

学位論文の要旨 (論文の内容の要旨)
Summary of the Dissertation (Summary of Dissertation Contents)

論 文 題 目

Dissertation title

Effectiveness of In-on-in Professional Development in Inclusive Education for Inclusive Kindergarten Principals in Indonesia

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Inclusive education in Indonesia has been developing fast recently. Unfortunately, the implementation of inclusive education at kindergartens, as the basic formal education center, is often neglected. One of the reasons is kindergarten principals' attitudes toward inclusive education. Kindergarten principals still think that the implementation of inclusive education is a hard thing to do. To gain positive attitudes, joining professional development in inclusive education is key. However, the traditional way of professional development, where the participants only sit and watch, does not significantly improve participants' attitudes, skills, and knowledge.

This current study introduced a new model of professional development in inclusive education. The new model was hoped to gain more profound benefits for kindergarten principals in Indonesia and be more effective in improving principals' attitudes toward inclusive education, skills, and knowledge. The new model was named in-on-in professional development. In-on-in Professional Development was called in-on-in since it consisted of three professional development steps. The first "in" was training on the spot, where principals learned from experts about their professional needs in inclusive education. Then "on" was named since participants would implement what they got on their first training in their schools. The last "in" meant principals would do another training to report what they had done during their schools' implementation and get expert feedback. In the current study, the last "in" would be developed into Focus Group Discussion (FGD) to gain a more profound evaluation meaning, and participants could learn best practices from others.

With the participants from 23 provinces in Indonesia ($n = 120$), this study applied a mixed method of quasi-experiment design to determine the difference in principals' attitudes before and after joining the traditional and a new model of professional development by using the ITAIE (Indonesian Teachers' Attitudes Toward Inclusive Education) scale. The control and experiment classes were implemented to gain an accurate finding of the analysis. Besides the pre-test and post-test results, a questionnaire of 37 questions was used as the tool instrument to measure the effectiveness of the program. Paired t-test and independent t-test were applied to determine the significant difference in kindergarten principals' attitudes toward inclusive education. Furthermore, a three-way ANOVA was used to determine the interaction effect among the three independent variables of principals' age, domicile, and principals' experience in professional development in inclusive education on a dependent variable of principals' attitudes toward inclusive education.

An ANCOVA was used to measure the new professional development model's effectiveness. Furthermore, a questionnaire analysis was also applied to support the finding of the effectiveness analysis. Finally, descriptive analysis using the R tool was presented to determine kindergarten principals' priority contents of professional development in inclusive education.

The data analysis shows a significant difference in attitudes toward inclusive education between participants of the traditional (control) and the new model (experiment) of professional development. The participants' attitudes toward inclusive education before and after the professional development in the control class remained moderate. At the same time, in the experiment class, the participants' attitudes changed from moderate to positive after joining the new professional development program model. However, it was also found that there was no interaction effect among principals' age, domicile, and principals' experience in professional development in inclusive education toward principals' attitudes toward inclusive education.

Furthermore, by applying the questionnaire analysis, 89.2% of participants strongly agree and agree that the new model has been an effective model for professional development. The rest claimed that theory-based learning has been ineffective in improving their attitudes toward inclusive education. In addition, from an ANCOVA, the result also shows that the new model improved principals' skills and knowledge in inclusive education.

The descriptive analysis using the R tool revealed that the concept of inclusive education should be the top priority content of professional development in inclusive education, followed by an assessment as the second priority, and then a learning plan, coaching, and leadership. Surprisingly, evaluation learning was chosen as the last priority of professional development content. All those findings were supported by the qualitative data gathered from the interview analysis.

The qualitative study then underlined the same result. By applying open-ended questions, principals in control and experiment classes were asked about their experiences joining the professional development with the semi-structured interview. Principals shared almost the same opinions on the priority contents of professional development. Principals believed that the concept of inclusive education should be the main priority, followed by an assessment as the second priority, and then a learning plan, coaching, and leadership. Evaluation learning in an inclusive classroom became the last priority content for principals to learn in professional development. Furthermore, most principals in the control class doubted if they would be confident implementing inclusive education after joining the traditional professional development. In contrast, all principals in the experiment class believed they gained more positive results after joining the professional development and were ready to implement inclusive education in their kindergartens.

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