

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

The Development of an Instrument to Measure Indonesian Teachers' Attitudes toward Inclusive Education

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In Indonesia, the Inclusive Education System has been run for the past 20 years. It has been emerged both in the research and policy sectors. The implementation of Inclusive Education means to provide space for students with special educational needs to study in the same class as typical students. On the other hand, a great effort is needed to realize the success of Inclusive Education.

To achieve successful Inclusive Education, the teacher's attitude towards Inclusive Education is very important. However, based on the literature review, there is no instrument in the Indonesian context that can measure teacher attitudes towards Inclusive Education. Therefore, the present study aims to develop an instrument to measure teachers' attitudes towards Inclusive Education.

This study used the Research and Development method, which contains ten developing steps. The initial step is to conduct a literature review, make plans, and develop instruments. Then, proceed with validating the instrument to experts, two times trial in the filed times, and three times revisions. A total of 499 teachers from Indonesia became the participants in the first trial. Then, in the second trial, about 1,206 Indonesian teachers who have been taken as the participants.

The Indonesian Teachers Attitudes toward Inclusive Education Instrument, which is developed in the current study, is called the ITAIE scale. The ITAIE scale was developed from seven previous studies and combined with new items that fit the situation of Inclusive Education in Indonesia (Forlin, Earle, Loreman, & Sharma, 2011; Gregory & Noto, 2012; Cullen, Gregory, & Noto, 2010; Stobier, Gettinger, & Goetz, 1998; Monsen, Ewing, & Boyle, 2015; Mahat 2008; Sharma & Desai 2002). The seven previous studies researched on the development of instruments to measure teachers' attitudes towards Inclusive Education. Meanwhile, five items developed in Indonesia are the result of the analysis of government regulations and interviews with teachers about Inclusive Education in Indonesia. As a result, 22 items are considered the final version named the ITAIE scale and can measure teacher attitudes towards Inclusive Education. The 22 items in ITAIE scale are grouped into six components; 1) Creating an accepting environment for all students (3 items); 2) Problem students with SEN in the inclusive classroom (4 items); 3) Professional responsibilities in

Inclusive Education (4 items); 4) Professional knowledge about Inclusive Education (3 items); 5) Implication of Inclusive Education (3 items); and 6) Inclusive Education perspective in Indonesia (5 items).

The ITAIE scale is a valid and reliable instrument. In the validation process, with the lowest value of Principal Component Analysis is 0.541, and the value of reliability with Cronbach's Alpha is 0.821. Furthermore, the ITAIE scale has been used to measure the attitudes of 683 of Indonesian teachers toward Inclusive Education in East Java. As a result, 38.9% of teachers had a positive attitude, 45.3% had a moderate attitude, and 15.8% had a negative attitude towards Inclusive Education. It can be concluded that Indonesian teachers have a positive tendency towards Inclusive Education. Whereas in comparison of teacher demographic data, type of school, experience in training programs in Inclusive Education, and experience in interaction with SEN students have a significant difference. Teachers who teach in elementary schools have a more positive attitude towards Inclusive Education than teachers who teach in secondary schools. Furthermore, teachers who have experience in training programs in Inclusive Education and interact with SEN students have a more positive attitude towards Inclusive Education than teachers who do not have that experience. Whereas in the other demographic data analysis, specifically age, gender, school type, school level, educational level, teaching experience, and teaching experience in inclusive schools, there were no significant differences.

備考 論文の要旨はA 4判用紙を使用し、4,000字以内とする。ただし、英文の場合は1,500語以内とする。

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