

ELEMENTARY SCHOOL TEACHERS' PERCEPTION ON INCLUSIVE EDUCATION IN BIREUEN DISTRICT

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ABSTRAK

The purpose of this research is to determine elementary schools teachers' perception on inclusive teaching in Bireuen as well as to investigate whether or not teachers from inclusive school and teachers from non-inclusive schools show significant differences in term of perception. The participants of this research were two teachers from inclusive school and another two from non-inclusive schools. They were selected based on their willingness to involve in the research. This research was qualitative study so interview guide were used to collect data. The collected data were analysed and interpreted through qualitative procedures; data condensation, data display and data verification. The results of the interview show that teachers have positive outlook toward inclusive education. The non-inclusive teachers are on the right tract of becoming better inclusive teachers. There were no significant differences in perception about inclusive education between non-inclusive teachers and inclusive teachers. What differentiates them is their self-efficacy.

Keywords: Inclusive education, *perception*, *special needs*

1. INTRODUCTION

1. Research background

Inclusive education is an education system that provides opportunities for all students with special need to take part in education or learning in an educational environment together with other students in general. The practice of inclusive education has been around for a long time in developed western countries. Teaching inclusion in Indonesia beginning to develop in 2003 based on Law Number 20 of 2003 concerning the National Education System, Article 5 paragraph (1) which states that "every citizen has the same right to obtain quality education". Indonesia towards inclusive education was formally declared on August 11, 2004 in Bandung, with the hope of mobilizing regular schools to prepare education for all children, including children with disabilities.

Since 2012 Aceh is one of five provinces selected as pilot areas for inclusive education. So government have been issuing an instruction to inclusive teaching to all level of schools and instructed public schools to accept students with special needs. Bireuen is one of many sub-districts in Aceh which started to implement inclusive education started from 2012.

Although awareness about inclusive education continues to grow, inclusive education has not been fully accepted and has not achieved the expected results. In 2021 there are very few schools which declared themselves inclusive

schools, while other schools are not ready to accept special needs students. The implementation of inclusive education in Bireuen has not been effective due several factors, and one of them is teachers' perception. Some teachers may think that special need students does not belong to public schools to begin with, some teachers may feel overwhelmed by load of work in an inclusive classroom and they may feel discouraged to teach in such a classroom, while others may feel they do not have adequate knowledge and skills to teach in inclusive classroom (Gokdere, 2012; MacBeath et.al, 2006; Silverman, 2010) Teachers' perception or beliefs about inclusion are linked directly to teaching practices in inclusive classroom, it is also an important factor influencing positive teacher attitude toward students with special needs and additionally teachers' perceptions also affect the effectiveness of inclusive classroom (Jordan, Glenn, & Mcghie-Richmond, 2010; Avramidis & Norwich, 2002). Therefore the purpose of this research is to determine elementary schools teachers' perception on inclusive teaching in Bireuen as well as to investigate whether or not teachers from inclusive school and teachers from non-inclusive schools show significant differences in term of perception.

2. Research questions

Related to the description of the background of this study, the formulated research question of this research is as follows:

- a. What are the elementary school teachers' perceptions towards inclusive education?
 - b. Are teachers from inclusive school and teachers from non-inclusive school having different perception toward inclusive classroom?
3. Research objectives
- Based on the above research questions, the researcher intended to find out:
- a. Elementary school teachers' perceptions towards inclusive classroom.
 - b. Whether teachers from inclusive school and teachers from non-inclusive school having different perception toward inclusive classroom.
4. Research significances

This result of this research can add new understandings of teachers' perception about inclusive classroom and provides an opportunity for teachers, policy-makers and the wider community to gain insight into this phenomenon. This research may contribute to better understanding and more effective and in-depth exploration of teacher perception about inclusive classroom in Bireuen District, Aceh.

The results of this research will also provide useful information for teachers; education administrators and other researchers in regard to the importance of understanding teachers' perception about inclusive classroom. The research may help school officials especially in Bireuen to formulate future interventions to foster or change attitudes towards inclusive teaching.

5. Research scope

The research mainly discusses what teachers think about inclusive education, what they know about it and what they want to do go improve it.

2. Literature review

1. Teacher perception

Perception is a process that is preceded by a process sensing, which is the process of receiving a stimulus by an individual through the senses or also called the sensory process (Walgito, 2010). In simple terms, perception can be said to be the result of a person's process of understanding stimuli. A teacher can receive stimuli from anywhere, from the way they learn first, from the way other teachers teach, from books they read or from the PKB they attend.

Some experts in perception state that perception and belief are two different things, they state that perception is something superficial or on the surface, while belief is something that is deeper and affects a teacher in the teaching and learning process. Meanwhile, some other experts consider that teacher beliefs are the assumptions and

perceptions of teachers about the teaching and learning process (Farrel, 2005). Teacher beliefs are values held firmly by teachers that act as a filter that filters out new experiences to be implemented (Kagan, 1992). In this study, there is no difference between perception and belief; everything that influences and affects the teaching and learning process will be categorized as perceptions.

2. Inclusive Teaching

Definition of inclusive education according to UNICEF is "children in the same classroom and in the same schools". It means inclusive education allows students of all backgrounds to learn and grow side by side. The practice of inclusion refers to actions taken to include a specifically identified group of students in the learning that takes place in a regular education classroom, students with physical or health disabilities, developmental, emotional, or learning disabilities (Worrell, 2008).

Inclusive Education is a system educational services that accommodate all children regardless of physical condition, intellectual, social, emotional, language, or condition others with cooperative basic services, tolerance, acceptance, and flexibility. This matter according to the opinion of Garinda (2015).

3. The Role of Perception about inclusion in Teachers' Teaching

Perception is very important in understanding human behaviour because every person perceives the world and approaches life problems differently. Teachers' perceptions about everything related to teaching have been known to affect teaching. This case also applies in what affect inclusion schools. Teachers' perception about inclusion have been linked directly to the implementation of inclusive classroom practice (Avramidis and Norwich, 2002).

From the research it is evident that in order for inclusive education to be effective teachers need to believe that all students belong in regular classroom (Florian and Hawkins, 2011). This perception in time will be enhanced by experience and familiarity with special need students and teachers will see inclusion differently (Specht, 2015).

3 Method

a. Research Design

This research investigated elementary school teachers' perception about inclusive classroom in Bireuen district. The nature of this research is qualitative study. Therefore, the result of this study is in the form of descriptive qualitative.

b. Research location

Research was conducted in Bireuen district. The interviews were conducted in different places at the teachers' free time.

c. Participants

There were four participant involved in this research. Two of them; male and female are from an elementary school with inclusive classroom. The other two; both female are from an elementary school without inclusive classroom. They come from two different schools because this research meant to find differences in their perception. The interviewees were chosen basically of their willingness to participate in the research.

d. Research instrument

The instrument used in this study was semi structured interview guide, in order to gather in-depth information about teachers' perception. The interview guide was chosen because the researcher might have to extend or change the questions, based on the participants' response. There were thirteen main questions to answer.

e. Technique of data collection

In collecting data, the teachers were interviewed separately. It was done so to make sure that the teachers can speak freely without fear of being heard by other teacher. All interviewees were asked the same main questions, but it was expanded during the interview according to the answer given by interviewee. The interviews were conducted in Indonesian language, where the time of interview ranges from 30 to 50 minutes. The data collected through interview was recorded by using smart phone. It was transcribed by hand to computer in order to facilitate in analysing the data. After that, it was classified into three main categories and used to answer the research questions.

f. Technique of data analysis

The process of data analysis from interview was conducted in three steps. First, the interview was transcribed verbatim and written down to computer. The researcher read the transcripts thoroughly and the relevant data were noted. Those notes are called coding. The coding was then generalized to three general themes: 1) what teachers think about inclusive classroom 2) What they know about it, and 3) what they want to do go improve it. The irrelevant and overlap data were condensed or reduced. Secondly, the information found was organized, compressed and assembled (Punch, 2005). In displaying the data, the researcher narratively presented the findings

(Creswell, 2012). Lastly, a reasonable conclusion is drawn. Meanwhile, the data were also verified by relating them to the research question.

4. Findings and discussion

This chapter presents research findings and discussions of the research. The data findings focused on describing the data obtained from interview posed to four elementary teachers which explore their perception on inclusive education, while the discussion focused on answering the research questions.

a. Findings

1. Teachers' Background Information

Below is the teachers' background information; the data can be seen in the following table.

Table 4.1: Teachers' Background Information

Teacher	Gender	Age range	Formal education	Major	Working time range
M1	Male	30-39	Master	Mathematic education	6-10
F2	Female	30-39	Bachelor	Kewarganegaraan education	11-15
F3	Female	50-59	Bachelor	English education	20+
F4	Female	40-49	Bachelor	Bahasa Indonesia Education	16-20

2. What Teachers Think About Inclusive Classroom

This section of the interview consists of two questions, focused on teachers' opinion or perception about inclusive classroom in general. The first question in this section is asking what teachers think of inclusive classroom. M1 said that inclusive classroom enable students to get rid of feelings of inferiority and low self-esteem which is highly related to special need students, so he is strongly agree that regular school is provided with inclusive classroom. F3 said that inclusive classroom has been implemented in her school from a long time ago, even before the term 'inclusive' really used, so she has witnessed how special need students really thriving, and she supports the implementation of inclusive classroom. F3 said that she supports the implementation of inclusive education because it allows students to have a fair education. F4 said that the implementation of inclusive education in Bireuen district is not yet fully succeeded, cooperation among teachers, parents and policy maker is highly recommended.

The second and the third questions are asking teachers of their willingness and readiness to teach in inclusive classroom. All of the four teachers said that they are willing but they do not think that they are ready to do so, especially two

teachers from the non-inclusive school said they still need further training.

It can be concluded from the answers of the first question that the four teachers may have different opinion on benefits of inclusive education, but in general they agree and support the implementation of inclusive education in elementary schools. The answer of the second question shows that they are willing to teach in an inclusive classroom, but the answer of the third question shows that two teachers from non-inclusive schools emphasized that they are not ready to teach and that they need further training on inclusive education.

3. What Teachers Know About Inclusive Education

This section of the interview consists of nine questions, focused on teachers' knowledge and awareness about inclusive education. The first question in this section is asking teachers about what they know about inclusive education. M1 said that inclusive education is an education which giving the same chance to students with special need to learn along with another normal kids in the same classroom. F2 said that inclusive is an education where everyone is included, so students with special need have a choice to go to special school or public school. F3 said that inclusive is education for students with special needs in a regular classroom. F4 said that inclusive education is when students with different level of learning pace are put in the same classroom.

The second question is asking since when inclusive education is implemented in Indonesia. M1, F2 and F4 said that it started from 2004. F3 said that she does not know. The third question is asking since when inclusive education is implemented in Aceh and Bireuen. M1, F3, F4 said it started in 2012. F2 said that it has been around for forever but it officially started in 2012 on a trial basis until now. The fourth question is asking how many schools are implementing inclusive education in Bireuen district. M1 said he did not know. F2 said there are four schools in Bireuen district that announced themselves as inclusive schools. F3 and F4 said that they only know one inclusive school.

The fifth question is asking whether teachers have been teaching students with special need, and what kind of special need students. M1 said that she have been teaching students with learning delay and hyperactivity. F2 said that she have been teaching mute student without a hearing defect. F3 said that she never teaches special need students, but she has a mute niece who has discipline problem. F4 said she never teach students with special need, neither she have special need students in her family.

The sixth question is asking whether teachers have been involved in workshop or any other training related to inclusive teaching. M1 said that have been involved in special education teachers training held by Kemendikbud. F2 said that three teachers from her schools including herself have been chosen to attend every seminar or training related to inclusive teaching; most of the time they were held online at least once every two months. F3 and F4 said that they always wanted to attend seminar on inclusive education, but the schedule is conflicting with their teaching schedule.

The seventh question is asking what are three most important things in making an effective inclusive classroom. M1 said that three most important things in making an effective inclusive classroom are creating a friendly learning environment, creating a good relationship between student and teacher and mastering techniques that enable students with special need to learn along with normal students. F2 said that the most important things in making an effective inclusive classroom are willingness to teach, knowledge and skills, and then come confidence or self-efficacy. F3 said that, the most important thing in making the effective inclusive classroom is teachers have to belief that disabled students belong in the regular classroom, because it is hard to convince people before you believe in it yourself, then followed by knowledge on techniques how to manage inclusive classroom and willingness to keep learning. F4 said that teachers need to have knowledge, patience and creativity.

The eighth question is asking why special needs students need to be put in regular classroom. M1 said that every student have the same right in getting education, regardless of their individual differences, social backgrounds or learning difficulties, schools have to provide the opportunity for them to sit and learn in the same classroom. F2 said that inclusive education gives opportunity to special need students to go to regular schools. F3 said that education in public schools is meant to prepare students to live in community, so there is every need to put students with special need into a regular classroom in order to familiarize them with classroom that mirrors community. F4 said that inclusive classroom enabled students to be independent.

The ninth question is asking why it is important for schools to provide an inclusive classroom. M1 said that inclusive classroom can erase old rules about special need students that have been set in a community; it is an unwritten rules that special need students have to go to special schools. F2 said that inclusive classroom allows students to go to regular schools as any

other normal students. F3 said that inclusive classroom's purpose is to give students a fair treatment in education. F4 said that inclusive classroom teaches regular students to be tolerant and special need students to believe that they belong.

It can be concluded from the first question that in general the four teachers know what inclusive means. They explained the definition using their own word but basically they have the same perception. The second, third and fourth questions are asking about specific information about inclusive education. Most teachers know the answers; one said that she does not know. The fifth question shows teachers' experience with special need students. Three of the teachers have experience with them. Two teachers from inclusive classroom have taught in an inclusive classroom and a teacher from non-inclusive classroom has personal experience with special need student.

The sixth question is about development program; the two inclusive teachers said that they attend seminar and workshop regularly, but the non-inclusive teachers said that they have not yet had an opportunity to do so because of conflicting schedule; even so they are willing to attend, in the future. The seventh question suggests that teachers have similar perception on what constitute an effective inclusive classroom. They start with willingness to teach, knowledge, self-efficacy, and beliefs that the students belong in the same classroom. The eighth question shows that teachers believe that special need students need to be put in a regular classroom because of several reasons, one of them is inclusive education aim to prepare students to live in the community independently. The ninth question shows that teacher believe that inclusive schools allow students to choose where to go to school and regular students to learn to be tolerant.

4. What Teachers Want To Do To Improve Inclusive Classroom

This section of the interview consists of two questions, focused on teachers' efforts to improve or prepare themselves to teach in an inclusive classroom. The first question is asking about what teachers want to do to improve inclusive teaching. M1 said that he want to build cooperation with other teachers, because those special need students are in the regular classroom, so every teachers have to understand their characteristics. F2 said that she has attended a lot of training and seminar but everything she learnt and apply at school are still in a trial and error stage. But she believes that taking notes and doing a reflective teaching will help. F3 said that help from parents are immensely valuable; teacher and parents have to work together. F4 said

that Bireuen district have to have standardize rules, so whenever students go, the rules apply,

The second question is asking what the teachers can suggest for future improvement for inclusive classroom. M1 said that continuing training is the key, so teachers keep updating their knowledge on the topic. F2 said that policy maker have to supervise teachers in teaching. F3 said that teachers need monitoring from government after the development program they took. F4 said that government of Bireuen have to provide teachers with volunteer program, so teachers have opportunity to be in an inclusive setting, especially teacher from non-inclusive school like her.

b. Discussion

This study was intended to find out how the elementary schools teachers perceived inclusive education. The researcher has investigated two research questions regarding the elementary school teachers' perception on inclusive education in Bireuen district. The first research question was investigated teachers' perception on inclusive education, and the second one was going deeper to find out whether teachers from inclusive school and teachers from non-inclusive school having different perception toward inclusive classroom.

The first section of the interview focuses on teachers' perception about inclusive education. It is important to note teachers' perception in this area because perception is what drive teachers in doing everything related to teaching. Teachers beliefs have been identified as an important factors which influences teachers success as well as teachers' practice (Pajares. 1992)

Answer of the first question shows that, teachers may have different view on how inclusive education benefits their students but they agree and support the implementation of inclusive education in elementary schools. This positive opinion toward inclusion is the first step into the right direction. Perception or opinion is known to be an important factor which influences teachers' success in practicing inclusive education (Pajares, 1992). So at the end, this positive outlook will lead into a positive result.

Answer of the second and the third questions shows teachers' willingness to teach in an inclusive classroom. It is an admirable thing, but two of the teachers from non-inclusive schools highlighted that they need further training on inclusive education in order for them to feel ready to teach. These two non-inclusive teachers lack of self-efficacy is a setback, since self-efficacy is influencing teachers' tenacity in teaching (Woolfok, Hoy & Davis, 2009). Teachers' lack of self-efficacy is not something that cannot be

changed; research has shown that teachers who attended more development program and have experience with people with disability have higher self-efficacy (Ozokcu, 2017; Peebles & Mendaglio, 2014)

The second section of the interview focuses on teachers' knowledge and awareness. Teachers' perception and practice were highly influenced by internal factors which consisted of knowledge, experience and awareness (Ashton, 2014). Answer of the first question shows that teachers' knowledge in general about inclusive education is adequate. Teachers' knowledge about specific information is lack to inclusive and non- inclusive teachers, as shown by answer of the second, third, and fourth questions. However this will not hinder with teachers' teaching, because there are a lot of teachers who does not know specific information about education but work as efficient as teachers who does.

Answer of the fifth and the sixth questions shows that, three of four teachers have experience with special need students and two inclusive teachers attend seminar and workshop regularly, but the non-inclusive teachers have not yet had an opportunity to do so because of conflicting schedule. Teachers from inclusive school; because they have more experience, feel more confident and also more tolerant and patient to the students. It is not surprising since people who are familiar with special need students view inclusion differently (Specht et al, 2015). Peebles and Mendaglio also suggest that teachers which have experience with family friends, work with special need students tend to have higher self –efficacy or confidence.

Answer of the seventh question suggests that teachers have similar perception on what constitute an effective inclusive classroom. They start with willingness to teach, knowledge, self-efficacy, and beliefs that the students belong in the same classroom. Similar with the result experts also agree, it is clear that in order for inclusive education to be effective, teachers have to believe that every students belong in regular classroom, feel confident in teaching them, and have the knowledge and skills to do so (Florian and Black-Hawkins, 2011; Jordan, glenn, and McGhie-Richmond, 2010).

Answer of the eighth question shows that special need students need to be put in a regular classroom because of several reasons; the first reason is to erase discrimination. This is in line with Law no. 20 Of 2013 which stated that education has to be democratic and not discriminative. The second reason is inclusive education aim to prepare students to live in the

community independently. This also stated in Permendiknas no 70 of 2009.

Special education school is limited in numbers; they are only available in the big cities (Doddy, 2013). There are elementary special schools for students with special needs in Bireuen district, but they are barely one in every sub district, so special need students who could not commute by themselves, they stop going to school all together. Inclusive schools are expected to make some special need students to be able to go to schools, learn and do things by themselves so they have no difficulty to mingle with friends and community. Because the primary purpose of inclusive education is to end all forms of discriminations and foster social unity (Specht and Young, 2010).

Answer of the last question shows teachers' perception in the benefit for schools to provide an inclusive classroom. Inclusive education provide a fair education for regular students and special need students, e is to give students a fair treatment in education. F4 said that inclusive classroom teaches regular students to be tolerant and special need students to believe that they belong. The same thing is also suggested by Specht and Young (2010); inclusive education is where all students belong and are valued members of their classroom and school community.

The third section from the interview focuses on teachers' efforts to improve or prepare themselves to teach in an inclusive classroom. These efforts are believed to be a manifestation of teachers' perception. Perception plays an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected (Xu, 2012). Putnam and Borko (1997) also emphasizes that teachers' beliefs about learning, teaching and subject matter are critically important determinants of the pedagogical strategies and techniques they employ in the classroom.

Answer from the first question shows that teachers want to improve inclusive education in Bireuen District. They suggest that collaboration among teachers, parents and government is extremely important. Collaboration as a key to a successful inclusion (Harvey et al, 2010). Additionally reflective teaching is also essential because reflective teaching is a process whereby teachers reflect on their teaching practices in order to examine the overall effectiveness of the teaching techniques they used.

The second question deals with teachers' suggestion for future improvement for inclusive

classroom. Supervise and monitor from policy maker are greatly expected as much as continuing professional development program and a volunteer program. Teachers think that after they completed the development program about inclusion, there are no follow up from supervisor and that discouraging for them.

It is clear that teachers have positive outlook toward inclusive education. The non-inclusive teachers are on the right tract of becoming better inclusive teachers. There were no significant differences in perception about inclusive education between non-inclusive teachers and inclusive teachers. What differentiates them is their self-efficacy.

5. Conclusion

The result of interview showed that, in general, all teachers show warm perception toward inclusive education, even teachers who have not been teaching or involve in an inclusive classroom. They are willing to teach in an inclusive classroom even they realized there are obstacles. They are also willing to attend more seminar or workshop on inclusive education. In term of knowledge, teachers have their own opinion on what constitute a better inclusion, but not far from the tract. In term of differences between non-inclusive teacher and inclusive teachers, there is no significant difference, beside their self-efficacy.

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