

Internal Motivation and Attitude in Implementation of Inclusive Education Program between General Education and PPKI Teachers

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Abstract: Collaboration between teachers of the Special Integration Education Program (PPKI) and general education teachers is a key factor in the successful implementation of the inclusive education. Internal motivation factors and the attitude of teachers involved in inclusive education are vital to ensure the smooth implementation of inclusive education. Therefore, the objective of this study is to identify the internal motivation and attitude toward collaboration between PPKI teachers and general education teachers in the implementation of inclusive education. This study is a survey study using quantitative methods. The theory used in this study is Glasser's Choice Theory. The instrument of this study is a questionnaire adapted from a thesis entitled A Case Study of Collaboration Between General Education Teachers and Special Education Teachers in a Southern Rural High School by Oassie Jean Daniels in 2017. This study involves PPKI teachers and general education teachers in a primary school with a Special Education Integration Program of Learning Disabilities in the district of Pasir Gudang, Johor. The data was analysed using SPSS version 26 software. The findings of the study show that the highest mean score for internal motivation is a sense of belonging while the attitude towards collaboration is teacher cooperation and openness. There is a significant relationship between internal motivation and attitude toward collaboration between PPKI teachers and general education teachers in the implementation of inclusive education. In the future, this study can be conducted on a larger population and use different research theories.

Keywords: collaboration, internal motivation, attitude, inclusive education

INTRODUCTION

The Salamanca Statement was introduced in Spain in 1994 by emphasizing an inclusive school approach by implementing some practical changes in educating students (United Nations Educational and Cultural Organization, 1994). The results of this conference stated that differences between people are normal and that learning must be adapted to the needs of students as opposed to those students who need to adapt in the process (Centre for Studies on Inclusive education, 2020). This matter is also supported by the law Individuals with Disabilities Education Act (IDEA) which also encourages students with special educational needs or commonly addressed as MBPK in Malaysia to be included in the mainstream because they should not be denied the right to be involved in the community (U.S. Department of Education's Individuals with Disabilities Education Act (IDEA), 2022). Inclusive education is a respond to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education (Sanjaya, 2022).

In the United States, there is an increase in the number of MBPK aged between 8 and 21 years who are in the general education class by 95% (Zimmerman et al, 2022). The education system in the United States divides inclusive education into two categories, namely mainstream inclusive and social inclusive. Prime inclusiveness is when MBPK actively engages in the classroom while social inclusiveness involves MBPK being integrated into the classroom and school community and actively engaging in social activities together with typical friends (McGuire & Meadan, 2022).

As in Malaysia, the Malaysian Ministry of Education has divided the inclusive education into two types, namely Partially Inclusive, which is MBPK studying together with other typical students in academic subjects, co-academic activities, or certain co-curricular activities only, and Fully Inclusive which is MBPK study full-time alongside typical students (Ministry of Education Malaysia, 2022). This interaction has indirectly demanded general education teachers and teachers of the Special Integrated Education Program to collaborate to ensure MBPK gets the best education. However, the term of Program Pendidikan Khas Integrasi (PPKI) will be used in this article to refer to the special education teachers.

The collaborative practice suggested by Cook & Friend (1993) is co-teaching. Co-teaching consists of several elements namely flexibility, commitment, strong communication and interpersonal skills, assessment, internal motivation, collaboration skills, positive attitude, and trust (Hackett et al., 2020). It turns out that elements of internal motivation and attitude are among the things that will influence the practice of collaboration in the implementation of inclusive education. However, what is the dominant internal motivation between these two categories of teachers and what is their attitude towards collaboration in the implementation of inclusive education?

Furthermore, some general education teachers stated that MBPK should be in a special class and separated from typical students while PPKI teachers think that MBPK should be included in the general education classroom (UNICEF, 2017). This difference of opinion will lead to different attitudes towards the implementation of inclusive education. Meanwhile, the collaboration between general education teacher and PPKI teacher is vital since PPKI teacher is a pillar in supporting inclusive education (Ediyanto et al., 2023).

The result from previous articles is limited regarding collaboration between PPKI teachers and general education teachers in the context of inclusive education implementation, especially for the MBPK of Learning Disabilities in the district of Pasir Gudang, Johor. The latest study was a study related to the practice of co-teaching in the implementation of inclusive education (Indek & Hamid, 2022). The researcher did not describe briefly on the collaboration between PPKI teachers and general education teachers from the aspect of internal motivation or attitude and type of disabilities. Another study in 2021 focused on the implementation of inclusive education for MBPK Learning Disabilities (binti Haris & Khairuddin, 2021). However, this researcher also did not associate inclusive education with collaboration between PPKI teachers and general education teachers. Therefore, this study will be able to see a clearer connection between the internal motivation and attitude of PPKI teachers and general education teachers in the implementation of inclusive education for MBPK in the Learning Disabilities.

This study aims to examine the internal motivation and attitude in the implementation of PPKI for PPKI teachers and general education teachers in primary schools. The research questions are as follows:

1. What is the internal motivation for the implementation of inclusive education for PPKI teachers and general education teachers?
2. What is the attitude in the implementation of inclusive education for PPKI teachers and general education teachers?
3. What is the relationship between internal motivation and attitude in the implementation of inclusive education for PPKI teachers and general education teachers?

This article will be divided into several main parts; the description of the research methodology used to collect data, the result and discussion. The results of this study will

be presented in the form of a graphical representation and finally the conclusion of this study.

METHOD

Research Design

This study uses a survey research design that provides numerical information about trends, attitudes, or perceptions of some samples in a population (Creswell, 2018). This quantitative study is a deductive study in which the researcher tests certain theories through statistical data collection. The design of this study was used because the researcher wanted to know the internal motivation and attitude in the implementation of PPKI between PPKI teachers and general education teachers.

Sample Study

This study has involved respondents of PPKI teachers with learning disabilities and general education teachers in the district of Pasir Gudang, Johor. The population of general education teachers is 1800 people while PPKI teachers are 250 people. However, this study only wants to focus on general education teachers and PPKI teachers who are involved in inclusive education only. Therefore, according to data obtained from the Pasir Gudang District Education Office, only 180 teachers were involved. According to the Sample Size Determination Table based on Population by Krejcie & Morgan (1970), a total of 123 respondents required from the specified population to answer questionnaires distributed through social media applications such as Whatsapp and Telegram.

Data collection

The researcher has been in contact with representative officials from the Pasir Gudang District Education Office to request data related to teachers in the Pasir Gudang district, particularly schools that run inclusive education. In addition, the researcher also reviewed data on the website regarding student, teacher, and Student Management Assistants for Special Education throughout the state of Johor. The researcher needs this data to determine the sample required to answer the questionnaire and focus group. Data was collected through a questionnaire consisting of two parts with a total of 19 items. This questionnaire instrument was built by the researcher with an adaptation from the thesis entitled *A Case Study of Collaboration Between General Education Teachers and Special Education Teachers in a Southern Rural High School* by Oassie Jean Daniels.

Questionnaire data is collected through the medium of Google Form which is easily accessible and most teachers in Malaysia often use it compared to other applications such as Survey Monkey. The researcher has sent this Google Form link through social media mediums such as Telegram and Whatsapp because it is easier to spread to teachers than sending them an email. The researcher was also able to ensure that only teachers from the Pasir Gudang district answered this questionnaire through one of the questions, namely the name of the respondent's school, which the researcher also has a list of school names with PPKI in the district. The researcher interpreted the questionnaire data using SPSS version 28 software by looking at the overall mean. The mean score obtained was interpreted based on a four-point Likert scale, namely Strongly Agree, Agree, Disagree, and Strongly Disagree.

Validity and Reliability

A pilot study was conducted on 30 respondents in the Johor Bahru district while expert validity was also obtained through a review by an experienced lecturer in the field of Special Education as well as a PPKI teacher with a doctor of philosophy qualification. Some corrections were made after the review was made and the questionnaire was distributed to the respondents. Cronbach's alpha value for this questionnaire is 0.887 which means that this instrument has a high consistency value.

Data Analysis Procedures

The data was analysed to see the internal motivation and attitude in the implementation of inclusive education between general education teachers and PPKI teachers and their relationship. Descriptive statistics were used to answer the first and second research questions. A mean score was calculated for each item for all sections except for respondent demographics. The mean score of each participant for all items was calculated using SPSS software version 26. Correlation analysis was conducted to see the relationship between internal motivation and attitude in the implementation of PPKI teachers and general education teachers.

FINDING AND DISCUSSION

Demographic

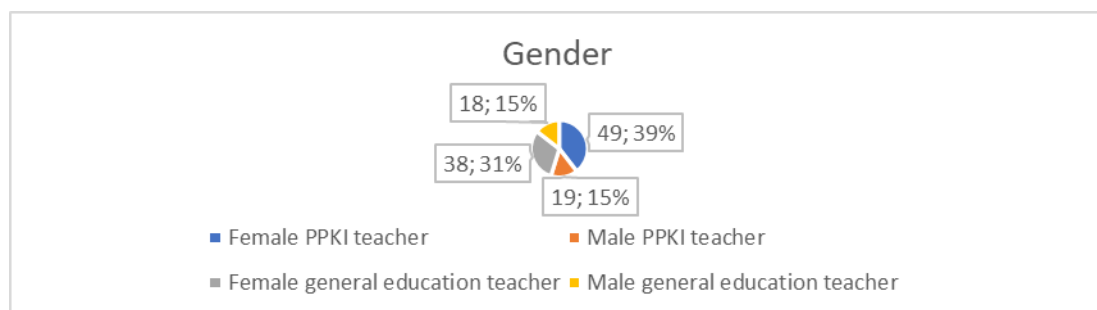


Figure 1. Respondent's gender

This study involved a total of 19 PPKI male teachers and 49 PPKI female teachers. There are 18 male general education teachers and 38 female general education teachers. The total number of respondents is 124 people involved in the Inclusive Education Program.

Internal Motivation Between PPKI Teachers And General Education Teachers in Collaboration

Findings for internal motivation are divided into the categories of PPKI teachers and general education teachers. The highest mean score for the internal motivation of PPKI teachers and general education teachers is the same, which is the sense of belonging factor (3.72 and 3.84). The lowest mean score for PPKI teachers and general education teachers is also the same, which is on the independence factor (3.32 and 3.38).

Table 1. Internal Motivation Between PPKI Teachers And General Education Teachers in Collaboration

Category	Internal Motivation	Mean
PPKI teacher	Survival	3.59
	A sense of belonging	3.72
	Power	3.53
	Freedom	3.32
	Fun	3.56
General education teacher	Survival	3.71
	A sense of belonging	3.84
	Power	3.66
	Freedom	3.38
	Fun	3.63

Table 2. Attitude Toward Collaboration Between PPKI Teacher And General Education Teacher

Category	Attitude	Mean
PPKI teacher	I am more comfortable handling the PdPc process alone than collaborating with other teachers.	2.78
	I value collaborative practice with other teachers.	3.44
	I believe that cooperation will influence the practice of collaboration in schools.	3.51
	I believe the cooperation between mainstream teachers and Special Education teachers will bring positive changes to the implementation of the Inclusive education Program.	3.57
	I give moral support to colleagues while collaborating.	3.56
	I am open to any suggestions for changes.	3.54
	I can adapt to the needs of my students.	3.46
	I know how to interact with colleagues effectively.	3.49
	I can assess students' understanding with various techniques.	3.35
	I take the time to understand my student's interests and learning styles.	3.43
General education teacher	I am more comfortable handling the PdPc process alone than collaborating with other teachers.	2.25
	I value collaborative practice with other teachers.	3.54
	I believe that cooperation will influence the practice of collaboration in schools.	3.61
	I believe the cooperation between mainstream teachers and Special Education teachers will bring positive changes to the implementation of the Inclusive education Program.	3.64
	I give moral support to colleagues while collaborating.	3.64
	I am open to any suggestions for changes.	3.66
	I can adapt to the needs of my students.	3.50
	I know how to interact with colleagues effectively.	3.52
	I can assess students' understanding with various techniques.	3.46
	I take the time to understand my student's interests and learning styles.	3.45

The highest mean score for PPKI teachers is 3.57 for the item 'I believe that mutual cooperation between general education teachers and Special Education teachers will bring positive changes to the implementation of the Inclusive education Program' while the highest mean score for general education teachers is 3.66 for the item 'I am open in accepting any suggestions for change'. The lowest mean score for PPKI teachers and general education teachers is for the item 'I am more comfortable handling the teaching process alone than collaborating with other teachers' which are 2.78 and 2.25.

Relationship Between Internal Motivation and the Attitude of PPKI Teachers and Mainstream Teachers Towards Collaboration. There is a significant relationship between internal motivation and attitude towards collaboration for PPKI teachers which is $r(66) = 0.437, p < 0.01$ which shows that the relationship is moderate and the direction of the

relationship is positive. Findings for general education teachers show that the relationship is significant which is $r(54) = 0.705$, $p < 0.01$. The relationship between internal motivation and attitude towards collaboration for general education teachers is strong and the direction of the relationship is positive.

Table 3. Relationship Between Internal Motivation and the Attitude of PPKI Teachers and Mainstream Teachers Towards Collaboration.

Category		Internal motivation	Attitude
PPKI teacher	Internal motivation	Pearson Correlation	1
		Significance(2-tailed)	.437**
		N	68
	Attitude	Pearson Correlation	.437**
		Significance(2-tailed)	.000
		N	68
General education teacher	Internal motivation	Pearson Correlation	1
		Significance(2-tailed)	.705**
		N	56
	Attitude	Pearson Correlation	.705**
		Significance(2-tailed)	.000
		N	56

Discussion

Internal Motivation Between PPKI Teachers And General Education Teachers in Collaboration

The findings show that the highest internal motivation for both categories of teachers is a sense of belonging while the lowest score is freedom. According to Sevari (2017), autonomy or a sense of belonging is not full freedom but a sense of internal acceptance and connectedness that gives motivation to an individual. This acceptance can usually be seen in the way a person interacts with colleagues and the treatment he receives. A sense of belonging refers to the need to be with others, to be cared for, and to be in a cooperative relationship (Sevari, 2017). Therefore, the practice of collaboration is closely related to a sense of belonging which requires PPKI teachers and general education teachers to be in a cooperative relationship.

Freedom, on the other hand, is a need that often conflicts with the need for power, which is the desire to do something desired and be able to make choices (Sevari, 2017). Findings show that the teachers who are involved in the inclusive education program in Pasir Gudang district schools do not have any issues following instructions given by the headmaster.

A study by Samad (2011) shows that the basic need for power is the most dominant influence among all participants involved in bullying behavior that affects their behavior. For victims of bullying, basic needs such as love and belonging, power, freedom, fun, and survival are essential in daily life (Sing & Jusoh, 2015; Jusoh, 2016). It can be concluded that the most dominant or least dominant type of basic need depends on the context of the study as stated by Perrin et.al (2021) that certain values will determine a person's motivational needs and influence his choices. Therefore, in the context of collaboration between PPKI teachers and general education teachers, it can be seen that most of them agree that a sense of belonging is very important when collaborating.

A teacher should feel that they are an important member of the working group so that they can work in inclusive education's setting and be aware of the importance of the task (Gabnyté & Strakšienė, 2019). This is also supported by Ryan & Deci (2000) who states that there are three very important needs according to the theory of self-determination, namely a sense of belonging, connectedness, and competence. Next, the satisfaction when these needs are met will increase a person's internal motivation (Sevari, 2017).

However, according to Hatswell (2017), power and freedom are the most important requirements for increasing an individual's motivation. Most theorists also place the need for independence as the main pillar of teacher professionalism (Willis, 2018). This may be due to the researcher's opinion that when a teacher is not bound in implementing collaboration, it makes their work more flexible and can be adjusted according to comfort. These internal motivations are very important to avoid the teachers from occupational stress which can lead to teachers being inefficient in inclusive education settings (Uthami & Sunardi, 2022).

Attitude Toward Collaboration Between PPKI Teacher And General Education Teacher

The highest mean score for PPKI teachers is cooperating in making this Inclusive education Program a success, while general education teachers have the highest mean score for open attitude in accepting any suggestions for changes in the inclusive environment. Both parties agree that they should not work separately or not collaborate in this Inclusive Education Program.

There is a significant relationship between teachers' openness to accept any change and attitudes toward the implementation of the Inclusive Education Program (Anne Laure Perrin, 2021). Teachers who are open to accepting any change will show a more positive attitude towards the implementation of the Inclusive Education Program.

The lack of knowledge about the responsibilities in this inclusive as well as the lack of clarity with the division of tasks may cause teachers to have different attitudes and subsequently give a sense of self-doubt and dissatisfaction with the tasks given (Bailey, 2015). Since it is difficult for general education teachers to teach MBPK who have various special needs, they need to have the ability to collaborate with Special Education teachers to improve the inclusive environment in general education classrooms (Majoko, 2019). The attitude of PPKI teachers who want to work together and mainstream teachers who are open to accepting any suggestions for collaboration will hopefully be able to have a positive impact on the inclusive MBPK.

According to Yada et al. (2018), three factors influence the attitude of teachers toward inclusive education, which is the MBPK itself, whether it is the level or type of disability category, the teacher, which is the teaching experience or training received for inclusiveness, and finally the educational environment, such as the support of administrators or help from experts.

The findings of this study are contrary to the findings in 2013 by Zulfija et al. which stated that the school and teachers were found to be unprepared to meet the diverse needs of MBPK due to the lack of a positive attitude towards the Inclusive Education Program. Therefore, teachers and schools should have the same goal and try to change their attitude first before implementing this change.

Relationship Between Internal Motivation and the Attitude of PPKI Teachers and Mainstream Teachers Towards Collaboration.

There is a significant relationship between internal motivation and attitude toward collaboration by PPKI teachers and general education teachers. Teacher attitudes are determined by several motivational factors, namely job satisfaction, reward, work environment, certification, and power (Gabnyte & Strakšienė, 2019). Teachers can achieve this by building positive relationships with students and providing relevant learning experiences to enable students to master a subject and succeed. This point is also supported by Irvine (2018) who stated that internal motivation can be influenced by the teacher's behavior in addition to the internal motivation of students can also be influenced by careful planning of activities.

Furthermore, teaching self-efficacy affects 42% of teachers' attitudes (Vaz et al., 2015). This coincides with the study of other researchers namely (Li & Cheung, 2021; Forlin et al., 2010; Meijer & Foster, 1988) which states that positive attitudes are strongly influenced by the high self-efficacy of teachers in implementing behavior management and inclusiveness.

However, some studies show that teachers are less motivated and thus affects their attitude towards the Inclusive Education Program. According to Kareem & Kin (2018), teachers not only lack the motivation to change but also refuse to change from traditional teaching practices and lack psychological resilience to carry out change efforts.

CONCLUSION

In conclusion, internal motivation and attitude toward collaboration are closely related to making inclusive education successful. MBPK that meets all the learning needs can be obtained through teachers who are always ready to work together in improving their collaboration practices. We cannot deny teachers as ordinary individuals who want to have a sense of belonging in an organization. The administrator should always look for initiatives to meet all the needs of teachers in teaching and being sensitive to the social environment in the school. The knowledge and skills of teachers also need to be constantly improved to ensure that the knowledge of collaboration is in line with current developments in the education system of Malaysia.

This study can be improved in terms of methodology, which is to get teachers' feedback about the obstacles and success factors of collaboration through focus group interviews. In addition, this study can also be continued by looking at a larger scope, which is the internal motivation and attitude towards collaboration in the implementation of inclusive education throughout the state of Johor since the limitation of this study is that it cannot be generalized to a certain population due to the small sample size. Further researchers can also apply Glasser's Theory of Choice to MBPK to see what kind of basic needs they can meet through the implementation of inclusive education.

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