

The Influence of Post-Training Monitoring and Mentoring on Teachers' Competencies of Inclusive Education in Elementary School

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The research was motivated by the problems found in post-training. Teachers rarely applied the knowledge they acquired during the training due to the unavailability of post-training monitoring. This research aims to investigate whether the control and mentoring post-training effectively improve the performance of teachers in implementing inclusive education. The research method used was a survey method with an ex post facto design. Samples selected were teachers who participated in the 2016 inclusive education training. Findings showed that; (1) teachers' competencies of inclusive education have improved after the post-training (2) training and assistance have a significant influence on enhancing teachers' performance in implementing inclusive education in elementary school.

Keywords: *Training; Assistance; Teachers' Performance; Inclusive Education*

Introduction

The issue found based on the findings of field research by (Irdamurni, 2014) showed that elementary school teachers were incompetent in implementing inclusive education in elementary school. The competencies of primary school teachers for inclusive education in Pauh were categorised low. Further research in (Yogya, 2013) stated that students with special needs were unable to enroll in an inclusive school as human resources and facilities were not sufficiently provided for them. Besides, research by Tarnoto, (2016), affirmed that teachers are not competent enough to manage students with special needs in an inclusive school (El-Haj, 2009).



This sense of being unqualified or not prepared to teach all students in inclusive classrooms raises questions about what constitutes necessary knowledge and skills, and different views about what classroom teachers need to know and how they might be prepared to work in inclusive classrooms have been explored in the literature.

Inclusive education as an educational service system obligates students with special needs to be facilitated at nearby schools and admitted to the regular classroom with their peers (Irdamurni, 2019). Inclusive education has a multitude of definitions. Johnsen, (2003) says that the principles that are accommodated to inclusive schools have caused high demands on teachers for both regular and special education. It demands a transition from the tradition of "teaching the same material to all students in the classroom," to become teaching each child according to their individual needs in the classroom setting. To reach a swift learning process and proper objectives in an inclusive classroom, teachers need to possess competencies of inclusive education implementation (Andrew, 2010).

Indriawati, (2013) states that a special education teacher in inclusive setting holds several tasks and responsibilities: (1) designing and performing a particular program; (2) conducting an identification process, assessment and organising individual learning programs; (3) modifying learning materials; (4) evaluating learning programs along with the homeroom teacher; (5) writing the program report and the development of special needs children. Garnida (2015) discovered the requisite categories for inclusive schools. One of them is attitude. Teachers and schools need to have faith in delivering an upgraded process of learning and teaching provided for everyone. In the school environment, specifically teachers, it is necessary to show a friendly ambiance and cooperation between regular students and special needs students. As the concept of 'inclusive education' has gained currency, students who would previously have been referred to the specialist form of provision, having been judged 'less able,' are now believed to belong in mainstreaming classrooms (Ferguson, 2008).

Teachers' competencies of inclusive education may improve through some methods, for instance, by implementing practical and useful training. However, exercise is not enough contribution. Despite the training and education, they have received, the teachers sometimes failed to apply the knowledge they gained at school. For this reason, a follow up-activity is needed throughout the monitoring and mentoring after the training. According to Irdamurn, (2017), some teachers are unable to attend the practice due to the unequal distribution of training and workshops of inclusive education.

Results of assessment in post-training contain data of problems in implementing inclusive education. Thus, teachers are assisted with the problems of the materials on the training and it



follows with the implementation in the field. In addition, Damayanti (2017) asserts that findings on teachers' competencies on domains of students, including assessment, instruction, collaboration communication, and professionalism were mostly moderate, while the area of content showed low competence.

Assistance is an attempt to open the path for an individual to learn to develop his maximum potential throughout the learning process and without patronising. The aid was intended to support and encourage teachers to carry out their studies and as a means to develop their potentiality to the utmost, expand their skills, enhance their quality of performance and become the expectation (Setiawan, 2012).

Facilitator assistance towards teachers is essential to encourage them to apply new ideas they have received from the training. Aid is a follow up of training, which is used as the monitor of the effectiveness of the practice. It also provides feedback from the training, so the teachers' performance on inclusive education is appropriately implemented.

Performance is an outcome of quality and quantity achieved by an employee in performing their task under their responsibility. Meanwhile, performance in learning activity means the ability and capability of teachers in creating a communicative environment between teachers and students which includes cognitive, affective and psychomotor aspects. (Depdiknas, 2004) Considering that monitoring and assistance in inclusive education are essential for teachers, they need to be monitored and assessed at the schools where they are assigned in. This aims to find out whether the implementation of inclusive education is properly applied in the field. If the implementation is not conducted, then they need to identify the problems and the assistance will be given to them.

Throughout the assistance, teachers can raise their confidence, convey self-reflection and realise that they are able and willing to frequently improve themselves even without supervision.

This research aims to identify the performance of elementary school teachers' post-training in inclusive education. Furthermore, teachers received monitoring and assistance regarding the problems they encountered in implementing inclusive education. After the assistance was given, measurement and analysis were conducted to see whether the training and assistance significantly influenced the teachers' performance in implementing inclusive education at school.

According to Guyana (2010) training is a process to help someone to acquire skills and knowledge Saleh (1992). Jucius (1991) explains that the term 'training' indicates every process to develop the talent, skills, and ability of an employee to complete a certain task. It is a process



to assist employees to master particular skills and mend their insufficiency. The focus is to increase their performance in regard to fulfill their work demands in the most effective way possible to date.

According to Sikula, training is a short-term education process using methods and systematic and organised procedure (Priansa, 2009). Menurut Kunartinah (2010) defines training as a series of activities in which providing the chance to acquire and improve work skills (Wiklund, 2009) Training means a process to teach skills and deliver knowledge in favor of acquiring and improving work skills, which is beneficial when completing a task. Meanwhile, Depdiknas (2004) defines performance as achievement, work or outcome of the performance. Government regulation No 71/1991 article 1 explains that training is an entire activity to achieve, improve and develop productivity, discipline, attitude and working ethos in a certain level of skill. It is based on the requirements of the position in which the application prioritises practice over theory. Training must be designed in an attempt to achieve advantages and benefits for the participants by learning every step of the program and so does the training in inclusive education.

Inclusive education is a developed model for children with special needs which is formally enshrined in the Salamanca Statement in World Conference on Special Needs Education in June 1994, which states that the basic principle of inclusive education is to ensure every child is given an opportunity to learn together regardless of individual differences or difficulties.

(Stainback, 1990) suggest that an inclusive school is a school that accommodates all the students in the same classroom. The school provides an appropriate yet challenging educational program and meets the ability and needs of every student to help and support the students to succeed. Johnsen (2003) states that the principles that are accommodated to inclusive schools have caused great demands on teachers for both regular and special education. It demands a transition from the tradition of "teaching the same material to all students in the classroom", to become teaching each child according to their individual needs in the classroom setting.

In order to achieve the Regulation of Minister of National Education No. 70/2009, teachers must possess competencies in implementing inclusive education. According to Rothwell (1996) competency is considered as the character which underlies one's success because it embodies knowledge, skills, character, ability, attitude, and confidence. Depdiknas (2005) defines competence as the ability to behave, to think and to act consistently as an embodiment of knowledge, attitude, and skill possessed by learners. On a final note, competence is a set of knowledge and skills possessed by an individual to perform a task and that knowledge and skills can be acquired in pre-position education and/or training.



Methods

This research used a survey method with ex post facto design. The independent variable was teachers' competence post-training (X1) and assistance towards teachers (X2) and the dependent variable was teachers' performance in implementing inclusive education (Y).

The population for this research was regular teachers and special needs teachers in Padang. Samples selected through purposive sampling were 42 teachers from 11 elementary schools who participated in the 2016 training. The research was conducted in Padang elementary schools with a population of 21 inclusive elementary schools.

The technique of data analysis (1) Descriptive analytics; sought average value, histogram making of teachers' competence post-training, post assistance, and teachers' performance. (2) Inferential analysis; results of the research made into a conclusion of hypothesis testing by generalisation. An early step of the examination was related to the requirements of analysis that examined the assumption. Requirements to be accomplished before regression and correlation as hypothesis testing are, 1) samples are selected randomly and complied with minimum samples, 2) the value of predictor X and Y for each group must be independent and normal-distributed, 3) value X is equal to variant X.

Therefore, this research applied several requirement analyses which include: 1) normality test, 2) homogeneity test. 3) linear regression test. (3) data were analysed using simple linear regression formula and multiple regressions. The formula was used to see the influence between independent variables (X1 and X2) and the dependent variable (Y). From the data analysis, conclusions were obtained to decide whether the hypothesis is accepted or rejected.

Result And Discussion

Result

Table 1. Scores of teachers' competencies post-training and assistance

Competence	Score (post-training) %	Category	Score (post-assistance) %	Category
Pedagogy	83.50	Good	92.00	Very Good
Social	90.00	Very Good	95.00	Very Good
Personality	92.00	Very Good	96.00	Very Good
Professionalism	85.00	Very Good	92.00	Very Good

Table 1 exhibits that training has improved teachers' competencies in implementing inclusive education at schools. However, exercise is not enough to enhance the teachers' performance. Therefore, monitoring and mentoring need to be carried out alongside the training, so that the materials learned in training can be implemented at schools.

Teachers' performance in implementing inclusive education at Padang elementary schools' post-training

The average score of teachers' pedagogical competence of inclusive education post-training is 83.5, which is categorised as good. The average score of teachers' social competence post-training is 90.00, which is categorised as very good. The average score of teachers' personality competence is 92.00, which is categorised as very good. The score of teachers' professional competence is 85.00, which is categorised as very good.

Performance, according to Mangkunegara (2001) is the outcome of quality and quantity achieved by an employee in performing their task under their responsibility. Marzolina (2014) argues that simultaneous training has a positive and significant impact on teachers' performance. This means the improvement after simultaneous training and leadership give a relatively massive contribution to teachers' competencies.

Hence, performance in this context is the outcome of teachers' performance in implementing inclusive education involving teachers' competence, identification and assessment, development

of lesson plan and individual learning program as well as the learning process of inclusive setting.

Findings of the research showed that teachers' performance in implementing inclusive education post-training: (1) teachers' competence of inclusive education was good in average, (2) in terms of teachers' performance: teachers generally (100%) had undertaken the identification when the students entered the school. As explained by Rena (1981) in Budiyanto (2005) that identification is the first activity conducted before the assessment. (3) As for teachers' performance on the assessment, findings showed that teachers possessed assessment data of special needs students, which refers to Padang Assessment Center PKLK (special needs and services) (PAC). As stipulated in the regulation of PK-LK Padang in 2015 that every child with special needs that will register in inclusive school needs to receive a recommendation from PAC. Those who already enrolled in an inclusive school but have not received the recommendation need to be assessed and observed through their achievement at school. And if the inclusive school is not suitable for the child, PAC will recommend a special needs' school. So this means that the assessment data are available but the assessment is conducted by PAC.

Assistance in inclusive education.

Assistance for the teachers in elementary school is carried out per individual and group. In general, teachers discussed cases related to students with special needs. They did not discuss the problems that they encountered during identification, assessment, development of lesson plan and individual learning program or the learning process at the inclusive class. The discussion kept on seeking the solution for the problems that the students have during the learning process. Meanwhile, in relation to inclusive education implementation, teachers generally have not come across problems.

Findings showed that the assistance program has been committed well within a face to face or group in an inclusive classroom. The assistance is directed to solve the problems of teachers during the inclusive education implementation. It concerns identification, assessment, development of lesson plans and individual learning programs and learning process in an inclusive classroom. As asserted by Budiyanto (2005), the success of the implementation of inclusive education is determined by the teachers' ability in executing identification and assessment, developing learning programs and conducting learning processes and assessments in an inclusive classroom. In addition, Yuwono (2007) in Inclusive Education also explains that a shadow teacher is a teacher who possesses knowledge and skills in special needs education and cooperates with regular teachers to conduct an inclusive learning process.



The influence of a training and assistance model on teachers' performance in inclusive education.

The average score of teachers' pedagogical competence of inclusive education post-training was 83.5, which was categorised as good. The score increased to 92.00 after the assistance was provided. The average score of teachers' social competence post-training was 90.00, which was categorised very good. The score increased to 95.00 after the assistance was provided. The average score of teachers' personality competence was 92.00, which was categorised as very good. The score increased to 96.00 after the assistance was provided. The score of teachers' professional competence was 85.00, which was categorised as very good. The score increased to 92.00 after the assistance was provided. This way, the training and assistance model have improved teachers' performance in the implementation of inclusive education, as found in the competences of pedagogy, social, personality and professionalism.

During the learning process in the classroom, regular teachers apply the learning principles of students with special needs, both general and particular learning principles in accordance with the characteristics of the children. It is supported by the argument proposed by Tarmansyah (2009) that learning in inclusive settings refers to a pleasant learning process. Hence, teachers in inclusive settings need to implement not only general principles of learning but also particular principles in accordance with each characteristic of the student. For instance, sound direction for the student with visual impairment, face direction for the student with hearing impairment, concrete learning principle, and other principles.



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