach both regular learners and learners with special educational needs. The main reason is that they did not have sufficient training to deal with these inclusive educational activities [8]. These findings are consistent with those which underline the fact that teachers who have an opened perception over the inclusion are more confident in their own abilities to implement the inclusive education [9]. There are many mainstream teachers who believe that children considered „different” are not their responsibility, idea which revealed the fact that there are many schools where the medical-pathological model still dominates the educational activity [10].

Another factor which has a great influence on teachers' attitudes is the previous experience with children with special educational needs. Those who had a more frequent contact with people with disabilities have a more positive attitude towards inclusion than those who experienced little contact [11]. A large number of teachers believe that the successful implementation of inclusive practices should be based on a review of the curriculum and of the teaching strategies used in classes with children with special educational needs.

II. METHOD

This study was a pre-experimental study, using the pretest and posttest design, the instrument tested the confidence of autistic students. The population of autistic elementary school students in the city of Bengkulu with a sample of 37 students (SD) in the city of Bengkulu was chosen randomly. The instrument of this research is a test of self-confidence. This study experimented with the confidence of autistic students through conventional education and the confidence of autistic students through inclusive education. This model is based on student cognitive conflict which is controlled by conventional education models. Test results data were analyzed using T-Test correlated data.

III. RESULTS AND DISCUSSIONS

The study of cognitive pre-experimentation in the education of autistic students through an increase in self-efficacy of autistic students was carried out in the elementary school of the city of Bengkulu. In accordance with the background description and method, testing is done by giving autistic students an initial test, where students have not been given treatment and the second test, after autism students are given treatment, using the commonly used self-efficacy test.

In improving the self-efficacy of Bengkulu elementary school autistic students taught with an inclusive learning model, there was a significant increase with the average ability of the pretest score from the self-efficacy test to be 27.43, and the posttest standard deviation. The self-efficacy test score is 5.987. This implies that convincing about the application of inclusive education can replace conventional education, especially for autistic children. Self-Efficacy of autistic

students in the elementary school of the City of Bengkulu shown in Figure 1.

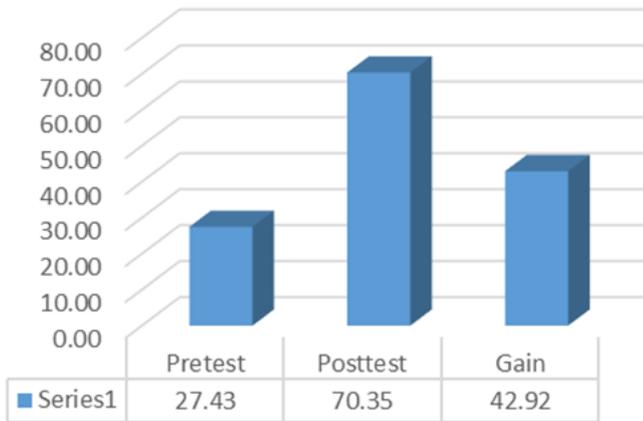


Fig. 1. Average self-efficacy pretest-posttest and gain.

The increase in self-efficacy of autistic students in Bengkulu City elementary school taught by inclusive models has increased considerably. Data shows that the increase in self-efficacy of Bengkulu elementary school autistic students after being taught with an inclusive model is 70.35 with a standard deviation of 5.987. Data shows that student self-efficacy is very high. The results of this study provide a very good description, evidenced in Table 1.

TABLE I. MEAN SELF-EFFICACY PRETEST-POSTTEST

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	70.3514	37	5.98710	.98427
	Pretest	27.4324	37	4.22651	.69483

Based on Table 2 below shows that inclusive education correlates with correlation self-efficacy = 0.887 with a significance probability <.05. This test implies that the ANCOVA model was built correctly. Furthermore, in determining the increase in the influence of inclusive education on self-efficacy.

TABLE II. CORRELATION INCLUSIVE EDUCATION WITH SELF-EFFICACY

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	37	.887	.000

See Table 3. The average data = 42.91 shows a significant number <.05 with T = 88.01, which states that the inclusive education model has a significant effect on Self-Efficacy. This implies that the influence of the inclusive education model to improve Self-Efficacy of Primary Schools is better than the conventional education model when controlled.

TABLE III. HYPOTHESIS TEST

		Paired Differences					
		Mean	SD	S. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Posttest-pretest	42.918	2.966	.48765	88.011	36	.000

That the Self-Efficacy ability of autistic students taught with the Inclusive education model is higher than the students taught through conventional education. There is an interaction between the inclusive education model and the initial skills of autistic students to improve the self-Efficacy of autistic students.

The results of this study support previous research, including Herawaty [12] that the higher of the self-efficacy a person has, the better the activities he performs in various tasks and responsibilities. This means that the increase in performance is directly influenced positively by an increase in self-confidence. So that high self-confidence will have a positive impact on improving performance. Thus, we conclude that self-efficacy was supportive for student performance.

IV. CONCLUSION

Evidence from this study shows that the influence of inclusive education models based on improving Self-Efficacy in Autistic Students is better than conventional learning models when controlled by cognitive style covariates. Thus, it is recommended that the government and related agencies change the conventional education model with an inclusive education model based on cognitive conflict in autistic students. Finally, we would like to thank the Postgraduate of Education Program, Universitas Bengkulu for supporting this research.

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