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Khofidotur Rofiah

**Determinants of Teachers' Attitudes Towards Inclusive Education:
A Cross-Cultural Perspective**

**Supervisors: 1. Dr. hab. Joanna Kossewska, prof. UKEN
2. Prof. Kieron Sheehy, PhD**

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**Uniwersytet Komisji
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Khofidotur Rofiah

**Determinanty postaw Nauczycieli Wobec Edukacji Włączającej: Perspektywa
Międzykulturowa**

**Promotorzy: 1. Dr hab. Joanna Kossewska prof. UKEN
2. Prof. Kieron Sheehy, PhD**

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Abstract

Teachers' attitudes towards inclusive education play crucial role in supporting students with special educational needs (SEN). However, studies all over the world suggesting vary results regarding teachers' attitudes towards inclusive education which leaving spaces to be continued. Present study aims to uncover the determinant factors influencing teachers' attitudes and practices towards inclusive education which is the first study to compare between Indonesia and Poland. The theoretical basis used to define the concept of attitudes was Theory of Planned Behaviour (TPB) by Ajzen (1991). A mixed-method was used to analyse the factors influencing teachers' attitudes towards inclusive education, comparing the socio-cultural, educational, and psychological contexts between Poland and Indonesia. The quantitative component involved a combination surveys of teachers (N = 619) to assess their attitudes towards inclusive education using Multidimensional Attitudes Towards Inclusive Education (MATIES) and the related factors including (1) Empathy Questions (EQ-10), (2) Self-Esteem Scales (SES), (3) Belief of fun in teaching and learning, and (4) Autism Questions (AQ-10). The qualitative aspect comprised semi-structured interviews with selected teachers from both countries (N = 23), aiming to have deeper understanding into teachers' experiences in implementing inclusive education.

The first research phase in present study is *how do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors*, were answered. The findings show that teachers' attitudes towards inclusive education are significantly different between Indonesia and Poland, and that gender, school type, school level, teaching experiences, contact with disability, all have significant impact on teachers attitudes towards inclusive education. Specifically, the results were that (1) Polish teachers had significantly more positive affective attitudes towards inclusive education than Indonesian teachers, (2) Polish female teachers had significantly more positive affective dimensions of attitudes than Polish male teachers while Indonesian male teachers had significantly more positive attitudes in three dimensions than Indonesian female teachers, (3) Polish inclusive school teachers had significantly more positive affective and behavioural attitudes than Indonesian inclusive school teachers, while Indonesian special school teachers had significantly more positive behavioural attitudes than Polish special school teachers, (4)

Polish preschool teachers' had significantly more positive attitudes in all three dimensions than Indonesian preschool teachers, while Indonesian primary school teachers had significantly more positive cognitive and behavioural attitudes than Polish primary school teachers but less positive affective attitudes than Polish primary school teachers, (5) teaching experience for Polish teachers was not significantly different in the three dimensions of attitudes, while for Indonesian teachers the initial years of teaching are associated with more positive attitudes in three dimensions. These positive attitudes tend to decrease and stabilize as teaching experience increases beyond 5 years, and (6) experience of contact with disabled people for Polish teachers is not significantly difference in any of the three dimensions of attitudes whilst, for Indonesian teachers, their experience of contact with disability is associated with more positive attitudes in each of the three dimensions.

Measures of other psychological factors such as teachers' empathy, self-esteem, belief of fun in teaching and learning, and their level of autistic spectrum condition (ASC) are important to determine the differences and correlation with teachers attitudes towards inclusion. This is the first study to examine teachers' ASC and belief of fun in teaching and learning in relation to attitudes towards inclusive education. The findings show that (1) Polish teachers' empathy scores were significantly positive correlated with the affective and behavioural dimensions of attitudes while Indonesian teachers' empathy scores were significantly positive correlated with all dimensions of attitudes, (2) Polish teachers' self-esteem was significantly positive correlated with the affective and behavioural dimensions of attitudes towards inclusive education, while Indonesian teachers' self-esteem scores were significantly positive correlated with all dimensions of attitude measures, (3) Polish teachers' belief of fun in teaching and learning was significantly positive correlated with cognitive and behavioural dimension of their attitudes towards inclusion, while Indonesian teachers' beliefs of fun in teaching and learning were significantly correlated with cognitive and affective dimension of attitudes, and (4) Polish teachers' ASC scores were significantly higher than Indonesian teachers and correlated negatively with affective and behavioural attitudes, whilst for Indonesian teachers their ASC scores were significantly negative correlated with their behavioural attitude dimension scores.

Furthermore, the second research phase in present study is *what are teachers' experiences of implementing inclusive education in Poland and Indonesia*, were

answered using thematic analysis of interviews. The results found similarities and differences in teachers experiences implementing inclusive education between Poland and Indonesia. The identified themes were (1) mindset of inclusion, (2) diagnostic and specialist, (3) teachers responsibility, (4) barrier and action in implementing inclusive education, and (5) fun and effective learning. A subtheme for mindset of inclusion, in Poland was ‘superficial inclusion’ and Indonesia was ‘collaborative inclusion’. A subtheme for diagnostic and specialist, in Poland was ‘the power of certification’ and in Indonesia was ‘own assessment’. A subtheme for teacher responsibility, in Poland was its assistant job and in Indonesia was ‘will try my best’. A subtheme for fun and effective learning, in Poland was ‘it depends’ and in Indonesia was ‘a key to open door’.

The thematic analysis enriches the quantitative findings for deeper and comprehensive understanding about teachers experiences implementing inclusive education in Indonesia and Poland by providing nuanced contextual insights. The study highlights how historical legacies in philosophical perspective, current educational policies, and societal attitudes towards disability and diversity play critical roles in shaping teachers' approaches to inclusion. In Poland, the legacy of segregated education systems and recent policy shifts towards greater inclusion reflect a complex transition period, influencing teacher attitudes. In contrast, Indonesia's diverse cultural landscape and decentralised education system present unique challenges and opportunities for inclusive education.

The thesis concludes with a discussion on the importance of addressing these determinants to foster positive attitudes towards inclusive education among teachers. It emphasises the need for comprehensive professional development programmes, supportive policy frameworks, and societal awareness campaigns to promote inclusivity. Recommendations are aimed at policymakers, educational institutions, and international organisations, urging collaborative efforts to remove barriers to inclusive education and ensure that all learners can benefit from equitable educational opportunities. This research contributes to the growing body of literature on inclusive education and offers contextual evidence regarding teacher attitudes towards inclusion in Indonesia and Poland, with the ultimate goal of making education more accessible and equitable for all students.

Streszczenie

Postawy nauczycieli wobec edukacji włączającej odgrywają kluczową rolę w procesie wspierania uczniów ze specjalnymi potrzebami edukacyjnymi (SPE). Badania realizowane w różnych krajach świata dostarczają jednak niejednoznacznych wyników odnośnie postaw nauczycieli wobec edukacji włączającej, co stanowi przesłankę dla kontynuacji badań w tym zakresie. Celem prezentowanych badań było określenie czynników determinujących postawy nauczycieli wobec edukacji włączającej w zróżnicowanym polsko-indonezyjskim kontekście kulturowym.

Zrealizowane badania stanowią pierwszą empiryczną próbę porównania Indonezji i Polski. Podstawą teoretyczną wykorzystaną jako punkt wyjścia do opisania badanych postaw była Teoria Planowanego Zachowania (TPB) Ajzena (1991). Do badania czynników warunkujących postawy nauczycieli wobec edukacji włączającej wykorzystano metodę mieszaną – ilościowo-jakościową, a także dokonano porównania kontekstów społeczno-kulturowych, edukacyjnych i psychologicznych różnic między Polską a Indonezją. Komponent ilościowy obejmował badania ankietowe nauczycieli (N = 619) przy użyciu Wielowymiarowej Skali Postaw wobec Edukacji Włączającej (MATIES) oraz narzędzi do pomiaru poszczególnych zmiennych, tj: (1) Kwestionariusz Empatii (EQ-10), (2) Skala Poczucia Własnej Wartości (SES), (3) Skala Radości z Uczenia się i Nauczania, (4) Kwestionariusza Autyzmu (AQ-10). Aspekt jakościowy obejmował badanie z zastosowaniem częściowo ustrukturyzowanego wywiadu, który został przeprowadzony z wybranymi nauczycielami z obu krajów (N = 23), w celu głębsze zrozumienie doświadczeń nauczycieli we wdrażaniu edukacji włączającej.

Pierwsze pytanie badawcze dotyczyło różnic pomiędzy Indonezją a Polską w zakresie postaw nauczycieli wobec edukacji włączającej z uwzględnieniem czynników społecznych, edukacyjnych i psychologicznych. Wyniki pokazują, że postawy nauczycieli wobec edukacji włączającej różnią się istotnie między Indonezją a Polską, a płeć, typ szkoły, poziom szkoły, doświadczenie w nauczaniu, kontakt z niepełnosprawnością stanowią istotne zmienne różnicujące postawy nauczycieli wobec edukacji włączającej. W szczególności, uzyskane wyniki wskazują, że (1) polscy nauczyciele mieli istotnie bardziej pozytywne postawy afektywne wobec edukacji włączającej niż nauczyciele indonezyjscy, (2) polskie nauczycielki miały istotnie bardziej pozytywne afektywne ustosunkowania wobec edukacji włączającej niż polscy

nauczyciele płci męskiej, podczas gdy indonezyjscy nauczyciele płci męskiej mieli istotnie bardziej pozytywne postawy w trzech wymiarach niż indonezyjskie nauczycielki, (3) polscy nauczyciele szkół włączających mieli istotnie bardziej pozytywne postawy afektywne i behawioralne niż indonezyjscy nauczyciele szkół włączających, podczas gdy indonezyjscy nauczyciele szkół specjalnych mieli istotnie bardziej pozytywne postawy behawioralne niż polscy nauczyciele szkół specjalnych, (4) polscy nauczyciele przedszkolni mieli istotnie bardziej pozytywne postawy we wszystkich trzech wymiarach niż indonezyjscy nauczyciele przedszkolni, podczas gdy indonezyjscy nauczyciele szkół podstawowych mieli istotnie bardziej pozytywne postawy poznawcze i behawioralne niż polscy nauczyciele szkół podstawowych, ale mniej pozytywne postawy afektywne niż polscy nauczyciele szkół podstawowych, (5) doświadczenie w nauczaniu uczniów z SPE polskich nauczycieli nie miało istotnego związku z trzema wymiarami postaw, podczas gdy nauczyciele indonezyjscy z małym doświadczeniem przejawiali bardziej pozytywne postawy w trzech wymiarach aniżeli osoby z większym doświadczeniem w pracy z uczniami z SPE. Te pozytywne postawy mają tendencję do zmniejszania się i stabilizowania wraz ze wzrostem doświadczenia w nauczaniu powyżej 5 lat; (6) doświadczenie w kontakcie z osobami niepełnosprawnymi w przypadku polskich nauczycieli nie różnicuje postaw wobec inkluzji edukacyjnej, podczas gdy u nauczycieli indonezyjskich doświadczenie w kontakcie z niepełnosprawnością wiąże się z bardziej pozytywnymi postawami w każdym z trzech wymiarów.

Pomiary innych czynników psychologicznych, tj.: empatia, poczucie własnej wartości, radość z uczenia i nauczania oraz poziom cech ze spektrum autyzmu (ASC) są ważne dla określenia różnic w uwzględnieniu kontekstu kulturowego i korelacji z postawami nauczycieli wobec edukacji włączającej. Prezentowane badania stanowi pierwszą próbę analizy związków występujących pomiędzy postawami wobec inkluzji edukacyjnej a wymienionymi zmiennymi. Uzyskane wyniki pokazują, że (1) empatia polskich nauczycieli jest istotnie dodatnio skorelowana z afektywnymi i behawioralnymi wymiarami postaw, podczas gdy u indonezyjskich nauczycieli korelacja dotyczy wszystkich wymiarów postaw, (2) samoocena polskich nauczycieli jest istotnie dodatnio skorelowana z afektywnymi i behawioralnymi wymiarami postaw wobec edukacji włączającej, podczas gdy u indonezyjskich nauczycieli - ze wszystkimi wymiarami postaw, (3) przekonanie polskich nauczycieli o znaczeniu zabawy w

nauczaniu i uczeniu się jest istotnie dodatnio skorelowane z poznawczym i behawioralnym wymiarem postaw wobec włączenia, natomiast u indonezyjskich nauczycieli - z poznawczym i afektywnym wymiarem postaw, oraz (4) natężenie cech ze spektrum autyzmu u polskich nauczycieli jest istotnie wyższe aniżeli u indonezyjskich nauczycieli, a dodatkowo koreluje ujemnie z postawami afektywnymi i behawioralnymi wobec inkluzji edukacyjnej, natomiast u indonezyjskich nauczycieli wyniki ASC były istotnie ujemnie skorelowane tylko z behawioralnym aspektem postaw.

Drugie pytanie badawcze sformułowane w prezentowanym projekcie dotyczyło kwestii jakościowych różnic pomiędzy Indonezją a Polską w zakresie doświadczenia nauczycieli we wdrażaniu edukacji włączającej. W odniesieniu do materiału narracyjnego uzyskanego na podstawie wywiadu przeprowadzono analizę tematyczną. Wyniki wykazały podobieństwa i różnice w doświadczeniach nauczycieli wdrażających edukację włączającą w obu krajach – Polsce i Indonezji. Zidentyfikowano następujące wspólne tematy: (1) sposób myślenia o włączeniu, (2) diagnostyka i specjaliści, (3) odpowiedzialność nauczycieli, (4) bariery i działania we wdrażaniu edukacji włączającej oraz (5) zabawa i efektywne uczenie się. W obrębie niektórych tematów wystąpiły kulturowe różnice. W zakresie tematu „sposób myślenia o włączeniu” – nauczyciele w Polsce koncentrowali się na „powierzchnowym włączeniu”, natomiast w Indonezji dominował aspekt „włączenie oparte na współpracy”. W obrębie tematu „diagnostyka i specjaliści” - w Polsce dominującą kwestią była „siła certyfikacji”, natomiast w Indonezji „własna ocena”. W obszarze „odpowiedzialności nauczyciela” - w Polsce istotna była praca asystenta, natomiast w Indonezji „postaram się jak najlepiej”. Temat „zabawa i efektywne nauczanie” - nauczyciele w Polsce traktowali niezobowiązująco „to zależy”, natomiast w Indonezji jako „klucz do otwartych drzwi”.

Analiza tematyczna materiału narracyjnego wzbogaca wyniki ilościowe w celu głębszego i kompleksowego zrozumienia doświadczeń nauczycieli wdrażających edukację włączającą w Indonezji i Polsce, dostarczając zniuansowanych spostrzeżeń kontekstowych. Badanie podkreśla, w jaki sposób historyczne dziedzictwo w perspektywie filozoficznej, obecna polityka edukacyjna i postawy społeczne wobec niepełnosprawności i różnorodności odgrywają kluczową rolę w kształtowaniu podejścia nauczycieli do edukacji włączającej. W Polsce dziedzictwo segregacyjnego systemu edukacji i niedawne zmiany polityki w kierunku większej integracji

odzwierciedlają złożony proces przejścia, wpływając na postawy nauczycieli. Z kolei zróżnicowany krajobraz kulturowy Indonezji i zdecentralizowany system edukacji stanowią wyjątkowe wyzwania i możliwości dla edukacji włączającej.

Praca kończy się dyskusją na temat znaczenia analizowanych czynników dla promowania pozytywnych postaw wobec edukacji włączającej wśród nauczycieli. Podkreślono potrzebę kompleksowych programów rozwoju zawodowego, wspierających ram politycznych i społecznych kampanii uświadamiających znaczenie edukacji włączającej. Zalecenia skierowane są do decydentów, instytucji edukacyjnych i organizacji międzynarodowych, wzywając do wspólnych wysiłków na rzecz usunięcia barier dla edukacji włączającej i zapewnienia wszystkim uczniom możliwości korzystania ze sprawiedliwych szans edukacyjnych. Zrealizowany projekt stanowi istotny wkład w rosnący kapitał wiedzy na temat edukacji włączającej i oferuje kontekstowe analizy postaw nauczycieli wobec włączenia w Indonezji i Polsce, a jego pośrednim celem jest uczynienie edukacji bardziej dostępną i sprawiedliwą dla wszystkich uczniów.

Dedication

I dedicated this thesis to my beloved daughters, my love of my heart:

Aksara

Failasufa

To my mother, **Musalammah**

To my father in heaven, **Sutadji**

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- Law No. 8 about Persons with Disabilities (UU No 8/2016)
- Law of the Republic of Indonesia Number 14 of 2005 on teachers and lecturers
- Minister of Education (Decree No 70/2009) on inclusive education
- Ministry of Religious Affairs (MORA) KMA RI No. 347/2022
- Regulation of the Director General of Teachers and Education Personnel Number 2626/B/HK.04.01/2023
- The Ministry of Research, Technology and Higher Education Regulation No. 46, 2017 on Special Needs Education
- Poland**
- Act of 14 December 2016. Education Law (Journal of Laws of 2017)
- Regulation of the Minister of National Education of 28 August 2017 amending the regulation on the principles for granting and organising psychological and pedagogical assistance in public kindergartens, schools and institutions (Journal of Laws of 2017)
- Regulation of the Minister of National Education of 9 August 2017 on the principles of organising and providing psychological and pedagogical assistance in public kindergartens, schools and establishments (Journal of Laws 2017)
- Regulation of the Minister of Education of August 26, 2024 amending the regulation on the organization of education, upbringing and care for children and youth who are citizens of Ukraine

Abbreviations

AQ: Autism Spectrum Quotient.....	94
ASC: Autistic Spectrum Condition.....	128
CRPD (The Convention on the Rights of Persons with Disabilities)	191
<i>DS (Down Syndrom)</i>	160
EQ: Empathy Quotient.....	94
EU: European Union.....	57
European Commission.....	32
<i>FAS (Fetal Alcohol Syndrom)</i>	147
GPK: Guru Pembimbing Khusus (Special teacher).....	43, 160
GTK: Directorate of Teachers and Education Staffs.....	37
HEI: Higher Education Institution.....	85
HSD: Honestly Significant Difference	120, 122, 124, 125
ID_TGC: Indonesian Teacher General Classroom	100
IEPs: Individualised Education Plans	58
ILO: International Labour Organisation	33
IPET: indywidualny program edukacyjno terapeutyczny	194
Kemendikbudristek: Ministry of Education, Culture, Research, and Technology.....	36, 37, 39
LD: Learning Disabilities	87
<i>LKS (lembar kerja siswa/ student worksheet)</i>	160
MATIES: Multidimensional Attitudes toward Inclusive Education Scale.....	94
NGOs (Non-government organisations).....	194
PDBK: Peserta Didik Berkebutuhan Khusus (Individual learners with special needs).....	43, 44
PL_TGC: Polish Teacher General Classroom	100
<i>PPDB: Penerimaan Peserta Didik Baru</i>	42
PPI: Program Pembelajaran Individu (IEP).....	194
SD: Standard Deviation	107
SEN: Special Educational Needs.....	passim
SES: Rosenberg Self-Esteem Scale	94
SSBB: Sign Supported Big Books.....	85
S-W W: Shapiro-Wilk test	108
TA: Thematic analysis	103
TGC: Teacher's General Classroom	100
TRA: Theory of Reasonable Action	68
UKEN: Uniwersytet Komisji Edukacji Narodowej w Krakowie	9
UN: United Nations	2
UNCRC: United Nations Convention on the Right of the Child.....	10, 14
UNESCO: United Nations Educational, Scientific and Cultural Organization	3
UNICEF: United Nations International Children's Emergency Fund	2
WHO: World Health Organization.....	2

Preface

'Disability is a permanent part of human history'

(Smart, 2016)

Teachers' attitudes towards inclusive education is a well-established subject in academia. What is intriguing that teachers' attitudes towards inclusive education vary within and between countries. These differences have been identified all educational levels, including preschool, elementary (Rofiah et al., 2023), secondary (Charitaki et al., 2022), and university (Boyle et al., 2020).

While some research has already been carried out on teachers' attitudes towards inclusive education in Indonesia (Ediyanto et al., 2021; Kurniawati et al., 2012; 2014; 2017; Rofiah, 2022; Rofiah et al., 2023) and Poland (Czyż, 2018; 2020; Czyż, et al., 2017; Domagala-Zysk & Knopik, 2022; Kossewska, 1998; 2000) as specific country cases, this study is the first study to compare teachers attitudes towards and experiences of inclusive education between Indonesia and Poland. This study is inspired by desire to understand the characteristics that bring these two countries closer or set them apart experiences of teachers and their attitudes towards inclusive education as well as to explore the factors influencing attitudes. This study offers a cross-country and cross-cultural lens through which teachers' attitudes towards, and experiences of, inclusive education can be understood with Indonesia and Poland as countries on the opposite sides of a multicultural / monocultural continuum.

Background of the study

Inclusive education aims to allow children with disabilities, socially challenging children, neglected children, children from different backgrounds, including race, culture, and religion, and children from poor families to be educated in the nearest environment (UNICEF, 2017). It is seen as a path that could result in the transformation of educational systems (Czyż, 2020) and over the past two decades, school systems have adopted inclusion, a humanistic practice (Avramidis & Norwich, 2002). Inclusive education can be seen as going beyond just placing students in a regular classroom settings (Graham, 2020), by focusing on ensuring that every student is actively involved and successful, creating a supportive learning atmosphere. It highlights the importance of catering to each student's unique learning preferences and requirements by offering

necessary adjustments and assistance (Ainscow et al., 2013). This approach for grounds nurturing a feeling of belonging among students, supporting diversity and fostering mutual respect and empathy. By integrating inclusive strategies, it is believed that schools can dismantle obstacles, challenge stereotypes and contribute to building a fairer and more compassionate society (Dei, 2000).

As reported by the World Health Organization (WHO), an estimated 1.3 billion people experience significant disability, as of March 7th, 2023, representing 16% of the world's population, or 1 in 6 of us (WHO, 2023). United Nations International Children's Emergency Fund (UNICEF) statistics published November 9th, 2021, show that nearly 240 million of those with disabilities around the world are children between the ages of 0 to 17 (United Nations International Children's Emergency Fund, 2022, p. 18). The same UNICEF report indicates that, as compared to children without disabilities, of children with disabilities are 25% less likely to attend early childhood education, 16% less likely to read or be read to at home, 42% less likely to have foundational reading and numeracy skills, 49% more likely to have never attended school, 47 % more likely to be out of primary school. These figures are even more troubling when comparing students with disabilities based on country and region, which stated that six% of children in Europe and Central Asia have disabilities which affirms that it is the obligation of the state to protect and fulfil the rights of children without discrimination, including those with disabilities, the UNCRC adopted by General Assembly resolution 44/25 of November 20, 1989, states as follows:

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, **disability**, birth or other status.

This is the world's most widely ratified human rights convention, signed by all 192 United Nations (UN) member states, (except for the United States of America), including Indonesia and Poland Indeed, it has been argued that the UNCRC owes much to Poland, reflecting the vision of Janus Korczak in the beginning 20th century (Berding, 2020b, 2020a), and it was Poland that proposed drafting of the UN Convention (UNESCO. 1994), which is why Poland is an interesting case study.

Understanding teachers' attitudes towards and beliefs about inclusive education is important as they are significant for school and community success (Boyle et al., 2020; Lindner et al., 2023; Russell et al., 2023). For example, teachers who are more favourable towards inclusion have more structured learning environments than those holding negative views (Monsen et al., 2014). Additionally, Sheehy et al. (2019) argue that teachers' perspectives on how *all* children learn are a strong predictor of their attitudes towards all children being taught alongside their peers. Another example is Zagona et al. (2017) who stated that working with students with special needs helps teachers to better understand their needs and also influences their attitudes towards inclusion. In the present study, therefore, contributes to knowledge about teachers and their attitudes towards inclusion. It goes beyond previous studies by conducting the first comparative research of teachers from these two countries and examining the factors influencing their attitudes towards inclusive education within their respective educational systems.

Statement of the problem

The marked differences between and continuous increase the number of people with disabilities or special needs, broadly speaking, across age groups, countries and regions have made inclusivity a popular theme in academia and a constant stimulus for research. Alongside the growth of interest in disability studies, education has also emerged as a significant field given its central role in the development of human capital and contributions to economic, political and socio-cultural development (Cologon, 2022; Council of the European Union, 2024; Hayes & Bulat, 2017; Hochbaum, 2011; Kumar, 2018; Lansdown et al., 2013; Rofiah & Suhendri, 2023; Sari et al., 2022; Sijuola & Davidova, 2022; UNICEF, 2022, 2023; Utami et al., 2023; WHO, 2023). As noted by United Nations Educational, Scientific and Cultural Organization (UNESCO), 'persons with disabilities are among those who are at greatest risk of being left behind in education and in society. They face considerable barriers to take part in quality education and training' (UNESCO, 2021, p. 2).

Beyond the increased risk of being more likely to miss school, as compared to their counterparts without special educational needs (SEN), children with disabilities, especially those between the ages of 0 and 17, face various educational obstacles such as restricted access to specialised teaching and assistance, social stigma, discrimination,

physical barriers like inaccessible buildings, communication challenges, and insufficient assistive technology (Adderley et al., 2015; Aksamit & Wheeler, 2020; Annamma et al., 2013; Azatyan & Alaverdyan, 2020; Cologon, 2022; Ćwirynkało et al., 2023; Dube et al., 2021; Ebersold et al., 2011; Malik et al., 2022; Okyere et al., 2019; Putri & Kardena, 2022; Shaukat, 2023; Sunardi et al., 2011a; Supratiwi et al., 2021; Taderera & Hall, 2017; UNESCO, 2021; Zemba & Chipindi, 2020). Financial restrictions, inadequate teacher preparation, and the absence of inclusive curriculum and transition planning often impede the intellectual, social, and emotional growth of students facing these barriers. Furthermore, the lack of social opportunities and the need for parental advocacy exacerbate these challenges. Teachers attitudes towards inclusive education intersect with these challenges, which differ between different contexts. Whilst teachers' positive attitudes are essential to supporting fair access to high-quality education and opportunities for all children regardless of disability (Charema, 2010; Charitaki et al., 2022; Guillemot et al., 2022; Nel et al., 2011; Nishio et al., 2020; Tan et al., 2022), this issue remains under researched in both Indonesia and Poland. Indonesia and Poland present as Global South and Global North, categorized as developing and developed, majority Christian and majority Muslim, multicultural and monocultural and averagely populated and extremely populated respectively. The impact of these different contexts on Indonesian and Polish teachers attitudes towards inclusive education is considered in this thesis.

Rationale of the Study

The inclusion of children with SEN in mainstream classes has emerged as a prominent aim in educational systems, aiming to provide equal opportunity for all learners. Nevertheless, achieving this aim requires fundamental changes in the school systems, and one of the main obstacles impacting this transition is the apparent incapacity, or hesitancy, of teachers to integrate inclusive education into their existing teaching philosophies and practices. Previous research (De Boer et al., 2011) has been conducted on various factors that can impact teachers' attitudes towards inclusive education, including their cultural and religious backgrounds, country of origin, level of development, availability of resources, and understanding of the concept of inclusivity in classrooms. However, no studies have been conducted comparing Indonesia and Poland in this regard. In addition to having both cosmopolitan and monocultural

characteristics, these two countries also differ in their levels of development, particularly in their educational systems.

The purpose of this research is to compare Indonesia and Poland in order to analyse the variables that impact teacher attitudes towards inclusive education and to understand teachers' experiences of implementing inclusive education in both countries. The findings of this study can inform teacher training, identifying preconceived biases and beliefs that might act as a barrier to creating inclusive learning environments.

The Aim of the study

The objective of this research is to investigate the determinants of teachers' attitudes on inclusive education within the specific settings of Poland and Indonesia. This also includes ways in which national characteristics, such as historical context, rules, and implementation procedures, might impact the views of the two countries.

- To explore and compare the variations in attitudes towards inclusive education between Indonesia and Poland, elucidating the factors contributing to these differences.
- To delineate the primary determinants influencing teachers' attitudes towards inclusive education in Indonesia and Poland.
- To analyse the relationship between contextual factors and attitudes towards inclusive education in both countries, aiming to provide insights for educational policy and practice.

Research questions

Phase 1: How do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors?

- Do teachers' attitudes toward inclusive education differ in relation to social factors including (a) country, and (b) gender?
- Do teachers' attitudes toward inclusive education differ in relation to educational factors including (a) school type, (b) school level, (c) teaching experiences, and (d) contact with disability?

- Do teachers' attitudes toward inclusive education differ in relation to psychological factors including (a) empathy, (b) teacher self-esteem, (c) belief of fun in teaching and learning, and (d) autistic spectrum condition (ASC) level in teachers?

Phase 2: What are teachers' experiences of implementing inclusive education in Poland and Indonesia?

Significance and relevance of the study

This comparative study of Indonesia and Poland offers a unique perspective on how cultural differences can manifest in inclusive educational settings. It is the position of the study that differences in culture, regulation, supports, and development level, amongst others, between Indonesia and Poland have an influence on teachers' attitudes towards inclusive education, as well as their practices regarding inclusive education. By eliciting the differences and similarities that exist between the two countries, the comparison helps to enhance understanding and appreciation across cultures. Insights of this kind are crucial for developing enhanced, culturally sensitive educational policies and practices. In this regard, analysing the nuanced attitudes of teachers about inclusive education provides a solid foundation for informing policymaking and implementation.

Understanding the specific challenges and cultural contexts associated with inclusive education in the two settings allows for the development of targeted interventions and efficient allocation of resources, eventually promoting inclusive practices that cater to the diverse needs of children. The notable contribution of this research is its focus on enhancing educational fairness. The study identifies barriers to inclusive education and examines elements that influence teachers' attitudes in order to inform the creation of more equitable learning environments.

The findings from this comparative study can also be used to develop tailored professional development programs for teachers in Indonesia and Poland. For instance, teachers training can be designed to improve teachers' positive attitudes towards inclusive education by prioritising the most influencing factors related with teachers attitudes towards inclusive education. Furthermore, understanding the specific challenges faced by teachers in each country as a baseline to develop regulations and solutions they need.

There has been extensive research on the variables which are significant regarding teachers' attitudes in the context of inclusive education. The evidence regarding teachers' gender, age and years of teaching experience, although numerous, remains inconclusive (Ahmmed et al., 2013; Avramidis & Norwich, 2002; Clough & Lindsay, 1991; Rofiah et al., 2023). The factors which emerge as the most influential are occupation, experience of teaching children with disabilities, contact with disabled people and relevant training (Ahmmed et al., 2013; Clough & Lindsay, 1991; Rofiah et al., 2023). This present study examined teachers' attitudes towards inclusive education in relation to factors which previous research has suggested are influential: (1) countries differences, (2) gender, (3) school type, (4) school level, (5) teaching experiences, (6) contact with disability, (7) teachers' empathy, (8) teachers' self-esteem, (9) beliefs about fun in teaching and learning, and (10) teachers' ASC (Autistic Spectrum Condition) level.

Definition of Terms

In academic research, key terms are essential not only because they represent a study's concepts, and because this conceptualisation may vary according to academic field and author.

Inclusive education

In its broadest sense *inclusive education* involves considering the needs of all students and their physical and psychological characteristics, in a classroom or educational setting. This can be achieved through legislation, teacher training, providing necessary infrastructure, to ensure students with special needs can study in the same classrooms as their peers without special needs. Indeed, inclusive education may be considered as the direct opposite of segregated teaching. UNICEF (2017, p. 1) defines inclusive education as follows:

An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools.

Therefore, the idea of inclusive education as propounded above, will be recurrent throughout this study. Given that the focus is on determinants of teachers'

attitudes towards inclusive education, the effort in this study would include assessing whether or how teachers understand the meaning of inclusive education and if they approach classrooms and educational because teachers' attitudes may change depending on their personal understanding of what inclusive education means. More on the definitional aspects of inclusive education will be covered in the Chapters 1: inclusive education on theoretical background.

Teachers' attitudes

When a policy is primarily centred around inclusive education, teachers are at the centre of implementation and their actions may influence students positively or negatively (Charitaki et al., 2022). This is where attitude comes into play. In this context, teachers' attitudes include their ideas, thoughts, sentiments, and predispositions towards inclusive education. This may range from their teaching techniques to manner of response to students with SEN, and design of curricula. Attitude can be explained using the Theory of Planned Behaviour (TPB) by Ajzen (1991) that describes how teachers may change their characters on the basis of behavioural (conative), normative (cognitive), and control beliefs that impact human conduct which will be covered in the Chapters 2: teachers attitudes towards inclusive education and the influencing factors. These attitudes may greatly impact a teacher's conduct, teaching methods, classroom control tactics, and relationships with students and peers. Positive attitudes such as excitement for teaching, conviction in students' potential, and a growth mindset, may improve teaching effectiveness and student learning results. Negative attitudes like cynicism, disinterest, or prejudice may impede effective teaching and obstruct student achievement.

Scope of the study

This study broadly covers the contemporary experiences of Indonesian and Polish teachers at the basic or primary educational level and students with SEN at the same level of education. Details of the participants characteristics are found in Chapter 3: Methods. The study adopts both quantitative and qualitative research methods, mixed methods, to collect and analyse data on the determinants of teachers' attitudes towards inclusive education in the two countries, incorporating several theories, some of which are unique to Indonesia and Poland and others that are applicable to both countries and cut across various aspects of pedagogy and beyond. This study has been conducted over

a period of four academic years with financial support in the form of scholarships, stipends, and grants awarded by the University of the National Education Commission in Krakow (UKEN). Whilst, pedagogy is the discipline within which the study is set; much of the work on inclusive education, cuts across the social sciences and humanities.

Outline of the study

Following this introduction, Chapter 1 provides a detailed literature overview on the idea of inclusion in different perspective such philosophical bases theoretical and practical between Indonesia and Poland. Chapter 2 considers teachers' attitudes towards inclusion and the influencing factors related to social and demographic variables, education and psychological variables. The research methods employed in this study are described in depth in Chapter 3. The study's results both quantitative and qualitative are presented in Chapter 4, finally the discussion and conclusion are presented in Chapter 5. The study's limitations and recommendations for future research are also outlined.

In summary, this preface provided a background and context for the study on the determinants of teachers' attitudes towards inclusive education in Indonesia and Poland. This was the first comparative mixed-methods study to examine teachers' attitudes toward inclusive education in Indonesia and Poland. This chapter also addressed the statement of the problem, elucidated the significance and applicability of the research, outlined the objectives and questions and defined some of the key terms used frequently in the work. The last section of the chapter described the general structure of the thesis.

Chapter One

Inclusive Education: The Theoretical Background

'The democratic faith in human equality is the belief that every human being, independent of the quantity or range of his personal endowment, has the right to equal opportunity with every other person for the development of whatever gifts he has'.

----- John Dewey

This chapter discusses the background and development of inclusive education, starting with a historical and theoretical foundation and then examining its implementation, with a specific emphasis on Indonesia and Poland. It explores a wide range of viewpoints on inclusion, including the philosophical bases and theories, as well as the practical difficulties and tactics used in educational systems. The chapter begins by examining the development of the concept of inclusive education, highlighting the significance of democracy, equality and human rights as fundamental principles. It examines the important viewpoints of prominent philosophers and educators, including Dewey, Deleuze and Guattari, as well as the social inclusion theory.

Based on a review of the literature, this chapter examines the implementation of inclusive education in Indonesia and Poland and evaluates the geographical, cultural and legal factors that influence the implementation of inclusive policies in these two countries. This includes a consideration of teachers' skills, attitudes and practical implementation of inclusive education. The chapter finishes by juxtaposing the development of inclusive education in Poland and Indonesia, analysing the parallels, disparities and challenges that exist.

The Origins of Inclusive Education

There is a trend in international organisations and nations, where attempts have been made to implement positive visions of how disabled children should be treated in education and society (Sheehy et al., 2023). This trend was inspired by the United Nations Convention on the Rights of the Child (UNCRC, 1989), which was the first human rights treaty to highlight that disabled children are at increased risk of social exclusion and marginalisation. The UNCRC led to the Salamanca Statement (United

Nations Educational, Scientific and Cultural Organization, UNESCO 1994; Reindal, 2016), which was signed by up to 92 government representatives and 25 international organisations. The Salamanca Statement was a clear agreement that signatories would develop educational systems in which children would ‘receive the support required, *within the general education system*, to facilitate their effective education’ [Article 24]. This adopted a right-based view of inclusive education.

Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences. (p. Vii)

Later declarations reaffirmed this—the right to education and the right to be educated together—for every individual ‘regardless of their physical, intellectual, emotional, social, linguistic or other condition, and that inclusion makes good educational and social sense’ (UNESCO, 1999: p.9). The United Nations Committee on the Rights of Persons with Disabilities (CRPD) distinguishes between inclusive education and other settings of education (Rix et al., 2013). This is illustrated in Figure 1.

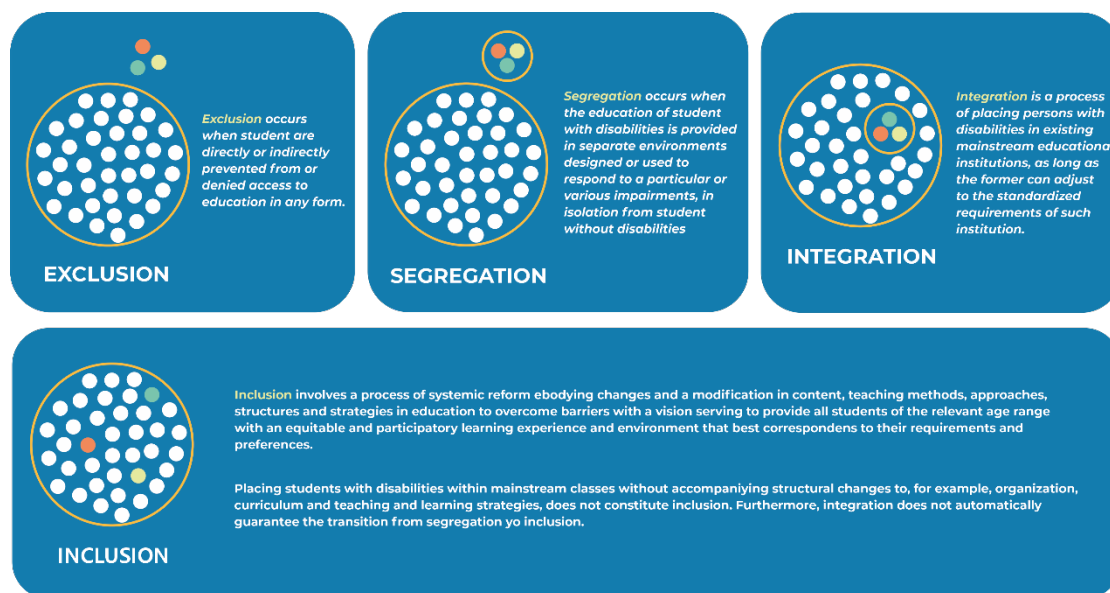


Figure 1: Definitions of different educational settings.

Source: United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4 (<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>)

There has been widespread agreement across nations that the exclusion of disabled children in society would be addressed through the development of an

inclusive educational system in which all children can be educated within a country's general education system. There is an acknowledgment that every student has the right to receive education, which is considered a human right (Craissati et al., 2007). Ensuring that everyone has access to education is the responsibility of all societies; (Ydo, 2020) and has been referred to as a collective responsibility by UNESCO (2020a). Inclusive education recognises that education should be accessible and relevant to all students, regardless of their needs. Implementing inclusive education requires adapting the educational system to cater effectively to the diverse requirements of each student. This means that schools and educators need proper training to understand and address the needs of every student. Additionally, the curriculum should be designed flexibly so that it can accommodate the needs of all students. Furthermore, schools should provide support and resources, such as accommodations, adaptations and specialised services, for children who require them.

However, analyses of the provision available at present have revealed that when governments, teachers and parents talk of inclusive education, they mean different things (Sheehy et al., 2023). For example, they may use the term 'integration' synonymously with 'inclusion' or consider inclusion as occurring within a set of provisions that includes special and segregated settings (Rix et al., 2013). One reason these different terms and types of schooling are seen, in some countries, as being 'inclusive' is because decisions about where and how children are taught need to fit in. In this situation, the 'policy language' might refer to inclusive education, but the provision remains similar (Sheehy et al., 2023). Another significant factor influencing how inclusive education is implemented is the different ways in which we think about disability (Wardhani et al., 2021). This contributes significantly to the exclusion of disabled children from education, which remains an international issue (UNICEF, 2019) and also explains why the education of disabled children and that of children not identified as disabled or having special educational needs is often a controversial issue and varies widely in its implementation between and within nations (Qu, 2020).

With the diverse interpretations and practices surrounding inclusive education, it is crucial to establish a clear and unified understanding of its principles and objectives. Inclusive education goes beyond just integrating students with disabilities into mainstream educational settings without sufficient support. It focuses on authentic

inclusion that respects and embraces diversity, requiring not only policy adjustments but also a fundamental change in how society views disability and educational equality.

Inclusive education as a philosophy and movement aims to ensure that every child, regardless of their abilities, has opportunities to access education, learn and grow. This approach recognises that diversity and differences are not only inevitable but also valuable in the learning environment (du Plessis & Bisschoff, 2007). It goes beyond accommodating variations and strives to establishing a truly inclusive education system for all students. The belief underlying inclusion is rooted in the idea that every individual holds value and inherent dignity. This belief is based on values that emphasise the importance of respecting all people and recognising their equality. Thus, the principle of discrimination guides inclusive education by advocating for equal and fair treatment for every individual, irrespective of their unique characteristics.

Inclusion: The Western Philosophy of the 20th Century

As indicated in Figure 1, drawing on the notions of special education when defining or developing inclusive education can be problematic. These problems arise from the different foundations of the special and inclusive philosophies of education. Danforth and Naraian (2015) highlighted this difference, mapping the theories and ideas that have formed the foundation of inclusive education. Historically, in the 1970s-1980s in the United States, many educators had assumed that the concept and practice of inclusive education arose from special education (Friend & Bursuck, 2019). However, Danforth and Naraian (2015) challenged this belief and set four foundational principles that underpin the concept of inclusive education (Figure 2).

Any intellectual foundation for inclusive education must support growth and innovation in policy development, research and theory and pedagogical practice. It must facilitate the furtherance of inclusive education as both a *discrete field of educational activity* and a pedagogical area intimately connected to, informing and benefiting from advances in all fields of educational scholarship and practice. It should interpret schooling as a human social activity that nurtures the growth, learning and well-being of individuals and families while simultaneously contributing to the democratic character of communities (Danforth & Naraian, 2015). The notion of a democratic influence being important can be traced back to John Dewey's work. Dewey (1976) contributed to ideas that underpinned later thinking on inclusive education by emphasising the importance of education in promoting social justice, democracy and

the full participation of all individuals in society. This clearly resonates with the UNCRC and rights-based views of inclusive education, with democracy and equality at the basis.

Furthermore, Dewey also emphasised the importance of social interaction and collaboration in education. He believed that schools should serve as communities where students learn to work together and respect each other's differences. This can be seen in inclusive education as promoting social integration by creating inclusive environments where students regardless their abilities can interact and learn from each other. This is related and relevant to the concept of inclusion in today's educational system. Nanforth and Naraian (2015) outlined four foundational principles for inclusive education, as illustrated in Figure 2, suggesting that inclusion will be well implemented if built on this basis. Figure 2 summarises the four foundational priorities, which comprise (1) democracy, drawn from Dewey and his vision of democratic community and moral equality; (2) interpersonal relationships communicating value, which refer to teachers' works relating to ethical interaction. (This was retrieved by educational philosopher Nel Nodding, who explained caring relationships and powerful guidance); (3) political consciousness, which is the ideology of ability refers to how the society understands ability and; and (4) situated agency, which is an oppositional consciousness that means the complex situations confronted with their beliefs. It signifies that enabling teachers to take charge of their teaching environments allows them to better handle the various challenges of education and promotes inclusive approaches. This flexibility and understanding help to cultivate a positive attitude towards inclusive education, ultimately creating more welcoming and fair learning spaces.

To effectively promote inclusiveness using the principles outlined by Danforth and Naraian (2015), it is crucial to consider how language plays a role in overcoming the sense of complacency and lack of reflection that has made inclusion seem lacking in significance (Shapiro, 1994). Philosophers such as Deleuze and Guattari as well as Derrida and Foucault, known for their studies on diversity and the politics of embracing perspectives, have, according to Patton (2000), offered perspectives that can reshape inclusion into a vibrant and purposeful endeavour. If this philosophy is to be used to promote inclusiveness, it must be a crucial element in connection to language, which is a difficult task. It needs to overcome the complacency and lack of reflexivity based on which inclusion has become a catchall for anything and everyone and is now considered

a meaningless idea or just a pretty word (Shapiro, 1994). Deleuze and Guattari, Derrida and Foucault and others have been recognised as philosophers with a difference due to their concern about attaining the acknowledgement of minority social groups and their endeavour to develop a politics of difference based on plurality (Patton, 2000).

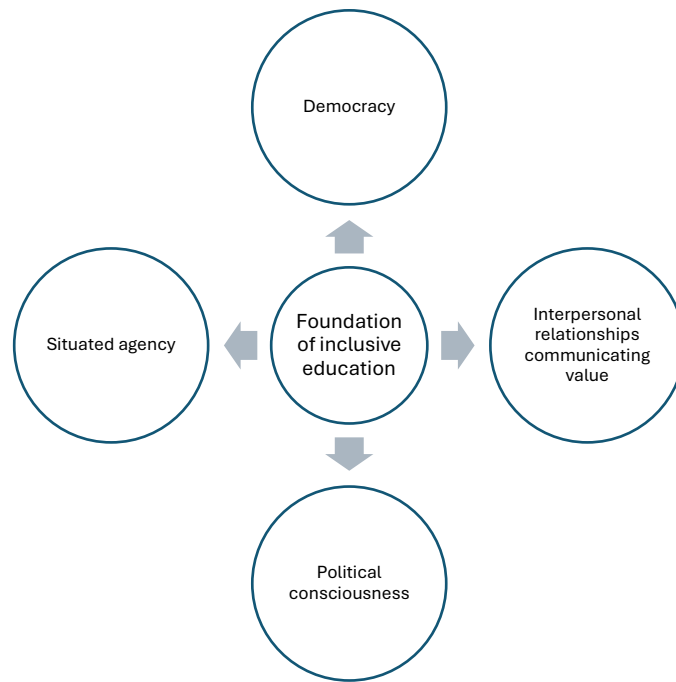


Figure 2: Four foundation principles that demonstrate the basic idea of inclusive education

Source: Author based on Danforth and Naraian (2015, p.73)

This vision of inclusive education also recognises that diversity is essential to having a healthy and thriving society (Villa & Thousand, 2016), as it brings different perspectives, experiences and ideas to the table, enhancing learning and contributing to a more vibrant and dynamic society. In a truly inclusive educational system, all students are valued for their unique strengths and abilities, and differences are seen as opportunities for growth and learning rather than as barriers to success (Villa & Thousand, 2016). This viewpoint aligns with Dewey’s beliefs, which stress the importance of learning and considering each student’s unique interests to fostering an inclusive and engaging learning atmosphere. This is discussed in the next section.

John Dewey’s Perspective on Inclusion

Although John Dewey died in 1952, he was vocal about democracy in education many years before the concept of rights and disability-inclusive education emerged, and his

philosophy of education is frequently cited as underpinning how we think about inclusive education today. John Dewey (in Gutek, 1997) was a pragmatic, progressive educator, philosopher and social reformer, who influenced education through his notion of social learning. He believed that school should mirror a social environment, pupils learn best in natural social situations (Flinders & Thornton, 2013) and students' interests should drive teaching (Dewey & Boydston, 1976). John Dewey's educational philosophy provides a perceptive examination of the disputed and complex problems appearing in what may be termed the *social turn* in the disability theory (Danforth, 2008).

According to Dewey (1976), the objective of education, in connection with the fulfilment of the democratic ethic, is to create the social circumstances that enable individuals to have various experiences essential for developing their talents, interests and wants. Schools must encourage the broadest range of intellectual and practical development for all students to prepare them for various potential life activities. This is especially important given the rapid rate of societal change (Aron, 1977). This is in contrast, for example, to educational systems and provisions based on intelligence testing alone, which defines a person from a young age such that his future may be anticipated, monitored and limited, stifling both the expansion of individual talents and the dynamic development of a free society. Dewey's words on this subject in his book *Experience and Education* (1938) are bitter.

It was once supposed, at least by some, that the purpose of education, along with equipping students with some indispensable tools, was to discover and release individualized capacities so that they might make their way with whatever social change is involved in their operation. However, now we welcome a procedure that, under the title of science, sinks the individual in a numerical class, judges him concerning his capacity to fit into a limited number of vocations ranked according to present business standards, assigns him to a predestined niche, and thereby does whatever education can do to perpetuate the present order. (p. 84)

The Deweyan philosophy broadly aligns with the social model of disability (which is discussed subsequently) regarding how social processes and structural variables inside institutions such as schools and across society in general function to produce hierarchical categories of human difference. The issue in the case of the student

with an intellectual disability is inadequately conceptualised as a case of someone with a limited development rate or capability. A particular trajectory and rate of growth across various activities that a child may undertake in an educational programme become problematic when framed about a set of cultural expectations that bestow poor evaluation. The pace of development and growth of a person is only considered an issue when societal processes gauge that pace based on comparative performance criteria. Such comparable evaluation recasts a child's growth and development pattern as inferior and, hence, problematic. In a way, the child is characterised by his or her inability to become the person he or she should be, as judged by others.

This synthesis of Dewey's thinking towards teaching children with intellectual impairments merely offers a preliminary re-evaluation of the disability theory. There are still other crossovers between Dewey's educational and social philosophy and the understanding of the array of difficulties affecting children with intellectual impairments in public schools. Unquestionably, at the top of the list are the interrelated objectives of enhancing instructional provision and fostering an environment of moral equality and human connection. In pursuit of these shared objectives, philosophical analysis is best framed within an educational offering that facilitates extensive contact and mutual assistance amongst students with and without intellectual impairments. Future theoretical and practical work in this field must simultaneously address individual needs and societal cohesion within a community framework of moral equality, a combination which can be pursued with John Dewey's work as a guide.

While Dewey's educational philosophy was rooted in pragmatic democratic ideals, a more radical, post-structuralist perspective was developed by Deleuze and Guattari (1987). Like Dewey (1976), Deleuze and Guattari challenged traditional hierarchical structures and advocated for educational practices that embrace diversity and promote active learning in an ever-changing world. Like Dewey, their thinking is considered to have influenced how the notion of inclusive education was constructed. By blending these ideas, we can enhance the development and execution of education, guaranteeing its adjustment to the unique requirements of individuals and communities in an ever-changing and fair way.

Deleuze's and Guattari's Perspective on Inclusion

Deleuze (1925–1995) and Guattari (1930–1992) criticised the encouragement of minority groups to join the mainstream and coined the term majority–minority, which

is supposed to imply becoming minor or minoritarian. They believed that this necessitates an open articulation of the divergence of the minority from the majority, compelling the majority to reassess its own norms.

The power of the minority is neither measured by their capacity to enter and make themselves felt with the majority system nor by their ability to reverse the tautological criterion of the majority; rather, it is measured by their ability to bring to bear the force of the non-denumerable sets, however small it may be, against the denumerable sets (Deleuze & Guattari, 1987). The essential traits of the rhizome that allow it to operate well and carry out its disruptive action are identified. This in-betweenness is an inviting environment where movement happens and everyone belongs. The middle is not an average; rather, it is where things pick up speed. 'Between things' does not designate a localisable relation going from one thing to the other and back again, but a perpendicular direction, a transversal movement that sweeps one and the other away, a stream without beginning or end that undermines its banks and picks up speed in the middle (Deleuze & Guattari, 1987).

Schools are highly stratified settings in which the movement of pupils through the facility and curriculum, in relation to teachers, other adults and other students, is tightly regulated. Inclusion has been plagued by clichés about difference, with teachers being encouraged to celebrate diversity and difference. Deleuze aimed to prioritise difference above identification and develop a definition for difference that has no essential relationship with the negative or with negation (Patton, 2000). Deleuze highlighted a crucial distinction between difference and diversity.

Differences are not diversity. Diversity is given, but the difference is that by which the given is given [...] Difference is not a phenomenon, but the noumenon closest to a phenomenon [...] Every phenomenon refers to an inequality by which it is conditioned... Everything that happens and everything that appears is correlated with orders of difference: differences in level, temperature, pressure, tension, potential, and intensity. (Deleuze, 2004, p. 280)

Deleuze and Guattari (1987) warned against the sort of differentiation that justifies segregation to preserve diversity. The formation of faith-based schools, the recurrent demand that black boys be taught separately and, of course, special education are instances of this kind of erroneous separation. The final idea Deleuze and Guattari

proposed for appropriation in the inclusion project was that of becoming the activity by which something or someone continues to differ while being what it is (Patton, 2000). Minorities may only establish their identity when they cease to be a defined *aggregate concerning the majority* (Deleuze & Guattari, 1987).

The influence and value of Deleuze and Guattari as well as Dewey are clearly reflected in the development of the social inclusion movement, which aims to ensure that all individuals and groups have equal opportunities to participate fully in society. These ideas, which warn against separating people in the name of protecting differences, resonate with the objectives of the social inclusion movement. This movement, similar to Dewey's beliefs, stresses the significance of offering everyone a chance to actively participate in society, irrespective of their traits. To bridge the gap between exploring the origins of inclusion and its practical implementation in Indonesia, it is crucial to understand how local beliefs influence broader educational patterns. While the global conversation on education highlights the influences of Dewey, Deleuze and Guattari and underscores the necessity for responsive methods, Indonesia offers a distinct viewpoint through Ki Hajar Dewantara's work. Dewantara's philosophy, shaped by educators such as Dewey, also demonstrates a dedication to incorporating the wisdom and values of others through its assimilation of Rousseau's and Montessori's ideals. This fusion with local philosophies in Indonesia emphasises the significance of contextualising inclusive education within specific cultural and historical contexts.

Inclusion Philosophy in Indonesia

In Indonesia, the most prominent education philosopher is Ki Hajar Dewantara (1889–1959) (Figure 3), whom the Indonesian people refer to as the Forefather of National Education (Laurens, 2021). With a history of the struggle for independence from colonialism, the Indonesian philosophy of education is inseparable from the influence of Western thought. Ki Hadjar Dewantara's childhood name was R.M. Soewardi Surjaningrat, and he was born in 1889. RM stands for *Raden Mas*, which was the noble title of his Javanese family. He relinquished his royal title in order to be closer to the people he fought for through journalism, politics and education. He obtained a teacher's certificate in 1915 and was greatly influenced by Tagore, Montessori and Fröbel (Ferary, 2021), all of whom had visited *Taman Siswa*, the school he founded in Yogyakarta. Acknowledging the shortcomings of the educational system, dewantara

also recognised the significance of incorporating local wisdom and values, which was overlooked by the colonial schools in Indonesia at that time (Ferary, 2021).



Figure 3: Ki Hajar Dewantara portrait

Source: https://en.wikipedia.org/wiki/Ki_Hajar_Dewantara

Dewantara expressed his views on principles and concepts of education through four volumes of writings. According to Dewantara (1962), education aims to achieve the perfection of life by fulfilling both spiritual and physical needs. This aligns with Fröbel's perspective which suggests that education should guide individuals to become perfect representations of inner laws through personal choice and show them how to attain this goal (Frobel, 1887). Dewantara outlined his concept of education, as *ngerti* (to understand) *ngroso* (to feel), and *nglakoni* (to act) known as *Taman siswa* (means: students garden) which he named his school in Yogyakarta after this concept: *Taman siswa*.

In connection with the inclusion philosophy, the concept of *ngerti* means that understanding goes beyond traditional academic knowledge and should involve recognising and understanding the diverse needs, abilities and backgrounds of all students (Towaf, 2016). Teachers in inclusive settings aim to comprehend each student's unique learning style to provide them with appropriate support. The second concept of *Taman siswa* is to feel (*ngroso*), which refers to the emotional and affective aspects of education (Towaf, 2016). It also involves cultivating empathy, emotional intelligence and a sense of humanity. Inclusive education strongly emphasises creating an emotionally safe and supportive learning environment. Acknowledging and

respecting the feelings of students, including those of students with diverse needs, is very important. Teachers in inclusive settings aim to foster a sense of belonging and emotional well-being in all learners. The third concept of *Taman siswa* is to act (*nglakoni*), which means putting knowledge and understanding into action (Towaf, 2016). Dewantara believed that education should inspire students to actively contribute to society and make a positive impact. As with modern views of social inclusion, Dewantara argued the importance of taking concrete collaborative steps to ensure equal opportunities and access for all (Purwowododo & Zaini, 2023) at the level of the classroom as well as in the community (Yanuarti, 2017).

Dewantara's perspective on education is holistic, in that it seeks to help us gain an understanding of and develop an appreciation for our surroundings so that we can take actions that benefit society as a whole (Wijayanti, 2018). This is why he consistently emphasised the concept of *budi pekerti* [ethics] in his teachings. This is the idea that actions should arise from a unity of thoughts, emotions and intentions (Dewantara, 1962). Although Dewantara never explicitly used the term *Bildung*, his concepts were closely aligned with the notion of self-realisation (Daroin & Aprilya, 2022). Regarding pedagogy, he introduced the three-step learning process known as 'tri N'. The first step is *niteni* (to remember), and in this step, learners engage their senses and undertake activities that aid in information processing and retention. The second step is *niroke* (replicate actions), and the third step is *nambahi* (to enrich), where learners enhance their abilities through the learning process itself (Prihatni et al., 2019). This concept is a holistic approach that aligns with the inclusive education philosophy (Bhoki & Are, 2024), which seeks to understand, empathise and take proactive steps to create an equitable and supportive learning environment for every student, emphasising not only academic success but also social and emotional well-being (Winarsih, 2017).

Furthermore, the basic concepts *Ing Ngarso Sung Tuladha*, *Ing Madya Mangun Karso* and *Tut Wuri Handayani*, gotten from Dewantara, are still being used now as the educational motto in Indonesian national education (Wardani, 2010). Dewantara's philosophy comes from the meaningful local wisdom that both teacher and leader should be in front, acting as models or examples; in the middle, building intention; and behind, motivating learners/public (Darmawan & Sujoko, 2019). *Ing Ngarso Sung Tuladha* means in front, setting an example; in other words, teachers are expected to serve as an example or be a role model for students. This aligns with the inclusive

education principle of modelling inclusive behaviours and attitudes. Teachers who embrace inclusion should set an example for their students, fostering the culture of acceptance, respect and understanding. This shows that although Dewantara preceded modern visions of inclusive education, his approach, which underpins Indonesia's educational philosophy, is supportive of and compatible with the notion of social inclusion and inclusive education. The second tenet is *Ing Madya Mangun Karso*, which means those in the middle should take initiative and be cooperative. In another sense, a teacher should be a figure that fosters ideas/ideas/willingness in students. This aligns with the inclusive education principle of creating a supportive and harmonious learning environment. An inclusive classroom prioritises diversity, respect and collaboration, fostering an atmosphere where every student feels valued. The third concept is *Tut Wuri Handayani*, which means those at the back should give support. Teachers are encouraged to provide assistance and mentorship to students, ensuring that all students receive the necessary support to navigate their educational journey successfully. This aligns with the inclusive education principle of providing individualised support. Teachers should recognise and address the unique needs of each student, offering guidance and assistance to ensure that everyone thrives.

In addition, *Tut Wuri Handayani* also means developing the potential of the students' thoughts (*cipta*), feelings (*rasa*) and willingness (*karsa*) in a balanced manner, according to their natural talents and interests (Ki Suwarjo in Masitoh & Cahyani, 2020, quoting remarks made by Dewantara, which reflect his struggle with the colonialism he saw). The goal is for students to become independent people who are useful in life (*manunggaling cipta, rasa and karsa ambabar karya*) (Darmawan & Sujoko, 2019). With this system, students are equipped to think scientifically, critically, creatively and independently and take responsibility. Similar to Dewantara's philosophy in the Indonesian context, Korczak's and Grzegorzewska's philosophy in Poland focuses on valuing and respecting children, acknowledging their uniqueness and importance as members of society.

Inclusion philosophy in Poland

Janusz Korczak

Janusz Korczak (Figure 4) was Henryk Goldszmit's pen name (1878–1942); he gained recognition as a Polish Jewish paediatrician, author and educator and assisted ill and

orphaned children until a Nazi gas chamber ended his life. He holds a significant place in Poland's educational system for his groundbreaking efforts in championing children's rights and introducing innovative child care and educational methods. Korczak firmly believed in treating children with respect and dignity and recognising their individuality. He is acknowledged as an important social activist whose work still influences debates and practices regarding children in Poland and beyond, particularly with regard to children's rights.

According to him, children are not merely small adults but hold significance as valuable members of society in their own right. It was crucial to include Korczak in this thesis for various reasons. Firstly, his pioneering work and beliefs regarding children's rights and education serve as a historical and ethical basis for present-day discussions on inclusive education. Korczak's emphasis on treating children with respect and acknowledging their uniqueness resonates with modern inclusive education principles, underscoring the relevance of his work to this research topic. Additionally, his contributions provide a comparative outlook that explores inclusion ideologies across diverse cultural contexts. Korczak's enduring advocacy for the dignity and rights of children offers valuable perspectives and a wider framework for comprehending the global evolution of inclusive education.



Figure 4: Janusz Korczak portrait

Source: https://en.wikipedia.org/wiki/Janusz_Korczak

A key principle of Korczak's teaching philosophy revolved around acknowledging children's rights. He advocated for their right to be respected and for their voices to be heard and also advocated that they be allowed to actively participate in decisions that directly concern them. Korczak emphasised cultivating empathy when it comes to the education and care of children. He urged adults to strive towards understanding the world through a child's perspective while being attuned to their needs and emotions. Regarding education and caregiving, Korczak believed that adults must genuinely comprehend the child's world by embracing their viewpoint.

Korczak dedicated his life to the education of orphaned children (Dorot & Davidovich, 2021; Silverman, 2017). As a physician, he found his calling in providing education for deprived children. He was also a writer, and his work covered a range of topics, including children stories, philosophical papers, pedagogical writings and detailed observations of the children under his care (Dror, 1998). His primary focus was on the well-being and rights of the child, and he strongly criticised society and the education system of his time for neglecting these rights. He advocated for social reforms. Although orphanages are no longer as prevalent today, educators face challenges in supporting children with disabilities or other developmental difficulties.

Korczak's educational philosophy centres around embracing children as individuals who are still developing. This belief forms the foundation of his approach. However, he acknowledged that these children require assistance to overcome their challenges and that it is the educators' responsibility to employ tailored techniques and thoughtful pedagogy to address these difficulties effectively. Accordingly, Korczak asserted that every child deserves to get an education and should be supported in developing their skills and abilities to navigate life (Dorot & Davidovich, 2021; Dror, 1998). He focused on the importance of instilling a value system and fundamental attitudes in children to guide and support them through life. Rather than merely training them in skills, he believed in nurturing their personality traits and habits to help them become independent and productive individuals.

Korczak stressed the significance of values and their integration into education, emphasising the need to cultivate a set of values in children (Choczyński, 2020; Efron, 2008). This aligns with the shift in the definition of normalisation, which simply aims for conformity to societal norms and places a greater emphasis on the concept of quality of life. Since quality of life depends on experiences, internalising values becomes one

of the primary objectives of education. If normalisation entails knowing how to act, while quality of life involves choosing when and how to act, then understanding the underlying philosophy is crucial to comprehending why. According to Korczak, education aims to provide children with interpersonal experiences that allow them to express their abilities, interests and inclinations in daily life. This is combined with an emphasis on treating each person with respect, regardless of age, and fostering connections within the community (Choczyński, 2020).

Korczak's philosophical mindset, when applied to educational practices, can be illustrated in two areas: self-respect and respect for others (Dorot & Davidovich, 2021). In modern day education, one way respect for individuals with disabilities can be demonstrated is through program planning. Considering every individual to be valuable is the origin of all values. It entails perceiving each individual as a self-governing and imaginative being capable of exercising self-control, making choices, and pursuing their chosen course of action.

In this context, a child possesses no less personhood than an adult. Each child is distinct and unique in their experiences. The present moment holds significance to both the past and future. Korczak emphasised that childhood should not be seen solely as a preparation for adulthood but respected as a meaningful phase of life (Berding, 2020a). He addressed the vulnerabilities and limitations that children possess, which often lead adults to misunderstand them and childhood itself. The vulnerability lies mainly in children's struggle in communicating their ideas, desires, opinions and emotions, while the limitation lies in the absence of a platform where they can freely express their emotions and articulate their experiences. Regrettably, adults frequently pass judgment on children while engaging in conversations with them, often dismissing their perspectives without genuinely listening to what they have to say.

According to Korczak, the important thing is to encourage and support children while paying attention to their positive qualities and praising their efforts to overcome their weaknesses (Kurcińska, 2017). He believed in respecting children as individuals and valuing childhood as a phase of life. Korczak did not idealise children or childhood but rather approached them with realism and humanism. In his descriptions and stories about children, he acknowledged the existence of attention-seeking behaviour in some of them and emphasised that as an educator, it is crucial to respect these children, showing interest in them and treating them with the same sincerity with which we treat

well behaved children. He advocated for an approach that was warm and interested, rather than judgmental. And noted that despite the challenges of childhood, it should be a period filled with excitement and emotional fulfilment. According to him, if children are raised in an environment that prioritises relationships and mutual respect and acknowledges the limitations imposed by reality, they will grow up to become adults who can contribute towards building a better society (Berding, 2020a). Korczak, who went through the hardships of two world wars, held a belief that education could bring about reform and foster a new society built on solidarity and mutual support among independent individuals.

In addition to valuing childhood, Korczak viewed it as a period of shaping the values that would guide a child throughout their life (Choczyński, 2020). He believed that the primary goal of education is to help children internalise a set of values that would empower them to function independently in society. This is not to be achieved through indoctrination or instilling fear and punishment but by nurturing each child's personality and potential. Korczak emphasised values such as productivity, honesty, responsibility, self-respect, respect for others and integrity. One aspect that received attention in Korczak's writings and approach was the value of work. He believed that no type of work should be considered superior or menial to another and that any productive activity held value. Through work, both children and adults have an opportunity to express their personalities while cultivating a sense of responsibility towards others and themselves. Work serves as a means of developing self-respect through independence. In his orphanage, items like brooms and trash cans were placed prominently to signify the dignity associated with work.

The importance of Korczak's philosophy to social inclusion is clear. Regarding inclusive education, Korczak believed educators should adopt the role of guides and facilitators rather than imposing figures (Underwood et al., 2020). Creating a nurturing environment where children can learn and flourish was paramount to his philosophy (Shner, 2018). Korczak put his principles to practice in his orphanage, allowing children to actively engage in decision-making processes. He provided them with opportunities to have their own parliament, court and newspaper. Jean Piaget noted in the Chawla (2023):

This great man had the courage to trust the children and young people who were in his care and even went so far as to make them responsible for issues of discipline and to entrust to individual children the most difficult tasks. (p. 114)

According to him, it is vital for children to take on responsibilities and be involved in making choices. Furthermore, Korczak emphasised the significance of the surrounding environment in a child's upbringing and development. He argued that a nurturing and supportive atmosphere played a role in fostering a child's emotional and intellectual growth. Korczak's educational approach was ahead of its time and brought about changes. His belief in respecting children as individuals, which promotes empathy, guiding rather than instructing and encouraging self-learning, and his emphasis on the importance of the child's environment has had a profound impact on education and childcare practices to this day.

Maria Grzegorzewska (1887-1967), who is discussed in the next section, made efforts in the field of education and emphasised the significance of tailored initiatives and changes designed to enhance the well-being of children with disabilities. This aligns with the work of educators such as Korczak, who championed the rights and dignity of children. Their combined efforts showcase a united dedication to fostering educational settings that value and acknowledge each child's uniqueness and capabilities.

Maria Grzegorzewska

Maria Grzegorzewska (1887–1967; Figure 5) was a Polish teacher who focused on special education in Poland. After earning a PhD from the Sorbonne, she returned to Poland to create a program for students with disabilities and introduced educational reforms that aimed to improve the life of disabled children. Although a pioneer in special education, her work significantly influenced Poland's educational policy and the development of inclusive educational practices to guarantee the rights of persons with disabilities and provide appropriate educational structures for them, with specific emphasis on inclusiveness and equal opportunities (Wojtasz, 2023).

She played a crucial role in shaping the national discourse on disability and education, contributing to more supportive educational environments and how inclusive education is enacted today in Poland. She was a teacher at Warsaw Special School and also the writer of many books and articles, including *The Psychology of the*

Blind (*Psychologia niewidomych*; first volume published in 1930) and Teacher's Personality (*Osobowość nauczycie la*) (Grzegorzewska, 1947).



Figure 5: Maria Grzegorzewska portrait

Source: https://en.wikipedia.org/wiki/Maria_Grzegorzewska

Including Grzegorzewska in this thesis was crucial because her groundbreaking efforts in the field of special education provide a rich historical backdrop that sheds light on the development of educational approaches for students with disabilities over time. Her role in shaping specialised programs and driving educational reforms in Poland underscores both the progress made and the obstacles faced in creating inclusive learning environments. Additionally, Grzegorzewska's academic and practical endeavours, including her published works, offer valuable perspectives on both the theoretical underpinnings of special education as well as its real world applications, which significantly enhance the scholarly foundation of this thesis. By delving into Grzegorzewska's work, we can see, firsthand, how dedicated educators can truly make a difference in influencing inclusive education, underscoring the vital role that expertise and compassionate teaching play in nurturing a society that values inclusivity.

One part of her legacy in Poland is her great work *Letters to a Young Teacher* (*Listy do młodego nauczyciela*; 1947), in which she set forth her thoughts on the relationship between teachers and their students and the impact that educators have on a pupil's development. She also wrote about the detailed classification system of the disability spectrum, which requires teachers to individualise their teaching and curriculum to meet their students' needs (Głodkowska & Gasik, 2019; Kulbaka, 2023). In this book, she provided suggestions on how to improve the lives of people with

disability and help them overcome their functional limitations, including their living conditions. She stressed that lessons should be grounded in flexible activity that matches the abilities of students and stimulates their learning; she also stressed the importance of taking adequate breaks to prevent overstimulation. She chose that specific title for the book to convey that the information in the book was a dialogue, intended to generate reflection and inspiration.

Discussions about Grzegorzewska reminds us of the development and present condition of special education in Poland, with a specific emphasis on the contributions made by her academy in this domain (Głodkowska & Gasik, 2019). The origins of special education in Poland can be traced back to the establishment of the Institute of Special Education in Warsaw by Grzegorzewska, a school that is now named after her—the Maria Grzegorzewska Academy (Głodkowska & Gasik, 2019). This institution is aimed at preparing fully skilled humanist teachers for students with disability, not only in special education setting but also in inclusive schools (Lechta, 2013).

Indeed, she also emphasised that the holistic approach should be used in teaching persons with disabilities, highlighting the legal frameworks and the creation of specialised training programmes for teachers. Substantial advancements have been made in teacher training for special education, with institutions providing specialised courses and degrees and concentrating on different impairments and integrated instructional approaches, guaranteeing that instructors are adequately prepared to assist a wide range of students (Głodkowska & Gasik, 2019; Kulbaka, 2023). This field of study involves the integration of several disciplines to examine and understand disability. The Maria Grzegorzewska Academy has implemented extensive programmes that specifically concentrate on interdisciplinary disability studies. The objective of these programmes is to provide a comprehensive understanding of disability by including viewpoints from the social sciences, humanities and medical sciences. This multidisciplinary approach facilitates the development of efficient support networks and advocacy for individuals with disabilities (Kulbaka, 2023).

In addition, she also had faith in humanity, valuing individuals as precious assets in the world. She stressed the importance of caring for others and the obligation of always treating them with respect and kindness regardless of their circumstances (Głodkowska, 2020). She held the belief that fostering a culture of respect could lead to a fulfilling life, personal growth and a shared sense of freedom for all. According to her,

the concept of living a life should serve as the foundation for educational efforts aimed at shaping human relationships with oneself, others and the challenges encountered (Grzegorzewska, 1954). It should also serve as a guiding principle for situations where someone requires assistance but may not seek it out themselves. It is incumbent upon everyone to be attentive to the needs of others and offer support to those facing difficulties, extending a helping hand with warmth and care. Grzegorzewska firmly believed that societal values are upheld by individuals who value freedom,, adhere to standards and demonstrate an inclination towards involvement and empathy. Each assertion made by Grzegorzewska stands as an ode to humanity and unwavering advocacy for the dignity and sanctity of life. She emphasised the importance of cultivating humanity, instilling values for personal growth and contributing to the growth of the community (Grzegorzewska, 1954). Her insights on nurturing traits, fostering personal development and building self-confidence resonate powerfully with the ideals of inclusive education.

Notably, Grzegorzewska stated that recognising the dignity of every person allows for the discovery of valuable qualities within each individual, and people with disabilities are no exception (Grzegorzewska M., 1964). Through her teachings, demeanour and initiatives, Grzegorzewska addressed social issues with an inclusive approach. She focused on cultivating skills for continuous learning, moral awareness and proficient communication techniques (Wyczesany, 2014). She also tirelessly advocated for the rights of persons with disabilities to education, employment, honour and respect, stating that disability should not decrease a person's worth (Kulbaka, 2023). In this regard, she was not only an architect of special education but also a proponent of the intrinsic humanistic concept of upholding individual dignity irrespective of one's skills or capabilities (Głodkowska & Gasik, 2019; Grzegorzewska M., 1964).

Examining the concepts put forth by Korczak, Grzegorzewska and Dewantara, we gain insight into how various nations cater to their students' requirements within the context of their history and culture. This comparison helps us see how various underlying educational beliefs align to create a supportive environment where every student feels appreciated and assisted. Promoting the values of social inclusion guarantees that diversity is embraced and that every individual in society is encouraged to make valuable contributions; this is explained further in the next section.

Inclusion on a Social Level

The term social inclusion refers to the process of ensuring that all members of society have equal opportunities to participate in and benefit from social, economic and political activities without facing exclusion due to factors like race, gender, ethnicity, religion, disability or any other distinguishing characteristic. This idea has gained recognition and support among policymakers, academicians and advocates as a tool for promoting equality and justice in our communities.

As stated by the United Nations (2016), social inclusion involves enhancing the opportunities, capabilities and dignity of individuals who face disadvantages due to their identity. This definition emphasises the importance of addressing barriers that hinder groups from participating equally in society. It also underscores the significance of providing marginalised communities with opportunities and respect in all aspects of life. Many countries, including those of the European Union (EU), have embraced the concept of inclusion. The EU has made inclusion one of the pillars of its Social Policy Agenda and launched initiatives such as the European Year of Equal Opportunities for All in 2006 (European Union, 2006) to promote social inclusion and combat various forms of discrimination. According to Sheehy et al. (2023), the social model of disability locates disability within society and rejects the idea that disability is located, or solely located, within individuals. This idea opens up the possibility of society changing its attitudes towards the uniqueness of each individual and ensuring a welcoming and inclusive environment that makes everyone feel valued.

This initiative has played a role in raising awareness about the importance of social inclusion and inspiring action at both national and local levels. Studies have consistently shown that social exclusion affects individuals and the society as a whole (Byrne, 2005). When people are excluded from participating in economic and political activities, they are more likely to face challenges such as poverty, unemployment, poor health and a shorter life expectancy (WHO, 2021). This view, reflecting that of Deleuze and Guattari (1987), is a broad one that encompasses more than just the inclusion of children with SEN in schools.

Moreover, social exclusion can also contribute to unrest, conflicts and political instability (Hartmann & Schraad-Tischler, 2012). Hence, promoting inclusion is not only an issue of fairness but also a fundamental aspect of fostering stability in socioeconomic realms. Several strategies can be employed to foster inclusion

effectively. Among these strategies is education, which holds extreme importance because it equips individuals with the skills and knowledge required for participation within society and the economy. Additionally, it plays a role in cultivating understanding and tolerance among groups of people. Furthermore, education has the potential to mitigate prejudice and discrimination, two obstacles that impede the progress towards achieving inclusion (UNESCO, 2021).

Another pivotal approach involves ensuring equal access to employment opportunities for all individuals. Employment serves not only as a source of income but also as a means of social integration. People who are employed are more likely to engage in cultural and political activities and less likely to feel socially excluded which mentioned by European Commission (EC) (2021). Therefore, policies that aim to ensure access to employment opportunities for all can significantly contribute to fostering inclusion. Social protection policies also play a role in promoting inclusion. These policies act as a safety net for individuals who may face difficulties participating fully in the economy, such as the elderly, children and people with disabilities. By ensuring that everyone has access to goods and services like healthcare and education, social protection policies help alleviate poverty and foster social inclusion (International Labour Organisation (ILO), 2021). To promote inclusion effectively, the causes of social exclusion must be addressed. These causes include prejudice, discrimination and social inequalities. Thus, alongside initiatives promoting social inclusion, it is essential to work towards achieving justice and equality through legal reforms, public education efforts and awareness-raising campaigns.

One significant factor that can act as either a barrier or an enabler of participation in education is teachers' attitudes towards inclusion (Charitaki et al., 2022; Palavan et al., 2018; Saloviita, 2022; Williams & Algozzine, 1979). According to the literature on social inclusion, teachers' attitudes and behaviours can either contribute to or mitigate exclusion among students (Freeman & Simonsen, 2015). Teachers who demonstrate empathy, respect and inclusivity are more likely to establish a nurturing and welcoming learning atmosphere that values and supports all students (Hargreaves et al., 2019). Conversely, teachers who display dismissiveness, insensitivity or discrimination contribute to a learning environment that perpetuates exclusion and marginalisation (Pettigrew & Tropp, 2006). Therefore, it is crucial for researchers to seek to understand teachers' attitudes towards disability, social differences and inclusive education and

also important for teachers to gain insight into the effect their attitudes and behaviours exert on their students' well-being and academic progress. This social inclusion entails recognising and appreciating diversity among students in terms of race, ethnicity, culture, religion, gender identity, sexual orientation and abilities (Hargreaves et al., 2019). Additionally, teachers who wish to create an inclusive classroom should strive to create a supportive learning environment, where students feel comfortable expressing themselves while engaging in positive collaborative learning experiences (Hargreaves et al., 2019).

The concept of social inclusion has its historical roots in the educational philosophies of Dewey, Deleuze and Guattari. It has its impetus in a range of international policies, and its expression in schools is founded on the desire for creating inclusive education. At the local level, social inclusion emphasises the significance of teachers' attitudes and behaviours towards fostering inclusion within schools and creating an inviting learning environment, where every student feels respected and has opportunities for growth. However, some educators have argued that the notion of inclusive education only reflects the Euro-American way of thinking (Armstrong et al., 2011). Therefore, there is a need to examine how inclusive education is constructed and enacted in other cultures (in this case, Indonesia and Poland) which may have different philosophical roots and influences on the current educational systems and how inclusive education is implemented. As we will see in the following sections, how this objective is reached in Indonesia and Poland is influenced by the respective educational philosophies in both countries.

Inclusive Education in Indonesia from Past to Present

The Geographical Characteristic of Indonesia

Situated along the equatorial line, Indonesia spans the divide between the Indian and Pacific oceans, comprising approximately 17,500 islands and covering nearly 1,913,000 square kilometres (Figure 6). This extensive archipelago establishes Indonesia as the one of the world's largest countries. These Indonesian islands' strategic geographic location and abundant natural resources have historically positioned them as crucial hubs in international trade, significantly shaping Indonesia's economy and society. In the 1500s and 1600s, Indonesia emerged as a focal point for trade, attracting merchants from the Middle East, Europe, and India. However, in the late sixteenth century, the

Dutch East India Company forcefully colonised Indonesia, asserting control over its land and resources. This was until 1800, when this trading company transitioned to direct administration by the Dutch government (Setiawan, 2020).



Figure 6: Map of Indonesia highlighting major cities and islands

Source: [OnTheWorldMap, 2024](#)

Indonesia, with a total population exceeding 270 million, is the fourth most populous country globally and the third-largest democracy. Education plays a pivotal role in the country's development, and it has one of the world's largest educational systems, accommodating over 52 million students and encompassing 218,000 schools, as of 2017 (Kemristekdikti, 2018). Consequently, the primary challenge with Indonesian education extends beyond mere access and entails a critical need to enhance educational quality on an immense scale in order to meet the demands of a rapidly evolving world (Sukmayadi & Yahya, 2020).

The Indonesian Education System

The Indonesian education system developed from the pre-colonial and colonial eras, through the early years of independence to what it is today. The current Indonesian education system follows a consistent 6–3–3 model, featuring six grade levels in

primary school, three grade levels in junior high school and three grade levels in high school. Each grade level is designed to span one academic year, culminating in a total of twelve years for the entire national compulsory education structure. Students' progress through this structured framework to complete their mandatory education in Indonesia (Sukmayadi & Yahya, 2020). Based on Act No. 20, 2003, Indonesia still implements the nine-year compulsory education system (Table 1) which was initiated in 1994. The Indonesian Ministry of Education adopted the term 'universal secondary education program' as an alternative nomenclature.

Table 1: The educational structure in Indonesia (Sukmayadi and Yahya 2020, p. 224)

Study Level	Grades	Requirement	Ages	Regulatory Body	
Primary Education					
Early Childhood Education (Pendidikan Anak Usia Dini)	Non-grades	Non-compulsory	2-5 y/o	The Ministry of Education and Culture	
Primary School (Sekolah Dasar)	1-6	Compulsory	6-11 y/o		
Secondary Education					
Junior High School /Junior Secondary (Sekolah Menengah Pertama)	7-9	Compulsory	12-14 y/o	(The Ministry of Religious Affairs supervises religious schools in Indonesia)	
High School/Vocational School Senior Secondary	10-12	Compulsory	15-17 y/o		
Higher Education (Vocational Program)					
Diploma 1 (one year) Diploma 2 (two years) Diploma 3 (three years)	varying associate's degrees	Non-compulsory	Avg 17-21 y/o	The Ministry of Research, Technology, and Higher Education.	
Diploma 4 (four years)	bachelor of applied science	Non-compulsory	Avg 17-21 y/o		
Higher Education (General Academic Program)					
Sarjana 1 (Four Years)	Bachelor's Degree	Non-compulsory	Avg 17-21 y/o		
Sarjana 2 (one-two years)	Master's Degree	Non-compulsory	All ages		
Sarjana 3 (three - five years)	Doctoral Degree	Non-compulsory	All ages		

Teachers' Competence

The Government of Indonesia, through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), has issued various policy innovations that are expected to accelerate educational reform. These efforts are reflected in several priority policies, such as *Merdeka Belajar*, Activator Teacher Education, Activator School Program and the Implementation of *Merdeka Curriculum*, which utilises the *Merdeka Mengajar Platform* as a strategy to improve teacher competence and encourage a learner-centred teaching approach.

According to the stipulations outlined in Law No. 14 of 2005 concerning teachers and lecturers, Indonesian teacher competence encompasses four key dimensions:

- *Pedagogic Competence*: This refers to teachers' capability to utilise learner-centred teaching methods to achieve specified learning objectives. Salim (2019) included the knowledge and skills of teachers managing students with special needs in inclusive settings in this pedagogical competence, stating that it encompasses their ability to adapt a curriculum to the students' needs, organise learning, facilitate learning based on student potential and organise assessment and evaluation.
- *Personality Competence*: This refers to teachers' ability to exhibit a stable personality, possess a noble character, demonstrate wisdom, and exercise authority, thereby serving as a positive role model for students. These personality attributes are expressed through reflective practices that align with professional ethics and focus on students.
- *Social Competence*: This dimension encompasses a teacher's proficiency in effectively and efficiently communicating and interacting with students, fellow teachers, students' parents or guardians and the broader community. The skills of communication and interaction are actively applied in the context of learning and personal development.
- *Professional Competence*: This involves teachers' capability to comprehensively and deeply master a subject matter. Proficiency in mastering a material extends to setting learning objectives and organising learner-centred learning activities that encompass a broad spectrum of knowledge.

In 2023, The Directorate of Teachers and Education Staff (GTK) of Indonesian Ministry of Education (*Kemendikbudristek*), in collaboration with various parties, compiled various regulations and technical guidelines for teachers and education personnel, including the Teacher Competency Model, which was developed regarding teacher competency standards in other countries so that in the future, Indonesian teachers can have globally relevant competencies. The Teacher Competency Model Operational Guide was prepared as an operational document that contains a description of the focus areas of each teacher competency indicator, namely pedagogical, personality, social and professional competencies (Table 2); this is stated in the Regulation of the Director General of Teachers and Education Personnel Number 2626/B/HK.04.01/2023 concerning the Teacher Competency Model.

Table 2: Indonesian teachers competences model 2023

Competences	Indicators	Sub-indicators	
1. Pedagogical	1.1. A safe and comfortable learning environment for learners	1.1.1. Management of difficult learner behaviour	
		1.1.2. Classroom management to achieve learner-centred learning	
		1.1.3. Learners' sense of security and comfort in the learning process	
	1.2. Effective learner-centred learning	1.2.1. Structured and sequential learning design to achieve learning objectives	
		1.2.2. Learning design that is relevant to the conditions around the school by involving learners	
		1.2.3. Selection and use of learning resources that are appropriate for the learning objectives	
		1.2.4. Learning instructions, including strategies and communication to foster learners' interest and critical reasoning	
		1.2.5. Adaptive use of information and communication technology (ICT) in learning	
	1.3. Learner-centred assessment, feedback and reporting	1.3.1. Learner-centred assessment design	
		1.3.2. Implementing learner-centred assessment	
		1.3.3. Feedback to learners about their learning	
		1.3.4. Preparation of learner learning achievement reports	
		1.3.5. Communication of learner learning achievement reports	
	2. Personality	2.1. Moral, emotional and spiritual maturity to behave in accordance with the teacher code of ethics	2.1.1. Teacher's meaning, purpose and worldview based on moral principles and belief in God Almighty
			2.1.2. Emotional management in carrying out the role of an educator
2.1.3. Application of the teacher's code of ethics in work and learning			
2.2. Self-development through the habit of reflection		2.2.1 Reflection and planning of learner-centred personal development needs	
		2.2.2. Adaptive ways of undertaking self-development to enhance learner-centred learning	
		2.2.3. Application of self-development outcomes to improve learner-centred learning	
2.3. Learner-centred orientation		2.3.1. Active and empathic interaction with learners	
		2.3.2. Respect for learners' rights while carrying out the role of a teacher	
		2.3.3. Concern for the safety and security of learners as individuals and groups	
3. Social	3.1. Collaboration for learning improvement	3.1.1. Effective communication with the school community to improve learning	
		3.1.2. Organising tasks with peers to improve learning	

		3.1.3. Initiative to contribute to achieving common goals in learning improvement
3.2. Parent/guardian and community involvement in learning		3.2.1. Assisting parents/guardians in promoting learner-centred learning at home
		3.2.2. Engaging the knowledge, expertise and perspectives of parents/guardians and the community in learner-centred learning
3.3. Involvement in professional organisations and wider networks for learning enhancement		3.3.1. Playing diverse roles in solving learning associated problems within professional organisations and wider networks
		3.3.2. Sharing good practices and work for the improvement of learner-centred learning within an organisation and wider networks
4. Professional	4.1. Knowledge of learning content and how to teach it	4.1.1. Structuring the flow of knowledge in a scientific field relevant for learning
		4.1.2. Identifying content knowledge relevant to achieve learning objectives
		4.1.3. Organising content knowledge relevant to learning
	4.2. Characteristics and learning styles of learners	4.2.1. Developmental stages and characteristics relevant to learning needs
		4.2.2. Social, cultural, religious and economic background relevant to learners' learning needs
		4.2.3. Learners' potential, interests and ways of learning that are relevant to learners' learning needs
	4.3. Curriculum and how to use it	4.3.1. Use of the curriculum in the learner-centred learning process
		4.3.2. Use of assessment to enhance learner-centred learning
		4.3.3. Use of strategies to enhance learner-centred learning
		4.3.4. Effective use of learning strategies for learner literacy and numeracy learning outcomes

Source: Kemendikbudristek, 2023, p. 8

The Implementation of Inclusion

Indonesia has a history of over 30 years in the realm of inclusive education. This journey was commenced by establishing special education provisions where students with SEN were initially placed in special schools and their classrooms were distinct and separate from those in regular schools (Ediyanto et al., 2021). Indonesia ratified the Salamanca Charter in 1997, and education in Indonesia was started in 2001, with the establishment of the first inclusive pilot school in Yogyakarta, under the guidance of the Directorate for Special Education. Subsequently, in 2003, the minister of education issued a directive (Direction Letter of the Directorate General of Primary and Secondary Education No 380/C.66/MN/2003) requiring each region to establish a minimum of four schools. This initiative was concurrent with the implementation of the Education Law in 2003, which mandated access to free basic education and decentralised school administration to local authorities.

By 2008, a total of 925 pioneering schools had been established (Sunardi et al., 2011b). Following this milestone, subsequent policies were introduced to promote education at both national and regional levels. For instance, a decree issued in 2009 by the minister of education (Decree No 70/2009) stipulated that each district should have a high school and each sub district should have an inclusive primary and secondary school. Financial support in the form of block grants was provided to assist these schools [For a detailed explanation on policy development and implementation, refer to Wibowo & Muin (2018)]. In 2016, Law No. 8 on Persons with Disabilities (UU No 8/2016) was issued, which stated that persons with disabilities had the right to receive reasonable accommodation as learners. Reasonable accommodation is fully elaborated in Government Regulation No. 13/2020, where it is defined as modifications and adjustments that are appropriate and necessary to ensure the enjoyment or exercise of all human rights and fundamental freedoms by persons with disabilities.

The decentralisation of school administration to local levels has resulted in significant disparities in school admission procedures between special and ordinary schools (Aprilia, 2017). This disparity is believed to have had a detrimental impact on school enrolment rates, especially in rural regions. This district-level local government is responsible for implementing state education policies. Nevertheless, all specialised schools are regulated at the wider provincial level. Furthermore, there exists a religious educational system that is overseen by the ministry of religious affairs (MORA).

Although religious schools are subject to national legislation, similar to public schools, there might be difficulties in providing access for impaired students, even though there is policy document on inclusive curriculum (KMA RI No. 347/2022; Rofiah et al., 2023).

Indonesia has foundations that may be used as a framework for achieving inclusive education. The regulations set out by the Indonesian government are in accordance with the fundamental tenets of inclusive education promoted by UNESCO, which prioritise providing equal educational opportunities for all children to attend schools in close proximity to their residences. Nevertheless, the implementation of inclusive schools in Indonesia has faced obstacles stemming from constraints in facilities, infrastructure and human resources within the education system. These limitations serve as substantial barriers to the smooth incorporation of inclusive education strategies (Wibowo & Muin, 2018). Moreover, previous research (Ediyanto, et al., 2021; Ishartiwi, 2010) has highlighted many obstacles to the execution of these strategies within the nation, including (1) challenges in aligning the current standard of regular school services with the varied learning needs of students with SEN; (2) insufficient acceptance of students with SEN in inclusive schools; and (3) deficiencies in developing suitable programmes for students with SEN, especially those with below-average cognitive abilities. Furthermore, there is an acknowledged lack of expertise among all instructors in inclusive schools when it comes to properly teaching students with SEN.

At the university level, inclusive education for students with disabilities is being considered as a means to decrease prejudice against individuals with disabilities in the field of education. The ministry of research, technology and higher education has ensured that students with disabilities have equal access to higher education via the implementation of Regulation No. 46, 2017 on Special Needs Education. This law mandates universities in Indonesia to establish and provide services for students with disabilities via the creation of a centre for disability services. Nevertheless, the successful execution of inclusive education continues to be impeded by the insufficient comprehension of policy, philosophy, practices, infrastructures and teacher ability (Rofiah, 2022).

Practical Steps to Implementing Inclusive Education in Indonesia

The cultural and geographical diversity of Indonesia, combined with the devolved nature of education, creates a situation in which the implementation of inclusive education is not uniform across the nation. The devolved nature of education and special inclusive education policies and decision making in Indonesia (Indonesia is 500% larger than Poland, which is only about the size of one large Indonesian province) has devolved authority to the third tier of government to prioritise specific policy reforms and manage their implementation. This decentralisation has created local educational policy prioritisation and significant district-level variations. So, whilst Indonesia has national mandates and a guidebook for organising inclusive education, which was issued in 2021 by the ministry of education, culture, research and technology (Yuwono, 2021), the expression and enactment of these policies at the local level are not homogeneous. These variations in practice can be seen in the different stages of admission, identification and support for pupils, which include: (1) admission of new students (PPDB), (2) identification and assessment, (3) student profiling, (4) lesson plan design, (5) teaching and learning process.

Admission of New Learners. The implementation of education services for students with SEN in regular schools in Indonesia begins with the admission of new learners, referred to in Indonesian as *Penerimaan Peserta Didik Baru (PPDB)*. The PPDB policy for SEN is stipulated in Government Regulation No. 13, 2020, on Appropriate Accommodation for Learners with Disabilities in the form of an affirmative admission selection at educational institutions. Affirmation is given according to the physical condition of learners with disabilities, based on a doctor's and/or specialist's and/or a psychologist certificate. The policy mentions the adjustment of the teacher to SEN students ratio in the classroom. For example, it states that there can only be two students with SEN in each study group and only one if with the intellectual impairment is severe. The stigmatisation surrounding children with disabilities such as autism can lead to a situation where even special schools may refuse to enrol them (Budiyanto et al., 2020). This contributes to the reluctance to include children in supposedly inclusive schools (Tucker, 2013) due to concerns about holding back other students (Anggia & Harun, 2019) as well as a perceived lack of resources and training for teaching disabled children (Sheehy et al., 2023). These issues create a paradox where kindergartens do

not invest in resources or training because they lack students with needs, yet they have no such students because of the absence of resources and training (Rofiah, et al., 2023).

Identification and Assessment. Identification is a process of identifying the diversity of learners. The principle of identification is limited to determining individuals who are suspected to be experiencing difficulties; therefore, it cannot determine what potential a learner has. The identification process can be done in several ways, such as observation, interview and test, and document examination can be used as a tool to explore data (Ediyanto, et al., 2021). Assessment is a comprehensive process that explores problems in depth to find out what the obstacles, strengths and needs of individuals are (Dewi, 2018). The results of the assessment will determine the type and form of educational services needed. Furthermore, the results of the assessment will be outlined in a learning programme based on the potential of each individual. The results of this assessment are also used to determine the type and form of intervention appropriate for each learner (Ediyanto, et al., 2021). The student's learning, socio-emotional, communication, and neuromotor skills are all assessed, and assessments are conducted formally by experts (psychologists, doctors, optometrists, therapists.). Assessments can also be conducted informally by class teachers, subject teachers, counsellors and *Guru Pembimbing Khusus*/special education teachers. The conclusion of the assessment becomes the basis on which inclusive education schools develop intervention and learning programmes (Dewi, 2018; Yuwono, 2021).

Student Profiling. To develop intervention and learning programmes, a planning matrix or learner profile is developed before developing a service programme (Rochmiyati, 2024). The planning matrix is a simple table that prioritises a positive partnership approach. It is a map describing the condition of individual learners with special needs (PDBK). This description provides information on the actual nature, characteristics and impact of the barrier/disorder, as well as the service strategies and media required in the intervention. Creating a planning matrix for PDBK is important to capture a child's development, starting from their characteristics to the impact these have had on their family and school environment. With the planning matrix, teachers are able to design strategies to help the child. The purpose of creating a planning matrix

is to facilitate the process of identifying characteristics, determining learning methods and evaluating learners with special needs.

The planning matrix can be used by teachers to determine interventions by referring to special service programmes that are deliberately designed for PDBK, according to the priority scale of each learner. This can prevent or minimise potential delays and optimise the child's development. In practice, early intervention programmes need to be designed to determine the appropriate treatment methods and models required by each child. Although not many teachers in Indonesia have developed and used a planning matrix (Budyanto, 2019), some have been trained to understand and develop planning matrices for teaching children with special needs (Mazidah, 2022).

Lesson Plan Design. Learning planning is a process that produces learning programmes for PDBK. The learning programme is developed based on the results of the assessment and planning matrix (Angreni & Sari, 2022; Rochmiyati, 2024). After mapping out the child's special needs characteristics, a priority scale is developed that illustrates the order of urgency of the problems that must be addressed. Based on the planning matrix, the characteristics of the child's abilities that have the greatest impact become top priority and the main target to be addressed in the learning programme prepared by the teacher. The action plan contains the details of the targets and lessons or educational intervention programmes that will be implemented in the strategy column. In the lesson plan, it is necessary to write out the steps of teaching it in detail, in the form of a task analysis (Ediyanto, et al., 2021). At this stage, the teacher develops long-term (annual) goals and relates them to short-term (daily) objectives.

The Teaching and Learning Process. At this stage, the lesson plan that has been prepared is implemented. The learning process consists of block strategy and task analysis. Task analysis is only used to perform an activity but not as a learning strategy. The Assessment and Evaluation step of learning implementation needs to be carried out to measure and decide on the extent of progress made by the children, i.e. whether the children have achieved the short-term and long-term goals that have been set and whether the learning process programme which has been formulated needs to be

improved. All these steps should consider the application of reasonable accommodation.

The provision of reasonable accommodation in the education sector aims to facilitate education for students with disability, as mentioned in Government Regulation No. 13, 2020 on Reasonable Accommodation. Reasonable accommodation is provided by developing graduate competency standards, content standards, process standards and assessment standards that are in accordance with the needs of students (Article 4). Furthermore, Article 11 of this regulation states that reasonable accommodation is carried out based on the variety of disabilities, in the form of (1) flexibility of the learning process, (2) flexibility of the learning materials according to needs, (3) flexibility in the formulation of graduate competencies and/or learning outcomes, (4) flexibility in evaluation and competency assessment, (5) flexibility in the completion time of assignments and evaluations and (6) assistance in the learning and evaluation process, as well as other forms that can guarantee that students receive education services.

The introduction of inclusive education in Indonesia showcases the country's dedication to catering to the diverse requirements of students, although it comes with its own set of obstacles. The decentralised nature of educational governance and the vast cultural and geographical differences have led to diverse approaches to inclusive education in various regions. While national directives and guidelines from the ministry of education, culture, research and technology offer a foundation, local adjustments are essential to cater to specific community needs. Despite these structured efforts, inclusive education in Indonesia has undergone significant changes over time; this is described in the following section.

The Evolution of Inclusive Education in Indonesia Since Independence (1945)

Policy changes addressing curriculum development, governance, structure, and teacher training, among other issues, demonstrate how inclusive education has been a crucial component of Indonesia's educational achievements since the country's independence in 1945. According to Mukminin et al., (2019):

Since independence in 1945, the nation's educational curriculum has changed several times, in the years of 1947, 1952, 1962, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 [...], designed in accordance with Indonesian national principles (the so-called Pancasila) and the 1945 Constitution of Indonesia. (p. 57)

While not all curricular modifications may have resulted from issues connected to teachers' attitudes towards inclusive education, it is essential to recognise that these adjustments have consistently shown understanding and commitment to inclusion in education. Overall, Indonesia has transitioned from a system of limited access and segregation to one that aspires to incorporate all learners, regardless of ability level, which is strongly related to Indonesia's larger social, political and economic developments (Faragher et al., 2021; Juniar et al., 2020). Being the largest archipelagic state globally, Indonesia, with a diversified population including hundreds of ethnic groups and languages (Ananta et al., 2005; Arifin et al., 2015; Hugo, 2015), faces distinctive obstacles in establishing inclusive education over its extensive and diverse terrain. The Salamanca Statement of 1994 and other international frameworks have significantly influenced global perspectives on inclusive education, leading to a reassessment of how students with unique educational needs are integrated into the national school system in Indonesia (Puad & Ashton, 2023). Table 3 illustrates the milestones of inclusive education in Indonesia since independence in 1945.

Although Indonesia has made visible progress in advancing inclusive education through legislative acts since 1945, this has not been without challenges (Sijuola & Davidova, 2022). Drawing on the differences between bigger and smaller cities, Sari et al. (2022) stated that government policies are responsible for the unequal and restricted distribution of resources, poor teacher training, insufficient infrastructure and need for thorough teacher training in inclusive education techniques along urban and rural lines. Societal views emanating from the religiosity and ethnic diversity of the country have also often hindered the complete acceptance and integration of pupils with special educational needs, even amongst teachers. To tackle these issues, several strategies are required: (i) integrating inclusiveness concepts into pre- and in-service training programmes; (ii) improving access to specialised teaching materials, support services and professional development opportunities; and (iii) promoting positive attitudes towards inclusion among teachers, students and the wider community.

Despite the efforts made through laws, the practical application of inclusive education in Indonesia encounters many obstacles, such as limited resources, inadequate teacher preparation and societal perspectives shaped by the diverse religious and ethnic makeup of the country. Likewise, Poland also grapples with the intricacies of inclusive education within its distinct geographical and political environment.

Table 3: Evolution of inclusive education in Indonesia

Milestone	Description
Initial educational structure post-independence	After gaining independence, Indonesia sought to replace the Dutch-imposed dual system with a single system of education. The 1945 Constitution guaranteed education for all, starting the push for a national education strategy. The early focus was on expansion and unification rather than addressing the needs of marginalised groups.
Inclusivity Issues	Despite efforts, early Indonesian education often neglected inclusivity, especially for children with special needs, emphasising quantity over quality. The 1970s and 1980s saw economic growth and attempts to increase enrolment but lacked focus on special needs integration.
Legislative Responses and Policy Shifts	To combat inclusivity gaps, Indonesia enacted Law No. 20 of 2003, stressing the importance of inclusive education. However, regional disparities affected the law's implementation.
Influence of Political and Economic Changes on Education	Political and economic changes significantly impacted education, from the nation-building efforts post-independence through the New Order regime's focus on economic development to the Reformasi era's push for decentralisation and increased investment in education.
Post-Independence and the Sukarno Era	This period saw economic and political challenges, hindering educational reforms despite the 1945 Constitution's education guarantee.
New Order Regime	Suharto's regime prioritised economic growth and political stability, leading to expanded access to education and the implementation of a nine-year mandatory education programme, though often at the expense of quality.
Reformasi and Beyond	Post-1998, Indonesia saw significant educational reforms, including increased budget allocation and legislation emphasising quality and inclusivity, though challenges remained, especially regional disparities.
Economic Changes and Their Impact	Economic fluctuations influenced education funding and quality. While economic booms allowed for increased investment, crises like those of 1997–98 severely impacted educational resources and infrastructure.

A Legislative Framework Supporting Inclusive Education	Indonesia has adopted laws and regulations to promote inclusive education, responding to national and global commitments to universal education rights.
The National Education System Law No. 20 of 2003	Central to Indonesia's inclusive education framework is mandating non-discriminatory access to education for all students.
Ministerial Regulation No. 70 of 2009	Specifies the implementation of inclusive education for students with disabilities and special needs, outlining the responsibilities of educational institutions and local governments.
The Inclusive Education Decree of 2011	Aims to ensure resource allocation at the district level for inclusive education, including teacher training and infrastructure development.
Challenges and Current Initiatives	Despite legislative progress, practical implementation of inclusive education faces challenges like limited resources, insufficient teacher training and societal attitudes. Initiatives include professional development for teachers and community awareness campaigns.
Significant Policies and Reforms towards Inclusive Education	Through significant policies and reforms, initially driven by NGOs and international organisations, inclusive education in Indonesia has progressed toward more formal legal and governmental frameworks, with a focus on diversity and respect among students.

Source: Author

Inclusive Education in Poland from Past to Present

The Geographical Characteristics of Poland

Poland operates as a democratic state governed by the rule of law, and its constitution, known as the Constitution of the Republic of Poland (*Konstytucja Rzeczypospolitej Polskiej*), outlines various rights related to education. As per the Constitution, every individual has the right to education, which is compulsory until the age of 18. Public authorities are responsible for ensuring that education is universally accessible and available to all citizens. Education in public schools is free of charge, although an act of parliament may permit public higher education institutions to levy fees for specific educational services. Parents are also entitled to choose schools other than public institutions for their children. Both citizens and institutions have the right to establish primary, post-primary schools and higher education institutions, which are granted autonomy.

The territorial division of Poland emphasises government decentralisation, with the local governments playing a significant role in handling a substantial portion of public tasks in the realm of education (EC, 2024). Poland, with a population of around 38.0 million, occupies an area of 312,685 square kilometres (Degórski, 2006) (Figure 7). In contrast, Indonesia is more than 500% larger than Poland, which is only about the size of one large Indonesian province. The average population density in 2024 stands at 128 people per square kilometres (EC, 2024).



Figure 7: Political map of Poland with regions and major cities

Source: [OnTheWorldMap, 2024](#)

The Polish Education System

The initial legislation governing the education system in post-communist democratic Poland was introduced through the Act of 7th September, 1991 on the System of Education (Journal of Laws No. 95, Item 425). Substantial transformations began to take effect in the mid-1990s due to this legal framework. Although not without challenges, the Polish education system is progressively (Hiscocks, 1959; Wojciechowska, 1990) incorporating non-formal education and continuing education (Kaminska, 2019). In September 2012, the external vocational examination system was expanded to include individuals acquiring vocational knowledge and skills outside typical vocational schools. Further, adjustments in October 2014 sought to streamline the validation of learning outcomes attained beyond the formal higher education system.

Ongoing or recently adopted legislative changes are in line with this trend, acknowledging and accommodating non-traditional educational routes (EC, 2024).

Before 2017, mandatory education in Poland spanned 10 years, encompassing the final year of preschool, six years of primary education (for students aged 6/7–13) and three years of lower secondary education (for youth aged 13–16). Primary school was divided into two stages: Grades 1–3 (early school education) and Junior Grades 4–6. However, following the recent 2017 education reform (as per the Journal of Laws of 2017, Item 60), compulsory education now spans nine years (illustrated in Figure 8).

The changes were accompanied by the creation of a new core curriculum and the development of fresh approaches to external exams. In the 2018/2019 school year, the last batch of students completed their studies in the phased-out lower secondary school, coinciding with the first cohort of graduates from the newly introduced eight-year primary school. Following this, in the 2019/2020 school year, both groups of students initiated their education in general, technical and sectoral vocational secondary schools. Currently, in the 2022/2023 school year, the fourth cohort of students is undergoing education in alignment with the updated program (EC, 2024).

The Reformation of Inclusion in Poland: Historical Overview

In the 1990s, Poland implemented integration as a form of education (Bogucka, 1996), gradually supplementing or even replacing the previously dominant special education (Apanel, 2013). Another manifestation of non-segregated education in Poland is inclusive education, characterised by its broad inclusive approach. This concept is relatively new and presently a topic of considerable controversy within the field of Polish education (Antonik, 2014). The paradigm of segregated education gradually gave way to integration, marking a significant shift. Even the existing specialised facilities transformed, extending their outreach to the broader community. They initiated efforts to integrate students not only within the educational sphere but also within societal contexts, fostering mutual appreciation among citizens and a better understanding of diverse needs (Czyż, 2018).

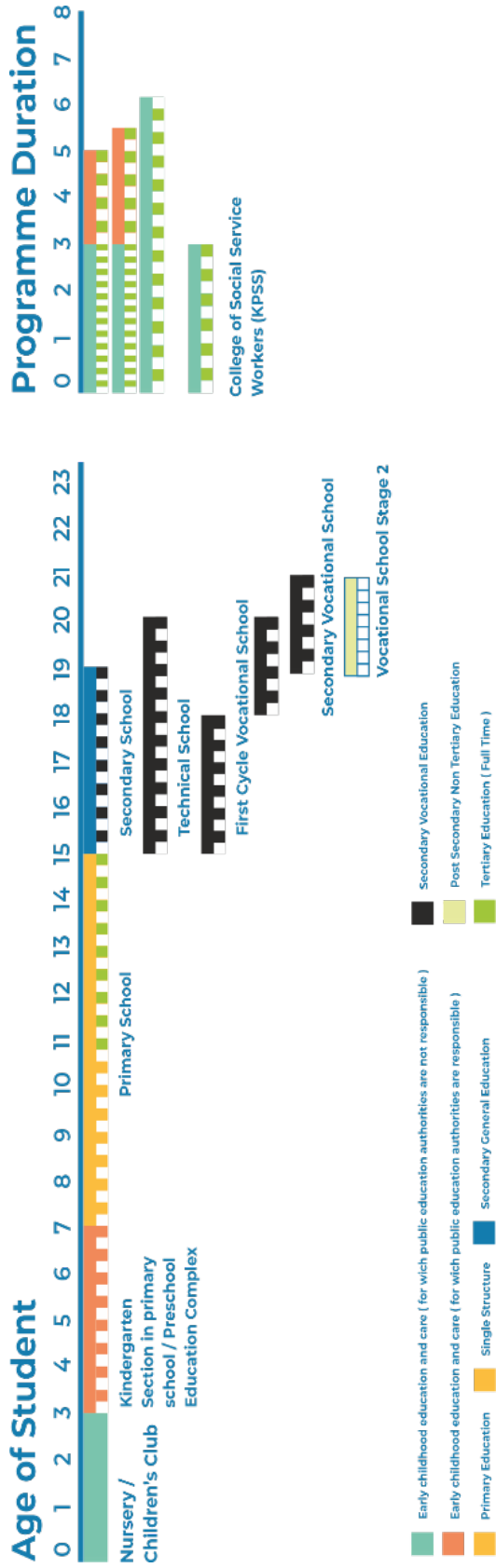


Figure 8: Structure of Polish education
 Source: Birch, P., Baidak, N., Sicurella, A. (2023)

Inclusion is mainly concerned with how to connect to each individual in terms of age, culture, language and health and how to create the right environments for their needs instead of exempting them from the system (Czyż, 2018). The justification for this perspective is rooted in the guidelines for organising inclusive classrooms, which are derived from legal provisions in Poland.

Poland offers a diverse range of educational pathways, including traditional institutions like kindergarten and mainstream schools, as well as integrative and special institutions (as outlined in the Journal of Laws of 2017, Item 1578). In integrative schools, these guidelines entail limiting the number of students (not exceeding 25 students, with the composition 20 typical students and between 3 to 5 students with disability) and ensuring the consistent presence of two teachers—the primary instructor responsible for subject content delivery and a supporting teacher (a special education teacher)—during educational sessions. The supporting teacher collaborates with the lead teacher in planning, executing and assessing activities, while also assisting the students, especially those with special needs (Czyż, 2020).

These institutions have distinct objectives and approaches when it comes to educational and upbringing tasks, addressing the challenges associated with teaching students with SEN (Skura & Świdorska, 2022). In Poland, a nation with a history of adhering to the segregation trend (Watson, 1992) by establishing specialised schools for various disabilities, the concept of inclusion sparks considerable debate, and its progress is gradual (Baran & Winzer, 2017). Nonetheless, there has been a decrease in the number of children subjected to the segregated educational model and an increase in mainstream public schools (Wiśniewska-Sałek, 2023). However, according to Czyż (2018), the challenges emerge not only from physical limitations but also from societal misunderstandings, contributing to the separation of children with and without disabilities within the school environment.

In accordance with Polish law, children with disabilities and young individuals holding a special needs education certificate are afforded the opportunity to receive education in all types of schools, including special schools, integrated schools and public schools. The choice of school is determined by the unique developmental and educational needs and predispositions of each student. This inclusive approach aims to accommodate diverse needs and create an educational environment that supports the

individual growth and learning of all students, regardless of their abilities or disabilities (Głodkowska et al., 2022).

The endeavours to establish inclusive schools in close proximity to a child's place of residence have yielded numerous positive transformations in education, especially in the past decade (Jurga, 2021; Kubicki, 2016). This policy framework places a significant emphasis on inclusive education, recognising it as an essential element. These efforts underscore a commitment to providing accessible and inclusive educational opportunities for all students, aligning with the broader goal of fostering an educational environment that caters to the diverse needs and backgrounds of learners (Ober et al., 2015; Świtała, 2020).

The Evolution of Inclusive Education in Poland

In 1918, Poland regained its independence after almost a century of occupation and partition by the Germans, Russians and Austrians (Ciechanowski, 2022; Gaul, 2023; Wyrozumska, 2020). This independence came with substantial educational changes as stated previously. Early attempts included democratising and harmonising the education system into a single national structure. The impending changes were, however, not inclusive since they primarily focused on increasing access to education rather than addressing issues related to classroom diversity. Klatt (2023) as well as Wiśniewski and Zahorska (2020) stated that the installation of a communist-led government in the aftermath of World War II saw the introduction of new educational policies, with significant effects on the objectives and structure of the Polish educational system. Though not universally appealing, communism came with a system of segregation, where separate schools were set-up for students with special needs, contrary to the tenets of inclusive education. It took Poland 10 more years to fundamentally reform its educational system after the collapse of communism in 1989. These changes were made possible due to the shift towards a democratic system of government and a market economy, which created opportunities for educational reform and diversity. In the 1990s and early 2000s, there were legal and policy reforms which focused on integrating students with SEN into regular schools. According to Wiśniewski and Zahorska (2020), one of the 1999 Ministry of Education Reforms was to do the following:

Ensure equal educational opportunities through the development of a well-staffed and well-equipped network of schools, particularly in rural regions; financial assistance for students and improved provisions for students with special needs. (p. 185)

Inclusive education has undergone remarkable transformation in Poland since its independence in 1945. An example is the ‘move from segregated settings toward more integrated settings for students with low-incidence disabilities is described along with the new structure of special education identification and classroom settings’ in the late 1980s, which is attributed to the country’s ever changing historical, cultural and socio-political landscape (Ober et al., 2015). This transformation and acknowledgement of the right to education for all, enshrined in the Polish Constitution, is consistent with the global recognition of the rights of students with special needs as spelled (Bartnikowska & Antoszevska, 2017; Klatt, 2023; Ober et al., 2015). The incorporation of the right to education for all in the Polish Constitution is a testament of the country’s resolve to create an environment where all students can flourish, irrespective of their physical and psychological limitations and circumstances.

The 1999 education reforms in Poland were influenced by global educational changes following the Salamanca Statement of 1994, which urged countries to ‘adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise’ (Ainscow et al., 2019; UNESCO, 1994, p. ix). Before the 1994 Salamanca Statement, Poland’s 1991 Education Law had already set up a legal system for integrating students with SEN into regular schools, representing a significant step forward in the country’s implementation of inclusive education.

Recent legislative measures and policy revisions aim to enhance the framework for accommodating diverse learners via teacher training, resource allocation and curriculum modifications. Teacher training, for instance, significantly influences teachers’ attitudes towards inclusive education, a focal point of this research. The main issue in fully implementing inclusive education in Poland has, however, been the resistance from certain educators and parents, budgetary and logistical constraints and the continued change in the cultural meaning of disability and diversity. That being said, understanding Poland’s historical context and efforts towards inclusiveness is essential

for grasping the complex approach used in its educational reforms. And the good thing is that these changes also prioritised inclusive education, demonstrating a commitment to fairness and justice in Polish society. Recently, due to the large number of Ukrainian citizens due to the Russian invasion, the Polish Minister of Education has just published a regulation on August 2024 which guarantees educational services for Ukrainian citizens living in Poland.

Also worthy of note is Poland's accession to the EU in 2004, which resulted in the harmonisation of its education policy with European norms and ideals. The EU membership offered financial aid for educational initiatives and created a framework for implementing policy modifications that focus on excellence, inclusivity and continuous learning. During this period, the emphasis was on aligning Polish education with international standards, improving educational quality and promoting inclusive teaching approaches (Klatt, 2023).

Key Legislative Milestones and Policy Changes Related to Inclusive Education

The implementation of the inclusive education policy in Poland is a crucial milestone in the country's educational development (Table 4), mirroring an international trend towards acknowledging and affirming the entitlement of all pupils to receive high-quality education in a regular school environment. The foundation for this shift has been laid through domestic reforms and the ratification of 'virtually all major international instruments relating to persons with disabilities or children and young people with special educational needs' (Świtała, 2020, p. 38). In Poland, the move towards inclusive education began during the early post-communist period, when the country, along with others, started to reassess the function and organisation of special education in the overall educational framework. Poland, as a signatory to the Salamanca Statement of 1994, was influenced by its advocacy for educating children with SEN within the regular education system. The statement emphasised that regular schools with an inclusive approach are the most effective way to combat discriminatory attitudes (UNESCO, 1994). This Statement was a pivotal moment, prompting countries like Poland to reassess and revamp their educational strategies to promote inclusiveness.

Table 4: Educational reforms in Poland focusing on students with SEN

Year	Reform/Development	Description
1999	The Education System Reform Act	Introduced a three-tier education model and expanded mandatory schooling. It was a significant move towards integrating children with special educational needs into mainstream education.
2012	The National Education Inclusion Policy	Outlined strategies to improve inclusivity in education, including enhancing teacher training, increasing resources for special needs students and adapting curricula for diverse learners.
Post-2012	Subsequent Developments	Legal changes and efforts to assure accessible educational resources and environments, professional development for teachers and promotion of individualised education plans (IEPs).
Various	Challenges and Continuing Efforts	Recognised obstacles such as lack of teacher training, limited resources and poor infrastructure. Emphasised the need for continuous dedication and cooperative endeavours.
2017	The Reform of Special Education Needs (SEN) Provisions	Overhauled SEN services to enhance inclusion and support for children with disabilities and special needs, focusing on increased financing, access to support services and the implementation of IEPs.
2018	The Teacher's Charter Amendment	Aimed at improving teachers' professional development in inclusive education approaches to support all students effectively.

Source: author

The table above illustrates the evolution of Poland's education system, from its initial modifications in 1999 to the current challenges faced in implementing inclusive education. Key obstacles include insufficient teacher training, scarce resources and inadequate school infrastructure. Inclusive education policies in Poland represent a significant change in how children with SEN are acknowledged and supported within the school system (Szumski & Karwowski, 2014). Achieving full inclusion requires consistent efforts to ensure equitable access to high-quality education.

The Current State and Future Directions of Inclusive Education in Poland

The current state of inclusive education in Poland is a story of both success and challenges. Through legislative changes such as the ‘Act on the Education System, modified in 2017’, Poland has achieved commendable success in integrating children with special needs into mainstream classrooms. Resources and support services for students and teachers have increased, creating a more favourable atmosphere for inclusive education. This was reflected in a diagnostic survey by the Children’s Ombudsman in 2017, which found that parents’ opinions regarding inclusive education and support for SEN students in mainstream schools were satisfactory and that ‘teachers and specialists employed in schools are rather well prepared to work with pupils with SEN’ (Chimicz & Lewicka-Zelent, 2019). The subject of teachers’ attitudes towards inclusive education at the basic education level in Poland is interesting because popular opinion holds that the attitudes are generally positive (Ćwirynkało et al., 2017; Ćwirynkało & Żyta, 2015). However, Domagala-Zysk & Knopik (2022) argue as follows:

Research to date indicates that Polish teachers hold ambiguous attitudes toward the idea of children and adolescents with SEN learning alongside their peers. Out of 86 articles from 2013 to 2016 on the education of students with SEN from 11 Polish journals in the field of pedagogy (6 of which were in the field of special education), 10 articles were found on teacher attitudes. (p. 214)

The relatively few studies conducted on teachers’ attitudes in Indonesia and Poland is one of the main reasons for this study; the study also aimed to compare the attitudes of Polish teachers to those of teachers in a different regional, religious and cultural context such as Indonesia. In Poland, challenges continue to arise from resource allocation, social attitudes and, above all, teacher training towards disability and inclusion. The execution of inclusive education methods varies greatly across areas and schools, sometimes depending on resource availability and the commitment to inclusion at the local level, notwithstanding legal requirements (Szumski & Karwowski, 2014).

Furthermore, while teacher training programmes have been improved, there is still a shortage of specialist training in inclusive education methods, highlighting the need for continuous investment in professional development (Lewicka-Zelent & Chimicz, 2019; Stepaniuk, 2019). It can, therefore, be concluded that the future of

inclusive education in Poland is at a crossroads, necessitating more efforts to tackle current gaps and obstacles. Focus areas including improving teacher training programmes, allocating more resources to assist inclusive education and fostering a cultural change towards better acceptance and understanding of diversity and inclusion in schools and the community.

Integrating technology and digital learning tools may improve inclusion by providing tailored learning experiences and accessible educational materials for students with various needs. The COVID-19 epidemic has emphasised the significance of versatile and adjustable education systems, showcasing the capability of digital technology in promoting inclusive learning settings (UNESCO, 2020). Poland is making significant legislative successes and policy improvements to create a more fair and accessible education system as part of its continuous efforts to attain full inclusion. Significant advancements have been made, but efforts to achieve a completely inclusive education system are still ongoing and require dedication, creativity and cooperation among all parties in the education sector, especially considering the critical assessment of the attitudes of teachers. Poland's dedication to creating an fully inclusive education system greatly relies on the competencies and attitudes of teachers. It is vital to grasp how the competencies of Polish educators are defined and put into practice according to Polish laws; this is elaborated in the next section.

Teachers' Competences

The term competences is utilised in the Polish legislation that governs the operation of schools, specifically to denote powers. For instance, in the Education Law dated December 14, 2016, excerpts such as 'The school statutes contain, in particular, the school organs and their detailed competences' (Article 98, Paragraph 1, Item 5) and 'The constitutive competences of the pedagogical council include...' (Article 70, Paragraph 1) can be found. Consequently, competences are referenced in the context of schools, yet their precise definition is still pending, as even the laws refrain from explicitly delineating this term (the glossary in Article 4 lacks the concept of 'competences') (Madalińska-Michalak et al., 2018).

In Poland, all teachers are mandated to attain either a bachelor's or master's degree, depending on the level of school they intend to teach. The teacher training process must adhere to established standards, encompassing a specific number of

lessons in pedagogy and psychology, along with requirements for internships and teaching practice. Notably, since 2019, there have been substantial modifications to the standards governing teacher training. Noteworthy changes have been introduced in the system and curriculum of undergraduate university studies, particularly for pre-school, primary school and special education teachers, who are now obligated to complete a comprehensive five-year master's program (Slowik et al., 2020).

During the initial stages of their professional journey (their first year), teachers primarily receive support from an internship supervisor, with a focus on aspects such as lesson planning and curriculum topics. Additionally, teacher training centres, situated in major urban areas, offer counselling support and specialised courses for teachers, including those addressing the needs of students with special educational requirements. Within schools, self-help teams are commonly established to facilitate the exchange of teaching experiences among educators. Historically, the practice of conducting open lessons for newer teachers to observe the expertise of their more seasoned counterparts was widespread; however, this form of support is regrettably less common in present-day Polish schools (Slowik et al., 2020).

Teachers in Polish schools are expected to be well-prepared to address common educational challenges across all students within a peer group. Regarding essential competences crucial for working with pupils with SEN, every teacher is required to possess knowledge about the unique characteristics of these students and be ready to tailor the instructional process to accommodate their individual psychophysical abilities. This entails employing diagnostic skills, effective communication skills and creative abilities to explore diverse, and at times unconventional, pedagogical methods. The expectation is that teachers are able to exhibit adaptability and creativity in order to cater to the diverse needs of students with SEN (Bartuś, 2011).

Inclusive Education in Poland and Indonesia: A Comparison

A comparative study of inclusive education in Indonesia and Poland reveals how the different countries integrate students with special needs into their mainstream educational systems, considering their distinct historical, cultural and socio-political backgrounds. While Indonesia and Poland may have different approaches to developing inclusive education policies and practices, the main aim of both countries is to provide fair and accessible learning environments for all students at all levels. This chapter

examines the legislative achievements, socio-cultural factors, obstacles and implementation tactics that have influenced the development of inclusive education in both countries since their independence, with a specific focus on teachers' attitude at the basic level. The objective is to demonstrate how inclusive education has evolved in each country overtime, especially in terms of differences and similarities and their accompanying consequences on the current study.

Similarities in the Evolution of Inclusive Education in Poland and Indonesia

In Poland and Indonesia, the development of inclusive education has commonalities, despite their unique historical, cultural and political backgrounds. Both nations have successfully managed the intricate process of reforming their education systems to become more inclusive via internal lobbying, legislative changes and compliance with international agreements. This section examines the similarities in the progression towards inclusive education in Poland and Indonesia after their independence (Table 5). The relatively few studies conducted on teachers' attitudes towards inclusion is one of the main reasons for this study; comparing these attitudes between teachers in different regional, religious and cultural contexts such as Indonesia and Poland is the other reason.

Table 5: Similarities in the evolution of inclusive education in Poland and Indonesia since their independence

Aspect	Poland	Indonesia
Post-Independence Educational Reform	Began efforts to democratise and consolidate the education system after its independence in 1918.	Established a cohesive national education system post-independence to enhance access and promote national identity.
Legislative Milestones and Policy Changes	Enacted the Education System Reform Act of 1999 to include students with special educational needs.	Passed the National Education System Law No. 20 of 2003, mandating education for all, including those with disabilities.
Influence of International Frameworks	Influenced by the Salamanca Statement of 1994 to include children with special needs in regular schools.	Similarly influenced by the Salamanca Statement, integrated its principles into national education policies.
Challenges in Implementation	Faced obstacles such as inadequate teacher training and the need for better resources and infrastructure.	Encountered challenges like limited access to inclusive facilities in rural areas and the need for improved teacher training and resources.
Ongoing Efforts and Future Directions	Implementing professional development for teachers, improving infrastructure and creating tailored instructional materials.	Similar efforts in professional development, infrastructure enhancement and the development of diverse learning materials.

Source: Compiled by author

The above table reflects the journey of both countries towards inclusive education, highlighting their legislative efforts, international influences, challenges and ongoing initiatives.

Differences in the Evolution of Inclusive Education in Poland and Indonesia Since Independence

Similarities exist in the development of inclusive education in Poland and Indonesia, mirroring worldwide movements towards inclusiveness. However, specific disparities exist due to the diverse historical, cultural and socio-political backgrounds

of each nation (Table 6). The variations underscore the distinct approaches each nation has taken in developing and implementing inclusive education since its independence.

Table 6: Differences in the evolution of inclusive education in Poland and Indonesia

Aspect	Poland	Indonesia
Historical and political contexts	Progress was influenced by periods of foreign control, conflict and post-communist reforms. Focus on inclusion post-1989 with democratic reforms.	Journey began post-independence, with a focus on nation-building. The shift towards inclusivity intensified after the Reformasi period in 1998, with decentralisation and human rights emphasis.
Legislative and Policy Milestones	Earlier adoption of inclusive education laws through the Education System Reform Act of 1999. Detailed structure for student with SEN integration.	Later focus, with significant laws implemented in the 21st century, like the National Education System Law No. 20 of 2003 and Ministerial Regulation No. 70 of 2009.
Socio-cultural Influences	Societal perspectives influenced by religious organisations and the transformation in attitudes towards disability and inclusion.	Diverse cultural and religious environments influence the acceptance and implementation of inclusive education, with significant regional variations.
Challenges and Implementation	Challenges include teacher training, resource distribution and curriculum adaptation. Variability in implementation across regions.	Geographic diversity and infrastructural challenges impact delivery in rural areas. Decentralisation leads to inconsistent quality and access across regions.

Source: author

The variations mentioned highlight the varied problems in Poland and Indonesia and the strategies which have been used to create and execute inclusive education systems tailored to their circumstances. Examining the inclusive education practices of Poland and Indonesia offers valuable insights into how varied surroundings impact educational policies and approaches. Both countries are committed to the concept of inclusive education, but their distinct historical, cultural and socio-political backgrounds have led to the adoption of different methods and challenges in achieving these goals. Challenges like teacher training and resource allocation are common barriers to implementation that suggest the presence of universal challenges that must be addressed to fully realise the advantages of inclusive education, irrespective of the

environment. The elements include enhancing teacher preparedness, ensuring enough resources and infrastructure and fostering positive attitudes towards inclusion among all stakeholders. The differences between the two countries highlight the need for tailored approaches to inclusive education, adapted to particular circumstances.

Based on the report by Heymann et al. (2020) there are worldwide constitutional differences in guaranteeing children with disabilities access to education, where they are explicitly provided with compulsory schooling, free learning opportunities and protection from discrimination. The constitution ensures that all individuals, regardless of disability, are entitled to these rights. It is important to note that vocational or other training rights are not seen as interchangeable with the right to education. The term disability encompasses both references to disabilities and specific mentions of physical impairments. Indonesia and Poland are both represented in Figure 9 with a dark orange colour, signifying that both nations have laws in place to ensure the right to education for all individuals. However, these laws do not specifically cater to children with disabilities. Essentially, this implies that in both Indonesia and Poland, the right to education, as outlined in their constitutions, applies universally to all children, without any provisions addressing the needs or rights of children with disabilities. The approach taken by both countries focuses on guaranteeing the rights without explicitly mentioning accommodations or anti-discrimination measures for individuals with disabilities, within the educational framework. A guaranteed right, not disability-specific, means that the constitution broadly guarantees the right to education but does not specifically protect the right to education of children with disabilities (Heymann et al., 2020).

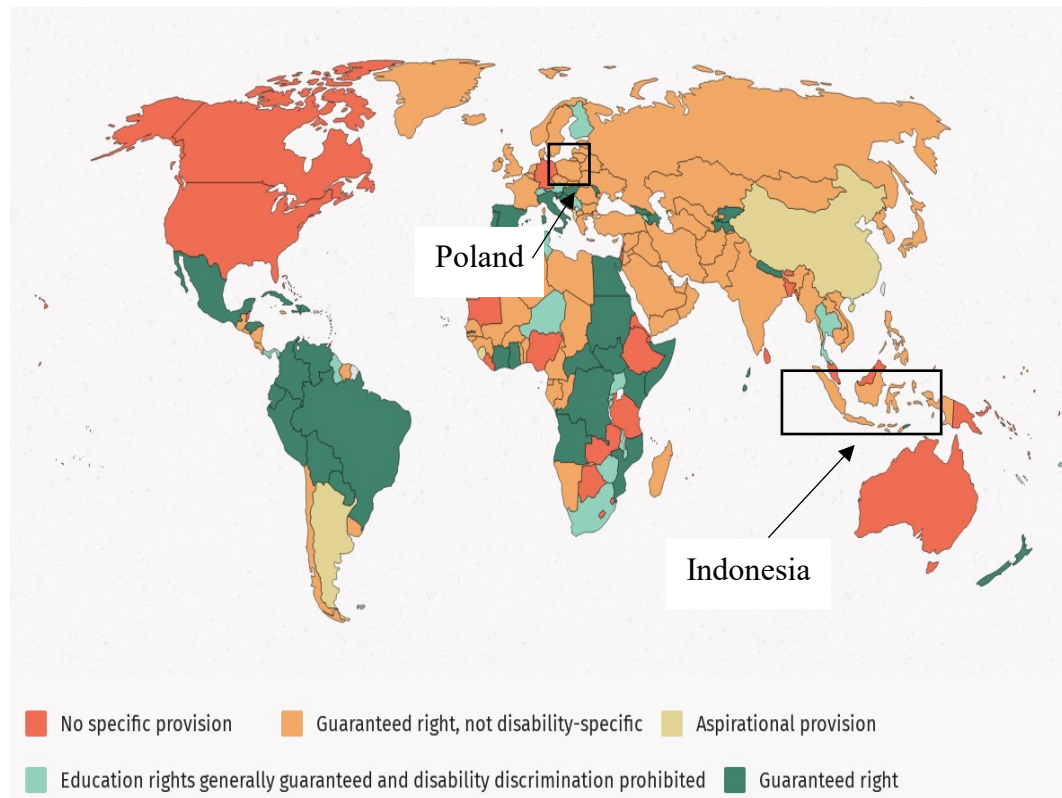


Figure 9: Country-based differences in guaranteeing the right to education for children with disabilities
 Source: <https://www.worldpolicycenter.org/policies/does-the-constitution-explicitly-guarantee-the-right-to-education-for-children-with-disabilities>

To successfully implement inclusive education, it is necessary to adapt global guiding principles to suit the unique cultural, geographical and historical contexts of each country (Mhamed, 2019). The Polish and Indonesian examples illustrate the difficulties of implementing inclusive education. The various methods they have used show how national conditions significantly impact educational reforms despite the identical nature of the challenges. The case studies emphasise the need for a comprehensive understanding of inclusive education, which recognises universal principles of inclusion while also considering the significant impact of local conditions on its execution. It is also important to understand that teachers' attitudes is one of the key determinants of the successful implementation of inclusive education. The next chapter will focus on describing teachers' attitudes towards inclusive education and the factors influencing these attitudes, especially the social, educational and psychological factors.

Chapter Two

Attitudes Towards Inclusive Education and the Factors Influencing these Attitudes

*Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.
--universal declaration of human rights (1948), preamble*

This chapter introduces the concept of attitudes based on the Theory of Planned Behaviour (TPB), especially in connection with learning and behaviour. It explores how attitudes are shaped, upheld and altered, emphasising their cognitive, affective and behavioural dimensions. Additionally, the factors influencing attitudes towards inclusive education are presented. By understanding the factors that influence teachers attitudes, we will gain insights into the nuances of successfully implementing inclusive education practices. This examination highlights the importance of cultivating attitudes to promote inclusivity in educational environments.

The Definition of Attitudes

The term attitude encompasses a range of meanings, and this chapter aims to unravel insights from psychological research to contribute to a better understanding of the term. Attitudes play a crucial role in various facets of learning, significantly impacting behaviour and the motivation to learn. Nevertheless, it is essential to clarify its meaning and explore its influence on behaviour (Reid & Ali, 2020). The prevailing description was put forth by Gordon Allport (1897–1967), who defined attitude as a mental and neural state of readiness to respond, organised through experience and exerting a directive and dynamic influence on behaviour (Allport, 1935). Allport's definition has endured over time and significantly influenced subsequent thinkers and researchers, mainly because it clarifies that attitude affects behaviour and emphasises that attitude is distinct from behaviour.

Later, Rhine (1958) characterised attitude as a concept with an evaluative dimension. This definition is notably concise. By employing the term concept, he underscored the concealed nature of an attitude, emphasising its storage in the brain.

Attitudes serve as examples of latent variables. However, the use of the word ‘evaluative’ proved to be particularly insightful. To form an attitude, an individual evaluates someone or something. The concept of evaluation may be a central feature, as a person may possess knowledge, feelings or experiences that could lead to evaluation and subsequent decision making. To describe attitude, the TPB is used.

Theoretical Framework: The Theory Planned Behaviour

The works of psychologists Icek Ajzen (1942–) and Martin Fishbein (1936–2009) played a crucial role in distinguishing attitudes and behaviour. Their earlier studies indicated that behaviour can be effectively predicted by what they termed behavioural intentions (i.e. do you intend to do...?). These behavioural intentions, in turn, were found to be predictable based on attitudes toward the potential behaviour and social norms (the opinions of significant others). The model was refined with further evidence, leading Ajzen and Fishbein to develop it into the TPB (Ajzen & Fishbein, 1989). The TPB was expanded to include the Theory of Reasoned Action (TRA) (Ajzen & Fishbein, 1980). This extension became necessary due to the original model's limitations in addressing behaviours where individuals have incomplete volitional control which was illustrated in Figure 10. For simplicity of presentation, the potential feedback effects of behaviour on the antecedent variables are not depicted (Ajzen, 1988).

The discussion on the relationship between attitude and behaviour has been ongoing for a long time. Herbert Spencer (1820–1903) noted in the book by Reid & Ali (2020) entitled *Making Sense of Learning: A Research-Based Approach* that attitudes are strongly related to behaviour:

As far back as 1862, the British philosopher, Herbert Spencer (1820–1903) noted the importance of attitudes in influencing behaviour. However, there remained a number of areas of confusion over the meaning of the word. Some almost equated attitude with emotion. Others confused attitude with behaviour itself. The problem is that attitudes are stored in the brain and they cannot be seen or observed directly. For many decades in the early twentieth century, psychologists held the view that it was not acceptable to seek to measure what could only be deduced by inference. Only observable behaviour was a legitimate area of study. (p. 254)

Numerous theoretical frameworks have been suggested to address the psychological processes at play (Ajzen, 1988). Similar to the original TRA, an individual's intention to exhibit a specific behaviour is a pivotal element in the TPB. Intentions are presumed to encapsulate the motivational factors shaping behaviour and signify the level of effort and commitment individuals are willing to invest in performing the behaviour. Generally, the stronger the intention to exhibit in a behaviour, the higher the likelihood of its actual performance. Nevertheless, it is crucial to clarify that a behavioural intention can only translate into actual behaviour if the specific behaviour is within volitional control. In other words, the individual must be able to decide freely whether to engage in the behaviour. While some behaviours may align with this requirement, the execution of most behaviours is influenced, to varying degrees, by non-motivational factors like the availability of necessary opportunities and resources. Together, these factors represent the absolute control individuals have over their behaviour. If a person possesses the required options and resources and intends to perform a behaviour, they are likely to succeed (Ajzen, 1988).

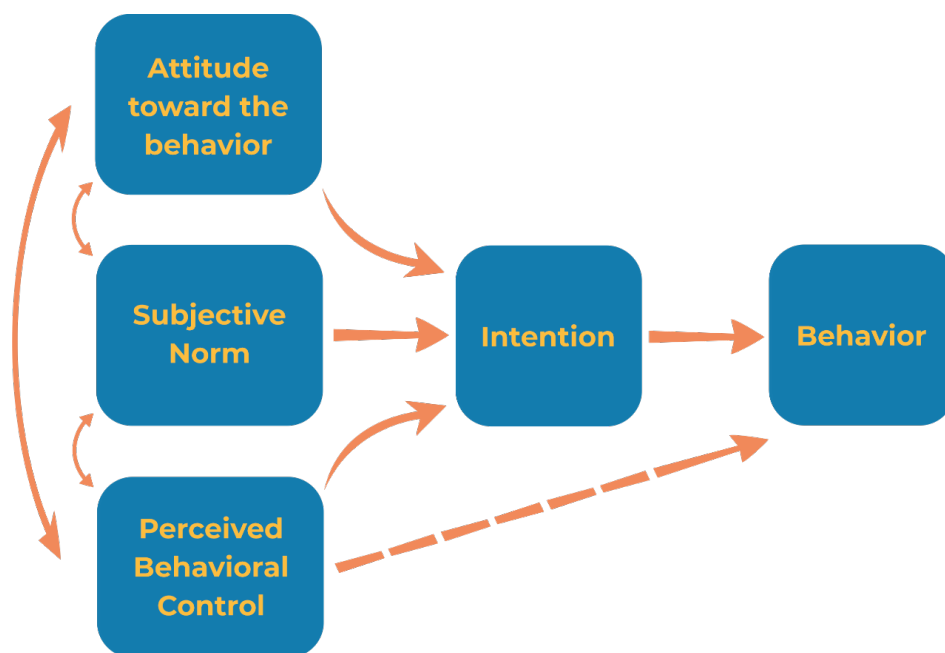


Figure 10: The model of the original theory of planned behaviour

Source: Ajzen (1991, p. 182)

Characterising human behaviour poses a challenge due to its intricate nature. This complexity spans various levels of analysis, ranging from physiological processes to a focus on social institutions and beyond (Ajzen 1991). The formulation of the TPB

initially conceptualised intention (and its other theoretical components) in terms of attempting to carry out a specific behaviour rather than directly relating to the actual performance. However, early investigations using the model revealed robust correlations between measures of the model's variables that inquired about intending to exhibit a given behaviour and measures that assessed the actual exhibition of the behaviour (Schifter & Ajzen, 1985). Due to the practicality of the latter measures, they have been employed in subsequent research, and the variables are now more clearly defined regarding behavioural performance (Ajzen 1991). Based on the original model of the TPB (Figure 11) in connection with teachers' attitudes towards including students with special needs in regular classrooms, teacher's behaviour towards students with special needs can be predicted by their attitudes (positive or negative feelings about inclusivity), subjective norms (perceptions of what is expected by colleagues, society or the education system) and perceived behavioural control (belief in their own ability to effectively teach and support students with SEN). These factors combine to form the teacher's intention to engage in inclusive teaching practices, which then translates into actual behaviour.

The study conducted by Ajzen and Fishbein has implications for the measurement of attitudes. Reid and Amanat Ali (2020) assessed attitudes which primarily focused on people's actions, speech, writing and deeds. However, attitudes are stored in the memory. According to them, it is better to minimise the influence of two factors in order to infer attitude from behaviour, subjective norms and perceived control over behaviour (Figure 11). The previous model in Figure 8 still includes elements such as attitude towards behaviour, subjective norms and perceived behavioural control. However, it introduces new concepts (Figure 12) and emphasises that (1) minimising negative influences or barriers and taking a more proactive approach to dealing with obstacles to behaviour is important; (2) there is a more direct attempt to relate these constructs to what we can observe, measure and deduce, which may imply a focus on practical outcomes and applications of the theory; and (3) the modified model can better emphasise external factors and their management, moving beyond the individual's intentions.

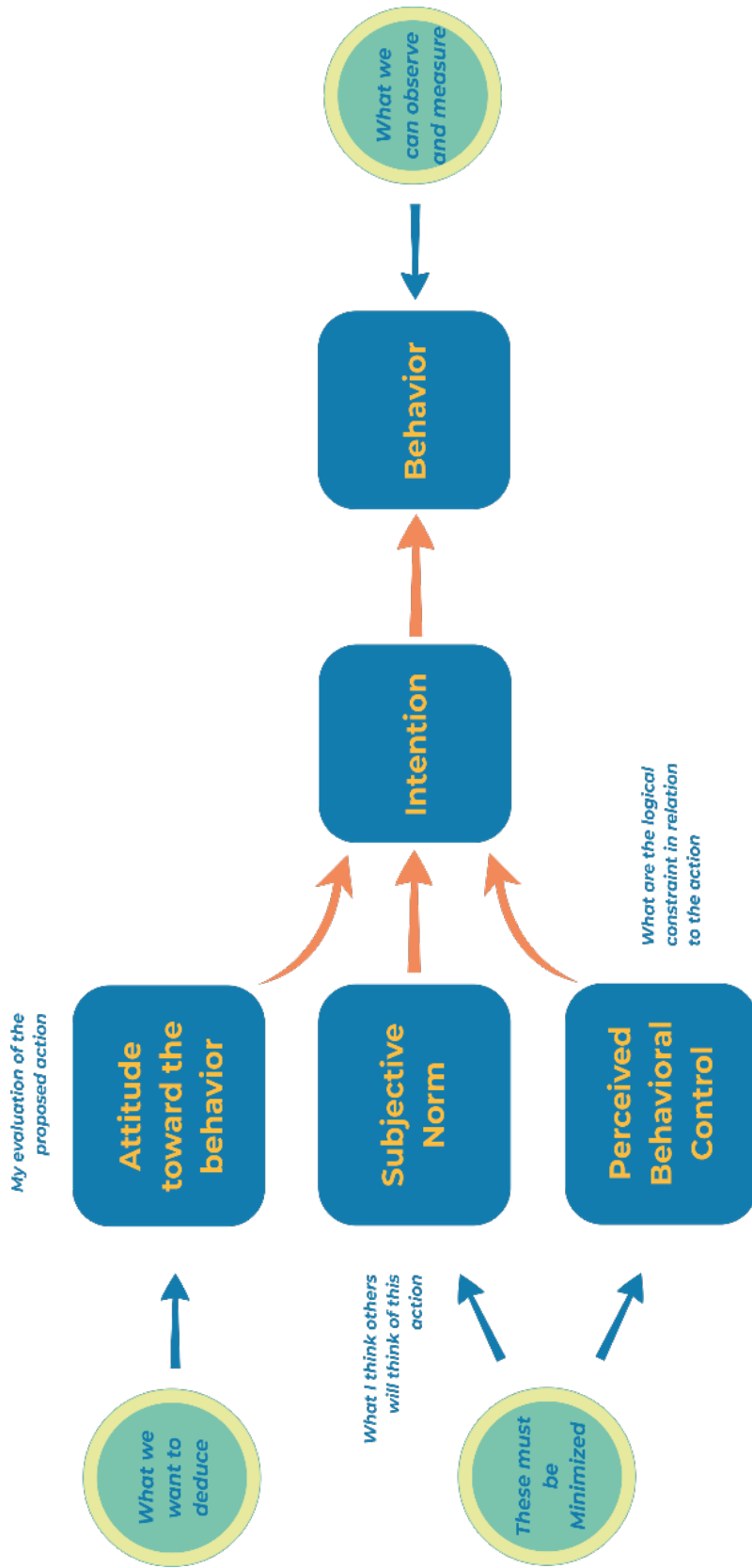


Figure 11: Variable control to measure attitudes
 Source: Reid and Ali (2020, p. 262)

The modified TPB model in Figure 11, in relation to teachers' attitudes toward inclusive education, might emphasize the importance of minimising negative attitudes, misconceptions and institutional barriers that prevent inclusive teaching. By addressing these barriers, the school environment can become more conducive for all students. This model may encourage proactive strategies to improve teachers' self-efficacy, change the school culture towards more positive subjective norms and enhance teachers' attitudes towards inclusive education.

Looking at the two models of TPB in Figures 10 and 11, it can be concluded that the original TPB model can help in understanding the factors underlying teachers' behaviour towards students with special needs, while the modified model seems to suggest a more action-oriented approach, focusing on reducing barriers to positive behaviour. Both models stress the importance of attitude, social norms and perceived control, which are critical in shaping how teachers interact with and support students with special needs. Furthermore, the dimensions of attitude, including cognitive, affective and behavioural, are very important to comprehensively assessing teachers' attitudes toward inclusive education.

The Three Dimensions of Attitude

Attitude is defined as tendencies (Eagly & Chaiken, 1993), which can be evaluated through three responses classes: cognitive, affective and behavioural (Figure 12). Previous research (Conner & Norman, 2022; Triandis, 1971) explored these three elements of attitude. The cognitive component encompasses an individual's views on a subject matter. The affective dimension pertains to the emotional and subjective aspects associated with a topic. The behavioural component pertains to how these attitudes impact an individual's actions or behaviour towards an issue. Every factor has a role in shaping the individual's overall attitude and each has the potential to impact the other.

The Cognitive Dimension of Attitude. Many elements are linked to robust cognition in the area of attitude. The determinants of the strength of attitude include several elements such as certainty, significance, ambivalence, accessibility, knowledge volume, extremity, cognitive-affective consistency, intensity, moral conviction, elaboration and vested interest (Petty & Krosnick, 2014; Shavitt, 2018). These predictors may be classified into four fundamental groups, each representing distinct aspects of cognition (Triandis, 1971): (1) the cognitive aspect. which includes the

inherent qualities of an individual's ideas and beliefs concerning an attitude object, such as their level of certainty, perceived significance and extremism of opinion; (2) the cognitive structure, which pertains to the arrangement and organisation of ideas about an attitude, including the ease with which these thoughts come to mind (accessibility) and the amount of information the individual possesses about the issue (knowledge volume); (3) the cognitive process, which encompasses the mechanisms via which cognitions are created and modified, such as the level of thinking or contemplation (elaboration) that an individual has invested in forming their attitude; and (4) subjective views about cognition, which refer to an individual's own beliefs about their attitudes, including their perceived relevance or significance (vested interest) and their moral viewpoint (moralisation). Each of these categories plays a role in the overall robustness and steadfastness of an individual's attitudes, influencing how they are developed, maintained and modified over time. The Affective Dimension of Attitude.

The affective dimension of attitude plays a crucial role in impacting attitudes, which may then influence behaviour. Differentiating between ambivalence, cognitive-affective inconsistency and intensity aids in comprehending the intricate interaction between an individual's emotions and their resulting behaviours or attitudes. The following are fundamental concepts of the affective dimension of attitude: (1) ambivalence, which pertains to the degree to which a person experiences both favourable and unfavourable responses towards an attitude. Increased ambivalence often results in less stable attitudes and poorer associations between attitudes and behaviours; (2) cognitive-affective inconsistency, which refers to the inconsistency between the cognitive and affective processes. This term refers to the complete disparity between the cognitive and emotional assessments of an attitude. The text does not indicate if these assessments have opposing valences, which is necessary for measuring cognitive-affective ambivalence. Instead, it emphasises the difference between one's thoughts and feelings; and (3) intensity within the attitude domain, which is a measure of how strongly a person's appraisal of an attitude triggers their emotions. The magnitude of these emotions may greatly impact the strength of an attitude and its ability to forecast behaviour. Intensity is often evaluated using straightforward meta-judgmental measures that determine the magnitude of an individual's emotions towards a certain problem or object.

The Behavioural Dimension of Attitude. The following sections present the behavioural component of attitude. The variables which were explained in the cognitive and affective dimensions have an indirect influence on behaviour by affecting the congruence between an individual's attitudes and their behaviours.

The behavioural component of attitude often pertains to an individual's actions or intentions towards an item or topic. In the field of attitude research, this may be seen by tangible reactions or stated intentions to act in certain ways towards the target of the attitude. The literature did not contain specific information about the behavioural component of attitude. However, it typically refers to the assessment of how attitudes manifest in real behaviour. This manifestation may be influenced by elements such as the certainty, significance and relevance of the attitude to the person.

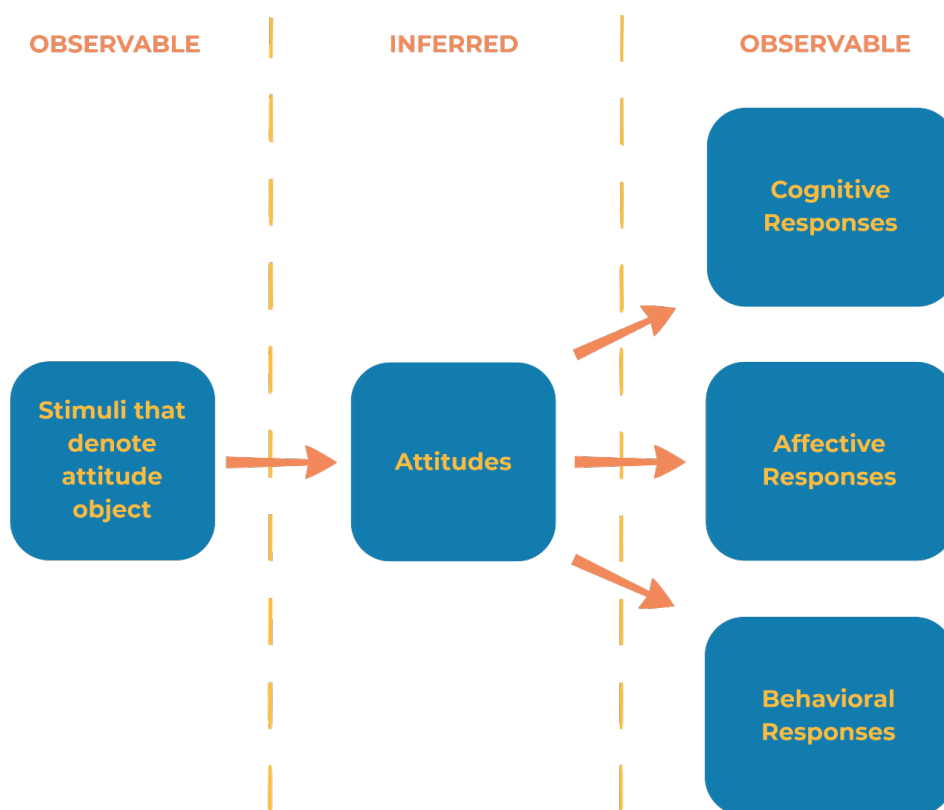


Figure 12: Observable attitudes responses

Source: Eagly & Chaiken (1993, p.10)

The cognitive dimension involves an individual's beliefs and thoughts, structured through factors like certainty, knowledge and moral conviction. The affective dimension focuses on emotions and their impact, highlighting ambivalence, cognitive-affective inconsistency and intensity. The behavioural dimension pertains to actions and

intentions influenced by attitudes. Understanding these dimensions helps in comprehending how attitudes are formed, maintained and modified and how they impact behaviour towards various topics, which, in this study, is teachers' attitudes toward inclusive education. This is discussed in the following section.

Teachers' Attitudes Toward Inclusive Education

Many studies indicate that the teacher's role is crucial in determining the effectiveness of inclusive education implementation (Avramidis & Norwich, 2002; Forlin, 2001; Monsen et al., 2014; Saloviita, 2020; Vaz et al., 2015). According to prior research (Cook, 2002; Forlin et al., 2007), positive teacher attitudes are necessary and one of the most crucial elements for the effective implementation of inclusive education (Cook, 2002; Rofiah, 2022). Additionally, teachers with a positive attitude towards students with special needs are more ready to include them in their classrooms (Sharma et al., 2013). However, several studies (Al-Zyoudi, 2006; Boyle et al., 2020; Galović et al., 2014; Monsen et al., 2014; Palavan et al., 2018; Rakap & Kaczmarek, 2010; Savolainen et al., 2012; Woodcock, 2013) have indicated that teacher attitudes toward inclusive education are not uniformly favourable. Some of these studies indicate that most teachers have a relatively neutral attitude toward inclusive education (Avramidis et al., 2000; Avramidis & Kalyva, 2007; Batsiou et al., 2008), whereas others indicate that teachers have serious doubts regarding the importance of implementing inclusive education (Pearman et al., 1997; Rofiah, 2023). A neutral attitude means that teachers who participated in the studies positioned themselves in the mid-ground positions by choosing the middle values on the scale (Saloviita, 2022).

The various challenges of implementing inclusive education has overwhelmed many teachers who have had children with special needs and diverse conditions and characteristics placed in their classes (Sherman & Fazio, 1983). Therefore, previous research has concluded that it is necessary to investigate and examine the factors that can influence and contribute to the success of inclusive practices (Huber et al., 2001; Moore et al., 1998; Winzer, 1998), particularly those related to teachers' attitudes. Previous studies have shown that a number of the criteria usually linked with teacher attitudes in other subject areas are unrelated to their attitudes about inclusion.

A previous study by Parajares (1992) examined the relationship between teachers' beliefs, knowledge and pedagogy. Kochhar et al. (2000) observed that teachers' unfavourable attitudes and sentiments might impede the effective inclusion of

students in the classroom. Furthermore, Janney et al. (1995) claimed that the more positive a teacher's attitude, the greater their experience in educating children with impairments. Many factors also impact teachers' attitudes toward inclusion (Alghazo & Naggar Gaad, 2004; Al-Zyouidi, 2006; Avramidis et al., 2000a; Czyż & Gałuszka, 2017; Ediyanto, et al., 2021; Galović et al., 2014; Ginevra et al., 2021; Idol, 2006; Palavan et al., 2018; Rakap & Kaczmarek, 2010; Savolainen et al., 2012; Tsakiridou & Polyzopoulou, 2014; Vaz et al., 2015a).

A review of previous research indicates that teachers' attitudes toward inclusion are becoming more favourable (Carrington et al., 2016; Rofiah, et al., 2023; Vaz et al., 2015). Early research on teachers' attitudes suggested that they had unfavourable attitudes towards inclusion (Avramidis & Kalyva, 2007), as they expressed worries about class size, limited resources and how all children benefit from classroom inclusion. According to Avramidis et al. (2000), teachers have a generally favourable view of inclusion. However, they have divergent opinions and struggle to accommodate diverse sorts of disability in their classes (Avramidis & Kalyva, 2007; Rofiah, 2023). A systematic review conducted by Rofiah et al. (2023) found a correlation between teachers' attitudes toward inclusion and their self-efficacy, as well as their demographic characteristics and concerns regarding inclusive teaching practices. However, according to findings by Fox et al. (2004) and Rofiah (2023), many teachers have claimed that the benefits of inclusion far exceed its drawbacks, with many factors influencing them.

Furthermore, teachers' attitudes towards inclusive education vary occasionally. Several systematic reviews have been conducted to examine the extensive research on teachers' attitudes towards inclusive education. For example, the meta-analysis conducted by Scruggs and Mastropieri (1996) included publications that were published between 1958 and 1995, and the findings indicated that most teachers had a generally favourable attitude towards inclusive education. Avramidis and Norwich (2010) presented a comprehensive summary of research conducted from 1984 to 2000; they demonstrated that teachers' attitudes were significantly favourable over this time. Then, a systematic review conducted by De Boer et al. (2011) on articles published between 1998 and 2008 revealed that the sentiments of elementary teachers were mostly neutral. The next section will discuss in detail, based on previous research, the factors that influence teachers' attitudes towards inclusive education, particularly the social, educational and psychological factors.

Social Factors

Many previous studies (Boyle et al., 2020; Charitaki et al., 2022; Czyż, 2018; Ediyanto, 2021; Galović et al., 2014; Rakap & Kaczmarek, 2010; Sowiyah et al., 2022; Tsakiridou & Polyzopoulou, 2014) have examined teachers' attitudes towards inclusion and linked them to social factors, such as country and gender, coming up with different findings. Ajzen (1988) highlighted that various background factors can influence individuals' beliefs. These factors include personal characteristics such as general attitudes, personality traits, values, emotions and intelligence. Additionally, social and demographic variables, such as age, gender, race, ethnicity, education, income and religion, can play a role in shaping beliefs. Furthermore, past experiences and exposure to various sources of information are noted as significant contributors to individual belief systems. Another study showed that the effect of teachers' individual characteristics, such as age, gender and professional role, on cultivating an inclusive attitude presented inconsistent and uncertain outcomes (Vaz et al., 2015). Hence, it is still relevant to investigate teachers' attitudes toward inclusive education. In this study, one of the aims is to investigate the teachers in terms of social factors, including (1) country and (2) gender.

Country. Countries differ in terms of the conditions which affect the implementation of the inclusive education (Charitaki et al., 2022; Keller & Kapperman, 1994; Nel et al., 2011; Nishio et al., 2020; Tan et al., 2022; van Steen & Wilson, 2020). According to Pijl et al. (1997), When comparing between studies on inclusion in education, the transfer of inclusion may be erroneously predicated on the premise that the issue of inclusion is understood in the same way in all nations. This calls attention to the fact that when a term is linked to various sets of indicators in different countries, the equivalence criterion is not met. In general, the likelihood of meeting the requirements of the concept of equivalence is slim to none (Stangvik, 2010). Teachers in the various studies included in a meta-analysis (van Steen & Wilson, 2020) had varying beliefs on which students they believed might be supported in mainstream settings or have the most challenging requirements to fulfil. The result suggested that culture has a significant impact on teachers' attitudes, which proves that strategies that have been shown to be efficacious in some nations may not always yield comparable results in other regions of the globe. The cross-cultural research examining teachers' attitudes towards inclusive education performed by Keller and Kapperman (1994)

included countries such as the USA, Germany, Israel, Ghana, Taiwan and the Philippines and found that there were variations in views across nations, with teachers in the USA and Germany exhibiting the most favourable attitudes compared to those in other countries.

Gender. There are variations in the attitudes of male and female teachers to inclusive education. Previous research has shown that female teachers are more optimistic about inclusion than male teachers (Ahmmed et al., 2013; Alghazo & Naggar Gaad, 2004; Al-Zyouidi, 2006; Avramidis et al., 2000a; Ellins & Porter, 2005; Ginevra et al., 2021; Tsakiridou & Polyzopoulou, 2014; Woodcock, 2013). In contrast, some research investigating gender as teachers' personal attribute in relation to their attitudes toward inclusive education revealed that male teachers had more positive than their female counterparts (Jobe et al., 1996; Rofiah, 2022); the opposite was found to be the case in some other studies (Al-Zyouidi, 2006; Avramidis & Kalyva, 2007; Ellins & Porter, 2005; Ginevra et al., 2021; Tsakiridou & Polyzopoulou, 2014). Additionally, some studies (Alghazo & Naggar Gaad, 2004; Woodcock, 2013) have reported no significant differences in attitude towards inclusion between male and female teachers. The following section describes the educational factors which may influence teachers' attitudes towards inclusive education, such as school type, school level, teaching experiences and contact with children with disability.

Educational Factors

Type of School. As one might expect, teachers' views on inclusion differ from one school to another. Several factors may influence this; for example, the rate of acceptability of inclusion rose when schools made their facilities more accessible to children with special needs. All individuals who had these resources available to them at school were more favourably disposed towards inclusion than the rest of the group (Al-Zyouidi, 2006). Given that special education teachers are likely to have a greater understanding of inclusion than general education teachers, it will be fascinating to observe whether this knowledge transfers into more favourable attitudes (Park & Chitiyo, 2011). A study conducted by Rofiah (2022) showed that Indonesian teachers who worked in special schools had more positive attitudes toward inclusion than teachers working in mainstream schools.

The School Level. Internationally, the level of the school where teachers teach greatly impacts their attitudes toward inclusive education. In early childhood education

settings like preschools, teachers tend to have positive attitudes towards inclusion because of the emphasis on social and emotional development at this level, which naturally fits with inclusive practices. Preschool educators see inclusion as a way to encourage social interaction and empathy among young children (Peck et al., 2015). However, their positive attitudes are often challenged by a lack of specific training and resources, making the implementation of inclusive strategies challenging (Swain et al., 2012).

At the elementary school level, teachers' perspectives on inclusive education can vary (Adderley et al., 2015; De Boer et al., 2011; Palavan et al., 2018; Radojlovic et al., 2022). While some elementary educators acknowledge the benefits of inclusion in promoting diversity and equality, many express concerns about managing diverse classrooms effectively (Avramidis & Norwich, 2002). These worries typically arise from the pressures of academic success and standardised testing, which may lead to apprehension about integrating students with special needs for fear that it could impact the overall academic performance of the class (Monsen et al., 2014). In addition, elementary school teachers might feel less ready to handle the diverse range of requirements in a setting that promotes inclusivity due to insufficient training and support (Avramidis & Kalyva, 2007). Meeting these requirements at the various educational levels is crucial in cultivating a supportive and successful inclusive atmosphere throughout all educational phases (Forlin, 2001).

Length of Teaching Experiences. The duration of teaching experience was also considered. Teachers with less experience were more optimistic than those with more experience, who were more critical; these attitudes may also be influenced by perceived pressures resulting from an increasing number of special needs students. In their book entitled *Integration and Support Services Changing Roles in Special Education*, Clough & Lindsay (1991) wrote about the relationship between the length of teaching experience and teachers' attitudes toward inclusion. Teachers differ in their experience with children with special needs, both with respect to the length of time spent teaching and the type of population they have served. A teacher who has spent 20 years working in an affluent suburb may have a much more limited experience than a teacher who has spent five years working in the city. Also, teachers vary in terms of personal experience with disability, theirs or those of close friends and relatives.

Another research done by Palavan et al. (2018), comparing 500 teachers' attitudes based on their length of experience working in different primary schools in Gaziantep, Turkey, found a statistically significant difference in the average scores of participants in relation to their attitude towards the social acceptability of students with disabilities based on their lengths of service. This observed significant difference is attributable to the lower average scores of classroom teachers with lengths of service between 1 and 5 years, in comparison to those with lengths of service between 6 and 10 years. Additionally, the average scores were significantly lower among classroom teachers with lengths of service of 21 years or more compared to those with lengths of service between 6 and 10 years and between 11 and 15 years ($p>0.05$). The authors suggested a potential linear impact of longer lengths of service on teachers' burnout levels. However, a previous study by Ginevra et al. (2021) found no significant relationship between teachers' length of professional experience and their attitudes to the social acceptability of students with disabilities.

Contact with Disability. An essential variable to examine while studying individuals' attitudes towards persons with disabilities is the level of interaction they have had with those who have disability (Barr & Bracchitta, 2008; Yuker, 1994). Previous research by Parasuram (2006) examined the perspectives of mainstream teachers in Mumbai, India, regarding individuals with disabilities and the integration of students with disabilities into mainstream schools. The study investigated the impact of various background characteristics on teachers' attitudes towards disabilities and inclusive education. These characteristics included age, gender, income level, education levels, years of teaching experience, familiarity with individuals with disabilities, having a family member with a disability, frequency of contact and closeness to individuals with disabilities. Teachers who were familiar with an individual with a disability had considerably more favourable attitudes towards individuals with disabilities and towards the concept of inclusion than those who lacked familiarity with individuals with disabilities. These findings indicate that direct interaction with people who have impairments may have a beneficial impact on teachers' attitudes.

A research by Al-Zyoudi (2006) revealed that teachers' attitudes toward inclusion are affected by their experiences, interaction with and exposure to students with special needs. However, based on these findings, attitudes are based on the type of disability. Teachers who taught students with visual impairments exhibited more

favourable attitudes toward inclusion compared to those who did not teach students with visual impairments. A similar pattern was also found among teachers who taught students with speech and language, hearing and physical impairments; however, all teachers had negative attitudes towards the inclusion of students with intellectual disability, particularly those facing challenges with reading, writing and maths and especially in the case of moderate to severe intellectual disability.

The following section describes the psychological factors that may influence teachers' attitudes towards inclusive education, such as teachers' empathy, self-esteem, belief in fun while teaching and learning and ASC level. This research is the first to investigate the relationship between teachers' ASC level and their attitudes towards inclusive education.

Psychological Factors

Empathy. The definitions of empathy have many important features in common, including the idea that empathy is not a unit, but rather includes several subcomponents (Davis et al., 1994; Hoffman, 2000, 2004; Jamil, 2014; Preston & de Waal, 2002). Empathy is the sharing of feeling and emotion, an ability to feel and see things through the eyes of others, and while it is hard to define and measure, empathy is too important to human relationships to be ignored (Aspy, 1972; Deutsch & Madle, 1975; Gladstein, 1983). In addition, Jamil (2014) explained empathy as a vital emotion that is unavoidable and automatic.

Empathy is a vital emotional force that scaffolds everything from close relationships to large-scale cooperation. People often experience empathy as unavoidable and automatic, but empathy is also powerfully context dependent, waxing and waning as a function of both personal and situational factors. (p.1608)

Empathy is understood as a comprehensive process within the human body, which exerts a positive impact on the overall quality of life (Klis & Kossewska, 1996). Major philosophical discourses have investigated the human capacity for altruism and the importance of interpersonal relationships, along with the ability to empathise with the emotions of others. This recurring theme is evident in discussions relating to ethics and morality. Aristotle and Warrington (1953) incorporated emotions into their discussion on virtue and morality, stating that deriving pleasure from virtue would result

in overall happiness and well-being. Empathy seems to entail a thorough exploration of others in various dimensions, encompassing both cognitive and emotional responses and resulting in the creation of an internal mental representation that closely aligns with one's own understanding and self-concept.

The complexity of empathy requires that researchers who are attempting to understand and measure it need to be careful and cautious. As explained by Cooper (2011), psychologists often make efforts to measure empathy, employing various methods for this assessment. Empathy, however, is not a straightforward, easily defined concept that lends itself purely to objective evaluation. Its intricate nature requires a comprehensive understanding through diverse perspectives, given its essential role in human interaction as well as in the realms of teaching and learning.

In previous studies by Duan and Hill (1996), Barr (2013) and Tettegah and Anderson (2007), empathy is classified into two types; (1) intellectual empathy, which refers to cognitive processes, and (2) empathic emotion, which refer to the affective aspects of emotional experience. In the context of teachers who work with children with SEN, previous research done by Klis and Kossewska (1996) suggested differences in the level of empathy between special educators and other groups of teachers. A teacher should possess the ability to discern the emotions of the victim and adopt the victim's point of view, either through a deliberate or an automatic mental process (Tettegah & Anderson, 2007).

Self-esteem. Self-esteem is a key factor that influences teachers' teaching performances. Self-esteem is an enduring attitudinal construct with a well-established historical trajectory. James (1890) conceptualised self-esteem as analogous to a dynamic barometer, responsive to fluctuations based on individual aspirations and success experiences. He observed a persistent baseline in self-feelings, relatively independent of external feedback, that might challenge the self-concept. While momentary self-evaluations exhibit context-specific variability, individuals establish their comprehensive sense of self-esteem by integrating sentiments across diverse social situations. Furthermore, in Maslow's (1943) hierarchy of needs, self-esteem is positioned penultimately, implying that it is a fundamental human need that serves as a precursor to the pursuit of self-actualisation. Maslow identified self-esteem as a critical element in the hierarchical structure, highlighting its pivotal role in shaping the concept of self-actualisation. He called it 'the esteem needs', as in the following quote:

All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves, for self-respect or self-esteem, and for the esteem of others. By firmly based self-esteem, we mean that which is soundly based upon real capacity, achievement and respect from others. (p. 10)

Furthermore, Çivitci and Çivitci (2009) defined self-esteem as the expression of an individual's perceptions and evaluations of themselves. According to the social identity theory, self-esteem can emanate from both an individual's personal and social identities (Tajfel, 1974). Rosenberg (1965) conceptualised self-esteem as a relatively enduring disposition, demonstrating a propensity for stability with some degree of potential deviation. The increasing challenges in education have put teachers' self-esteem at risk. It is crucial for teachers to take care of themselves, now more than ever. Although teaching is rewarding, even the strongest teachers can face burnout if they do not learn to protect their well-being (Lawrence, 1999).

Self-efficacy or self-esteem, also known as the affective combination and assessment that entails approving of, appreciating and being happy with oneself (among other things), may influence how much energy teachers devote to a task and how they devote it (Klis & Kossewska, 1996). A research has suggested that teachers' self-esteem plays a crucial role in shaping their attitudes towards inclusive education. Teachers with high self-esteem are more likely to embrace diversity, accept and value the presence of students with disabilities in the classroom and show more positive attitudes towards inclusive education.

Fun in the Pedagogical Context. One of the factors considered important in the context of education, especially special needs education, is teachers' beliefs about fun in pedagogy. This section discusses the theoretical concept of fun in pedagogy, with an introduction to the meaning of fun and its relationship with education and the dimensions of fun in learning. It will also present previous research on fun in educational settings. It is important to determine the factors that influence teachers' attitudes towards inclusive education. Even though the term 'fun' is frequently referenced, its underlying concept and the methods for measuring it are not consistently and clearly defined (Tisza & Markopoulos, 2023). Bisson and Luckner (1996) found that only a few researchers have put effort into formulating a definition for the

ambiguous concept of fun, so they commenced their inquiry by providing a disclaimer. Rambli et al. (2013) found fun in learning to be one of the most powerful and important pedagogical factors that can produce an interactive and engaging learning environment, where students' attention is facilitated and learning is enhanced. Additionally, Bisson and Luckner (1996) stated that fun has been found to motivate students to engage in activities which they have not previously experienced and is also a powerful and intrinsic motivating factor that encourages students to take on new challenges in the context of education.

Connecting fun in the context of pedagogy is particularly challenging, given the many debates related to it; however, in the current study's findings, there is a significant relationship between fun and the implementation of inclusive education. The concept of 'fun' is neither straightforward nor a single construct; one's position and role shape its interpretation (Bisson & Luckner, 1996; Ferguson et al., 2020; Okada & Sheehy, 2020). Prior research has highlighted the importance Indonesian teachers have attributed to fun and happiness as integral aspects of teaching and learning (Budiyanto et al., 2018; Rofiah, Sheehy, et al., 2023; Sheehy et al., 2019, 2023). Moreover, an empirical study conducted by Rofiah, et al. (2023) explored a potential strategy for enhancing inclusive practices in mainstream kindergartens in Indonesia through the utilisation of Sign Supported Big Books (SSBB). This marked the inaugural application of such an approach in Indonesian kindergartens. The study revealed that teachers acknowledged the significance of fun in teaching and learning and expressed appreciation for the SSBB approach, deeming it enjoyable and beneficial for enhancing children's learning. Another research by Elton-Chalcraft and Mills (2015) developed a creative and effective curriculum that highlighted the key factors for effective teaching and learning, such as the concept of 'fun' while learning, intrinsic motivation, a willingness to take risks, children's ownership of learning and the teacher's role as a facilitator. They also explored the practical meanings of and connections between challenge, enjoyment and fun in the classroom, based on data from the Higher Education Institution (HEI), as illustrated in Figure 13.



Figure 13: Definition of fun in the classroom

Source: Elton-Chalcraft and Mills (2015, p.484)

Research by Okada and Sheehy (2020) illustrated four dimensions of fun in learning, derived from empirical analysis that interpreted it within the framework of theorised meanings, each characterised by specific components and relationships (Figure 14).

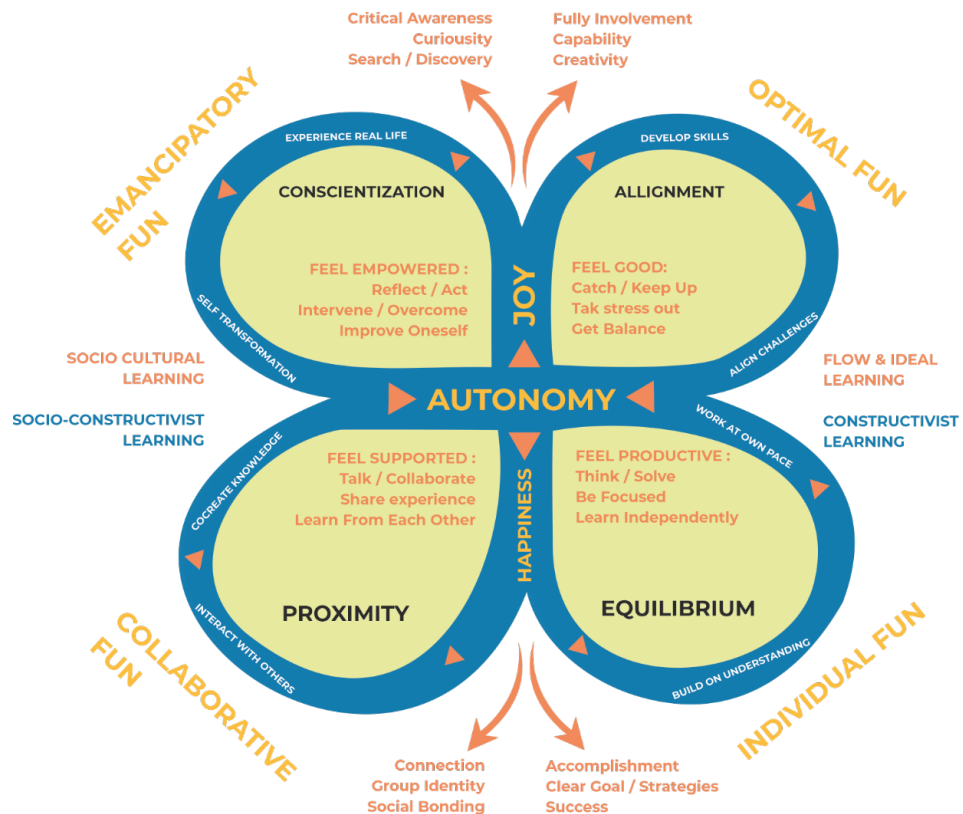


Figure 14: Dimension of fun in learning

Source: Okada, A., & Sheehy, K. (2020, p.608)

As illustrated in Figure 14, four dimensions of fun in learning are proposed as follows: (1) *Optimal fun*; this signifies the delight derived from fully engaging in learning and progressing towards complete capability and creativity. To cultivate optimal fun, teachers should create opportunities for students to enjoy developing skills aligned with appropriately challenging tasks. This approach fosters a sense of autonomy in students, helps in achieving learning objectives and facilitates a harmonious balance between life, work and learning. (2) *Individual fun*; this is the joy of accomplishing personal goals, supported by clear objectives and strategies. To support individual fun within a constructivist learning framework, teachers should provide methods and resources for students to construct their understanding at their own pace and schedule. Individual fun enhances productivity and autonomy in thinking, allowing students to solve problems independently. (3) *Collaborative fun*; this involves the happiness derived from building connections with others, fostering social bonds and developing group identity. Engaging students in collaborative fun using a socio-constructivist approach requires teachers to design meaningful activities that encourage interaction

and the co-creation of knowledge. Collaborative fun makes students feel supported, promoting autonomy in effective communication and allowing them to confidently share their experiences and practices, as well as enjoy the learning process together. (4) *Emancipatory fun*; this refers to the joy of curiosity, the ability to explore and discover while maintaining critical awareness. Fostering emancipatory fun through socio-cultural learning involves creating opportunities for self-transformation through real-life experiences. Emancipatory fun empowers learners, increasing intrinsic motivation by providing autonomy for reflection, action, intervention and overcoming challenges.

Recognising the importance of incorporating fun into teaching not only impacts students' engagement but also shapes teachers' attitudes towards inclusive education. Creating positive and enjoyable learning settings is key to promoting acceptance and motivation among both students and teachers. This aspect becomes particularly relevant when catering to teachers with ASC, who may offer distinct insights into cultivating engaging and inclusive classroom environments. The following section describes in detail the ASC levels of teachers and how it influences their attitude towards inclusion.

Teachers with Autistic Spectrum Condition (ASC)

Despite an enhanced understanding of effective strategies for facilitating the employment of individuals with autism, there is a notable deficiency in research regarding teachers with autism in school settings (StEvens, 2022). While there is a heightened awareness of the challenges faced by disabled university lecturers and school teachers with dyslexia (Brewster et al., 2017), learning disabilities (LD) (Valle et al., 2004; Vogel & Sharoni, 2011) and other impairments, investigations specifically addressing the experiences of autistic school educators have been markedly limited (Martin, 2021; StEvens, 2022; Tal – Alon & Shapira – Lishchinsky, 2019; Wood & Happé, 2021). This is in line with the epidemiological statement that the ratio of autistic children is around 2% (Wing & Potter, 2002) which then leads to the assumption that those with autism or high-functioning autism choose to become teachers when they grow.

Previous research on autism and the teaching profession are few, according to StEvens (2022), who reflected on his own experience as an autistic adult working as teacher. In his research, he tried to investigate the varied strengths and challenges faced by teachers with autism, emphasising a gap in literature regarding studies on the lived experiences of autistic educators conducted by researchers with autism. his study

revealed a higher prevalence of teachers with autism than previously assumed, as many opt to conceal their autism due to pervasive negative stereotypes and discriminatory attitudes. Rarely does the discourse on autism within educational settings take into account the perspectives of teachers with autism. If education is to be inclusive, then the voices of disabled and neurodiverse teachers need to be heard. This oversight automatically discounts firsthand experiences that could offer crucial insights into the realm of inclusive education. This underscores the necessity of incorporating autistic perspectives to bridge the disparity between the theory and practice of inclusive education, thereby addressing societal barriers and promoting the success of autistic individuals.

In summary, this chapter delved into the topic of attitudes and the factors that influence them, particularly in the realm of inclusive educational approaches. Attitudes are mental states that significantly impact how we behave and what drives us, as stated by Allport and further explained by Ajzen and Fishbein in the TPB. The chapter covered the cognitive, affective and behavioural aspects of attitude, highlighting attitudes as dimensional and influenced by many factors. Understanding these influencing factors is important as it can enhance positive attitudes and improve educational methods. Further, it offers a framework for examining the elements that contribute to successfully implementing inclusive education. The next chapter will discuss in detail the research method and design used in the current study.

Chapter Three

Methods

This chapter describes the research methods that were chosen to address the research questions. It presents an overview of the research context and design, research questions, instruments and characteristics of the participants. This is followed by an overview of the methods of data analysis used and a consideration of the ethical issues related to those methods.

Research Design and Approach

This thesis aimed to examine the beliefs and attitudes of teachers towards a specific topic. Historically, attitudinal research has involved a debate regarding methodology and methods, specifically a discussion regarding the use of qualitative and quantitative methodologies (Shrestha & Giri, 2021). The debate has often portrayed these two approaches as opposing forces, as if they were entirely mutually exclusive (Priestley, 2015). However, in the last decade, a strong case has been made for the merits of mixed-methods research (Shrestha & Giri, 2021), particularly in relation to the study of attitudes and beliefs, where a combined approach can enhance the comprehension of the research problem (Tashakkori & Creswell, 2007). A mixed-method approach is often used in education and is gaining popularity due to its ability to integrate qualitative and quantitative methodologies, producing comprehensive and reliable results (Creswell, 2014; McKim, 2015). This is because with a mixed design, the researcher collects and analyses the data, integrates the findings, draws inferences and uses both qualitative and quantitative approaches or methods in a single study or program of inquiry (Tashakkori & Creswell, 2007). The mixed-method research is valued for its ability to examine the context and harness the strengths of both the quantitative and qualitative approaches (Guetterman, 2015; McKim, 2015). Although it is not a new research approach, the mixed-methods approach continues to garner increasing attention (Cohen et al., 2018)

This study sought to gather data that would allow a comparison between the attitudes of teachers from two countries and also provide insights into the nature of the experiences of teachers within these two contexts, exploring their differences and similarities in degree and also in kind (Long et al., 2010). Therefore, for this research,

a mixed-methods design was adopted to explore teachers' experiences and attitudes toward inclusive education in Poland and Indonesia.

On a general level, mixed-methods research can be defined as a research methodology that uses multiple methods to investigate research questions and collect qualitative and quantitative data. It is a research methodology in its own right and offers the researcher a way to address issues with sufficient depth (Shrestha & Giri, 2021); it matched the aims of this thesis perfectly. Priority, in research, refers to the emphasis or weight given to a particular approach, whether quantitative, qualitative or a combination of both, during the data collection and analysis phases of the study (Morgan, 1998). According to a research done by Ivankova et al. (2006), a researcher may prioritize either qualitative or quantitative data collection and analysis, or both, and this choice may be determined either at the outset of the study design, prior to initiating data collection or at a later point in the data collection and analysis phases. In the present study, both the quantitative and qualitative approaches were given equal weight, and a balanced integration was sought. This decision was made based on the objectives of the study, the range of quantitative and qualitative research inquiries and the specific configuration of each phase.

In the sequential explanatory design, the integration of quantitative and qualitative methods can occur in two ways: (1) by linking the quantitative and qualitative phases through the selection of participants for the second phase and designing qualitative data collection protocols based on the results of statistical tests and (2) by combining quantitative and qualitative results during the discussion of the overall study outcomes and deriving implications (Ivankova et al., 2006). For this research, the second approach was adopted, where a quantitative survey phase was followed by a quantitative interview phase. The two sets of data were analysed independently and then combined to produce the overall study outcomes and implications. This blending of quantitative and qualitative methods was done to enhance the quality of inferences, utilising the enriching affordances of the mixed-methods (Tashakkori & Creswell, 2007).

Research Questions and Hypotheses

The present study aimed to (a) investigate the differences in teachers' attitudes toward inclusive education based on social, educational and psychological factors and (b) understand teachers' experiences in implementing inclusive education in two

countries: Indonesia and Poland. In the quantitative phase of the study, descriptive statistics and correlation analysis were used to elicit and explore potential meaningful relationships between various factors, while in the qualitative phase, a thematic analysis was used to explore the teachers' experiences in implementing inclusive education. Drawing on both the quantitative and qualitative findings, the aim was to offer greater insights and more valid inferences and conclusions regarding teachers' attitudes and experiences in the two countries than a single method can afford (Tashakkori et al., 2020).

The key research questions and hypotheses to be addressed in the two phases of this study are given below.

Phase 1. How do teachers' attitudes toward inclusive education compare between Indonesia and Poland, based on social, educational and psychological factors?

1. *Do teachers' attitudes toward inclusive education differ in relation to social factors including (a) country and (b) gender?*

H1.1 There is a statistically significant difference in teachers' attitudes toward inclusion based on country.

H1.2 There is a statistically significant difference in teachers' attitudes toward inclusion based on gender.

2. *Do teachers' attitudes toward inclusive education differ in relation to educational factors such as (a) school type, (b) school level, (c) teaching experiences, and (d) contact with disability?*

H2.1 There is a statistically significant difference in teachers' attitudes toward inclusion based on school type.

H2.2 There is a statistically significant difference in teachers' attitudes toward inclusion based on school level.

H2.3 There is a statistically significant difference in teachers' attitudes toward inclusion based on teaching experience.

H2.4 There is a statistically significant difference in teachers' attitudes toward inclusion based on contact with disabilities.

3. *Do teachers' attitudes toward inclusive education differ in relation to psychological factors including (a) empathy (b) teacher self-esteem, (c) belief*

of fun in teaching and learning and (d) teachers' autistic spectrum condition level?

H3.1 There is a statistically significant difference in teachers' attitudes toward inclusion based on empathy.

H3.2 There is a statistically significant difference in teachers' attitudes toward inclusion based on teacher self-esteem.

H3.3 There is a statistically significant difference in teachers' attitudes toward inclusion based on beliefs of fun in teaching and learning.

H3.4 There is a statistically significant difference in teachers' attitudes toward inclusion based on teachers' autistic spectrum condition level.

Phase 2. What are teachers' experiences with implementing inclusive education in Poland and Indonesia?

To gain insights into teachers' attitudes and experiences regarding the implementation of inclusive education in Poland and Indonesia and to validate (and possibly challenge or extend) the findings from the survey, semi-structured interviews were conducted in Phase 2 of the study. These interviews were guided by 10 questions (Appendix 4), aimed at understanding the teachers' experiences with inclusive education and inclusive practices (Section 3.3).

The overall research design is illustrated in Figure 15. It depicts the progression of the research from the initial review of the literature to the identification of the research questions as well as the two phases of a sequential explanatory method to address these questions and their respective analytical approaches.

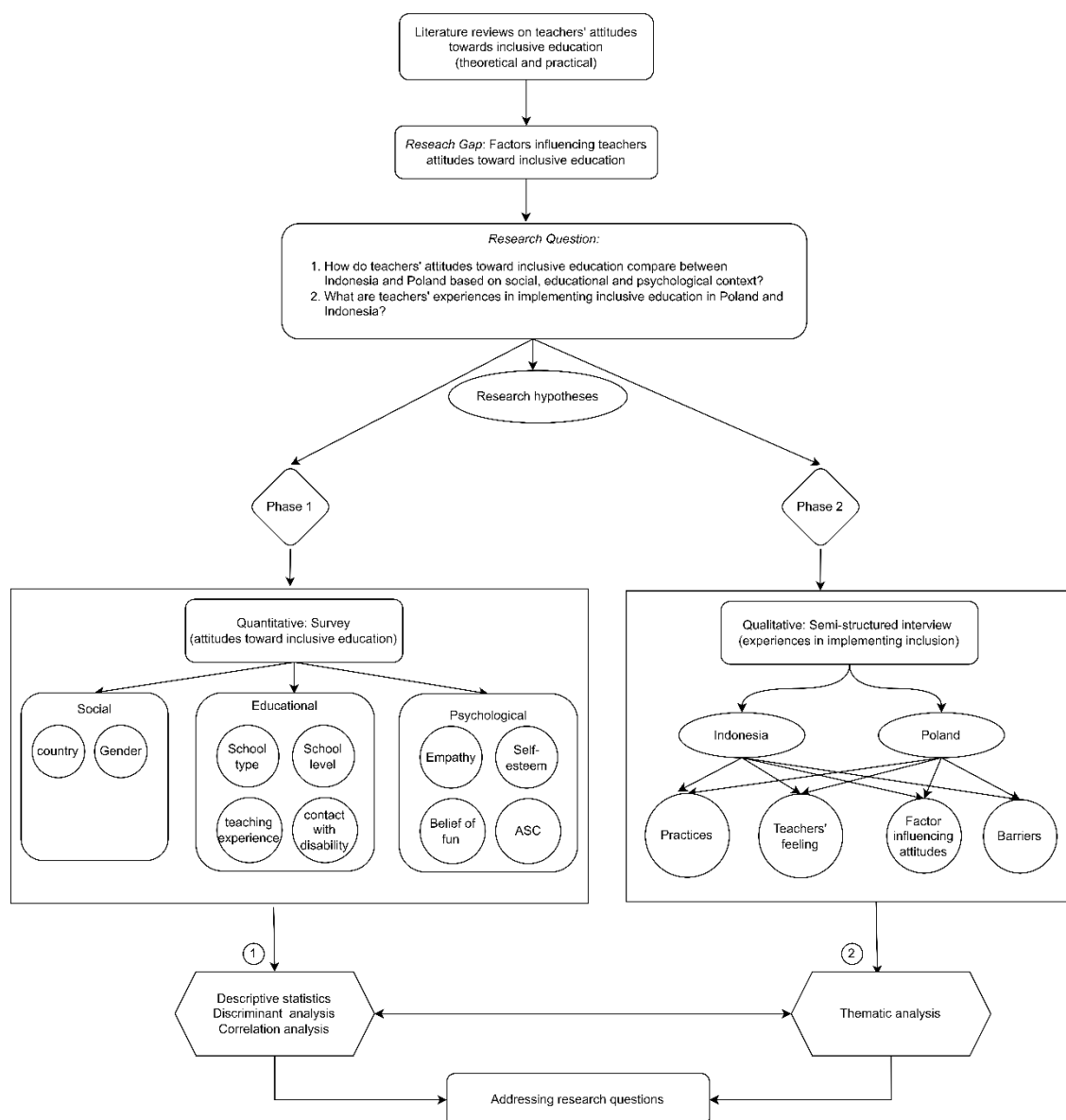


Figure 15: Visualisation of study design using mixed methods

Source: Author

Research Questionnaires and Interviews

Two primary sources were used for data collection: questionnaires (Appendix 2) and interview question. The Phase 1 survey is detailed below. All questionnaire items were translated and adapted, using Guillemín's back-translation technique (with a decentring stance (Guillemín et al., 1993) and a cultural adaption process), into Bahasa Indonesia (Rofiah, 2021) and the Polish language. Four independent translators, who work in educational institutions, performed these translations; two of them are experts in both English and Indonesian language and two are experts in English and Polish.

After all the instruments were translated, the researcher held a review with a panel working in this field in Indonesia and Poland; the review was facilitated by the research's Polish supervisor.

The survey in Phase 1 was prefaced by information for participants and comprised: (1) demographic questions, (2) The Multidimensional Attitudes Toward Inclusive Education Scale (MATIES), (3) the empathy quotient (EQ), (4) The Rosenberg Self-Esteem Scale (SES), (5) the Fun in Teaching and Learning Scale and (6) the autism spectrum quotient (AQ).

Demographic Questions. The demographic questions were concerning teachers' personal information, including their country, gender, educational employment and years of experience. These data were utilised in conducting the discriminant functions and performing correlational analyses to identify any significant relationships between teachers' country, gender, school type, school level, teaching experience and contact with disability. Before conducting tests of difference, descriptive statistics were collected and examined for all data to provide an overview of the characteristics of the sample and to better understand the distribution of responses and the nature of the sample.

The Multidimensional Attitudes Toward Inclusive Education Scale (MATIES). The MATIES measures teachers' attitudes toward inclusion. It is an instrument designed by Mahat (2008) and was adapted for this study with the author's permission. It comprises 18 items that measure the affective, cognitive and behavioural aspects of attitude (Mahat, 2008). The MATIES was selected based on its appropriateness for measuring multidimensional attitudes. The MATIES has demonstrated good internal reliability, with the alpha coefficient for the cognitive, affective and behavioural subscales reported to be substantial at 0.77, 0.78 and 0.91, respectively (Mahat, 2008). Separate subscales were used to evaluate specific aspects of teachers' attitudes, where the cumulative score for the entire MATIES was inappropriate. For the scoring, each scale (cognitive, affective and behavioural) was totalled, with the minimum score for each subscale being 6 and the maximum score being 36. Based on the present study's dataset, the reliability scale test was performed for the Indonesian MATIES version, resulting in the following internal consistency coefficients: cognitive =0.68, affective =0.82, and behavioural =0.81. The Polish version for primary school teachers—Mudło-Głagolska (2021)—reported the following

internal consistency coefficients: cognitive =0.79, affective =0.83, and behavioural =0.89.

Empathy Quotient (EQ-10). The EQ-10 tool is ten short questions developed by the Autism Research Center, University of Cambridge, for measuring empathy levels in adults (Greenberg et al., 2018). Lawrence et al. (2004) found that it could consistently discriminate between the clinical and control groups of non-autistic adults and those with Asperger's syndrome and autism. The EQ-10 has demonstrated strong test-retest reproducibility over a 12-month period. In this research, the Polish version of the EQ-10 instrument, adapted in a previous study conducted by Jankowiak-Siuda et al. (2017), was used. Based on present research dataset, a reliability scale test was performed on the Indonesian version, resulting in an internal consistency coefficient of 0.743, while the Polish version resulted in an internal consistency coefficient of 0.754.

The Rosenberg Self-Esteem Scale (SES). The Rosenberg SES was developed by Morris Rosenberg and has become the most widely used self-report measure (Rosenberg, 1965). It is a 10-item scale that assesses global self-worth by assessing both positive and negative sentiments about oneself. It is considered to have a single dimension. All questions use a four-point Likert scale ranging from strongly agree to strongly disagree. In contrast to earlier research that retrieved distinct self-confidence and self-appreciation components, factor analysis revealed a single shared factor for the Rosenberg SES (Gray-Little et al., 1997). The data were fitted to a unidimensional model for graded item responses in which the 10 items of the Rosenberg SES are not equally discriminatory and are differently connected to self-esteem.

Examples of statements in the Rosenberg SES are *I feel that I have a number of good qualities* and *I feel I do not have much to be proud of*. The first thing to be done while scoring with this scale is to reverse Response Items 2, 5, 6, 8 and 9, then award one point for Strongly Disagree, two points for Disagree, three points for Agree and four points for Strongly Agree. A high total score reflects a high sense of self-worth and vice versa. Based on the present study's dataset, a reliability scale test was performed for the Indonesian version, resulting in an internal consistency coefficient of 0.883, while the Polish version resulted in an internal consistency coefficient of 0.764.

Teachers' Belief of Fun in Teaching and Learning. The Fun in Teaching and Learning Scale consists of 10 questions that measure and investigate the importance of involving fun in teaching and learning; it which was developed by Okada and Sheehy

(2020). The response item was modified from the original five-point-Likert-scale version to a four-point Likert scale ranging from one (strongly disagree) to four (strongly agree). Based on the present study's dataset, a reliability scale test was performed for the Indonesian version, revealing an internal consistency coefficient of 0.75, while the Polish version resulted in an internal consistency coefficient of 0.725.

The Autism Spectrum Quotient (AQ-10). The AQ-10 is ten short questions developed by the Autism Research Centre, University of Cambridge for measuring ASC in the general community (Allison et al., 2012). AQ-10 is a diagnostic questionnaire that determines the expression of autism-spectrum features in a person, based on the individual's subjective self-evaluation. It was originally published in 2001 by Baron-Cohen et al. at the Cambridge Autism Research Centre as part of a highly impactful recognised research. Based on previous research (Allison et al., 2012), the reliability of AQ-10 was tested, and its internal consistency coefficients were reported as moderate to high in each subscale area, which include (1) communication = 0.65 (in Items 5 and 6), (2) social skill = 0.77 (in Items 9 and 10), (3) imagination = 0.65 (in Items 7 and 8), (4) attention to details = 0.63 (in Items 1 and 2) and (5) attention on switching = 0.67 (in Items 3 and 4).

Semi-Structured Interview Questions. The questions used for the semi-structured interviews in Phase 2 of the research revolved around the topic of inclusive education and teaching in an inclusive classroom, specifically the practices, feelings, factors influencing attitudes and barriers to implementing inclusive education (Appendix 4). They aim to allow an exploration of the experiences and attitudes of teachers towards students with special needs and how they approach teaching in an inclusive setting. It engages with the challenges, attitudes, beliefs and enjoyment of accommodating diverse learning abilities and creating an inclusive learning environment.

Participants

Quantitative Phase 1

The participants recruited for this study were teachers working at the kindergarten and primary school levels in both Indonesia and Poland. For the quantitative stage, convenience sampling was utilised for data gathering from 619 teachers (440 Indonesian teachers and 179 Polish teachers) who worked with children with

disabilities. A total of 850 survey packages were sent to the participants, and 640 completed survey questionnaires were returned (return rate of 75.29%). Of these 640 questionnaires, 21 were discarded because of large amounts of missing data. A total of 619 responses were then used for final analysis. According to Rumrill et al. (2011), to generalize a study's findings, scientists should ideally investigate an entire research population, but this is not pragmatically possible. Resource constraints often lead researchers to only use a sample of population in their studies; however, the sample must represent the population accurately or inaccurate conclusions will be drawn about the population (Dillman et al., 2014; Drew et al., 2008; Rumrill et al., 2011). Given a sample size of 619 respondents (Table 7), a power calculation for the application of correlation statistical analysis indicated that surveys are well-suited for measuring the participants' opinions within a large sample (Creswell & Creswell, 2018).

Table 7: Characteristics of the participants surveyed in Indonesia and Poland

	Indonesia	%	Poland	%	Total
Gender					
Male	58	13.18	45	25.13	103
Female	382	86.82	132	73.74	514
Undefined			2	1.11	2
					619
School level					
Preschool	161	36.59	30	18.75	191
Primary	279	63.41	94	58.75	373
Other			36	22.5	36
					600
School type					
Inclusive school	383	87.04	122	68.15	505
Integrated school	0	0	46	25.7	46
Special school	57	12.95	11	6.15	68
					619
Teaching experience					
1–4years	96	21.82	78	43.56	174
5–10years	114	25.91	41	22.9	155
>10 years	230	52.27	60	33.52	290
					619

Contact with disability					
No contact	134	30.45	46	25.7	180
Occasional	0	0	101	56.42	101
Always	306	69.55	32	17.88	338
					619
Educational level					
High school	11	1.78	0	0	11
Bachelor	390	63.00	0	0	390
Masters/PhD	39	6.30	179	28.92	218
					619
Field of study					
Natural science	42	9.54	36	20.11	78
Social science	361	82	32	17.87	393
Humanistic	37	8.4	92	51.4	129
Other	0	0	19	10.61	19
					619

Source: Author

The participants' characteristics provides detailed information on the demographics and professional backgrounds of individuals from Indonesia (n = 440, 71.1%) and Poland (n = 179, 28.9%). The sample's gender distribution was 16.63% males and 83.03% females. There were also two individuals whose gender was undefined. The distribution of participants by workplace level shows that 63.41% work in primary schools, 36.59% work in preschools and only 6% work in other educational settings. Regarding the participants' school type, majority of them (81.58%) work in inclusive schools, with fewer in integration settings (7.43%) and special schools (10.99%) in Poland. Experiences of contact with individuals with disabilities varied among the participants: 29.08% had no contact, 16.32% had occasional contact and 54.60% have ongoing contact.

Furthermore, the data revealed varying levels of experience among the participants : 21.82% have between 1 to 4 years of experience, 25.04% have between 5 to 10 years and 46.85% have more than 10 years of experience (Figure 17). Regarding participants' educational level, the data from Indonesian showed that the participants included teachers with high school diplomas, bachelor degrees and master's/PhD

degrees. Eleven (1.78%) participants had high school diplomas, 390 (63.00%) had bachelor degrees and 39 (6.30%) had a master's degree/PhD. Interestingly, all participants from Poland had higher education, with 179 (which is 28.92% of the dataset) of them having a master's/PhD. In addition, regarding the teachers' field of study, majority of the participants had a background in the social science field (63.49%), followed by natural science (12.60%), humanistic (20.84%) and other fields (3.07%). Appendix 6 provides the visualisation of participants' descriptives.

Qualitative Phase 2

For the qualitative phase, researchers have proposed different ways of calculating the number of interviews that are appropriate when conducting a thematic analysis (TA) of interview data (Fugard & Potts, 2015). This typically centres around saturating the data, that is to say, having sufficient interviews to elicit the key issues (Guest et al., 2020). Systematic reviews suggest that this saturation can happen with relatively few interviews, typically fewer than 16 (Hagaman & Wutich, 2017), and that this also holds true for comparative international research (Guest et al., 2020). Across different topics and contexts, researchers' assessments of the number of interviews required to achieve saturation typically fall between 9 and 17 (Hennink & Kaiser, 2022). According to Guest et al. (2006), for participants with common selection criteria in each country, 12 is the ideal number for reaching saturation.

Interviewees from Indonesia and Poland were identified using convenience sampling (Lopez & Whitehead, 2013; Mahmoudi et al., 2012; Robinson, 2014) of teachers in kindergarten and primary schools. This method is well established in educational and psychological research (Scholtz, 2021) and is a pragmatic choice for interviewing teachers from an intended sample group (Robinson, 2014) who are willing and available to take part (Lopez & Whitehead, 2013). In these interviews of Indonesian and Polish teachers, 23 participants agreed to be interviewed about their experiences in implementing inclusive education; 12 of them were from Indonesia and 11 were from Poland. This sample size reflects good practice regarding sampling in previous qualitative interview research (Guest et al., 2006). All interviews were named using codes (ID for Indonesian and PL for Poland interviews), followed by the acronym TGC (teacher's general classroom), as shown in Table 8.

Table 8: Characteristics of interviews participants

Name	Country	Age	Gender	Setting	School Level
ID_TGC1	Indonesia	35	Male	Inclusion	Basic
ID_TGC2	Indonesia	35	Female	Inclusion	Basic
ID_TGC3	Indonesia	34	Male	Inclusion	Basic
ID_TGC4	Indonesia	36	Female	Inclusion	Basic
ID_TGC5	Indonesia	45	Male	Inclusion	Basic
ID_TGC6	Indonesia	34	Female	Inclusion	Basic
ID_TGC7	Indonesia	26	Female	Inclusion	Basic
ID_TGC8	Indonesia	51	Female	Inclusion	Basic
ID_TGC9	Indonesia	29	Male	Inclusion	Basic
ID_TGC10	Indonesia	32	Female	Inclusion	Basic
ID_TGC11	Indonesia	57	Female	Inclusion	Basic
ID_TGC12	Indonesia	31	Female	Inclusion	Basic
PL_TGC1	Poland	27	Female	Inclusion	Basic
PL_TGC2	Poland	25	Female	Inclusion	Basic
PL_TGC3	Poland	45	Female	Inclusion	Basic
PL_TGC4	Poland	26	Female	Inclusion	Basic
PL_TGC5	Poland	33	Female	Inclusion	Basic
PL_TGC6	Poland	23	Female	Inclusion	Kindergarten
PL_TGC7	Poland	25	Female	Inclusion	Kindergarten
PL_TGC8	Poland	39	Female	Inclusion	Kindergarten
PL_TGC9	Poland	52	Female	Inclusion	Kindergarten
PL_TGC10	Poland	32	Female	Inclusion	Kindergarten
PL_TGC11	Poland	34	Female	Inclusion	Kindergarten

Source: author

Data Collection Process

The data-gathering process comprised two stages, the first being a survey. Survey data were collected online from March to December 2022 in both Poland and Indonesia. The distribution of the survey was carried out both institutionally and individually. To facilitate completing the survey, a Google form and barcode that leads to the survey link were created to be accessed by participants anytime and anywhere. Participants could only fill out the survey once, and no personal identifying information was recorded (Appendix 4). The instructions informed the participants of their right to

withdraw from the survey at any time and choose not to provide any data or complete the survey. However, they were informed that after completing the survey, their anonymous responses could not be withdrawn as no personal identifiers would be collected.

The qualitative phase of the study involved conducting individualised semi-structured interviews lasting approximately 30 minutes each. Participants were allowed to choose how the interviews were conducted, whether in-person or online using the Zoom platform. Participation in this research was completely voluntary, and all responses were anonymous. The interviewees had the right to withdraw at any time during the interview.

A brief introduction outlining the background and objectives of the research was given in the initial conversations with the interviewees. This involved providing detailed information, for instance, on the aim of the study, the protocol of the interviews and how the transcripts will be used. The participating teachers then signed a consent form, indicating their agreement to engage in the interviews. This introduction also helped the researcher to establish rapport with the participants and allowed the interviewees to relax; the interview protocol was used as a guide to structure the interviews. The interviews were conducted in an open-ended manner to encourage in-depth discussions. During the interviews, follow-up questions were used to prompt participants to delve deeper into their responses (Rose et al., 2023). This approach allowed for a comprehensive and meaningful exchange, enabling participants to share their personal perspectives and experiences.

Ethics

As researchers, it is our responsibility to uphold the ethical principles that govern research and ensure that guidelines concerning scientific inquiry and the treatment of research subjects are strictly followed. When undertaking research involving human participants, it is crucial to prioritize ethical considerations. In this study, full ethical clearance was obtained from the Educational Research Ethics Committee, Institute of Psychology, the Pedagogical University of Krakow, under the name University of the National Education Commission, Krakow; the ethics approval number was DNk.0046.1.2.2022 (Appendix 1). The following ethical considerations were adhered to during this study: (1) Voluntary participation was respected at all levels of the study.

(2) A consent form was provided to every participant. (3) Participants could withdraw from the study at any point in time without penalty. (4) Any potentially identifying information was removed from the transcripts. (5) Audio recordings of the interviews were destroyed once the research was completed. As a researcher, it is important to acknowledge the significant responsibility of maintaining honesty, accountability and transparency throughout every stage of a study. The success and reliability of a study depends on the researcher's integrity, diligence and expertise (Midgley et al., 2013).

Before conducting this study, it was essential for the teachers participating to fully comprehend the research's purpose and their rights as participants, including consent, privacy and confidentiality. Empowering participants with this understanding, as emphasised by Creswell and Creswell (2018), is crucial in fostering their confidence in the research. To achieve this, each potential survey participant received information that assured them of confidentiality and privacy. The researcher also provided his email address in case they wanted to ask any further questions regarding the research. Additionally, interviewees had the opportunity of developing their understanding of the research before interview. They could then fill out a consent form in print or online and send it back by email or via WhatsApp.

The Process of Data Analyses

This section describes the general principles that underpinned the data analysis conducted in this study.

Phase 1 of the Quantitative Stage

The Statistical Package of Social Sciences (SPSS for Windows Version 27) (IBM Corporation, Armonk, New York, USA) was employed for the quantitative analysis of all the data collected from the quantitative survey. Descriptive, discriminant and correlation analyses were used to identify the differences and correlations between teachers' demographic factors, such as school type, level of study, gender, contact with disabilities, and period of work, and their attitudes toward children with disabilities. The analysis was checked for transparency and rigour by an expert in the field of statistical analysis. To depict the responses of the complete sample from the survey and its scales, Excel spreadsheets were utilised.

Phase 2 of the Qualitative Stage

Following the interviews, both Indonesian and Polish interviews were transcribed in their original language. Subsequently, for the Polish transcription, a master's student who is a native Polish speaker translated it into English.

A six-step thematic analysis method (Braun & Clarke, 2006) was then employed to analyse the interview data, identifying codes, subthemes and themes within the dataset. NVivo 14 (QSR International, Melbourne, Australia) was employed to help organise the steps of the TA. The NVivo software can assist with the efficient management and visualisation of large amounts of interview data (Jugder, 2016). The first step of the TA involved familiarising with the dataset. This involved going through the dataset many times before proceeding to the coding process, making initial observations and gradually transforming these observations into more structured coding. In this phase, each dataset was assessed independently before proceeding to view the entirety of the dataset collectively in the subsequent step. Once the researcher had fully immersed himself in the data, segments of the participants' responses were pinpointed, emphasised and connected to the research question.

In keeping with the second step of TA, each interview was then coded individually, and then the entire dataset was coded, building upon the insights derived from the first phase. This required revisiting the data highlighted during the initial stage and segregating unrelated data into a separate file for potential future analysis. In this research, as in other TA, inductive analysis was employed (Fereday & Muir-Cochrane, 2006). Patterns or themes present in data can be recognised through either an inductive or bottom-up method or through a theoretical or deductive method, also known as the top-down approach (Braun & Clarke, 2006). The Poland and Indonesia datasets were initially analysed separately to help capture the uniqueness of each country. During this analysis, the interesting aspects and all responses which were crucial for codes generation were noted down using the annotation features in NVivo. Upon completing the preliminary coding, the code list was exported to a code sheet in preparation for the third step of TA.

In the third step of the TA, the initial codes were organised into prospective themes for the entire dataset, leading to the creation of an initial thematic map (Appendix 7). Within this map, the connections between themes as overarching, themes,

subthemes and miscellaneous themes started to form. In the current study, this specific step was repeated four times to illustrate the final thematic map. Afterwards, the statements that support the themes were reviewed, documented and sorted within extracted text into their fit codes and rereviewed to confirm the presence of the overarching theme throughout the entire dataset. Finally, all codes were grouped into their relevant themes and sub-themes.

In the fourth step of the TA, the preliminary set of themes and subthemes from both the Indonesian and Polish datasets were reviewed, filtered and revised. Due to inadequate support, certain initial themes were eliminated, while distinct sub-themes were merged into broader themes. The researcher ensured that the themes were cohesively interlinked but still distinct from one another. After finalising the themes, the final thematic map was populated, and the legitimacy of each individual theme was scrutinised in connection with the complete dataset. Then, the entire dataset was re-examined to ascertain whether the themes fully encapsulated all the data. Any additional data within the established themes that were initially missed were then coded. In the fifth step of the TA process, the themes were defined and named. Each theme was refined, and every element of the captured data was evaluated, including the verbatims. The scope of each theme was outlined, and a detailed analysis of each theme was provided; additionally, a broad interpretation of the narrative it represented was also provided. Lastly, each theme was scrutinised in relation to the others, making certain there was negligible overlap and each was distinctly defined. In the last phase, a narrative report was drafted as it unfolded across all the themes (Figure 16). To verify the analysis, a 15-point checklist (Clarke & Braun, 2013) was utilised, which indicated that the TA's undertaken was sufficiently rigorous.

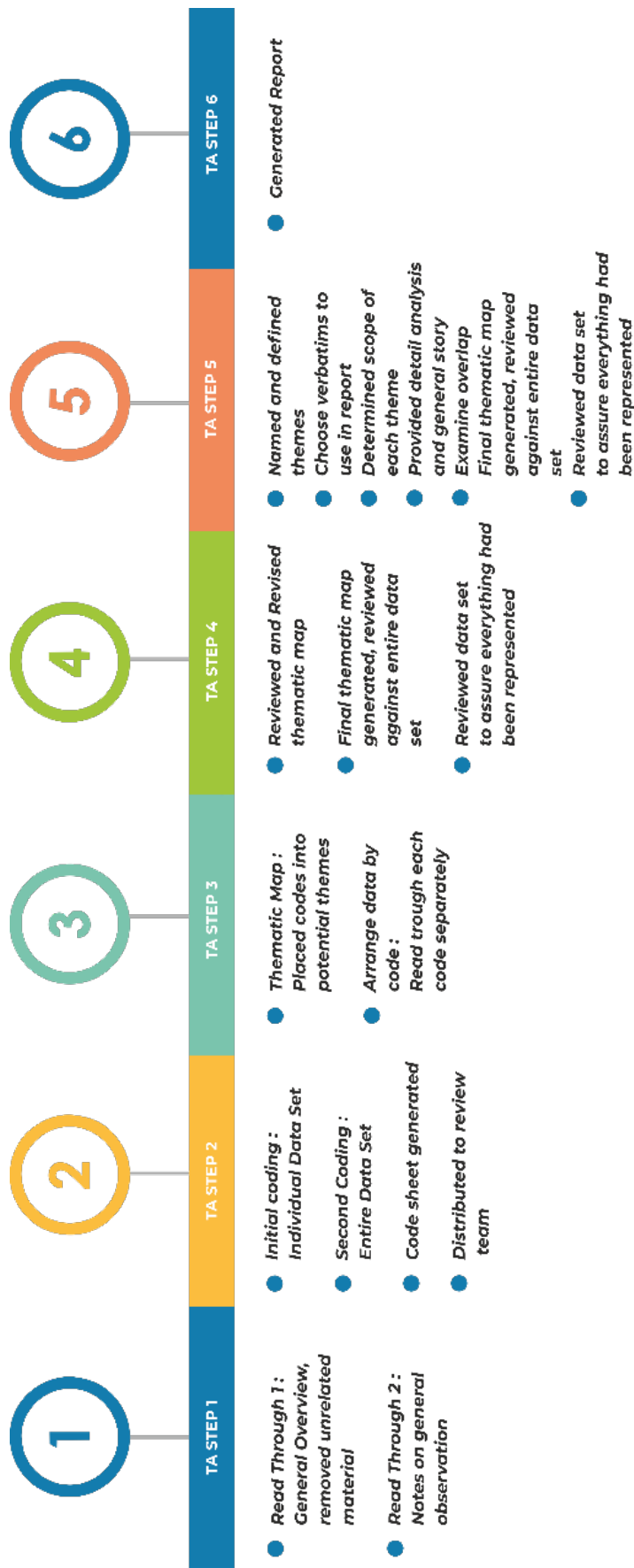


Figure 16. Six steps of thematic analysis
 Source: authors' compilation based on Braun & Clark (2006) p. 87

Chapter Four

Results

Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students

(Leblank, 1999)

This chapter addresses the dataset organisation, descriptive and inferential statistics and summary of findings from the quantitative and qualitative methods. The results are organised in each research question. The factors and themes are presented under comparison analyses between Indonesia and Poland to describe the similarities and differences. In the end of this chapter, the general outcomes in this study are reviewed for hypotheses verification purposes.

Teachers' Attitudes Towards Inclusive Education

This section highlights the quantitative findings that address Research Question 1# *How do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors*. First, datasets from the two countries (Indonesia and Poland) are presented and analysed together to investigate the factors influencing teachers attitudes toward inclusive education. Then, for a detailed comparison, the dataset from each country is analysed separately.

Descriptive Analysis of Variables

Descriptive analysis was used to identify the mean, standard deviation (SD), skewness and kurtosis of the variables. Each dataset in each country was analysed separately, as explained below, and a detailed summary of the descriptive variables can be seen in Tables 9 and 10.

Table 9: Descriptive analysis of the Indonesian dataset

Variable	N	Mean	Median	Min	Max	SD	Skewness	Kurtosis	S-W W	p
Attitudes cognitive	440	22.63	22	8	36	5.972	0.337	-0.788	0.978	0.000
Attitudes affective	440	20.46	20	6	36	6.585	0.137	-0.382	0.987	0.011
Attitudes behavioural	440	25.45	27	6	36	6.432	-0.316	-0.777	0.934	0.000
Empathy	440	8.05	7	1	20	3.631	0.687	0.093	0.949	0.000
Self-esteem	279	28.29	28	16	38	4.180	0.207	-0.009	0.972	0.000
Belief of fun in teaching/learning	440	33.84	34	27	40	3.056	-0.365	-0.680	0.959	0.000
ASC level	279	3.68	4	0	9	1.708	0.255	-0.119	0.985	0.000

Table 10: Descriptive analysis of the Polish dataset

Variable	N	Mean	Median	Min	Max	SD	Skewness	Kurtosis	S-W W	p
Attitudes cognitive	179	22.49	21	11	36	4.578	0.420	0.856	0.959	0.000
Attitudes affective	179	24.79	25	6	36	7.384	-0.404	-0.270	0.963	0.000
Attitudes behavioural	179	25.94	26	6	36	6.325	-0.473	0.492	0.964	0.000
Empathy	179	9.59	9	2	20	3.799	0.431	-0.194	0.974	0.002
Self-esteem	179	21.44	22	10	31	4.559	-0.420	-0.329	0.974	0.002
Belief of fun in teaching/learning	179	27.41	28	10	40	4.518	-0.942	3.905	0.896	0.000
ASC level	179	3.80	4	0	9	1.950	0.452	-0.298	0.955	0.000

Based on the descriptive analysis of the variables from the Indonesian (Table 9) and Polish datasets (Table 10), similarities and differences in the distributions of the variables are observed. Regarding central tendency, both datasets have means and medians that are relatively close, indicating symmetrical distributions for most variables. However, the Indonesian dataset showed higher means for the *Self-esteem* and *Belief of Fun in Teaching/Learning* variables compared to the Polish dataset. Regarding variability, the Indonesian dataset generally exhibited higher standard deviations for *Attitudes cognitive*, *Attitudes affective* and *Attitudes behavioural*, indicating greater variability compared to the Polish dataset. Skewness analysis reveals a mix of positively and negatively skewed variables in both datasets. The Polish dataset

showed a more pronounced negative skewness for *Belief of Fun in Teaching/Learning*, while the Indonesian dataset exhibited higher positive skewness for *Empathy*.

Attitudes and Social Factors

Research Question 1.1: How do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors?

For each Phase 1 question, the alternative hypothesis is stated to show how the question was operationalised. *Do teachers' attitudes toward inclusive education differ in relation to social factors such as (a) country and (b) gender?*

Inter-country differences

Differences in cognitive, affective and behavioural attitudes towards inclusive education between teachers from the two different countries in this study were analysed using the Mann-Whitney U test (Table 11). The results indicated a significant difference in affective attitudes but not in cognitive and behavioural attitudes between teachers in Indonesia and Poland.

Table 11: Country-based differences in teachers' attitudes towards inclusive education in the three dimensions

Mann-Whitney U test between countries (n = 619), p <.05000					
Variable	Indonesia	Poland	U	Z	p
Attitude-Cognitive	308.32	314.13	38640	-0.37	0.71
Attitude-Affective	278.07	388.50	25329	-696520	0.00
Attitude-Behavioural	307.29	316.67	38186	-0.59	0.55

The result showed no significant difference in cognitive attitudes between teachers in the two countries (Mann-Whitney, U = 38640.000, Z = -0.37, p > 0.05) although mean rank of cognitive attitudes are slightly different between the two countries; 308.32 for Indonesia and 314.13 for Poland. For affective attitudes, a significant difference between the two countries was found (Mann-Whitney, U = 25329.000, Z = -6.974, p < 0.001). The mean rank of affective attitudes was 278.07 for Indonesia and 388.50 for Poland, indicating that affective attitudes towards inclusive education are significantly more positive in Poland than in Indonesia. Furthermore, the result demonstrated no significant differences in behavioural attitudes between both countries (Mann-Whitney, U = 38186.000, Z = -0.59, p > 0.05). The mean rank of

behavioural attitudes was 307.29 for Indonesia and 316.67 for Poland, suggesting that behavioural attitudes are similar between the two countries.

Given these results, we reject the null hypothesis and accept the alternative hypothesis for affective attitudes, indicating that teachers' affective attitudes towards inclusive education significantly differ between the two countries. However, we fail to reject the null hypothesis for cognitive and behavioural attitudes, suggesting no significant group influence on these dimensions. These findings suggest that while affective attitudes are significantly influenced by country, cognitive and behavioural attitudes remain consistent regardless of the country. Practically, these results highlight the importance of considering cultural or contextual factors that may influence affective attitudes towards inclusive education.

Gender differences

Differences in cognitive, affective and behavioural attitudes towards inclusive education between teachers based on their gender were analysed using the Mann-Whitney U test (Table 12). First, the data from the two countries were analysed jointly, and then to understand more details, the data were analysed separately for each country. The results indicate a significant difference in cognitive and behavioural attitudes towards inclusive education but not in affective attitudes between male and female Polish and Indonesian teachers.

Table 12: Gender-based differences in attitudes towards inclusive education between Polish and Indonesian teachers

Mann-Whitney U test between Gender (n =617), p <0.05000					
Variables	mean.rank	mean.rank	U	Z	P
	Male	Female			
Cognitive attitudes	381.94	294.38	18958.500	454938	0.00
Affective attitudes	303.38	337.03	23584.000	174811	0.08
Behavioural attitudes	378.73	295.03	19288.500	434952	0.00

The results showed a significant difference in cognitive attitudes based on gender (Mann-Whitney, U = 18958.500, Z = 454938, p<0.001). The mean rank of cognitive attitudes was 381.94 for males and 294.38 for females, suggesting that cognitive attitudes was significantly more positive among males than females. For

affective attitudes, the results indicated a significant difference in one-tailed between the two genders (Mann-Whitney, $U = 23584.000$, $Z = 174811$, $p = 0.04$). This indicates a significant difference between males and females. The mean rank of affective attitudes was 303.38 for males and 337.03 for females, suggesting that affective attitudes towards inclusive education was similar between the genders. Furthermore, the result demonstrated no significant differences in behavioural attitudes between the gender (Mann-Whitney, $U = 19288.500$, $Z = 4.359$, $p < 0.001$). The mean rank of behavioural attitudes was 378.73 for males and 295.03 for females, suggesting that behavioural attitudes are significantly more positive among males compared with females.

To understand and compare the Polish and Indonesian teachers, analyses were performed separately, using the Mann-Whitney U test. Male ($n = 45$) and female ($n = 132$) Polish teachers' attitudes towards inclusive education in the three dimensions (cognitive, affective, and behavioural) were compared (Table 13).

Table 13: Gender-based differences in attitudes towards inclusive education among Polish teachers

Mann-Whitney U test between Gender ($n = 117$ Polish teachers), $p < 0.05000$					
Variables	mean.rank	mean.rank	U	Z	P
	Male	Female			
Cognitive attitudes	97.07	86.25	2607.000	-1.233	0.218
Affective attitudes	74.99	93.78	2339.500	-2.128	0.033
Behavioural attitude	90.50	90.50	2772.000	-0.669	0.504

A significant difference in affective attitudes were observed between male and female Polish teachers (Mann-Whitney, $U = 2339.500$, $Z = -2.128$, $p < 0.05$). The mean rank of affective attitudes was 74.99 for males and 93.78 for females, suggesting that affective attitudes were significantly more positive among the females. For cognitive and behavioural attitudes, the Mann-Whitney U test indicated that there were no significant difference between the genders.

Furthermore, a separate comparison was also made between male and female Indonesian teachers (Males = 58) and females = 382). Indonesian teachers attitudes towards inclusive education in three dimension (cognitive, affective, and behavioural) were analysed using the Mann-Whitney U test (Table 14).

Table 14: Gender-based differences in attitudes towards inclusive education based on the Mann-Whitney U test for Indonesian teachers

Mann-Whitney U test between Gender (n = 440 Indonesian teachers), p <0.05000					
Variables	mean.rank	mean.rank	U	Z	P
	Male	Female			
Cognitive attitudes	294.55	209.26	6783.000	-4.767	0.000
Affective attitudes	265.31	213.70	8479.000	-2.884	0.004
Behavioural attitude	313.22	206.42	5700.000	-5.975	0.000

The result showed a significant difference in all three dimensions of attitude between Indonesian teachers based on gender. Cognitive attitudes were significantly difference (Mann-Whitney, U =6783.000, Z =-4.767, p<0.001) between the genders, with the mean rank being 294.55 for males and 209.26 for females. For affective attitudes, the results indicated a significant difference between the genders (Mann-Whitney, U =8479.000, Z =-2.884, p<0.05), with the mean rank being 265.31 for males and 213.70 for females. Behavioural attitudes also differed significantly between the genders (Mann-Whitney, U =5700.000, Z =-5.975, p<0.001), with the mean rank being 313.22 for males and for 203.42 females. This suggests that in all three dimensions of Indonesian teachers' attitudes towards inclusive education, males were significantly more positive than females.

Given these results, we reject the null hypothesis and accept the alternative hypothesis for cognitive, affective and behavioural attitudes, indicating that teachers' gender significantly affects their cognitive and behavioural attitudes towards inclusive education. Female Polish teachers' attitudes in the affective dimension was significantly more positive than their male counterparts; in contrast, Indonesian male teachers had significantly more positive attitudes towards inclusive education in all three dimensions (cognitive, affective and behavioural) than the female teachers.

Attitudes and Educational Factor

Research Question 1.2: Do teachers' attitudes toward inclusive education differ in relation to educational aspects including (a) school type, (b) school level, (c) teaching experiences and (d) contact with disabilities?

School type-based differences

This study investigated whether there is a significant difference in teachers' attitudes toward inclusive education based on their school settings, i.e. whether the teachers work, in inclusive, regular or special schools. Differences in attitude (cognitive, affective and behavioural) among teachers from different school types were analysed using the Mann-Whitney U test (Table 15). First, the data were analysed jointly for the two countries and then separately for each factor. The results indicate significant differences in affective and behavioural attitudes but not in cognitive attitudes across the different school types in both countries.

Table 15: School setting-based differences in teachers' attitudes towards inclusive education in Poland and Indonesia

Mann-Whitney U test between School type (n =573), p <0.05000					
Variable	mean.rank	mean.rank	U	Z	p
	Inclusive school	Special school			
Cognitive attitudes	283.23	314.99	15266.500	-1.488	0.137
Affective attitudes	280.74	333.50	14008.000	-2.470	0.014
Behavioural attitude	278.80	347.88	13030.500	-3.237	0.001

The results showed no significant difference in cognitive attitudes between teachers in the different schools (Mann-Whitney, U = 15266.500, Z =-1.488, p =>0.05), while a significance different in affective attitudes was noticed (Mann-Whitney, U = 14008.000, Z =-2.470 p<0.05), with teachers working in special schools having higher mean rank than those in inclusive schools. The behavioural attitudes (Mann-Whitney, U = 13030.500, Z = -3.237, p<0.001) of special school teachers had a higher mean rank than that of teachers from inclusive schools.

To understand and compare Polish and Indonesian teachers from different school types, analyses were performed separately using the Mann-Whitney U test. Teachers working in inclusive schools (Indonesian teachers: n = 383 and Polish teachers: n = 122) were compared based on their attitudes in the three dimensions of attitude (cognitive, affective and behavioural) (Table 16).

Table 16: Inclusive school setting-based differences in attitudes towards inclusive education between Indonesian and Polish teachers

Mann-Whitney U test between Inclusive school (n =505 teachers: Indonesia = 383, Polish = 122), p <0.05000

Variable	mean.rank	mean.rank	U	Z	p
	Indonesia	Polish			
Cognitive attitudes	247.93	268.90	21423.000	-1.384	0.166
Affective attitudes	224.54	342.34	12463.000	-7.774	0.000
Behavioural attitudes	245.01	278.09	20302.000	-2.185	0.029

The result showed a significant difference in affective attitudes between Indonesian and Polish teachers working in inclusive schools (Mann-Whitney, U = 12463.000, Z = -7.774, p < 0.001), with a mean rank of 224.54 for Indonesian teachers and 342.34 for Polish teachers. A significant difference was also found in the behavioural dimension of attitudes toward inclusive education between Indonesian and Polish teachers working in inclusive schools (Mann-Whitney, U = 20302.000, Z = -2.185, p < 0.05), with a mean rank of 245.01 for Indonesian teachers and 278.09 for Polish teachers. This suggests that Polish teachers working in inclusive schools have more positive attitudes (in the affective and behavioural dimensions) towards inclusive education than Indonesian teachers working in inclusive schools.

Furthermore, a comparison of attitudes towards inclusive education in the three dimensions (cognitive, affective, and behavioural) was made between teachers working in Indonesian (n = 68) and Polish (n = 11) special schools (Table 17).

Table 17: *Special school setting-based differences in attitudes towards inclusive education between Indonesian and Polish teachers*

Mann-Whitney U test between Special school (n =68 teachers: Indonesia =57, Polish = 11), $p < 0.05000$

Variable	mean.rank	mean.rank	U	Z	p
	Indonesia	Polish			
Cognitive attitudes	35.95	27.00	231.000	-1.381	0.167
Affective attitudes	34.40	35.00	308.000	-0.092	0.927
Behavioural attitude	37.41	19.41	147.500	-2.792	0.005

A significant difference was only noted in the behavioural dimension of attitude towards inclusive education between Indonesian and Polish teachers working in special schools (Mann-Whitney, $U = 147.500$, $Z = -2.792$, $p < 0.05$), with the mean rank being 37.41 for Indonesian teachers and 19.41 for Polish teachers. This suggests that Indonesian teachers working in special schools had more positive behavioural attitudes towards inclusive education than Polish teachers working in special school. Given these results, we reject the null hypothesis and accept the alternative hypothesis, indicating that teachers' type of school significantly affects their behavioural attitudes towards inclusive education.

School level-based differences

Differences in cognitive, affective and behavioural attitudes towards inclusive education between teachers in the different school levels were analysed using the Mann-Whitney U test. The data were analysed jointly for the two countries and then separately for two different school types (preschool and primary school) to understand the data more. The results indicate significant differences in cognitive, affective and behavioural attitudes towards inclusive education among teachers in the different school levels in Poland and Indonesia (Table 18).

Table 18: School level-based differences in attitudes towards inclusive education between teachers in Poland and Indonesia

Mann-Whitney U test between School level (n =563), p <0.05000					
Variable	mean.rank	mean.rank	U	Z	p
	Preschool	Primary school			
Cognitive attitudes	132.34	358.84	6940.500	-15.672	0.000
Affective attitudes	191.69	328.37	18277.000	-9.451	0.000
Behavioural attitude	141.49	354.14	8689.500	-14.718	0.000

A significant difference in cognitive attitudes was observed between teachers in the different school levels (Mann-Whitney, U =6940.500, Z =-15.672, p<0.001). The mean rank of cognitive attitudes was 132.34 for preschool teachers and 358.84 for primary schools teachers, suggesting that cognitive attitudes are significantly higher for primary schools teachers than preschool teachers. For affective attitudes, a significant difference was found between teacher in the different school levels (Mann-Whitney, U = 18277.000, Z =-9.451, p<0.001). The mean rank was 191.69 for preschool teachers' affective attitudes and 328.37 for primary school teachers' affective attitudes, suggesting that affective attitudes towards inclusive education is significantly higher among primary schools teachers. Furthermore, a significant difference in behavioural attitudes existed between teachers at the different school levels (Mann-Whitney, U =8689.500, Z =-14.718, p<0.001). The mean rank was 141.49 for preschool teachers' behavioural attitudes and 354.14 for primary school teachers' behavioural attitudes, suggesting that behavioural attitudes was significantly higher for primary school teachers hat for preschool teachers.

To compare Polish and Indonesian teachers working at different school levels, analyses were performed separately for Indonesian (n = 161) and Polish (n = 30) teachers working in preschools, based on their attitudes towards inclusive education in the three dimensions (cognitive, affective and behavioural) (Table 19).

Table 19: Differences in attitudes towards inclusive education between preschool Indonesian and Polish teachers

Mann-Whitney U test between Preschool school teachers (n = 191: Indonesian = 161, Polish = 30), p <0.05000					
Variable	mean.rank	mean.rank	U	Z	p
	Indonesia	Polish			
Cognitive attitudes	86.32	147.93	857.000	-5.644	0.000
Affective attitudes	83.07	165.38	333.500	-7.504	0.000
Behavioural attitude	84.48	157.85	559.500	-6.708	0.000

Significant differences were found between Indonesian and Polish teachers working in preschools all three dimensions of attitudes towards inclusive education. There was a significant difference in cognitive attitudes (Mann-Whitney, U =857.000, Z =-5.644, p<0.001), with a mean rank of 86.32 for Indonesian teachers and 147.93 for Polish teachers. Affective attitudes also differed significantly between Indonesian and Polish teachers (Mann-Whitney, U = 333.500, Z =-7.504, p<0.001), with a mean rank of 83.07 for Indonesian teachers and 165.38 for Polish teachers. Similar to these two dimensions of attitudes, behavioural attitudes also differed significantly between the teachers (Mann-Whitney, U =559.500, Z = -6.708, p<0.001), with a mean rank of 84.48 for Indonesian teachers and 157.85 for Polish teachers. This suggests that Polish teachers working in preschools had more positive attitudes towards inclusive education than Indonesian teachers working in preschool, in all three dimensions.

Furthermore, the attitudes of Indonesian (n = 279) and Polish primary school teachers (n =93; in all three dimensions: cognitive, affective, and behavioural) towards inclusive education were compared separately and analysed (Table 20).

Table 20: Differences in attitudes towards inclusive education between Indonesian and Polish teachers working at the primary school level

Mann-Whitney U test between Primary school teachers (n = 372: Indonesian = 279, Polish =93), p <0.05000					
Variable	mean.rank	mean.rank	U	Z	p
	Indonesia	Polish			
Cognitive attitudes	204.48	132.56	7957.500	-5.603	0.000
Affective attitudes	180.17	205.49	11207.500	-1.969	0.049
Behavioural attitude	203.82	134.53	8140.500	-5.409	0.000

A significant difference were found in all three dimension of attitudes between Indonesian teachers based on school level. Their cognitive attitudes differed significantly (Mann-Whitney, U = 1979.000, Z =-16.198, p<0.001), with a mean rank of 91.43 for preschool teachers and 294.98 for primary school teachers. For affective attitudes, the results also indicated a significant difference (Mann-Whitney, U =8485.000, Z =-10.891, p<0.001), with a mean rank of 133.70 for preschool teachers and 270.59 for primary school teachers. Similarly, behavioural attitudes also differed significantly (Mann-Whitney, U = 1588.000, Z =-16.286, p<0.001), with a mean rank of 90.86 for preschool teachers and 295.31 for primary school teachers. This suggests that in the cognitive and behavioural dimensions of teachers' attitudes towards inclusive education, Indonesian teachers working in primary schools had significantly more positive attitudes than Polish primary school teachers, while in the affective dimension, Polish primary school teachers had significantly more positive attitudes towards inclusive education than Indonesian primary school teachers. Given these results, we reject the null hypothesis and accept the alternative hypothesis, indicating that the school level at which teachers work significantly affects their attitudes towards inclusive education.

Teaching experiences differences

Differences in attitudes (cognitive, affective and behavioural) towards inclusive education across teachers with different teaching experiences (1–4 years, 5–10 years and >10 years) were analysed using the Kruskal-Wallis test (Table 21). The data were

analysed jointly for the two countries, and then for more details, the data were analysed separately for each country.

Table 21: Difference analysis of the three dimensions of attitude of Polish and Indonesian teachers based on their teaching experiences

	Kruskal-Wallis H	df	Asymp. Sig.
Attitudes Cognitive	0.223	2	0.894
Attitudes Affective	6.719	2	0.035
Attitudes Behavioural	3.029	2	0.220

a. Kruskal Wallis Test

b. Grouping Variable: **Teaching experience**

The results indicate that there were no significant differences in cognitive and behavioural attitudes towards inclusive education across the different teaching experience groups; however, there was a significant difference in affective attitudes between the groups (Kruskal-Wallis, $H=6.719$, $p<0.05$). Therefore, we rejected the null hypothesis, prompting further analysis with post-hoc tests to identify specific group differences (Table 22).

Table 22: Multiple comparisons of the affective attitudes of Polish and Indonesian teachers based on teaching experience

Dependent Variable	(a) Teaching Experience (years)	(b) Teaching Experience (years)	Mean Difference (a-b)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Attitudes affective	1-4	5-10	1.040	1.121	0.623	-1.60	3.68
		> 10	2.438*	0.985	0.037	0.12	4.76
	5-10	1-4	-1.040	1.121	0.623	-3.68	1.60
		> 10	1.398	0.881	0.253	-0.68	3.47
	> 10	1-4	-2.438*	0.985	0.037	-4.76	-0.12
		5-10	-1.398	0.881	0.253	-3.47	0.68

*. The mean difference is significant at 0.05.

A post-hoc analysis, done using Tukey's HSD, revealed that teachers who have worked for more than 10 years have significantly more positive attitudes in the affective dimension than teachers who have only worked for 1–4 years (Tukey's HSD, $Z = 2.439$, $p < 0.05$); in contrast, no significant differences were found between teachers who have 1–4 years of experience and those who have 5–10 years (Tukey's HSD, $Z = 1.040$, $p > 0.05$) or between those with 5–10 years of experience and those with more than 10 years (Tukey's HSD, $Z = 1.398$, $p > 0.05$). Given that the p-value of 0.032 for affective attitudes was less than 0.05, we reject the null hypothesis and accept the alternative hypothesis for affective attitudes, indicating that teaching experience has a statistically significant effect on teachers' affective attitude towards inclusive education. However, we fail to reject the null hypothesis for cognitive and behavioural attitudes.

To understand and compare between Polish and Indonesian teachers, separate analyses were performed using the Kruskal-Wallis test and then the Post-hoc Tukey's HSD pair-wise comparison. The attitude of Polish teachers with 1–4 years ($n = 78$), 5–10 years ($n = 41$), and >10 years ($n = 60$) of experience were compared in all three dimensions (cognitive, affective and behavioural) (Table 23).

Table 23: Difference analysis of all three dimensions of attitude of Polish teachers with various teaching experiences (n = 179)

	Kruskal-Wallis H	df	Asymp. Sig.
Attitudes Cognitive	3.504	2	0.173
Attitudes Affective	0.004	2	0.998
Attitudes Behavioural	3.800	2	0.150

a. Kruskal Wallis Test

b. Grouping Variable: **Teaching experience**

The result of the Kruskal-Wallis test indicates that there are no significant differences in all three dimension of attitudes towards inclusive education among Polish teachers in the different teaching experiences groups. Furthermore, the separate comparison was also done among Indonesian teachers with various teaching experiences. The attitude towards inclusive education of Indonesian teachers with 1–4

years (n =96), 5–10 years (n = 114) and >10 years (n = 230) of teaching experience were compared in three dimensions (cognitive, affective and behavioural) (Table 24).

Table 24: Difference analysis of the three dimensions of attitude of Indonesian teachers with various lengths of teaching experience (n = 440)

	Kruskal-Wallis H	df	Asymp. Sig.
Attitudes Cognitive	19.598	2	0.000
Attitudes Affective	13.608	2	0.001
Attitudes Behavioural	12.151	2	0.002

a. Kruskal Wallis Test

b. Grouping Variable: **Teaching experience**

There were significant differences across the different Indonesian teachers' teaching experiences groups in all three dimensions of attitudes towards inclusive education: cognitive (Kruskal-Wallis, $H = 19.598$, $p < 0.001$), affective (Kruskal-Wallis, $H = 13.608$, $p = 0.001$) and behavioural (Kruskal-Wallis, $H = 12.151$, $p < 0.05$). Therefore, we rejected the null hypothesis, prompting further analysis with post-hoc tests to identify specific group differences (Table 25).

Table 25: Multiple comparisons of the three dimensions of attitude of Indonesian teachers based on the length of teaching experience (n = 440)

Dependent Variable	(a) Teaching Experience (years)	(b) Teaching Experience (years)	Mean Difference (a-b)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Attitudes cognitive	1–4	5–10	3.373*	0.812	0.000	1.46	5.28
		> 10	2.604*	0.712	0.001	0.93	4.28
	5–10	1–4	-3.373*	0.812	0.000	-5.28	-1.46
		> 10	-0.770	0.671	0.486	-2.35	0.81
	> 10	1–4	-2.604*	0.712	0.001	-4.28	-0.93
		5–10	0.770	0.671	0.486	-0.81	2.35
	1–4	5–10	3.100*	0.902	0.002	0.98	5.22

Attitudes		> 10	1.989*	0.791	0.033	0.13	3.85
affective	5–10	1–4	-3.100*	0.902	0.002	-5.22	-0.98
		> 10	-1.111	0.746	0.297	-2.87	0.64
	> 10	1–4	-1.989*	0.791	0.033	-3.85	-0.13
		5–10	1.111	0.746	0.297	-0.64	2.87
Attitudes behavioural	1–4	5–10	2.175*	0.878	0.036	0.11	4.24
		> 10	2.943*	0.771	0.000	1.13	4.76
	5–10	1–4	-2.175*	0.878	0.036	-4.24	-0.11
		> 10	0.768	0.726	0.541	-0.94	2.48
	> 10	1–4	-2.943*	0.771	0.000	-4.76	-1.13
		5–10	-0.768	0.726	0.541	-2.48	0.94

*. The mean difference is significant at 0.05.

The post-hoc analysis, done using Tukey's HSD, revealed that Indonesian teachers with 1–4 years of experience consistently exhibited significantly more positive attitudes towards inclusive education across all three dimensions compared to those with longer teaching experiences. Specifically, for cognitive attitude, teachers with 1–4 years of teaching experience showed more positive attitudes than those with 5–10 years (Tukey's HSD, $\Delta = 3.373$, $p < 0.001$) and more than 10 years (Tukey's HSD, $\Delta = 2.604$, $p < 0.001$) of experience. Similarly, for affective attitude, teachers with 1–4 years of experience also had significantly more positive attitudes than those with 5–10 years of experience (Tukey's HSD, $\Delta = 2.439$, $p < 0.05$); furthermore, those with more than 10 years of experience had significantly more positive attitudes in the affective dimension than those with 1–4 years (Tukey's HSD, $\Delta = 3.100$, $p < 0.05$) and those with more than 10 years (Tukey's HSD, $\Delta = 1.989$, $p < 0.05$). For behavioural attitudes, teachers with 1–4 years of experiences also had significantly more positive attitudes than those with 5–10 years (Tukey's HSD, $\Delta = 2.175$, $p < 0.05$) and more than 10 years (Tukey's HSD, $\Delta = 2.943$, $p < 0.001$) of experience. In contrast, there were no significant differences in attitudes between Indonesian teachers with 5–10 years of experience and those with more than 10 years of experience, indicating that attitudes towards inclusive education stabilises after the initial few years of teaching.

Based on these results, we reject the null hypothesis and accept the alternative hypothesis, indicating that teachers' teaching experience significantly affects their

attitudes towards inclusive education. However, attitude towards inclusive education for Polish teachers was not significantly different in all three dimensions based on teaching experience, while for Indonesian teachers, the analysis suggests that the initial years of teaching were associated with more positive attitudes in all three dimensions, which tend to decrease and stabilise as teaching experience increases beyond 5 years.

Contact with disability

Differences in attitudes towards inclusive education (cognitive, affective and behavioural) in relation to teachers' experience of contact with disabled people/children (never, occasionally and always) were analysed using the Kruskal-Wallis test (Table 26). The data were analysed jointly for the two countries, and then for more details, the data were analysed separately for each country.

Table 26: Difference analysis of the three dimensions of attitude among Polish and Indonesian teachers with various levels of contact with disability

	Kruskal-Wallis H	df	Asymp. Sig.
Attitudes Cognitive	47.398	2	0.000
Attitudes Affective	55.238	2	0.000
Attitudes Behavioural	36.162	2	0.000

a. Kruskal Wallis Test

b. Grouping Variable: **Degree of contact with disability**

Based on the Kruskal Wallis test results, all three dimensions of attitudes towards inclusive education (cognitive, affective and behavioural) differed significantly between teachers with varying degrees of contact with disability, prompting further analysis with post-hoc tests to identify specific group differences (Table 27).

Table 27: Multiple comparisons of the three dimension of attitude among Polish and Indonesian teachers th varying degrees of contact with disability

Dependent Variable	(a) Contact with Disability	(b)	Mean Difference (a-b)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Attitudes cognitive	Never	Occasionally	-2.617*	0.673	0.000	-4.20	-1.04
		Always	-3.347*	0.500	0.000	-4.52	-2.17
	Occasionally	Never	2.617*	0.673	0.000	1.04	4.20
		Always	-0.730	0.614	0.460	-2.17	0.71
	Always	Never	3.347*	0.500	0.000	2.17	4.52
		Occasionally	0.730	0.614	0.460	-0.71	2.17
Attitudes affective	Never	Occasionally	-6.511*	0.844	0.000	-8.49	-4.53
		Always	-2.704*	0.626	0.000	-4.17	-1.23
	Occasionally	Never	6.511*	0.844	0.000	4.53	8.49
		Always	3.807*	0.770	0.000	2.00	5.62
	Always	Never	2.704*	0.626	0.000	1.23	4.17
		Occasionally	-3.807*	0.770	0.000	-5.62	-2.00
Attitudes behavioural	Never	Occasionally	-2.596*	0.774	0.002	-4.41	-0.78
		Always	-3.502*	0.574	0.000	-4.85	-2.15
	Occasionally	Never	2.596*	0.774	0.002	0.78	4.41
		Always	-0.906	0.706	0.405	-2.56	0.75
	Always	Never	3.502*	0.574	0.000	2.15	4.85
		Occasionally	0.906	0.706	0.405	-0.75	2.56

*. The mean difference is significant at 0.05.

For cognitive attitude, the results showed a significant difference between the groups (Kruskal-Wallis, $H = 47.398$, $p < 0.001$). The Tukey's HSD post-hoc analysis revealed that teachers with no experience of contact with disabled persons/children had significantly less positive cognitive attitudes towards inclusive education than those with occasional experiences (Tukey's HSD, $\Delta = -2.617$, $p < 0.001$) as well as those who always have contact with disability (Tukey's HSD, $\Delta = -3.347$, $p < 0.001$). In contrast, the attitude of teachers with occasional contact with disability did not significantly differ from that of those who always have contact (Tukey's HSD, $\Delta = -0.730$, $p > 0.05$).

For affective attitudes, the Kruskal-Wallis test results indicated a significant difference between the groups ($H = 55.238$, $p < 0.001$). The Tukey's HSD post-hoc analysis showed that teachers with no experience with disabled persons/children had significantly less positive affective attitudes towards inclusive education than those with occasional experience (Tukey's HSD, $\Delta = -6.511$, $p < 0.001$) as well as those who always have contact (Tukey's HSD, $\Delta = -2.704$, $p < 0.001$). In contrast, teachers with occasional experience had significantly more positive affective attitudes towards inclusive education than those who always have contact with disability (Tukey's HSD, $\Delta = 3.807$, $p < 0.001$).

Furthermore, the Kruskal-Wallis test results demonstrated a significant difference in behavioural attitudes between the three groups (Kruskal-Wallis, $H = 36.126$, $p < 0.001$). The Tukey's HSD post-hoc analysis indicated that teachers with no experience/contact with disability had significantly less positive behavioural attitudes towards inclusive education than those with occasional experience (Tukey's HSD, $\Delta = -2.596$, $p < 0.05$) as well as those who always have contact with disability (Tukey's HSD, $\Delta = -3.502$, $p < 0.001$). In contrast, teachers with occasional contact with disability did not significantly differ from those always having contact with disability (Tukey's HSD, $\Delta = -0.906$, $p > 0.05$).

To understand and compare between Polish and Indonesian teachers in these groups, separate analyses were performed using the Kruskal-Wallis test for Polish teachers and the Mann-Whitney test for Indonesian teachers. Polish teachers never ($n = 46$), occasionally ($n = 101$) and always ($n = 32$) having contact with disability were compared based on their attitudes towards inclusive education in the three dimensions (cognitive, affective and behavioural) (Table 28). The result of the Kruskal-Wallis test indicates that there were no significant differences in all three dimension of attitudes towards inclusive education among Polish teachers with varying levels of experience/contact with disabled people/children. The attitudes of Indonesian teachers (in all three dimensions: cognitive, affective and behavioural) towards inclusive education were compared separately based on their level of contact with people/children with disability: No ($n = 134$) and Yes ($n = 306$) (Table 29).

Table 28: Difference analysis of the three dimensions of attitudes for Polish teachers with different degrees of contact with disability (n = 179)

	Kruskal-Wallis H	df	Asymp. Sig.
Attitudes Cognitive	3.93	2	0.140
Attitudes Affective	4.216	2	0.120
Attitudes Behavioural	1.539	2	0.463

a. Kruskal Wallis Test

b. Grouping Variable: **Degree of contact with disability**

Table 29: Difference analysis of the three dimensions of attitudes among Indonesian teachers with varying levels of contact with disability (n = 440)

Mann-Whitney U test between teachers' experiences interacting with disability (n = 440 Indonesian teachers), p < 0.05000

Variable	mean.rank	mean.rank	U	Z	p
	No	Yes			
Cognitive attitudes	160.04	246.98	12400.000	-6.610	0.000
Affective attitudes	166.35	244.21	13246.000	-5.919	0.000
Behavioural attitude	163.47	245.47	12860.500	-6.241	0.000

A significant difference was observed in all three dimensions of attitude towards inclusive education between Indonesian teachers with varying levels of contact with disability. Their cognitive attitudes were significantly different (Mann-Whitney, U = 12400.000, Z = -6.610, p < 0.001), with a mean rank of 160.04 for teachers with no experience with disability and 246.98 for teachers who had experience with disability. For affective attitude, there was also a significant difference (Mann-Whitney, U = 13246.000, Z = -5.919, p < 0.001) with a mean rank of 166.35 for teachers who had no experience with disability and 244.21 for teachers who had experience or contact with disability. Behavioural attitudes also differed significantly between teachers with and without experience with disability (Mann-Whitney, U = 12860.500, Z = -6.241, p < 0.001); the mean rank was 163.47 and 245.47, respectively. This suggests that in all three dimensions of attitude towards inclusive education, teachers who had contact with

disabled people/children had significantly more positive attitudes than those who had no contact with disability.

Given these results, we reject the null hypothesis and accept the alternative hypothesis, indicating that teachers' level of experience or contact with disability significantly affects their attitudes towards inclusive education in all three dimensions. However, for Polish teachers experience teaching persons with disability did not significantly affect their attitudes towards inclusive education, across all three dimensions; contrastingly, for Indonesian teachers, contact with disability was associated with more positive attitudes towards inclusive education across all three dimensions.

Attitude and Psychological Factors

Research Question 1.3: Do teachers' attitudes toward inclusive education differ in relation to psychological factors such as (a) empathy, (b) teacher self-esteem, (c) beliefs about fun in teaching and learning and (d) teachers' ASC level?

To answer the research question, the data were first analysed jointly for the two countries using a Spearman rho correlation test, and then for more details, the data were analysed separately for each country (see Table 30 and Figure 17 for illustration). Comparisons of how Indonesian and Polish teachers' attitudes towards inclusive education differ based on their levels of empathy, self-esteem, belief in fun in teaching and learning and ASC were analysed for each country.

Table 30: Psychological factors' correlation with teachers' attitudes towards inclusive education

Spearman Rho Correlation		Empathy	Self-Esteem	Belief of Fun in Teaching and Learning	ASC Level
Attitudes cognitive	Correlation Coefficient	0.134**	0.272**	0.075	-0.094*
	Sig. (2-tailed)	0.001	0.000	0.063	0.044
Attitudes affective	Correlation Coefficient	0.319**	-0.023	-0.115**	-0.204**
	Sig. (2-tailed)	0.000	0.631	0.004	0.000
Attitudes behavioural	Correlation Coefficient	0.194**	0.210**	0.056	-0.165**
	Sig. (2-tailed)	0.000	0.000	0.163	0.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlations revealed several significant relationships between the three dimensions of attitude towards inclusive education (cognitive, affective, and behavioural) and the four variables: teachers' empathy, self-esteem, belief of fun in teaching and learning and ASC level. The results indicate a weak positive correlation between cognitive attitude and empathy (Spearman rho, $\rho = 0.134$, $p < 0.05$), suggesting that higher levels of empathy are associated with more positive cognitive attitudes towards inclusive education. The moderate positive correlation found between cognitive attitude and self-esteem (Spearman rho, $\rho = 0.272$, $p < 0.001$) indicates that teachers with higher self-esteem tend to have more positive cognitive attitudes towards inclusive education. However, the correlation between cognitive attitude and belief of fun in teaching and learning was not statistically significant (Spearman rho, $\rho = 0.075$, $p > 0.05$). Additionally, there was a weak negative correlation between teachers' ASC level and cognitive attitude (Spearman rho, $\rho = -0.094$, $p < 0.05$), implying that higher ASC scores are associated with less positive cognitive attitudes towards inclusive education.

For affective attitudes, the analysis showed a moderate positive correlation with empathy (Spearman rho, $\rho = 0.319$, $p < 0.001$), suggesting that higher empathy levels are linked to more positive affective attitudes towards inclusive education. In contrast, there was no significant correlation between affective attitude and self-esteem (Spearman rho, $\rho = -0.023$, $p > 0.05$), while there was a weak negative correlation between affective attitudes towards inclusive education and teachers' belief about fun in teaching and learning (Spearman rho, $\rho = -0.115$, $p < 0.05$), indicating that a stronger belief in having fun while teaching and learning is associated with less positive affective attitudes towards inclusive education. Furthermore, there was a moderate negative correlation between affective attitudes and ASC levels (Spearman rho, $\rho = -0.204$, $p < 0.001$), suggesting that higher ASC levels are linked with less positive affective attitudes towards inclusive education.

The findings indicate a weak positive correlation between behavioural attitudes and teachers' empathy (Spearman rho, $\rho = 0.194$, $p < 0.001$), showing that higher levels of empathy are related to more positive behavioural attitudes towards inclusive education. There was also a moderate positive correlation between behavioural attitude and self-esteem (Spearman rho, $\rho = 0.210$, $p < 0.001$), indicating that teachers with higher levels of self-esteem tend to have more positive behavioural attitudes towards inclusive

education. The correlation between behavioural attitudes and belief of fun in teaching and learning was not statistically significant (Spearman rho, $\rho = 0.056$, $p > 0.05$). However, there was a weak negative correlation between behavioural attitudes and ASC level (Spearman rho, $\rho = -0.165$, $p < 0.001$), indicating that teachers with higher ASC levels have less positive attitudes towards inclusive education.

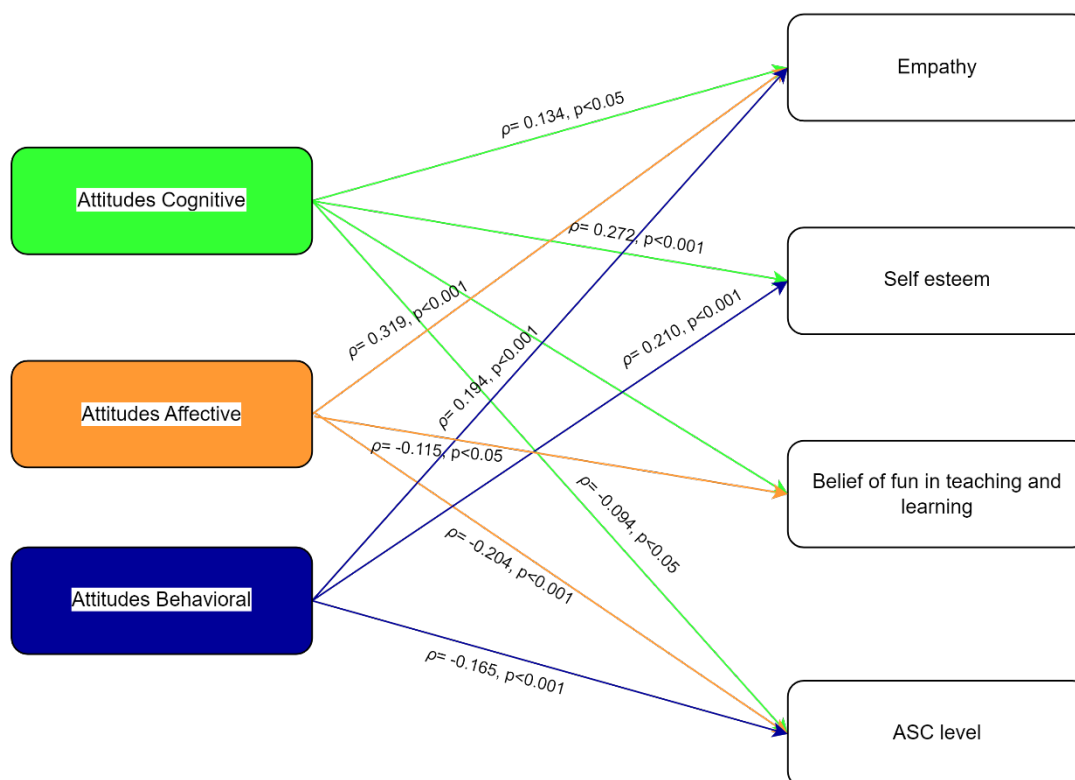


Figure 17: The correlations between the three dimensions of Polish and Indonesian teachers' attitudes towards inclusive education and psychological factors

Source: Author

To compare Polish and Indonesian teachers' responses, correlation analyses were performed separately regarding the relationship between their attitudes towards inclusive education in the three dimensions (cognitive, affective and behavioural) and each psychological factor.

Correlation between empathy level and teachers' attitudes towards inclusive education

The relationship between empathy and the three dimensions of attitudes towards inclusive education (cognitive, affective and behavioural) among Polish and Indonesian teachers were compared (Table 31).

Table 31: The correlation between empathy and attitudes of Polish and Indonesian teachers towards inclusive education

Spearman Rho Correlation		Empathy	
		Polish (n=179)	Indonesian (n=440)
Attitudes cognitive	Correlation Coefficient	0.135	0.145**
	Sig. (2-tailed)	0.071	0.002
Attitudes affective	Correlation Coefficient	0.490**	0.212**
	Sig. (2-tailed)	0.000	0.000
Attitudes behavioural	Correlation Coefficient	0.361**	0.139**
	Sig. (2-tailed)	0.000	0.003

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis showed that Polish teachers' cognitive attitude was positive but not significantly correlated with empathy (Spearman rho, $\rho = 0.135$, $p = 0.071$), while affective attitude was strongly and significantly positively correlated with empathy (Spearman rho, $\rho = 0.490$, $p < 0.001$). Moreover, behavioural attitudes also showed a significant positive correlation with empathy (Spearman rho, $\rho = 0.361$, $p < 0.001$). This suggests that empathy significantly enhances affective and behavioural attitudes towards inclusive education among Polish teachers, although its impact on cognitive attitudes is less pronounced.

For Indonesian teachers, cognitive, affective and behavioural attitudes towards inclusive education all showed a significant positive correlation with empathy (Spearman rho, $\rho = 0.145$, $p < 0.05$; Spearman rho, $\rho = 0.212$, $p < 0.001$; Spearman rho, $\rho = 0.139$, $p < 0.05$, respectively). This indicates that empathy positively influences all three types of attitudes towards inclusive education among Indonesian teachers, although these correlations were generally weaker compared to those in the Polish group.

In conclusion, empathy is positively associated with cognitive, affective and behavioural attitudes towards inclusive education among both Polish and Indonesian teachers. The strength of these correlations varies, with Polish teachers showing a stronger relationship between empathy and affective attitudes towards inclusive education and Indonesian teachers exhibiting significant but comparatively weaker correlations across all attitudes towards inclusive education. This highlights the

universal importance of empathy in fostering positive attitudes towards inclusive education across different cultural contexts, with varying degrees of impact.

The correlation between self-esteem level and teachers' attitudes towards inclusive education

The relationship between self-esteem and the three dimensions of attitude towards inclusive education (cognitive, affective and behavioural) was compared among Polish and Indonesian teachers (Table 32).

Table 32: The correlation of self-esteem and attitudes towards inclusive education between Polish and Indonesian teachers

Spearman Rho Correlation		Self-Esteem	
		Polish (n=179)	Indonesian (n=279)
Attitudes cognitive	Correlation Coefficient	-0.062	0.185**
	Sig. (2-tailed)	0.409	0.002
Attitudes affective	Correlation Coefficient	-0.322**	0.317**
	Sig. (2-tailed)	0.000	0.000
Attitudes behavioural	Correlation Coefficient	-0.176*	0.180**
	Sig. (2-tailed)	0.018	0.003

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

For Polish teachers, the results indicated a non-significant negative correlation between self-esteem and cognitive attitudes towards inclusive education (Spearman rho, $\rho = -0.062$, $p = 0.409$). However, there was a significant negative correlation between self-esteem and affective attitudes towards inclusive education (Spearman rho, $\rho = -0.322$, $p < 0.001$), suggesting that higher self-esteem is associated with less positive affective attitudes towards inclusive education. Similarly, self-esteem had a significant negative correlation with behavioural attitudes (Spearman rho, $\rho = -0.176$, $p < 0.05$), indicating that a higher self-esteem is linked to less positive behavioural attitudes towards inclusive education among Polish teachers.

In contrast, for Indonesian teachers, the analysis revealed a significant positive correlation between self-esteem and cognitive attitude towards inclusive education (Spearman rho, $\rho = 0.185$, $p < 0.05$), implying that a higher self-esteem is associated with more positive cognitive attitudes towards inclusive education. Similarly, self-esteem

was significantly positively correlated with affective (Spearman rho, $\rho = 0.317$, $p < 0.001$) and behavioural (Spearman rho, $\rho = 0.180$, $p < 0.05$) attitudes, indicating that a higher self-esteem is linked to more positive affective and behavioural attitudes towards inclusive education among Indonesian teachers.

In summary, the analysis showed contrasting relationships between self-esteem and the various dimensions of attitudes towards inclusive education among Polish and Indonesian teachers. For Polish teachers, a higher self-esteem was associated with less positive affective and behavioural attitudes towards inclusive education, while cognitive attitudes were not significantly affected. Conversely, for Indonesian teachers, a higher self-esteem was positively associated with more positive cognitive, affective and behavioural attitudes towards inclusive education. This suggests cultural differences in how self-esteem influences teaching attitudes, with self-esteem enhancing attitudes among Indonesian teachers and diminishing positive affective and behavioural attitudes towards inclusive education among Polish teachers.

Beliefs about fun of teaching and learning and teachers' attitudes towards inclusive education

The relationship between Polish and Indonesian teachers' beliefs of fun in teaching and learning and their cognitive, affective and behavioural attitudes towards inclusive education were examined (Table 33).

Table 33: The correlations between beliefs about fun in teaching and learning and attitudes towards inclusive education among Polish and Indonesian teachers

Spearman Rho Correlation		Belief of Fun in Teaching and Learning	
		Polish (n=179)	Indonesian (n=440)
Attitudes cognitive	Correlation Coefficient	0.198**	0.103*
	Sig. (2-tailed)	0.008	0.031
Attitudes affective	Correlation Coefficient	0.054	0.149**
	Sig. (2-tailed)	0.476	0.002
Attitudes behavioural	Correlation Coefficient	0.239**	0.054
	Sig. (2-tailed)	0.001	0.256

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

For Polish teachers, the analysis revealed a significant positive correlation between their belief of fun in teaching and learning and their cognitive attitudes towards inclusive education (Spearman rho, $\rho = 0.198$, $p < 0.05$), suggesting that teachers who believe in the fun aspect of teaching and learning tend to have a more positive cognitive attitude towards inclusive education. However, the correlation between this belief and the teachers' affective attitudes towards inclusive education was positive but not significant (Spearman rho, $\rho = 0.054$, $p = 0.476$). There is a significant positive correlation between teachers' belief in fun in teaching and learning and their behavioural attitudes towards inclusive education (Spearman rho, $\rho = 0.239$, $p < 0.001$), indicating that this belief is associated with more positive behavioural attitudes towards inclusive education.

For Indonesian teachers, the belief of fun in teaching and learning showed a significant positive correlation with cognitive attitudes towards inclusive education (Spearman rho, $\rho = 0.103$, $p < 0.05$), although the correlation was weaker for them compared to Polish teachers. The belief also has a significant positive correlation with affective attitudes towards inclusive education (Spearman rho, $\rho = 0.149$, $p < 0.05$), indicating that Indonesian teachers who hold this belief tend to have more positive affective attitudes towards inclusive education. However, there was no significant correlation between the belief in fun in teaching and learning and behavioural attitudes towards inclusive education among these teachers (Spearman rho, $\rho = 0.054$, $p > 0.05$).

In summary, belief of fun in teaching and learning is correlated with positive cognitive attitudes towards inclusive education among both Polish and Indonesian teachers, although the correlation is stronger for Polish teachers. For affective attitude, the belief is significantly positively correlated only for Indonesian teachers. The belief was also significantly positively correlated with behavioural attitudes among Polish teachers, while no significant correlation was found for Indonesian teachers. This suggests that teachers' belief in the fun aspect of teaching and learning influences their attitudes towards inclusive education differently across various cultural contexts, with a more pronounced impact on cognitive and behavioural attitudes among Polish teachers and on affective attitudes towards inclusive education among Indonesian teachers.

The study revealed significant disparities in the replies of two groups of teachers. In detail, significant differences were consistently observed across various statements regarding the role of fun in learning, the importance of enjoyment for effective learning, the influence of fun activities on learning interference, the importance of fun for students with SEN, the significance of fun regardless of SEN status, the importance of happiness in inclusive education, the necessity of fun in learning processes, the effectiveness of collaborative learning, the preference for lecture methods and the concept of fixed intellectual potential.

There was a significant correlation between teachers' belief that children learn best through collaboration and the belief that learning must involve fun (Spearman rho, $\rho = 0.423$, $p < 0.001$). In contrast, teachers who believed that good teaching occurred through the lecture method were significantly more likely to disagree that learning must involve fun (Spearman rho, $\rho = 0.270$, $p < 0.001$). Polish teachers were also more likely to agree that intellectual potential is determined from birth (Mann-Whitney, $U = 30388.000$, $Z = -4.682$, $p = < 0.001$). Indonesian teachers, in particular, shown a greater tendency to prioritise the relevance of fun in the educational setting for both students with SEN (Mann-Whitney, $U = 24698.500$, $Z = -8.260$, $p = < 0.001$) and without SEN (Mann-Whitney, $U = 23187.000$, $Z = -8.392$, $p = < 0.001$). They emphasised the significance of fun in inclusive education (Mann-Whitney, $U = 18170.000$, $Z = -13.016$, $p = < 0.001$), in contrast to their Polish counterparts. This complements and extends research that has suggested cultural differences in beliefs about the value of fun in learning (Rofiah, et al 2023; Sheehy & Budiyanoto, 2015; Sujarwanto et al., 2021).

The analysis indicates that teachers' belief about the importance of fun in education are related to their beliefs about knowledge and learning. This is especially obvious in the noticeable differences in their reactions to statements regarding collaborative learning compared to direct transmission teaching techniques. Indonesian educators had a greater preference for collaborative learning, underpinned by social constructivist beliefs (Iker, 1995; Sheehy et al., 2017), while Polish teachers showed a preference for 'a direct transmission' model of education (OECD, 2017). Furthermore, a significant association was observed between the endorsement of collaborative learning and the importance of enjoyment in education, in contrast to those who preferred lecture-based instruction techniques and were less inclined to view fun as vital. Polish educators were also more likely to trust in inherent intellectual capacity.

These results not only showcase the cultural disparities in educational views but also underscore the varied pedagogical methods preferred in various educational systems.

The relationship between autism spectrum responses and teachers' attitudes towards inclusive education

Before conducting a correlation test, a descriptive sampling was conducted specifically to determine the percentage of Indonesian (n = 279) and Polish (n = 179) teachers with ASD total score. The ASC scale, which consists of 10 question items, has five main indicators: (1) attention to detail, (2) attention on switching, (3) communication, (4) imagination and (5) social skills, which were analysed separately in terms of frequency (Table 34). Responses to each can be identified as an indicating risk or as no risk of ASD by cut-point 6 score or above (Allison et al., 2012; Waldren et al., 2022).

Table 34: The percentages of Indonesian and Polish teachers' autism spectrum condition risk

Indonesian (n = 279)	%	Polish (n = 179)	%	Total
ASC total score				
Risk	41	14.70	38	21.23
No risk	238	85.30	141	78.77
				458

Based on the frequency analysis of ASC total score results on Table 34, Polish teachers rated themselves as having higher risk of ASC (21.23%) than Indonesian teachers (14.70%). Additionally, to understand the differences between the two countries in relation to ASC variables, a comparison was conducted using the Mann-Whitney U test (Table 35).

Table 35: The comparison of Indonesian and Polish teachers' with autism spectrum condition indicators

Comparison between the teachers' ASC using the Mann-Whitney U test (n = 372: Indonesian = 279, Polish = 179), p <0.05000					
Variable	mean.rank Indonesia	mean.rank Polish	U	Z	p
ASC total scores	223.65	238.61	23339.000	-1.804	0.000
Attention to detail	210.69	258.82	19722.500	-5.307	0.000
Attention on switching	227.69	232.32	24465.500	-0.601	0.548
Communication	228.41	231.20	24665.500	-0.383	0.702
Imagination	217.58	248.08	21644.000	-3.352	0.000
Social Skills	243.28	208.03	21127.000	-4.058	0.000

The Mann-Whitney U test results showed significant differences in (1) attention to detail (Mann-Whitney, $U = 19722.500$, $Z = -5.307$, $p < 0.001$), (2) imagination (Mann-Whitney, $U = 21644.500$, $Z = -3.352$, $p < 0.001$) and (3) social skills (Mann-Whitney, $U = 21127.000$, $Z = -4.058$, $p < 0.001$) between Indonesian and Polish teachers, which indicates that there was a significant difference in ASD risk between Indonesian and Polish teachers (Mann-Whitney, $U = 23339.000$, $Z = -1.804$, $p < 0.001$). Furthermore, the relationship between the teachers' ASC and their cognitive, affective and behavioural attitudes towards inclusive education were compared using Spearman rho correlation (Table 36).

Table 36: The correlation of Polish and Indonesian teachers' autism spectrum condition and their attitudes towards inclusive education

Spearman Rho Correlation		Autism Spectrum Condition	
		Polish (n=179)	Indonesian (n=440)
Attitudes cognitive	Correlation Coefficient	-0.08	-0.106
	Sig. (2-tailed)	0.285	0.076
Attitudes affective	Correlation Coefficient	-0.354**	-0.094
	Sig. (2-tailed)	0.000	0.116
Attitudes behavioural	Correlation Coefficient	-0.201**	-0.170**
	Sig. (2-tailed)	0.007	0.005

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

For Polish teachers, the analysis revealed the lack correlation between ASC levels and cognitive attitudes (Spearman rho, $\rho = -0.080$, $p = 0.285$). Affective attitudes showed a significant negative correlation with ASC levels (Spearman rho, $\rho = -0.354$, $p < 0.001$), indicating that higher ASC levels are associated with less positive affective attitudes towards inclusive education. Behavioural attitudes also displayed a significant negative correlation with ASC (Spearman rho, $\rho = -0.201$, $p = 0.007$), suggesting that higher ASC is linked to less positive behavioural attitudes. For Indonesian teachers, the correlation between ASC levels and cognitive attitudes was negative but insignificant (Spearman rho, $\rho = -0.106$, $p = 0.076$). The correlation between ASC levels and affective attitudes was non-significant (Spearman rho, $\rho = -0.094$, $p = 0.116$). However, there was a significantly negative correlation between ASC levels and behavioural

attitudes (Spearman rho, $\rho = -0.170$, $p = 0.005$), indicating that higher ASC levels are associated with less positive behavioural attitudes towards inclusive education.

In summary, higher ASC levels are negatively associated with cognitive, affective and behavioural attitudes towards inclusive education among both Polish and Indonesian teachers. For Polish teachers, significant negative correlations were found between ASC levels and their affective and behavioural attitudes towards inclusive education, while their cognitive attitude was not significantly affected. For Indonesian teachers, a significantly negative correlation was observed between ASC levels and their behavioural attitudes, with cognitive and affective attitudes showing non-significant negative correlations. This suggests that higher ASC levels generally corresponds to less positive attitudes, with more pronounced effects on affective and behavioural attitudes among Polish teachers and on behavioural attitudes towards inclusive education among Indonesian teachers.

Teachers' Experiences in Implementing Inclusive Education

This section highlights the range of meanings and orientations within teachers' experiences in Poland and Indonesia regarding implementing inclusive teaching. Through TA of the interviews conducted in both countries, this research identified key themes and subthemes to address the research question 2# *What are teachers' experiences in implementing inclusive education in Poland and Indonesia?*. The thematic map (Figure 18) provides a summary of the key aspects derived from the teachers' experiences in Indonesia and Poland. The main themes were (1) mindset of inclusion, (2) diagnostic and specialist, (3) teachers' responsibility (4) barriers and challenges and (5) fun and effective learning. The Barriers and Challenges theme represents similar conditions between the two countries, while the other four themes emphasise the distinction and uniqueness of the experiences of teachers in the two countries.

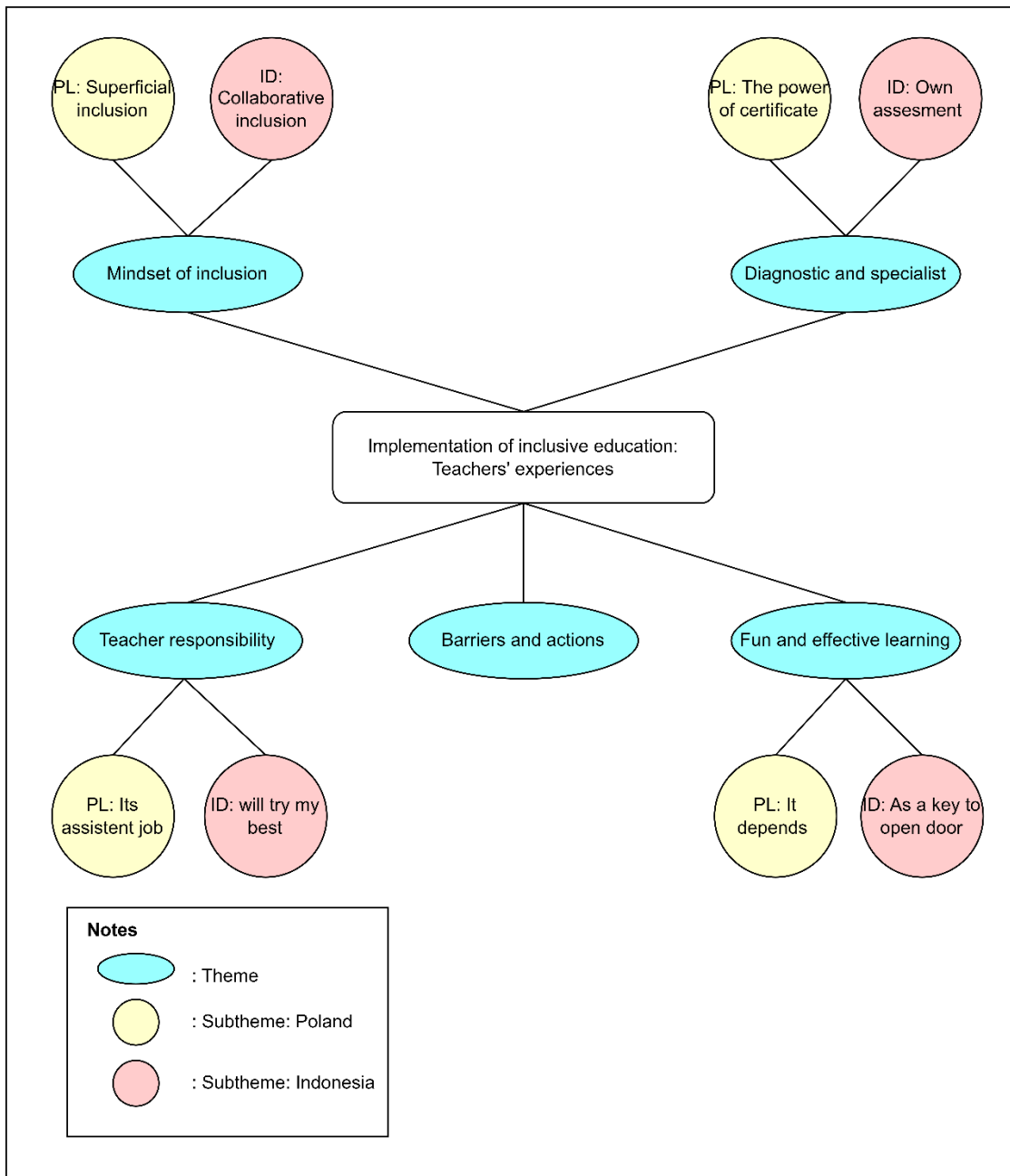


Figure 18: A thematic map of the teachers' experiences in implementing inclusive education

Source: Author

Theme 1: Mindset of Inclusion

The first theme that emerged was *mindset of inclusion*, with two subthemes based on the uniqueness of teachers from the two countries. Polish teachers foregrounded bureaucratic processes that impact their ability as teachers to implement inclusive education effectively; therefore, the subtheme for Polish teachers was *superficial inclusion*. In contrast, Indonesian teachers emphasised understanding each student's need and family; therefore, their subtheme was *collaborative inclusion*.

Superficial inclusion: Polish cases

The statement below (made by a Polish teacher) illustrates a belief that inclusive education is not easy to implement but could be possible by working on teachers' attitudes.

'Inclusion is difficult to implement; it is possible to achieve, but you have to start with changes in teachers' attitudes towards children with SEN. Inclusion can be good if it is introduced in a thoughtful way'. (PL-TGC8)

'Inclusion is a good idea, but in reality, it is very difficult to implement. All this means that, in my opinion, inclusion has a difficult way to appear in mass education'. (PL-TGC3)

Other teachers talked of 'real inclusion' as something that not only involved superficially putting children with special needs into a group but rather involved actively and carefully providing true support and stimulating the students in a careful and continuing process. This 'superficial inclusion', according to the teachers, occurs when there is an oversimplified and standardised method of implementing inclusion policies; they argued further that effectively dealing with children with special needs requires dedication to customised and deliberate strategies. For example, PL-TGC1 highlighted the potential negative impact of 'superficial inclusion' on both children with special needs and their peers who have no SEN. They commented on how this blind imposition of belonging to a group may lead to harm rather than good, advocating a cautious and thoughtful approach to inclusion.

'We could avoid the negative impact of others on the child with special needs, and vice versa. Therefore, inclusion is a good solution only after analysis, justification and trial. Otherwise, it is a blind imposition of belonging to a group that may turn out to be harmful. Inclusion can never, in my opinion, be a top-down assumption for everyone. There is no such thing as facilitating. Working with children with special needs is based not on taking shortcuts, but on constantly analysing what can be a thing or an active stimulus for this child'. (PL-TGC1)

'Inclusion, in my opinion, is a positive experience for healthy children. They have the opportunity to meet peers struggling with various problems'. (PL-TGC2).

These statements highlight what teachers think about children with special needs. PL-TGC2 used the term 'healthy children' to refer to children without disabilities. This is related to the medical disability model based on health standards, in which children with SEN are positioned as not healthy. In the teacher's opinion, inclusion is a positive experience for typical children, who get to meet with these 'non-healthy' children in an inclusive setting.

Most of the Polish interviewees felt that inclusion is a good idea but difficult in practice and something that is not for all children. What was mostly mentioned by the teachers is that to be successful, inclusive education needs to consider many factors such as the severity of disability, the specific subjects and specific education level of the child, each of which can act as a reason not to include a child.

'Inclusion is good, but not in all subjects and not for every student. Students with the intellectual norm [disability] cope with the school material, and I encourage such students [intellectual disability] to use this form of education [special schools]'. (PL-TGC7)

'Inclusion is not always good. Now, when I have only three students in my class, it is possible and good for both sides [students with and without SEN], but unfortunately, there are children who are not suitable for inclusion'. (PL-TGC6)

Teachers have mixed opinions regarding inclusion, as illustrated by PL-TGC9.

'I still wonder if inclusion has more pluses or minuses in my opinion. I am not able to assess it unequivocally, although I try to notice these good sides. However, sometimes, there are situations that definitely show me that it is not always so colourful. I believe that in an integrated school, this is a particularly difficult task'. (PL-TGC9)

As mentioned by PL-TGC9, there is a belief that inclusion has disadvantages and advantages depending on the situation, even in her integrated school (which has provided good professional services for students with special needs). In addition, a kindergarten teacher highlighted a belief that inclusive education is difficult to implement at certain levels.

'It was more difficult in kindergarten, in the inclusive class, where the children had just started their therapeutic work. Definitely, the educational stage at which the documentation for a student with special needs reaches the school is important, both educationally and socially'. (PL-TGC2)

Collaborative inclusion: Indonesian cases

A profound connection can often exist between teachers and their students (Spilt et al., 2011). This connection goes beyond the conventional roles of educators and learners, evolving into a relationship akin to that of a parent and child (Turliuc et al., 2013). Teachers who perceive their students as their own offspring bring a unique perspective to the educational landscape (Wentzel, 2002). The Indonesian teachers who have worked with children with special needs often stated that to give their best in the classroom, they had to think of their students as their own biological children. Their comments suggest that their relationship exceeded the typical student–teacher relationship, both emotionally and professionally. The following is a statement by a teacher in an inclusive classroom.

'First of all, I consider them [students with SEN] as my own children. You know, [if you think they are] your own children, [you as teacher] will do the best for your own children's progress. That's the first thing. From the heart, sincerely developing the ability of children who initially could not, how can I do as much as possible the child must be able to'. (ID-TGC-3)

The statement encapsulates the profound perspective held by these educators, who view their students through a parental lens, signifying a deep emotional investment. This emotional connection can be a powerful motivator for the teacher, as it inspires a sense of responsibility and care akin to that experienced by parents (Wentzel, 2002). This emotional bond has the potential to create a nurturing environment in which students feel supported and valued, as stated by ID-TGC8. One of the key elements influencing this perspective is the concept of teacher–student relationships. When teachers view their students as their own children, it fosters a sense of emotional security and belonging in the children, creating a conducive environment for learning.

The Indonesian teachers' responses and discussions indicated a common belief that as a teacher, it is best to have an emotional passion for children, so that whatever and however small the child's progress is, the teacher feels happy and grateful.

'The best attitude is that they [the teachers] can feel or have empathy for how it is to have a family with a child with special needs. Indeed, some people's resistance is still high because they don't understand having a family like that. But when we get close to them, we make an inner approach to a family - for example, this family is like this [struggle with children with SEN], what is your position like this, do we still have to be rigid? I like that to convey to my teacher friends'. (ID-TGC8).

'Those with special needs [children,] We love children. If the children are in the progress [of learning], in this case, I'm happy'. (ID-TGC5)

'I believe in the development of every human being [and] that every intervention given will always grow great things; even without that small development [progress], sometimes, it is already a good start. So, for example, for a child [student] who can't even hold a spoon, we give intervention on how to feed him, how to put it in his mouth. Even though it takes a long time, at least he can train his motor skills and his independence'. (ID-TGC11)

This parental approach suggests that these teachers see education as not just about disseminating knowledge but also about nurturing individuals. Therefore, a nuanced understanding of the teacher–student dynamic is essential for navigating the complexities of such relationships. However, this emotional investment has consequences as mentioned ID-TGC9, a teacher at an elementary inclusive school in Surabaya, Indonesia, who has a background in special education.

'My experience in teaching children [with SEN] in the classroom is a lot. Although it is a lot of energy and patience too, so we must often rack our brains on how to keep our emotions too, and our material must also be suitable [well-adapted] for them too'. (ID-TGC9)

One of the teachers emphasised that she may not be able to change students dramatically for the better but making an impact, even if small, matters.

'I want to be able to give good [benefits] to others. When working here, at least, maybe I can't change this child [with SEN] to be a better child, successful, or at least in the future, but when I assist the child, I will try to make an impact on this child. Even though it's big or small, it's not me who judges, but the parents

and the surrounding environment. That has always been my principle'. (ID-TGC4)

Indonesian teachers were aware of the challenges they faced when teaching students with SEN, feeling burdened, and depressed, for example mentioned by ID-TGC6. But, teachers expressed the way to maintain a healthy learning environment as a teacher for instance teachers should enjoy their profession as a teacher.

'The important thing is that we have a lot of patience, and we have to enjoy the situation we are in. Because if it's not like that, we are burdened. If we are burdened, we are depressed. Eventually, we put pressure on others too, like that. So, no matter what the situation is, we have to enjoy, be patient and learn. Like earlier, for example, we learn from the environment, yes, maybe initially from social constraints; for example, children are jealous, they can go out, they can do this, they can play, and they can't join the lesson. But when they are told, there is no longer a problem like that'. (ID-TGC6)

Furthermore, Indonesian teachers also emphasised collaboration and cooperation with parents as essential in providing good educational experiences for students with special needs. Through consistent communication and collaboration with parents, for example, the teachers believe that children will learn faster because parents will support them at home with the same lesson they receive in the classroom.

'Communication between parents and teachers is, at best, asynchronous; in classes like this - for example, after teaching, I report what happened to their child [with SEN] at school, and parents can be invited to cooperate. My hope is like that. So, God willing, if you can handle it at home with your parents, God willing, the development will be better [faster]'. (ID-TGC3)

Collaboration, in the case of working with special needs children, is seen as going beyond teachers and parents and involving the school community to promote comprehensive services for children. This Indonesian approach acknowledges the critical roles of efficient communication and cooperation among educators, parents and other experts in schools.

'...we collaborate with the subject teacher, counsellor, principal and all stakeholders in the school to declare that this child is a child with special needs with this characteristics. Then, we can discuss with these teachers together for

the curriculum [adapted]. So, later we will decide based on the identification and assessment results. So, it's not just the special teachers who decided [the curriculum/lesson plan]'. (ID-TGC11)

The following statement by ID-TGC8 underscores the inclusive and cooperative aspects of educational responsibilities at school, emphasising that individuals from various professional backgrounds, such as special education, psychology and subject-specific teaching, all have a part in fulfilling the educational purpose. Psychologists are specifically allocated to guidance and counselling. In this role, they use their knowledge to provide assistance for the emotional and psychological well-being of the students. Meanwhile, special education teachers are often used as counsellors by their colleagues, using their specialised expertise to assist in modifying teaching methods to accommodate the varied requirements of all children. This method proposes a comprehensive model of education that emphasises using the distinct abilities of each staff member to create a supportive atmosphere that promotes both the academic and personal growth of students.

'We are all teachers at school, whether they have a background in special education, psychologists or subject teachers. For the psychologists, we assign them to BK [counselling guidance], and for the special education teachers, we assign them as counsellors. (ID-TGC8)

The Indonesian teachers saw inclusive education as a collaborative endeavour between colleagues, parents and the community. At the centre of this collaboration is a strong emotional investment by teachers in their pupils.

Mindset of Inclusion highlights the distinct viewpoints of Polish and Indonesian teachers. Polish teachers focused on bureaucratic processes and believed that successful inclusion starts with a change in teacher attitudes. They emphasised thoughtful and customised strategies to avoid superficial inclusion, recognising both the advantages and challenges, depending on the individual students' needs. Conversely, Indonesian teachers adopted a collaborative approach, viewing their students with a deep emotional connection akin to that of a parent. They emphasised empathy, patience and collaboration with parents and the school community, seeing these relationships as crucial for effective inclusion. Despite their emotional investment, the Indonesian teachers were aware of the risk of burnout and stressed the importance of maintaining

a balanced and supportive teaching environment. This theme underscores the significant influence of cultural and personal perspectives on the implementation of inclusive education.

Theme 2: Diagnostic and Specialist

The second theme that emerged was *diagnostic and specialist*, which had the subthemes *The Power of Certificate* and *Own Assessment* for the Polish and Indonesian cases, respectively. Each country has their own way of diagnosing students with special needs, which is reflected in the initial process of deciding the most suitable type of school for specific children. In both Poland and Indonesia, the initiation of inclusion was viewed as a top-down regulation from the government. Polish teachers highlighted the power that diagnostic certification has in Poland for curriculum adaptations and for accessing support in schools. This certificate is the doctor's opinion and diagnosis of the student's condition and an accompanying statement.

The power of certification: Polish cases

The subtheme that emerged from the interview of Polish teachers was *The power of certification*. It explores the role of medical diagnoses (which is called a certificate), teachers' awareness of the certificate and the diversity of students in the classroom. One key aspect stressed by interviewees was the importance of medical diagnoses in identifying students with special educational needs and aiding curriculum adaptation. A doctor's diagnosis provides a foundation for understanding a student's specific challenges and paves the way for tailored support and interventions.

'In the class where I work, I have five children with certificates [SEN]—two children have Autism Spectrum, three children have Asperger's Syndrome'. (PL-TGC11)

'Students in my class are integrated, with the majority of students with statements and opinions [SEN]'. (PL-TGC2)

The certificate (statements or opinion) refers to the diagnosis of a medical professional or, in some cases, the opinions of a counselling centre.

'The class has 24 students. Two of them have a certificate of special education. The student to whom I am "assigned" has bilateral sensorineural hearing loss. There are also a lot of children in the class with opinions from the counselling

centre. Children with disabilities have up to 5 students in a class and usually each of them has a different difficulty'. (PL-TGC9)

The certificate concludes with the type of disability the student has, which helps the teachers to know the student's medical condition for educational purposes.

'There are 18 children in my group, including five with a statement of the need for special education (one child with moderate intellectual disability, three children with aphasia and one child with hearing loss). In addition, the group is attended by children with sensory integration disorders and suspected psychomotor hyperactivity'. (PL-TGC5)

Teachers also expressed that the diversity of students' conditions and their different needs in the classroom, based on their diagnosis, pose a challenge.

'My class was attended by six children with a certificate: one student with Down syndrome; one student with autism, mild disabilities and behavioural disorders; and one student with Foetal alcohol syndrome (FAS). The work was very difficult'. (PL-TGC6)

'Differentiated class, a girl with CP [cerebral palsy] and mild intellectual disability, a girl with atypical autism, a boy with aphasia, a boy with AS [autism], three students with severe dyslexia, a boy with short stature, a girl with dysgraphia, students without disabilities. Children with varying degrees of boldness [courage]; some respond all the time, others - despite their knowledge - do not report, respond only to questions'. (PL-TGC8)

Diversity in the classroom, despite the number of students, makes it difficult for teachers to individualise their teaching based on students' certificates. Teachers also expressed that they know and are well-informed about the students' characteristics and needs based on the diagnoses.

'Yes, one of the children has such needs [SEN]; I have been informed about them [the conditions]'. (PL-TGC3)

'Yes, four people have SEN; I have been informed about the nature of the difficulties'. (PL-TGC8)

Other teachers initiated and conducted observations and assessments to tailor their instructional approaches. These evaluations enabled them to identify their students'

strengths and weaknesses, facilitating the development of individualised education plans that address specific learning needs.

'I also conduct observations in other groups in order to take care of children with visible problems and difficulties'. (PL-TGC10)

This observation was seen as important, as it served as a basis for adapting teaching strategies based on the students' certificates. It was believed that ensuring that instructional methods align with the specialised knowledge and skills acquired through certification is essential for providing effective and targeted support to students with SEN.

'All teachers working with the boy [with SEN] have this information due to the need to adapt educational requirements'. (PL-TGC7)

'I adapt the program according to the guidelines in the certificate and model it when I know the student's abilities and weaknesses'. (PL-TGC1)

'Adjustments depend on the difficulty and type of disability of the student'. (PL-TGC2)

Own Assessment: Indonesian cases

The subtheme which emerged from the Indonesian interviews, related to support and specialist, is *own assessment*. It represented one of the crucial step regarding inclusive education practices in Indonesia to identify or diagnose students with SEN. When children are admitted to school, the first thing is to create comprehensive children profiles for curriculum adaptation purposes. Indonesian teachers reported that they took many steps in their efforts to capture students' strengths and needs, including conducting an identification and assessment process individually.

'If I am with the child [with SEN], we do an assessment. Now, from the assessment, we will identify the child [strength and needs], so what are aware of the child's shortcomings, what are the needs'. (ID-TGC10)

'First, we assessed the child, identifying the child's weaknesses and strengths'. (ID-TGC3)

'This is based on when the child admission process; there is a psychologist test, [and] there is an assessment procedures. Well, from the time of PPDB [selection

process], we see there is an identification and assessment which we can see the child's abilities'. (ID-TGC11)

Assessing students' strengths, weaknesses, needs and interests is aimed at understanding the students comprehensively to decide their learning outcomes and curriculum adaptations. Even when students with SEN have been diagnosed by doctors and psychologists, Indonesian teachers agreed that they need to reassess them individually for teaching purposes.

'So, before attending [a new school], the children have a test [assessment for children with SEN]. So, the term for children with special needs is that we have pocketed the term several characteristics. So, if, for example, during the test, a child is found to be different [disability], then we adjust the assessment to the type of disability'. (ID-TGC6)

In some schools, identification and assessment processes sometimes require information from previous teachers and schools. Teachers try to gather information by interviewing previous teachers who have worked with the students.

'From the previous teacher's information [previous class], I have data about this child [with SEN]- when I met him, I assessed him myself, so I administered a reading test, a dictation test and a counting test.' (ID-TGC2)

The Indonesian government and universities provide the identification and assessment form for teachers, but sometimes, in the implementation context, teachers modify the questionnaire and even add their own questions. *'...a certain school made its own questions [for identification and assessment procedures], and after that, there was a certificate'. (ID-TGC4)*

Another teacher (ID-TGC9) outlined an educational assessment and intervention method that emphasises collaboration and personalisation, specifically designed for children who may need specialised assistance. The procedure involves the collaboration of a therapy team and a teacher; ideally, the team includes the teacher who will be in charge in the student's classroom to assess and identify the child's needs. After this assessment, the treatment team and teachers engage in a discussion to decide the most suitable curriculum that will meet the child's needs. The selection process is guided by the assessment results to ensure that the instructional materials are in line with the child's individual needs.

'So, after the identification assessment, we also carry out the identification process; there is a therapy team and usually one of the teachers who assesses. If, for example, the child wants to enter Grade 2, the Grade 2 teacher is invited to identify with the therapist team. After the results of the assessment come out, the team of therapists and teachers discuss which book or curriculum is most suitable for this child, [and] we determine it from there. If the book is yes, we already have our own book from our school'. (ID-TGC9)

Based on the interviews with the Indonesian teachers, it is obvious that they try to know as much as possible about their students by doing an identification and assessment to collect information about the students, including their strengths and weaknesses.

Diagnostic and Specialist highlights the differences between Polish and Indonesian teachers in diagnosing and supporting students with special needs. Polish teachers emphasised the importance of medical certificates as the basis for curriculum adaptation and accessing support, stressing the power of official diagnoses. However, they reported facing challenges in managing diverse needs within their classrooms, despite the certificates. Conversely, Indonesian teachers focused on their own assessments, conducting comprehensive evaluations of each student to tailor their educational plans. This process involved collaboration with therapists and previous teachers, highlighting the need for personalised and continuous assessment to effectively support students with special needs. Both approaches reflect the respective educational systems' top-down regulatory nature, with each country's unique method of diagnosis and support.

Theme 3: Teacher Responsibility

The third theme that emerged was *teacher responsibility*, which had two subthemes, one for each country. *It's an assistant's job* was the subtheme for the Polish cases while *will do my best* was the subtheme for the Indonesian cases. Both Polish and Indonesian teachers emphasised that one of their responsibilities is to adapt the curriculum to suit the needs and capabilities of children with SEN. Polish teachers highlighted the important role of assistant teachers in doing this, while Indonesian teachers emphasised their own passion and efforts as teachers to adapt the curriculum.

It's an assistant's job: Polish cases

Polish teachers stressed the importance of supporting teachers who have a degree and who are knowledgeable in special education to adapt the curriculum and teach according to each child's condition, as outlined in the certificates.

'Inclusion only works if there is additional teachers [special teachers]. Inclusive classes require the support of an additional teacher. Without this, students with special needs are unable to receive help'. (PL-TGC1)

This statement emphasises a belief that inclusive education in Poland will only work effectively when there is additional assistant teachers, and it is their responsibility to adapt the curriculum. The roles of support/assistant teachers is helping and teaching students with special needs. One Polish teacher gave specific examples of how the supporting teacher helped to handle a student with autism in her inclusive mainstream classroom.

'...needed the support of an additional teacher [special teachers], for example, one of student with autism work in the classroom required constant control of the teacher'. (PL-TGC6)

'Therefore, the leading teacher should teach according to the current curriculum, introducing attractive forms of classes (e.g. games, quizzes, videos), and the duty of the supporting teacher [special teacher] should be to adapt the material to the needs of each student with special needs'. (PL-TGC7)

This is an interesting assertion in understanding the position of teachers in Poland. The leading teachers, or main teachers, are responsible for the whole class and teach according to the regular curriculum. In contrast, supporting/assistant teachers, or teachers who have a background in special education, are responsible for handling students with SEN.

'It is very difficult for teachers [general] as well as for the supporting teacher [special], who often has to split up to help each child [with SEN]. In a mainstream school, where I also work, each child with a certificate has their own supporting teacher (of course, if there are students with various disabilities in the class). It is definitely a more comfortable job'. (PL-TGC9)

In addition, assistant teachers in Poland have a responsibility to teach students with special needs in individual settings by taking them out of the regular classroom. There is a revalidation class, which provides individual therapeutic programs for students who need it. This approach is based on the Regulation of the Minister of Education of 30 January 1997 on the organisation and revalidation of educational activities for children and youth with profound mental disabilities, (Dz. U. No. 14, Item 76). The revalidation programs help teachers to identify the difficulties that are faced by children with SEN and find solutions for them individually.

'However, revalidation classes, which I have individually with a student, are very helpful for me. We can then raise many difficult topics for him, look at the difficulties from a different perspective and try to find a solution to make it better. Without these classes, contact with the student would be more difficult'. (PL-TGC9)

Based on the Polish teachers' statements, it is clear that they feel inclusion works best when they teach children without SEN and an assistant teacher assistant prepares and differentiates the materials for the children with SEN, either teaching that child in the classroom or withdrawing them from the classroom for individual tuition. In this sense, their idea of an ideal inclusion is where they themselves do not teach children with SEN. Whilst they felt that curriculum adaptation was important they believed that ideally, it was not their job to do it. Implied official support for this perception is given in the Revalidation Class Regulation.

'I am a supporting teacher, I conduct care and education classes, I support students in lessons, I co-lead educational lessons with the tutor, I conduct individual'. Revalidation'. (PL-TGC8)

Will try my best: Indonesian cases

Indonesian teachers, with all the responsibilities and challenges previously mentioned, felt they needed more than academic knowledge; they highlighted their passions and the relationship between the heart and the teaching profession. For instance, ID-TGC 11 and 8 stated the following:

'And we have to really like the profession [as a teacher] and from the heart. Because we can be more sensitive to children not based on the results of

assessments alone, the results of psychologists alone, it feels like there is still something missing. So, if it is from the heart, we are finally more observant of the child. That is what it looks like, what tricks are suitable. That is from the heart'. (ID-TGC11)

'It is all heart. Their [teachers] heart and their ability to understand the need for inclusive values in implementing this education for their children. That is all. If they really understand the inclusive values, that is it'. (ID-TGC8)

The teachers also highlighted a belief that it is their obligation to educate all students with or without SEN, even though it requires hard work.

'...my profession as a teacher means that it is my obligation to educate the child [with or without SEN]. So it takes extra hard work. I have to serve them [the students], I have to teach them sincerely like that. If the external factor is yes, I have to maintain my professionalism as a teacher to teach'. (ID-TGC12)

Indonesian teachers also frequently mentioned their responsibility to adapt the curriculum for children with special needs in their classroom, based on their assessments. Their decision to adapt or modify the curriculum depended on each school's regulations concerning students' disabilities or needs. For instance, one school in Surabaya chose to reduce the learning targets (this is called *Kompetensi dasar* [KD] or basic competencies) in a specific lesson.

'If there are students with special needs in my class, the most I lower [reduce] the KD. For the others [typical students], for example, for applying Pancasila (the lesson about the country foundation) values for normal children (typical students), they analyse, so for children with special needs, just knowing is enough. That is all. But when 3 KD cannot be, we reduce it to 2 KD, 2 KD cannot be yes 1 KD'. (ID-TGC5)

'So the CP (capaian pembelajaran/ learning outcomes) is different. If it is regular [typical students], for example, the target is standard, but if it is inclusion, the CP is different'. (ID-TGC1)

A similar example with a different implementation was given by ID-TGC 7, who chose to follow the regular curriculum (the curriculum used to teach typical students in mainstream education). Then, after teaching, she/he focused on students with special needs by giving simple explanations and summarising the lesson.

'I learned to follow the material in class, but I will give a summary that is more conceptual and easier to understand. So, for example, like maths, area, the numbers are already big like finding the area or perimeter, well these children [with SEN] know the concept first the formula first, but we reduce the numbers - so modify the problem'. (ID-TGC7)

The reduction in learning targets was based on teachers' knowledge (cognitive dimension) of their attitudes toward inclusive education and was meant to adapt the curriculum in their classroom. However, the way they decide to modify and teach in inclusive classrooms is related to the knowledge and skills that they got from training. One teacher narrated how her school also gave many alternatives for supporting inclusion and special needs students. As ID-TGC8 explained,

'Every year, we assess the special needs children; we assess them. If this child needs to be accompanied [by special teacher during class], increase [modify] the time, and so on for slow learners, we do. Then, for science [subject], for children with low vision, it's impossible to use a microscope with a loop, so we do the curriculum modification. There are those who, if the child is assessed to be able to follow [the lesson], have no obstacles related to the learning concerned [intellectual], so we join the general class. Then we don't do modifications [curriculum], but we can also do substituted curriculum or replaced with other material, or this child needs to be strengthened about his social material, his social strength, we can even omit it [curriculum]'. (ID-TGC8)

The teachers believed that inclusive education facilitates not only students' academic improvement but also their social and behavioural improvement.

'Yes, it is social mainly, the academics obviously, maybe it is different from the general school category. But here again, we pursue the social; we pursue the social at home, at school maybe, and outside'. (ID-TGC10)

'Socialisation and communication, like maybe at the beginning they are my friend from elementary school, my friend is like this [disability], so slowly we give insight. And thank God, the children who enter the regular class feel confident and proud to learn with their classmates [with SEN]. And the children here all welcome the students with SEN'. (ID-TGC11)

Teacher Responsibility illustrates the different approaches used by Polish and Indonesian teachers to adapt the curriculum for students with SEN. Polish teachers emphasised the importance of assistant teachers with special education backgrounds in assisting with curriculum adaptation and individual instruction. In contrast, Indonesian teachers stressed the need for passion, patience and emotional investment in their roles. They frequently adapted the curriculum based on their individual assessments of the children and collaborated closely with the parents and school community to support students' academic and social development. Both groups recognised the complexity of inclusive education and the necessity of personalised approaches to meet the diverse needs of students, albeit with differing beliefs about where responsibility for implementing this lies.

Theme 4: Barriers and Challenges

The fourth theme that emerged was *Barriers and Challenges*, where the teachers discussed how they felt about including children with SEN in their classrooms and the difficulties that they faced in implementing inclusive education. Teaching is not an easy job. It requires knowledge, beliefs and skills in order to deal with students with diverse characters and capabilities. Some of the teachers expressed feeling burned out [*There are good and bad moments that made me burn out and helpless* (PL-TGC11)], exhausted [*If we are burdened, we are pressurised. Eventually we put pressure on others too* (ID-TGC6)] and overwhelmed [*the amount of completed documentation definitely makes it difficult, because we could devote this time to the child* (PL-TGC2)]. Teachers' feelings matter and impact the way they treat their students. This theme highlights the several challenges faced by teachers in accommodating children with SEN in their classroom in mainstream schools.

Polish teachers expressed their concerns regarding their profession as teachers working with students with special needs in inclusive settings. The issue of being overloaded was significant for them.

'I do not give myself extra work, and at the same time, I make the student feel the same way as others. When a student 'crashed' the class, one supporting teacher could not meet the requirements (in a special school, teachers have 5 children, and there are no allowances for difficult working conditions in our school). time spoke in class, he worked very slowly, and then the student's

mother complained that he had a lot of catching up) the whole class suffered'. (PL-TGC6)

This statement reveals that dealing with children with SEN and adapting the curriculum to suit their needs is considered extra work which requires additional supporting teachers and negatively affects other pupils. This belief is apparently shared by the family of the student in question, who complained because the teachers focused on children with SEN. PL-TGC6 believed that 'inclusive education makes the whole class suffer' [PL-TGC6]. The word 'suffer' here is in context of a chaotic situation in the classroom because the teachers could not handle the diversity of their classroom.

Another teacher identified the burden of additional administrative tasks, which similarly distracts from their main task as teachers.

'The amount of completed documentation definitely makes it difficult because we could devote this time to the child'. (PL-TGC2)

It was not clear what was meant by administrative tasks; however, teachers in Poland are required to prepare an instructional plan before they teach. Teachers also expressed concerns about the gap in knowledge and competencies within their ranks in teaching children with SEN.

'In my opinion, this [difficulties in managing children with SEN] results from poor knowledge of the specifics of work and knowledge of groups of people with SEN'. (PL-TGC10).

In these ways, teachers frequently classify children with SEN as 'other' and 'additional' to their own role and responsibility. It was indicated that because not all teachers understand and are trained in teaching children with SEN, training on how to support children with SEN the classroom is needed. A teacher said: 'I can call of the lack of training organised by the kindergarten as a limitation' (PL-TGC11). Polish teachers also highlighted a lack of appropriate facilities as a challenge to their implementation of inclusive education.

'Too many classrooms in too small a space'. (PL-TGC1).

'Too little space to conduct therapy, small offices, Architectural limitations, Unavailability or difficulty accessing treatment aids within the facility'. (PL-TGC10).

'Only the lack of a place to calm down a student with autism spectrum disorder, a lot of stimuli (decorations, etc.) that cannot be removed'. (PL-TGC2).

'Normal' spaces are not seen as fitting for these 'other' and 'additional' children.

In Poland, inclusive education is a government priority aimed at creating equal opportunity for all children. However, the teachers believe that if this is to happen, then there is a need, currently unmet, for assistant teachers who are trained in special education. The lack of these supporting teachers is seen as impacting how effectively inclusion is practiced.

'No help from a second special educator in difficult moments'. (PL-TGC11).

This level of support was seen as able to help address the challenges of group work; for example, one Polish teacher described her experiences working with a hearing impaired student in a group setting.

'The biggest barrier is working in a group [for students with SEN]. People [students] with hearing disabilities have difficulty understanding speech or engaging in conversation when it is loud. Despite the great hearing aids or implants that are now available on the market, this is a huge obstacle. It is hard for me to help such a student to get involved in work [class]'. (PL-TGC9)

PL-TGC9 explained that even if the hearing impaired student was wearing hearing aids or had a cochlear implant, it is still hard for them to fully participate in group activities and understand and engage in conversation due to the many communication barriers. The difficulties arising from the diversity of students' condition was also seen in examples of students with autism and intellectual disability. Based on PL-TGC2's opinion, inclusive education is not suitable for students who have intellectual disability.

'Not all children with special needs will manage in a mainstream school – especially those with moderate or more severe intellectual disabilities'. (PL-TGC2)

Another teacher (PL-TGC7) gave the reason students with intellectual disability cannot be facilitated in the mainstream schools.

'This is not an easy task, because a student with a mild intellectual disability is not able to follow the material, so it is not easy to adjust the pace of work to all

students at the same time. It often happens that the material is too difficult for them despite the adjustments and students do not get enough of the lessons. As a result, their full potential is not used, or the class loses. Some of them are unfamiliar with the cultured behaviour required of students of this age'. (PL-TGC7)

Based on PL-TGC7's statement, students with intellectual disability should be taught according to the material in the curriculum. Some of the teachers said it is difficult for teachers to make adjustments and adaptations based on the students' needs, resulting in the underutilisation of students; potential and severely impacting the entire class negatively. Additionally, she mentioned that sometimes, students are unfamiliar with the behaviour of their friend, which can pose difficulties in social integration and engagement within the school community. The other argument by teachers was the belief that not all children with special needs can thrive in a mainstream school environment, particularly those with moderate to severe intellectual disabilities. This viewpoint is built on the limitations of the one-size-fits-all approach to education for students with special needs.

'Otherwise, it is a blind imposition of belonging to a group that may turn out to be harmful'. (PL-TGC1)

This comment by PL-TGC1 highlights a belief in the potential harm of blindly insisting on including all students with special needs in mainstream settings without considering individual differences and needs. It points to the importance of carefully and thoughtfully making placement decisions to avoid negative outcomes for the students. The teachers emphasised making placement decisions based on the level of disability, rather than making in-school pedagogic decisions. Inclusive education is considered ineffective with some of the students with special needs, and this depends on the categories and levels of their disability.

'A student with the autism spectrum does not communicate, does not report her needs, does not participate in classes. She (the autism child) should attend a special facility'. (PL-TGC11)

This statement suggests that some students, such as this autistic student, may benefit more from a specialised educational environment (i.e. a special school) rather than a mainstream school setting. This perspective underscores a belief in the

importance of tailoring educational placements to meet individual needs, especially for those with more severe challenges.

'It is different if the boy has, for example, autism, but normal intelligence - despite sometimes difficult behaviour - the boy keeps up with the material and does not deviate from the class'. (PL-TGC7).

This comment highlights a belief that successful inclusion requires being able to keep up with the mainstream curriculum. This example emphasises the variability within the autism spectrum and suggests a belief that inclusion can be beneficial under the right circumstances.

'While working in class, I had to sit between them [students with SEN] and organize their free time during breaks. One of the students, due to his moderate impairment, worked according to his own program'. (PL-TGC6)

'However, I believe that students with intellectual disabilities should have some lessons (Polish, mathematics, history) on an individual basis, because it is almost impossible to take full advantage of the lessons'. (PL-TGC7)

Similarly, Indonesian general classroom teachers also expressed that sometimes they feel upset and frustrated when adapting the curriculum for students with SEN in their classroom. For instance, ID-TGC 1 explained that he/she feels it necessary to make different lesson plans to support inclusive education,

'Because if I make two lesson plans, I feel frustrated, and there is no time. So, I made one lesson plan for the two categories. For example, in DS [students with Down syndrome], can DS hold two DSs with one teacher?' (ID-TGC1)

Another case was mentioned by ID-TGC 6, who implicitly felt frustrated when there were no support teachers in his/her classroom to handle students with SEN. The teacher said,

'Because we teach heterogeneously, all together. At the same time, he [student with SEN] cannot do that if, for example, he learns in general (mainstreaming). So if, for example, there is no GPK [Guru Pembimbing Khusus/ special education teachers], we have to visit him occasionally in the sense of where he has arrived, this has been done yet'. (ID-TGC6)

In addition, Indonesia teacher expresses deep concerns about the competence and commitment of teachers in teaching students, especially those with SEN. The teacher describes an observation in which certain teachers, because of their inexperience or lack of interest, put little effort into their teaching methods. The absence of active involvement in teaching generates inquiries about the students' level of fun and motivation. Furthermore, it implies that instructors who already have big classrooms may see students with impairments as an extra challenge, resulting in hesitancy or reluctance to meet these student's needs. The teacher (ID-TGC2), for instance, told of a particular case of neglect, where a student with SEN was left out of the classroom, causing the student to finally stop going to school. Despite early talks of addressing the problem, higher authorities did not intervene. This event highlights the inherent flaws in creating an educational atmosphere that is inclusive and supportive for all pupils.

Sometimes, there are some teachers I've noticed-they come, either incompetent in teaching, so children [with SEN] are only given LKS [lembar kerja siswa/ student worksheet], then told to read this page to this page, then not explained, then the teacher plays [with their] mobile phones alone, then sometimes left. So I don't know if they enjoy teaching or not. How is this fun? Is it fun that I like teaching or what? Maybe it is considered a hassle for the class teacher. Maybe the other class teachers think, "I already have 26 students in one class, adding a child like this is a hassle". So maybe they thought it was difficult to teach children with disabilities. But in the end I didn't raise it, because the principal said, "Well, there's no need to raise it". So, I didn't raise him, but I didn't pay attention to him; I left him outside the classroom, and then he eventually stopped going to school on his own, not until he graduated I think'. (ID-TGC2)

Another challenge faced by teachers, as emphasised by ID-TGC4, is the conflict between the goals of educational institutions to attain excellent academic rankings and the goal to include students with impairments. It implies that schools, motivated by the goal of preserving or improving their reputation via exceptional academic achievement, may see the enrolment of students with impairments as a potential obstacle. The teacher (ID-TGC4) described an experience of a principal's hesitance to admit students with impairments, noting that it was a deliberate choice aimed at safeguarding the school's exceptional academic accomplishments. This situation highlights a more general

educational difficulty of finding a balance between being inclusive within a system of educational competition and maintaining good success measurements.

'The obstacles are like the targets of the school or the institution maybe. For example, the same target for regular [typical] schools and inclusive schools must also be the same. The principal himself wants the school to be the best, he doesn't want to have children with disabilities because it affects the final score of the school, because for several years my school, for grade 6, the graduates always ranked first in the district'. (ID-TGC4)

Barriers and Challenges highlights the difficulties faced by Polish and Indonesian teachers in implementing inclusive education for students with SEN. Polish teachers expressed concerns about being overloaded, the burden of administrative tasks and the lack of appropriate facilities and support from assistant teachers. They also noted that not all students with SEN can thrive in mainstream settings. Indonesian teachers shared their frustrations about adapting the curriculum for students with SEN without sufficient support and the impact of institutional goals on inclusivity. Both groups underscored the need for adequate training, resources and support to effectively manage diverse classrooms and provide inclusive education.

Theme 5: Fun and effective learning

The fifth theme that emerged was *fun and effective learning*, with two subthemes based on the differences in the responses of teachers from the two countries. This theme describes the importance of making teaching and learning enjoyable for both students and teachers. The debate concerning the role and value of fun in education has been ongoing for decades. Polish teachers expressed beliefs that fun can be applied in the classroom, depending on the school level and the subjects; therefore, the subtheme for Polish cases is *it depends*. In contrast, Indonesian teachers believed that fun is central to teaching and learning and can help improve the learning process; therefore, the subtheme for Indonesian cases is *a key to open the door*. This theme also includes teachers seeing fun as creating a supportive, adaptable and enjoyable learning environment for children and emphasising the importance of play, relationships and continuous adaptation in educational practices.

It depends: Polish cases

Polish teachers often considered fun to be part of the learning process for students at a certain developmental level, especially young students in kindergarten.

'Pupils in the younger classes should experience the world through elements of play'. (PL-TGC2)

'In kindergarten, learning through play is obvious. This is the best way for children to absorb new information'. (PL-TGC10)

'...of course, at some stage, teaching can be conducted in the form of fun. She [the teacher] herself uses this method when it is difficult for a student to understand things covered during classes'. (PL-TGC11)

Fun was sometimes seen as being separate from but motivating learning, e.g. points are allocated for correctly completing a task or homework, and the child that earns the most points in a given week is allowed to change the appearance of their virtual creature. This is motivating for students (PL-TGC2).

'Teaching can have elements of fun - it is a diversified and attractive form of acquiring knowledge'. (PL-TGC1)

Some of the teachers felt that planning a 'fun lesson' should depend on the students' emotional and social development and interest.

'Children acquire knowledge much easier through play, which is why I often use it to pass on new messages. I try to base it on the individual interests of [the] children - the material prepared for classes is based on what the child is interested in (learning)'. (PL-TGC5)

The application of fun in teaching and learning was also considered to help maintain relationships and improve the students' competence, with various sensory engagements for learning.

'Play allows you to increase the child's competences, consolidates knowledge through learning through many sensory channels'. (PL-TGC8)

The teachers expressed that they also included fun as part of the activities within and outside their classroom.

'But in the morning classes, there are elements of fun. In individual classes, he also uses elements of fun and alternative [other activities]. Fun teaches but also deepens skills in the field of emotional and social development'. (PL-TGC10.

Although fun activities linked to students' interests and experiences were seen as potentially beneficial, this was constrained by the focus of the curriculum and the students' academic ability.

'Certainly, there should be more content related to students' experiences, multimedia, teaching through experience, but it is obvious that it is not always possible. Typically, the content to be mastered is narrowed down to the student's ability'. (PL-TGC6)

Hence, when discussing fun, the Polish teachers foregrounded educational activities that support learning. They did not mention the students' emotions, emotional interactions or their own emotions. The Polish view is instrumental, which is in contrast to the Indonesian teachers' emotional perspective.

As a key to open the door: Indonesian cases

Unlike Polish teachers, Indonesian teachers working with children with special needs in inclusive settings believed that involving fun in learning can benefit both parties.

'Fun for both parties (teachers and students). That means I have to be happy to teach, and the children have to be happy to be taught by me. That means I must have a good bond with the children I teach. I don't teach strictly on materials; [It is] more of a personal approach'. (ID-TGC4)

'Now, when they (the students) feel fun, there will be happiness to serve them. When they are happy, the children will automatically be served comfortably. That's the need for happiness in my opinion'. (ID-TGC8)

ID-TGC 4 and 8 said that the happiness of teachers and students while learning can strengthen the relationship and bond between the them. In addition, fun in teaching and learning can make it easier for students to understand the learning material.

'Yes, you have to [make sure teaching is fun]. It is easy for the children to accept [the lesson]' (ID-TGC11)

'Because if it's not fun [the teaching], it will be difficult to get to the children focus on learning. So, it's more about how we make teaching fun, rather than being very serious, but in the end, the children don't understand what we're saying'. (ID-TGC6)

The teachers stated that they had made efforts to make learning more fun by providing fun learning materials to be used not only in the classroom but also outdoors.

'We have tried to provide concrete media and continue to be fun both indoors and outdoors; when the child is in a low mood, it's useless, right?' (ID-TGC10)

In more detail, one of the teachers gave an example of how they applied fun while learning to enhance the understanding of concepts that are known to be difficult to convey and be accepted by students with SEN. For instance, they learned the local language, Javanese, and used fun digital media such as videos on one of the students' favourite platforms

'I think it [learning] has to be fun when we teach children with special needs. For example, yesterday, I had a Javanese [local] language subject because I always think it is very difficult to teach children Javanese script or what is very difficult, so once I gave material about the history of places in Java, such as Mount Kelud, Mount Merapi, because if I explained it would be very boring. Finally, I looked for videos on YouTube [and] I showed it in animated form. The children liked it like that'. (ID-TGC9)

Two Indonesian teachers (ID-TGC 11 and ID-TGC5) attributed their happiness while teaching children with SEN as a gift from God. They said they had a sense of gratitude and acknowledged that the progress observed in their students was a blessing or divine favour. The phrase *it turns out that God gave this to us* suggests that they connected positive developments in their students to a higher power. It was further stated in one of the answers given by ID-TGC8 that spirituality is one of the main requirements to being able to do the best for children with special needs as a teacher. In addition, gratitude or 'thankfulness to God' is a requirement if teachers are to accept the diversity of students and give them their best.

'I still meet teachers who are halfway accepting them [students with SEN], serving them. But after we invite them spiritually, how does it affect our psychology, how does it affect our gratitude. Then actually they are not happy

because they don't know the knowledge, the knowledge for the spiritual, the knowledge for the psychological, and the knowledge of how to handle it. (ID-TGC8)

'...[children with special need are] gift from God. That's what pleases us, makes us happy. It turns out that God is right, it turns out that God gave this for us. Children like this are for us, not for them, so that our hearts can be touched, our hearts can feel how to try, and remind us'. (ID-TGC5)

Fun and Effective Learning highlights the teachers' beliefs about the importance of making education enjoyable for both students and teachers. Polish teachers believe that incorporating fun into lessons depends on the child's developmental level and the subject matter (emphasising its role in enhancing learning through play and sensory engagement) and considered fun as motivating for the child. Conversely, the Indonesian teachers viewed fun as being central to teaching and important for both teacher and pupil, as well as fostering strong emotional bonds and making learning more accessible. They incorporated fun both inside and outside the classroom, seeing it as essential for creating a supportive and adaptable learning environment. Both perspectives underscore the value of fun in promoting effective learning and positive teacher-student relationships. However, its value and role were seen as different by the two groups.

General Outcome

The findings revealed significant differences in attitudes towards inclusive education between Indonesian and Polish teachers, influenced by their gender, school type, school level, teaching experiences and contact with disability. Furthermore, the findings in the present research have been presented to answer and clarify the research questions.

Phase 1. How do teachers' attitudes toward inclusive education compare between Indonesia and Poland, based on social, educational and psychological factors?

1. Do teachers' attitudes toward inclusive education differ in relation to social factors such as (a) country and (b) gender?

- H1.1. There is a statistically significant difference in teachers' attitudes toward inclusion based on country. Polish teachers had significantly more positive attitudes in the affective dimension than Indonesian teachers. Based on the findings, this hypothesis was positively verified.

- H1.2. There is a statistically significant difference in teachers' attitudes toward inclusion based on gender, with female Polish teachers having significantly more positive affective attitudes than their male counterparts and Indonesian male teachers having significantly more positive attitudes in all three dimensions than their female counterparts. Based on the findings, this hypothesis was positively verified.
2. *Do teachers' attitudes toward inclusive education differ in relation to educational factors, including (a) school type, (b) school level, (c) length of teaching experience and (d) contact with disabilities?*
- H2.1. There is a statistically significant difference in teachers' attitudes toward inclusion based on their school type. Polish inclusive school teachers had significantly more positive affective and behavioural attitudes than their Indonesian counterparts, while Indonesian special school teachers had significantly more positive attitudes in behavioural attitudes than their Polish counterparts. Based on the findings, this hypothesis was positively verified.
 - H2.2. There is a statistically significant difference in teachers' attitudes toward inclusion based on their school level. Polish preschools teachers had significantly more positive attitudes in all three dimensions than Indonesian preschool teachers, while Indonesian primary school teachers had significantly more positive cognitive and behavioural attitudes but less positive affective attitudes than Polish primary school teachers. Based on these findings, this hypothesis was positively verified.
 - H2.3. There is a statistically significant difference in teachers' attitudes toward inclusion based on their length of teaching experience. The attitude of Polish teachers was not significantly difference in all three dimensions across the various lengths of teaching experience, while for Indonesian teachers, those in the initial years of teaching had more positive attitudes in all three dimensions, which tended to decrease and stabilise as teaching experience increased beyond 5 years. Based on these findings, this hypothesis was positively verified.
 - H2.4. There is a statistically significant difference in teachers' attitudes toward inclusion based on their degree of contact with disabilities. The attitude of Polish teachers towards inclusive education was not significantly different in all three dimensions across the various degrees of experience with disability, while for

Indonesian teachers, those who have had contact with disability had more positive attitudes in the three dimensions. Based on these findings, this hypothesis was positively verified.

3. *Do teachers' attitudes toward inclusive education differ in relation to psychological factors including (a) empathy (b) teacher self-esteem, (c) belief of fun in teaching and learning and (d) autistic spectrum condition in teachers?*

- H3.1. There is a statistically significant difference in teachers' attitudes toward inclusion based on their level of empathy. Polish teachers' empathy was significantly positively correlated with their affective and behavioural attitudes, while Indonesian teachers' empathy was significantly positively correlated with all dimensions of attitude towards inclusive education. Based on these findings, this hypothesis was positively verified.
- H3.2. There is a statistically significant difference in teachers' attitudes toward inclusion based on their self-esteem. Polish teachers' self-esteem was significantly positively correlated with their affective and behavioural attitudes, while Indonesian teachers' self-esteem was significantly positively correlated with their attitude towards inclusive education in all three dimensions. Based on these findings, this hypothesis was positively verified.
- H3.3. There is a statistically significant difference in teachers' attitudes toward inclusion based on their beliefs of fun in teaching and learning. Polish teachers' belief of fun in teaching and learning was significantly positive correlated with cognitive and behavioural dimension of their attitudes towards inclusion, while Indonesian teachers' beliefs of fun in teaching and learning were significantly correlated with cognitive and affective dimension of attitudes. Based on these findings, this hypothesis was positively verified.
- H3.4. There is a statistically significant difference in teachers' attitudes toward inclusion based on their ASC. Polish teachers' ASC was significantly negatively correlated with their affective and behavioural attitudes, while Indonesian teachers' ASC was significantly negatively correlated with their behavioural attitudes. Based on these findings, this hypothesis was positively verified.

Phase 2. What are teachers' experiences in implementing inclusive education in Poland and Indonesia?

The thematic analysis found similarities and differences in experiences with implementing inclusive education between teachers in Poland and Indonesia. The themes identified were (1) *mindset of inclusion*, (2) *diagnostic and specialist*, (3) *teachers' responsibility*, (4) *barrier and action in implementing inclusive education* and (5) fun and effective learning. The subtheme for *mindset of inclusion* was 'superficial inclusion' in Poland and 'collaborative inclusion' in Indonesia. That for *diagnostic and specialist* was 'the power of certification' in Poland and 'own assessment' in Indonesia. The subtheme for *teacher's responsibility* was 'its an assistant's job' in Poland and 'will try my best' in Indonesia. Finally, the subtheme for *fun and effective learning* was 'it depends' in Poland and 'a key to open the door' in Indonesia.

Furthermore, regulatory changes have affected teachers' attitudes towards inclusivity in Poland. The study highlights the importance of context and shifts towards approaches that positively shape teachers' attitudes and experiences. It also emphasises the need to build structures that encourage positive attitudes towards inclusive education. Contrastingly, in Indonesia, traditions, religious beliefs and community norms influence the way educators approach their teaching practices. Although the acceptance rate of inclusive practices is increasing, challenges remain regarding resources. Improving teachers' training, raising awareness and building policy frameworks are essential to creating an enabling environment.

Comparing Poland and Indonesia provides valuable insights into the policy components that influence educators' perspectives on inclusion. This research underscores the need to adapt strategies to meet the needs and challenges in each country. Collaboration between teachers, parents, policy makers and community members is essential to create a supportive environment. To achieve this objective and overcome the obstacles in education, a strategy involving training programs, resource allocation improvements, regulatory enhancements and community engagement is vital. This study contributes to the dialogue on education by promoting an approach. Further studies are required to delve into the perspectives of teachers and assess the effectiveness of the methods used to promote inclusivity. By examining the factors that influence how teachers perceive education in Poland and Indonesia, this study emphasises the need for policies and societal changes to eliminate barriers to inclusiveness. The findings offer insights for stakeholders involved in education policy development and research, aiming to establish favourable educational environments

worldwide. Evaluating the interaction of components highlights the importance of developing inclusion strategies tailored to specific contexts.

Chapter Five

Discussion

This chapter discusses the findings of this study in relation to the two research questions: *How do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors?* and *What are teachers' experiences in implementing inclusive education in Poland and Indonesia?* The discussion presents each research question and highlights the differences and similarities between both countries. This chapter also highlights the contribution of this study in practical and theoretical aspects of teachers attitudes. At the end of this chapter, the conclusion, limitations of the present study as well as recommendations for the future research are given.

Teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors

Cultural and Societal Contexts

Variations were evident in Indonesian and Polish teachers' attitudes towards inclusive education. In general, there were significant differences in the affective dimension of attitudes between Poland and Indonesian teachers. Polish teachers had higher positive affective attitudes toward inclusive attitudes than Indonesian teachers. This finding highlights the importance of considering cultural and contextual factors that may influence affective attitudes towards inclusive education. Affective attitudes pertain to the emotions and feelings individuals have towards a subject, such as inclusive education. This aspect also covers the negative sentiments and emotions that teachers harbour regarding enrolling all students, including those with disabilities, in educational settings (Eagly & Chaiken, 1993).

Regarding comparing teachers' affective attitudes, specifically how supportive, empathetic and enthusiastic teachers are about inclusive education, a higher positive affective attitude indicates that teachers are more likely to feel favourable, compassionate and optimistic about the advantages of implementing inclusive education. The findings showed that Polish teachers held more positive affective attitudes compared to Indonesian teachers, which implies that Polish teachers generally exhibit stronger positive emotional reactions towards inclusive education. This also

suggests that Polish teachers may perceive inclusive education as beneficial, show empathy towards students with disabilities and feel more enthusiastic about establishing an inclusive classroom atmosphere. However, the interviews revealed that there were significant caveats to this situation, with Polish teachers foregrounding that inclusion, although potentially beneficial, is not suitable for all children. This variance in attitudes underscores the significance of contextual elements in shaping these emotional responses.

Indeed, the variations in inclusive education practices between the two countries could be attributed to differences in how socioeconomic and structural factors impact perception and implementation (Armstrong et al., 2010). Various studies (Abacioglu et al., 2020; Charitaki et al., 2022; R. Keller & Kapperman, 1994b; Saloviita & Schaffus, 2016; Tan et al., 2022; van Steen & Wilson, 2020) have explored the differences in teachers' attitudes towards inclusive education across countries, highlighting varying levels of acceptance. Cultural beliefs impact whether certain practices are promoted or hindered within systems. Teachers' perceptions can be influenced by beliefs about disability, societal values related to education and support systems in different countries. For example, Polish teachers expressed the importance of social inclusion to the uniqueness and diversity of society. [*This [inclusive education] is a good idea as an educational model. Inclusion as social inclusion for society is good because it teaches compassion and familiarises with the uniqueness of people with SEN and diversity of disability in society (PL-TGC10)*].

In the Indonesian context, some of the teachers believed that teaching students with SEN was related to religion and that they should help and do their best for children with SEN [*Children with special needs are a gift from God. That's what pleases us, makes us happy. It turns out that God is right, it turns out that God gave this for us. Children like this are for us, not for them, so that our hearts can be touched, our hearts can feel how to try, and remind us (ID-TGC11)*]. It is important to consider these reactions and cultural differences, as they can impact how teachers approach practices in the classroom (Avramidis & Norwich, 2002). Positive attitudes can result in effective teaching methods, while negative attitudes may impede the successful implementation of inclusive education.

This study challenges the static definition of inclusion by analysing inclusive education in two countries, one in the Northern hemisphere (primarily a former colonial power) and the other a developing country of the Southern hemisphere (usually a former colony). The core of this inquiry is a consideration of the complex and conflicting ideas of inclusive education that are in effect in the Northern regions and the conflicts that arise when these ideas (together with their associated policies and practices) are taken out of their original context and applied in the Southern regions. This results in a challenging analysis of the enormous disparities in economic and social possibilities across various regions of the globe and how these disparities are connected to the significance and objective of inclusivity in diverse societies. This was also voiced by some Polish teachers, who expressed confusion about the terms *inclusion* and *integration*. For example, the term *integration* was often mentioned even during the interviews conducted with teachers who work in inclusive classroom [*Teaching in an integrated group is a big challenge* (PL-TGC5)].

In addition, findings from this study reveal distinguishable gender-related trends in the attitudes of teachers towards inclusive education. In the present study, Polish female teachers tended to exhibit stronger positive affective attitudes towards inclusive education, which is in line with the findings of previous studies (Al-Zyoudi, 2006; Avramidis & Kalyva, 2007; Ellins & Porter, 2005; Ginevra et al., 2021; Tsakiridou & Polyzopoulou, 2014), while Indonesian male teachers had significantly greater positive attitudes in the three dimensions, which also supports previous research findings (Batsiou et al., 2008; Galović et al., 2014b; Kalita, 2017; Rofiah, 2022). However, during the interview, Indonesian teachers expressed that there was no difference in attitudes between the genders (*For us [teachers in one of Indonesian school], gender-wise, there is almost no significant difference if I personally think about it* (ID-TGC6)).

Educational Influences

This thesis investigated the influence of school setting, school level, length of teaching experience and teachers' contact with disability on their attitudes towards inclusive education. The comparison was on how school type impacted the attitudes of teachers in Poland and Indonesia toward inclusive education. Based on the results of this study, Polish teachers working in inclusive schools had significantly more positive attitudes in the affective and behavioural dimensions, compared to Indonesian teachers working in

inclusive schools. A possible reason for this is that the Polish government has made regulations to promote education, aiming to encourage positive teacher attitudes. Having policies and supportive structures in place is vital for implementing policies within educational settings (Konarska, 2009). Schools that embrace inclusivity in Poland generally have access to resources like assistive tools, specialised personnel and adaptable curricula. These resources can help make inclusive education more effective (Podgórska-Jachnik, 2012).

In contrast, the differences in special school teachers' attitudes in both countries were analysed using the Mann-Whitney U test. The result showed that Indonesian special schools teachers had significantly more positive behavioural attitudes than Polish special school teachers. This finding is in line with that of an earlier study (Rofiah, 2022) which showed that Indonesian special schools teacher and teachers who had previous contact with disability had more positive attitudes than regular school teachers. The possible explanation for this is that special schools in Indonesia have better resource allocation for students with specific needs, leading to a more supportive environment for teachers. This support can positively influence teachers' behavioural attitudes. Meanwhile, in Poland, previous research (Mudło-Głagolska & Lewandowska, 2018) showed that special education teachers and other professionals working in the special education sector generally consider themselves experts and are afraid of losing their position. This viewpoint was shared by Polish teachers working in inclusive schools, who felt that the special schools held all the expertise for teaching children with SEN.

Regarding school level, Polish teachers working at the preschool level had significantly more positive attitudes towards inclusive education in all three dimensions compared with Indonesian preschool teachers in cognitive attitude, affective attitude and behavioural attitude. One reason that Indonesian preschool teachers had less positive attitudes compared with Polish preschool teachers in all three dimensions of attitude towards inclusive education may be the fact that the practice of inclusive education in Indonesian early childhood education faces many problems, including a lack of accessible and supporting infrastructure and adapted curriculum for children with SEN (Sakti, 2020).

Indonesian teachers working in primary schools (n = 279) had significantly more positive attitudes in the cognitive and behavioural dimensions, while Polish

primary school teachers had more positive affective attitudes towards inclusive education compared to Indonesian primary school teachers. This confirms the findings of earlier research (Adderley et al., 2015; De Boer et al., 2011; Palavan et al., 2018; Radojlovic et al., 2022).

The present study also showed that teaching experience impacts teachers' attitudes toward inclusive education; this was particularly true for Indonesian teachers, in whom more positive attitudes in all three dimensions were observed in the initial years of teaching which then tended to decrease and stabilise as teaching experience increased beyond 5 years. This confirms the findings of previous studies (Chodkowska & Kazanowski, 2019; Clough & Lindsay, 1991), in which years of teaching experience was associated with changes in teachers' attitudes. Teachers with less experience were more optimistic, while those with more experience were more critical. One potential reason for this could be that younger teachers have had greater access to training in inclusive education during their, more recent, teacher preparation programs (Forlin & Chambers, 2011).

Teachers' experience regarding contact with disabled people also significantly impacted all the dimension of attitudes towards inclusive education among Indonesian teachers, while there was not significantly difference among Polish teachers. The findings of the current research for Indonesian teachers complements those of previous research (Barr & Bracchitta, 2008; Kunz et al., 2021; Yaker, 1994), which found that teachers who had contact with disabled people had significantly more positive attitudes than those who had no such contact.

Psychological Influences

Teachers' attitudes towards inclusive education in this research were analysed with respect to their correlation with several psychological factors, including teachers empathy, teachers self-esteem, teachers' belief about fun in teaching and learning and the degree to which teachers responses reflected their autistic spectrum condition (ASC) level. The research revealed correlations between levels of empathy among teachers and their attitudes towards inclusive education. The results showed that empathy level was significantly positively correlated with Polish teachers' attitudes in the affective and behavioural dimensions, while for Indonesian teachers, it was significantly positive correlated with all three dimensions of attitudes towards inclusive education. This

supports the findings of previous research, which concluded that empathy is a crucial determinant of teachers' attitudes towards inclusive education (Parchomiuk, 2019). Teachers with greater levels of empathy are more likely to understand and respond to the needs of students with disabilities. It is also in line with a research (Peck et al., 2015) exploring the influence of empathy on preschool teachers' attitudes and behaviour, which concluded that teachers with high empathy levels tend to build stronger and more positive relationships with their students. Empathetic teachers also are often more effective in their teaching practices (Aldrup et al., 2022; Grove O'Grady, 2020). This implies that future research should examine the possibility of facilitating teachers' empathy as a strategy in advancing inclusive education.

Self-esteem levels also correlated significantly with teachers' attitudes toward inclusive education. The findings show that for Polish teachers, self-esteem was significantly negatively correlated with their affective and behavioural attitudes, indicating that a higher self-esteem is linked to less positive behavioural attitudes. These findings were different for Indonesian teachers, in whom self-esteem was significantly positively correlated with all three dimensions of attitudes towards inclusive education, indicating that Indonesian teachers with higher self-esteem tend to have positive attitudes towards inclusive education. Based on the interviews conducted with both countries' teachers, Polish teachers who do well in the system are those who are less likely to teach or value the teaching of disabled children. Therefore, those who are valued by the system as good teachers may be less likely to value inclusive education. In contrast, the Indonesian teachers described how they have to deal with teaching disabled children themselves. Therefore, those who have succeeded in doing this might have higher self-esteem and also value their success in inclusive education. Furthermore, Indonesian teachers reported that they consider teaching disabled children a duty and perhaps a gift from God. This links inclusive education to a higher purpose, which boosts one's self-esteem.

Additionally, teachers' beliefs about fun in teaching and learning was significantly and positively correlated with cognitive and behavioural attitudes in Polish teachers and with cognitive and affective attitudes in Indonesian teachers. This finding emphasises the significance of internal motivation, personal beliefs and epistemological belief about learning on teachers' educational methods. Prior research (Brownlee et al., 2012; Sheehy, 2017; Sheehy et al., 2019) emphasised how teachers'

epistemological beliefs about learning impacts how they think about inclusive education. The findings make a connection between these beliefs and Polish and Indonesian teachers' beliefs about the role of fun in teaching and learning, suggesting that teachers who believe learning should be fun might be more open to embracing inclusive practices that align with their teaching philosophy.

The theoretical connection between teachers' belief about fun in teaching, their epistemological beliefs about learning and their attitudes toward inclusion creates a complex interplay. Teachers who think learning is a fun and an engaging process are likely to incorporate strategies that cater to the diverse needs of students, thereby fostering an inclusive and stimulating learning environment for everyone. However, teachers' epistemological beliefs about learning differ across countries (OECD, 2013), indicating that cultural and national factors play a role in how educators view and engage with education. It would be beneficial to examine how these diverse perspectives shape teachers' attitudes towards inclusion in settings like Indonesia and Poland. According to Xie et al. (2023), cultural differences impact the perception of enjoyment and education. It can provide insights into why educators in countries such as Indonesia and Poland may have different opinions regarding incorporating fun into teaching. For example, Polish teachers are more likely to believe, than Indonesian teachers, that children's intellectual potential is fixed at birth and that a lecture approach is the best pedagogy; they are also less likely to believe in collaborative learning.

Therefore, whilst for both Polish and Indonesian teachers there is a positive relationship between their attitudes towards inclusive education and their belief of fun in teaching and learning, how fun is operational will differ between the two countries. Polish teachers in this study tended to see fun as being more suitable for younger children and thought it should be curtailed by the demands of delivering the curriculum. In contrast, Indonesian teachers saw fun (and happiness) as being central to the classroom experience for themselves and their pupils. These disparities could affect how open and successful they are in adopting teaching strategies, particularly for diverse students in inclusive education settings.

In addition, one of the strategies to implement in inclusive classrooms is the involvement of fun activities and the teacher's belief that fun can make it easier for students to actively participate in learning. Both countries can improve their education

systems to support all students with and without SEN by addressing and resolving these issues. It is important to compare the findings of this study with those of previous research on a larger scale to understand the challenges and benefits faced by teachers in Indonesia and Poland. The focus on engaging teaching methods in the examples given by teachers in Indonesia is thought to be influenced by the philosophy described earlier in the study (Tisza & Markopoulos, 2023), which emphasises the impact of fun on the learning environment and contrasts with the educational approach observed in Europe (OECD, 2013) and the results of the survey and interviews conducted among teachers in Poland.

A negative relationship was observed between teachers' ASC levels and their attitudes in both countries, indicating that higher ASC scores were negatively associated with attitudes towards inclusive education. For Polish teachers, significant negative correlations were observed with affective and behavioural attitudes, while cognitive attitudes were not significantly associated. For Indonesian teachers, a significant negative correlation was observed with behavioural attitudes, while significant negative correlations were observed with cognitive and affective attitudes. Whilst acknowledging this variation, the findings indicate that teachers' personal characteristics, regarding neurodiversity, are likely to impact their attitudes and actions towards students with special needs in their classrooms. This study is the first study to investigate ASC levels among teachers who work in inclusive settings in Indonesia and Poland. A negative correlation was observed between all three dimensions of attitudes and teachers' ASC level in the current study. It was found that around 17.25% of teachers in Indonesia and Poland who participated in the survey assessed themselves as on risk of ASC. Based on the frequency analysis in this study, Polish teachers (21.23%) rated themselves at higher risk of ASD than Indonesian teachers (14.70%). This difference reflects the findings of other research, in which higher levels of ASC were identified in Poland than in Indonesia (World Population Review, 2024).

A possible explanation is that Polish teachers experience higher levels of professional stress and self-criticism (Podgórska-Jachnik, 2012), which could lead to higher self-reported ASC traits. High-stress environments can exacerbate self-awareness of neurodevelopmental differences. StEvens (2022) conducted a literature review on teachers who have autistic traits in the early childhood, primary, secondary and special education levels around the world. He found that teachers with autism

experience negative stereotypes and discriminatory behaviour, which prompts them to choose to hide their conditions. This personal awareness of negative expenses may possibly lead them to view inclusive education more sceptically than their peers. However, there remains a need for future studies focused on this issue to improve understanding, as this study is the first to explore ASC levels in teachers and its correlation with their attitudes towards inclusive education.

Teachers' experiences in implementing inclusive education in Poland and Indonesia

The interview analysis highlighted the nuanced experiences of teachers implementing inclusive education in Poland and Indonesia. These insights reveal the current conditions, complexities, challenges and strategies adopted by teachers in both countries, reflecting both unique and shared experiences in implementing inclusive education.

Polish Cases

There is confusion regarding the definition of inclusion among Polish teachers. The previous culture of integration continues to inform their perceptions of what inclusive education is and highlights the issue regarding the definition of inclusion itself. Furthermore, Polish teachers also struggle with implementing education due to administrative responsibilities and inadequate training, as confirmed in a report on inclusion education by *Osrodek Rozwoju Edukacji* (Cybulska et al., 2017). This aligns with research findings by Avramidis and Norwich (2002b), who identified training and support as obstacles to successful inclusion practices in other countries. The lack of resources further impacts classroom dynamics, putting pressure on teachers to address the needs of students within a single classroom setting. The experiences of Polish teachers underscores the importance of enhancing the support system for education, such as by providing additional professional development and resources for teachers, which can help educators tackle the challenges of inclusivity (Slee, 2011). It shows the need for actions that strengthen teacher assistance, improve teaching techniques and create learning environments for every student, in the Polish context.

Polish teachers' experiences with including students with SEN in their classroom emphasises the importance of professionalism in the context of rigid procedures. The impact of formal certification or diagnosis on children with SEN is

notable. These teachers emphasised how certificates issued by medical personnel, psychologists and pedagogues act as a gateway for determining and accessing the services and supports needed by students with special needs in their classrooms. This impact extends even to their decision about curriculum and learning adaptations in their classroom practices, as well as the therapeutic services needed. Inclusion appears to be run by certification. This legal system ensures consistent standards but also emphasises reliance on official diagnosis and specialised therapies, which may limit the ability, or willingness, of teachers to adapt to the students' individual needs and promote the perception that responsibility for children with SEN lies in specialist and additional services. Understanding the importance of assistance will increase appreciation for the complexities of promoting inclusivity in education through certification that is external to the school. It also highlights a dependence on systems that challenge teachers to demonstrate their strengths and creativity, and at the same time, distances teachers from the ownership of inclusion.

Teachers in Poland identify challenges when adapting practices to cater for the diverse needs of students, including administrative tasks, inadequate preparation time and consequent emotional stress. The research indicates a discrepancy between the concept of inclusivity in policy and the practical hurdles teachers face in implementing inclusiveness in the classroom. This issue has been identified in other countries, where rigid systems can stifle educators' innovative approaches to education, and suggests the need for policy revisions to facilitate inclusive adjustments at the classroom level (Florian, 2013). The circumstances in Poland underscore impediments to inclusivity such as the requirement for teacher assistance and managing educational requirements within regular classrooms. However, it also emphasises certain areas where action is needed, such as modifying teaching materials and techniques, and the need for comprehensive assistance to improve the feasibility and effectiveness of inclusion. The discussions emphasised that with knowledge and supportive regulations regarding inclusion, there are still challenges that need to be dealt with to genuinely achieve equitable inclusive education.

Indonesian cases

Teachers in Indonesia demonstrated a commitment to inclusivity by adjusting their curriculum to meet the needs of their students. In contrast to their Polish counterparts,

they believe inclusion begins within the school and perceive it as their responsibility. They employed a process known as identification and assessment to pinpoint the strengths and weaknesses of each student, enabling them to craft individualised education plans (IEPs). Despite the reported challenges faced by these teachers in handling students with SEN in classrooms, they persist in their endeavours. These efforts demonstrate their commitment to customising education to cater to each child's needs, underscoring the efforts required from teachers to implement these adjustments. The research highlights teachers' proactive stance in adapting the curriculum to cater to students' diverse needs, reflecting the findings of Avramidis and Norwich (2002b), who stressed the importance of curriculum modifications in education. By undergoing an identification and assessment process, educators have successfully formulated IEPs that align with the principles advocated by Mitchell (2015), emphasising the significance of strategies in supporting students with requirements.

Conversations with teachers working in inclusive settings reveal that they prioritise creating a learning environment for all students, including those students with SEN. Indonesian teachers employ methods to ensure that lessons are interesting and easy to grasp, which is seen as crucial for fostering an inclusive learning atmosphere. These methods not only aid in learning but also boost social and behavioural growth showcasing the overall benefits of incorporating enjoyment into educational practices. Indonesian teachers strive to establish a dynamic learning setting, which is vital for inclusion. Research conducted by Koster et al. (2009) indicates that a fun classroom environment can enhance the motivation and involvement of students with SEN. The strategy employed by educators to enhance classroom engagement aligns with the recommendations of Moore and Slee (2013), who stressed the significance of immersive and enjoyable learning experiences in supporting students' academic progress as well as their social and behavioural development. Another research involving Indonesian teachers (Rofiah et al., 2023; Sheehy et al., 2019, 2023) and future teachers (Sujarwanto et al., 2021) regarding their beliefs about fun and happiness in teaching and learning highlighted the importance of happiness, epistemological beliefs and fun in teaching and learning in education in Indonesia, especially those involving children with special needs, which is reflected in the Indonesian teacher interviews in the present study.

Inclusive education in Indonesia is seen as beneficial but also as creating challenges for several teachers, even when they attempt to proffer creative solutions. These problems include experiencing frustration and needing more collaboration. Nonetheless, a focus on collaboration, especially with parents and the whole school community, was highlighted as an important approach to overcoming these challenges. This corresponds with the present study's survey data, in which Indonesian teachers were more likely to see learning as a collaborative process. Teachers in Indonesia pointed out the importance of collaborative efforts in promoting inclusivity by actively engaging support networks [*Collaboration with all stakeholders in the school such as subject teachers, counsellors, principals, parents, special teachers is important for handling children with special needs in schools in terms of identification and assessment, curriculum programming and evaluation (ID-TGC11)*]. In keeping with the challenges reported in the interviews, Indonesian teachers recognised the need for further collaboration, a sentiment echoed by Florian (2008), who identified collaboration as a critical component in the successful implementation of inclusive education. The emphasis on working with parents and the school community reflects the findings of Eccles and Roeser (2009), who stated that partnerships between schools and the home can strengthen support for students with SEN, thereby improving their overall educational outcomes. From this analysis, it is clear that the practices and challenges faced by Indonesian educators are reflected in the academic literature, thus reinforcing that they are moving in the right direction to achieving true inclusive education. The consistency between field experiences and the inclusive education theory points to important areas for further policy and practice development.

Comparative insights

The comparison of Poland and Indonesia highlights both common and unique challenges in the endeavour to achieve inclusive education. Based on the interviews with teachers in both countries, the following themes emerged: (1) mindset of inclusion, explaining the teachers' varied understanding and interpretation of inclusive education; (2) diagnostic of specialist, explaining that teachers' experiences with treating SEN children; (3) teachers' responsibility, describing teachers' responsibilities in managing children with SEN; (4) fun and effective teaching, describing the importance of fun and happiness in effective inclusive teaching; and (5) barrier and challenges, describing the challenges and difficulties faced by teachers in inclusive classrooms.

Both Polish and Indonesian teachers highlighted the importance of providing assistance and adjusting programs to meet the needs of SEN students. Although Polish teachers generally thought that inclusion will work well when there are assistant teachers who have the responsibility of handling children with SEN, they still believed that inclusive education rather than integration and special schools should be a priority in Poland. This condition is also similar to the Indonesian education priority for children with SEN, even though Indonesian teachers were more optimistic about inclusive education. This was seen across various educational environments and among educators with varying levels of experience, which is consistent with previous research findings (Kumar, 2018).

Furthermore, the Polish approach gives priority to certification and specialised roles, while the Indonesian approach highlights teacher creativity and community engagement by managing assessment themselves to help parents who sometimes cannot afford the services of a professional. Both instances underscore the value of support systems, teacher training and flexible curriculum approaches to meet the needs of students. The research conducted in Poland and Indonesia deepens our understanding of the intricacies of education, offering insights for educators, policymakers and stakeholders with the aim of improving practices worldwide.

Indeed, teachers in both countries encountered difficulties and challenges when working with students with SEN, for instance work burden, frustration and burnout, contributing to the conversation on the emotional challenges of teaching; this finding aligns with those of previous studies by Cologon (2022), which emphasised emotional obstacles as being associated with inclusivity. This study significantly broadens our understanding by identifying the types of distress faced by teachers and connecting them to disabilities and classroom settings. The study sheds light on obstacles to effective inclusion implementation that are often overlooked in the current literature.

Teachers in both countries emphasised the importance of fun in teaching; therefore, there is no doubt that fun contributes to effective teaching. However, Polish teachers believed that fun teaching is only effective at a certain level of education, for instance, preschool while Indonesian teachers believed that fun and happiness should be considered first, especially when teaching students with SEN. This Indonesian condition confirms the dimension of fun in learning (Okada & Sheehy, 2020), i.e. *Collaborative fun*, which is the happiness derived from building connections with

others, fostering social bonds and developing group identity. Collaborative fun enables students to feel supported, promoting autonomy in effective communication and allowing them to confidently share their experiences and practices and enjoy the learning process together. Indonesian teachers think of fun and happiness as the key to open the door for all students to learn best, enjoy the learning process and obtains the desired outcome.

The current research challenges accepted beliefs about inclusive education, particularly teachers' attitudes and experiences in implementing inclusive education, highlighting the complex scenario where the perceived appropriateness of inclusive practices varies greatly, depending on the specific context (Abacioglu et al., 2020). This study validates previous research on inclusive education and offers new insights into the difficulties faced in adopting these methods effectively. It highlights the need for flexible and situation-specific policies and procedures that meet the needs of teachers and students (Abacioglu et al., 2020; McLeskey, 2000).

The results of this research contribute significantly to the conversation on inclusive education and how it is currently structured in two different countries and how teachers perceive it. The study sheds light on teachers' attitudes and experiences with implementing inclusive education, highlighting both the similarities and differences with existing literature across fields. Teachers in the current research generally agreed with the importance of inclusive education while expressing concerns about the implementation of inclusive education, which aligns with prior research findings (Boyle et al., 2020; Rofiah, 2023). These concerns and challenges reflect the countries' policies and constructions regarding inclusive education. This study contributes to our understanding by emphasising and revealing the importance of social, psychological and educational factors that influence teachers' attitudes toward inclusive education in Indonesia and Poland. It also emphasises the need to take cultural and social circumstances into account when promoting inclusive education policies and practices in order to understand and address the gap between policy and implementation.

Empirical Contributions

The Study's Contribution to the Philosophy of Inclusive Education

The theoretical ideas behind education highlight a move towards a democratic, socially aware and culturally sensitive approach to teaching. Inclusive education's philosophical

roots promote methods that do not view diversity as a hindrance. Being a resource for learning and community growth, these ideas stem from studies on teachers' attitudes and experiences in Indonesia and Poland. Dewey's influence on inclusion highlights the belief that education is inherently democratic, creating an environment where everyone's rights are respected and their abilities nurtured. This aligns with how teachers view inclusion in countries that value democracy, equality and diversity. It is important to note that effective inclusion goes beyond acknowledging diversity and involves embracing it as a value. When educators prioritise building relationships, it aligns with their beliefs about inclusion in education. The compassion and insight demonstrated by teachers contribute to creating an atmosphere for all students, including those with disabilities. This underscores how nurturing a school environment can enhance the success of practices, benefiting both students and teachers alike. Recognising the significance of awareness in the inclusive education theory encourages educators to reflect on the beliefs and perceptions that shape their teaching methods. This process includes reassessing notions of ability and achievement. Insights from teacher surveys reveal how these theories translate into real world outcomes, as educators navigate their convictions and biases, adjusting their approaches accordingly.

The concept of agency within the inclusion theory prompts educators to consider each student's circumstances and individual needs rather than relying on uniform solutions. The current research supports this notion by emphasising the importance of approaches tailored to meet students' diverse needs. Providing teachers with training and resources is crucial in empowering them to implement these strategies. The varying experiences among teachers underscore contextual differences. As such, theories of inclusion must acknowledge these diversities by recognising that what works well in one setting may not necessarily be effective in another. This necessitates teaching methods that are culturally sensitive and grounded in values, customs and situations.

The results have some contributions into philosophy of inclusive education. Teachers pointed out the need of professionalisation and the collaboration. For example, Polish teacher emphasised a rigid process and professionalism while Indonesian teachers highlighted collaboration and flexibility. The evident gap in the concepts of inclusion in theory and the practical challenges faced by teachers underscores the necessity for professional growth opportunities and support systems aiding educators to translate inclusion ideas and principles into action. This involves addressing obstacles,

workload issues and the demand for training, as underscored in the discoveries of this research.

The Study's Connection with Ki Hajar Dewantara Philosophy

The research results can be viewed in respect of Dewantara's beliefs. The findings point out the significance of empathy in teaching, with Indonesian teachers showing a willingness for involvement in inclusive education. This mirrors his idea of *ngroso* (empathy), which stresses the need to nurture understanding of each student's individual needs. This research showcases how empathy is linked to affective attitudes toward inclusive education, a core principle integrated into Dewantara's method of recognising and aiding each student.

The practical implementation of education principles referred to as *nglakoni* (action) in Dewantara's philosophy is evident in the research data, indicating a commitment to action among teachers in Indonesia and Poland. His promotion of involvement is in line with this study's findings, showing teachers adapting their teaching methods and curriculum to meet the students' needs and demonstrating a nurturing and responsive approach to inclusion. His holistic approach, which considers both learning aspects, has received supports from current research findings. The study pinpointed the strategies that integrate emotional and behavioural elements in forming approaches. This broad perspective ensures that education extends beyond accomplishments to also focus on individuals' overall development, aligning with his beliefs. His philosophy emphasises the significance of blending wisdom and cultural values, a sentiment echoed in the study.

The research showcased how cultural influences shape teaching methods and attitudes toward inclusivity in Indonesia, where cultural norms mould approaches. This alignment with values is crucial for success, as it aligns with community beliefs, boosting the relevance and efficacy of teaching practices. Dewantara's philosophy and research underscore the importance of offering support to educators within their environments. The significance of training, resources and collaborative endeavours was highlighted to ensure that educators are well equipped to address students' needs. This focus on support is essential for maintaining and improving quality while empowering teachers to implement teaching techniques.

The Study's Connection with Janusz Korczak's and Maria Grzegorzewska's Philosophies

The present study's findings can be connected with the perspectives of Korczak and Grzegorzewska in several ways. Korczak emphasised the importance of recognising and celebrating each child's individuality, which in line with what teachers have done in implementing inclusive education in both countries, based on the interviews. Polish and Indonesian teachers using personalised methods to meet children's needs by adapting the curriculum. Korczak advocated for involving children in their learning journey and decision making, a principle reflected by teachers in both countries, who aim to create learning environments that value student input and adjust their teaching methods to encourage participation. The teachers felt happiness when the children made progress, even small ones.

In addition, the findings highlighted the differences in resource availability and teacher support between Indonesia and Poland, which impact the effectiveness of teaching practices; this is also consistent with Grzegorzewska's ideas which emphasise the significance of having access to resources and professional support for implementing strategies. Although Grzegorzewska was known for her work with people with disabilities through special education, this was the initial inspiration in Poland for inclusive education services. Both Korczak and Grzegorzewska saw education as a tool for empowerment and personal growth, aligning with research showing that inclusive education not only enhances skills but also nurtures students' social and emotional development. Korczak stressed the importance of fostering empathy in educating and nurturing children. The research findings indicate that educators in Indonesia and Poland play a role in understanding their students' backgrounds and emotions to enhance the teaching and learning process. This underscores the enduring relevance of Korczak's and Grzegorzewska's educational philosophies, which can be effectively incorporated into approaches across nations like Indonesia and Poland. By adopting these principles, education can be transformed to cater to each student's needs.

The Study's Contribution to Research on Teachers' Attitudes

The study offers insights into the attitudes that teachers hold towards education. It highlights how educational, psychological and cultural factors influence these attitudes. These findings align with the theory which posits that experiences and environments

shape individuals' perspectives and beliefs (Bettencourt, 2012; Juvova et al., 2015; Loyens & Gijbels, 2008). The study challenges existing hypotheses in several ways. The conditional support for inclusion among teachers underscores the significance of individual factors in implementing education. This perspective suggests that not just the broader structural and policy framework but also teachers' current educational settings impact their attitudes. Moreover, the emotional strain experienced by teachers underscores the importance of understanding the aspects involved in teaching within inclusive environments. This aspect can be explored through theories on labour and teacher burnout (Brotheridge & Grandey, 2002; Cabello & Fernández-Berrocal, 2015; Chang, 2009; M. M. Keller et al., 2014), indicating that teachers' affective attitudes towards inclusion play a role and should be considered in teacher training programs and support initiatives.

Exploring barriers and elements that support inclusivity can improve concepts of change within settings, particularly educational environments. The discoveries could offer insights into transformation and the spread of innovation in schools, emphasising the need for structured backing and resources to effectively integrate inclusive approaches (Altenburg, 2009). Additionally, examining the interplay between teachers' personal convictions, professional backgrounds and views on inclusion can be evaluated through theories on attitudes and belief systems. This aligns with the Theory of Planned Behaviour (TPB) (Ajzen, 1991, 1988; Ajzen & Fishbein, 1980), which posits that an individual's actions are directly influenced by their intent to engage in those actions. These intentions are shaped by their attitudes toward the behaviour, social expectations and perceived behavioural control. The outcomes of this research shed light on the attitudes, experiences and obstacles encountered by educators in both regions. It offers a dataset for applying the TPB model to grasp the complexities surrounding inclusive education implementation. Furthermore, when associated with the three dimensions of attitude, which were clearly referred to by Eagly and Chaiken (1993) and Conner and Norman (2022) as classes of evaluative responses that express evaluations to reveal teachers' attitudes; these three dimensions are easier to observe and measure. The findings of the current research confirm the involvement of these three classes as evaluative responses and the way teachers express their attitudes towards inclusive education in both Indonesia and Poland; however, the results reveal variations in

teachers' cognitive, affective and behavioural attitudes towards inclusive education especially between Indonesian and Polish educators.

The alignment with the attitudinal aspects of the TPB with the idea that general attitudes towards inclusive education are multifaceted. These encompass viewpoints on inclusion outcomes and affective reactions to include students with SEN in the classroom and willingness to participate in adapting curriculum based on students' needs. The research outcomes underscore how cultural, social and educational standards influence teachers' attitudes and behaviours. For instance, the rooted religious background of Indonesian teachers in approaching inclusive education indicates cultural norms that prioritise inclusivity. This mirrors the normal element of the TPB, where perceived pressure to engage in a specific behaviour significantly impacts the intention to actually carry out that behaviour.

The qualitative findings specifically point out the obstacles and hurdles in implementing education, such as resources, training and support, along with the stress and dissatisfaction experienced by teachers. These factors are closely linked to perceived control, indicating that teachers' confidence in their ability to implement practices greatly influences their intentions and actions. The quantitative assessment, combined with insights from analyses of data, demonstrates a positive shift towards inclusive education; however, its practical application is hindered by various factors. The difference between people's intentions and their actions is a factor in the TPB. According to this theory, in order for strategies to be effectively implemented, it is important to improve teachers' attitudes, promote norms that support inclusivity and empower teachers to have control over inclusive teaching practices.

When examined within the TPB framework, the results of this study emphasise the importance of policy reforms and practical adaptations to create an atmosphere for the equity and quality of education. These adjustments may involve offering development opportunities to enhance teachers' abilities and confidence in implementing policies that cultivate a social and educational setting and making structural changes to provide more resources and assistance for inclusive education. Applying the TPB underscores the interplay among attitudes, norms and beliefs about control in influencing teachers' intentions and actions regarding education. Future studies and initiatives should prioritise these aspects of the TPB to develop strategies

for promoting inclusive education. The aim is to ensure that teachers are not only willing but also able to implement inclusive practices successfully.

The comparison between Indonesian and Polish contexts enhances cross-cultural understanding of inclusive education by questioning the universality of educational ideas and emphasising the significance of cultural sensitivity and adaptability. For instance, Polish teacher highlighted the challenges faced in Poland due to societal attitudes and stereotypes towards disabilities, emphasising the need for cultural sensitivity and changes in perceptions to effectively promote inclusive education. *‘Unfortunately despite the promotion of the idea of integration and inclusion of the disabled it is not always possible to change the already established stereotypes about people with disabilities’* (PL-TGC10). In contrast, Indonesian teachers approached inclusive education with a familial and egalitarian mindset. By viewing students with SEN as their own children, these teachers embody a nurturing and empathetic approach, ensuring that these students receive the same care, attention and educational opportunities as their peers. *‘The first is that I regard the student with SEN as my own children. There is no difference between the handling of inclusive students (student with SEN) and the handling of regular students, all the same, nothing is different’* (ID-TGC3). This perspective eliminates any perceived distinctions or biases between students with SEN and regular students, promoting an inclusive environment where all students are valued equally.

This could enhance global comparative education theories by highlighting the importance of culturally responsive teaching and policy making in inclusive education. This research enhances the theoretical comprehension of the elements that impact teachers’ attitudes towards inclusive education and lays the groundwork for future theoretical advancements. The statement encourages a shift towards contextually sensitive and culturally mindful approaches in the realms of inclusive education and teacher preparation.

Indonesia is dedicated to enhancing teacher competence through initiatives programmes such as *Penggerak Merdeka Belajar* (teachers as activator of learning) and the implementation of the Merdeka Curriculum as the current curriculum used in Indonesia (Nugrohadi et al., 2022). These initiatives focus on enhancing teachers pedagogical, personal, social and professional skills (Ikram et al., 2023) empowering

them to utilise student-centred teaching methods. Teacher development strategies in Indonesia are thorough, covering a range of competencies and proficiency levels from knowledge to expert levels. The framework is progressive, aiming to enhance competitiveness. It showcases a responsive approach to requirements, with an emphasis on continuous enhancement and personalisation. These aspects play a role in meeting the needs of students in a constantly evolving global landscape, particularly in advancing inclusive education efforts.

In contrast, as indicated by the outcomes of the research, Poland's approach to teachers' competence is more stringent and closely tied to accreditation and regulatory frameworks. In Poland, aspiring teachers undergo a demanding five-year master (second cycle) program focused on pedagogy and psychology (Moon Bob et al., 2003). This program aims to equip educators with the expertise to tackle educational challenges. While it ensures that teachers have an foundation, there are indications that practical support and professional development opportunities may be more limited here compared to Indonesia. The priority appears to lie in meeting benchmarks rather than fostering flexible and responsive teaching environments.

In addition, the findings show that teachers in Indonesia and Poland have significant differences in their attitude towards inclusive education, especially in the affective dimension. The affective adjustments required for inclusive education can vary significantly due to factors such as national policies, cultural norms and support systems. In Indonesia and Poland, there is a shared belief in the importance of having trained and skilled teachers, although in Poland there is more emphasis on trained assistants. While both countries value educators, they have different approaches to providing support. For instance, Indonesian teachers tended to favour teaching methods that can adapt to different situations. [*The special teacher assists and focuses on the student with SEN in the classrooms. If there is a need to pull out [student with SEN learn separately in the special room], so we do pull out. So it is flexible depending on the student's condition (ID-TGC4)*]. In contrast, Polish teachers emphasised qualifications such as special education teachers who are experts in teaching children with SEN. [*Inclusive classes require the support of an additional teacher. Without this, students with special needs are unable to receive help (PL-TGC1)*]. These differences stem from the characteristics of the education system and cultural background. Indonesia focuses on skill development, while Poland values achievement and

consistency. Recognising these differences is crucial to strategising and improving teacher preparedness on a global educational landscape.

The Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006) highlights the importance of a system that meets the needs and potential of all students without exception, including students with special needs. This reflects values such as justice, equality, equity and respect for differences that are essential in education. Inclusive education is more than just school access and includes creating a welcoming, supportive and accessible environment for every student. This includes adjusting norms and accommodating learning styles by offering support such as technology, physical modifications and sensitivity to interactions. When linked to how the Polish government guarantees children's rights to access education, the three school choice options in Poland (regular, integrated and special schools) are the government's efforts to guarantee and provide flexible education service options for the convenience and best service of every child in Poland, although a diagnostic certificate is required and is the main basis for determining a child's educational needs. This tripartite system also structurally embodies a belief that inclusive education is not for all children, a belief which Polish teachers expressed in their interviews. While in Indonesia, a system of identification, assessment and diagnosis is also carried out, parents have the right to choose and consider the best education service for their child. Often, parents come without a diagnosis, but the nearest inclusive school helps to carry out identification and assessment services and tries to provide school services on the condition that if the student cannot follow the learning program well, they can be referred to the nearest special school in the child's neighbourhood.

The Study's Contribution to The Practices

The Universal Declaration of Human Rights of 1948 and treaties such as the Convention on the Rights of the Child (1990) and CRPD (2006) have reinforced education as an internationally guaranteed right. Integrating education into the human rights framework emphasises that everyone should have access to quality education, regardless of their abilities or disabilities. However, there are still challenges in implementing education due to issues such as limited resources, stigmatisation, political views and inadequate support for educators and schools. Overcoming these hurdles requires the development of policies and programs that promote inclusiveness in all

areas of society and education. This can be achieved by increasing community and stakeholder awareness, teacher training and professional development, while ensuring that resources are used efficiently.

This research has implications for stakeholders in the field, including decision makers, education leaders, teachers, parents and support staff. The research highlights the importance of targeted training programs, effective resource allocation strategies and policy improvements.

Policymakers. For education policy makers, this study underscores the importance of developing and implementing policies that meet the needs of schools, teachers and students. Policymakers can use the findings to create a framework that enables schools to adopt inclusion in ways that are appropriate to the contexts in Indonesia and Poland, tailoring initiatives according to the context to get the desired results (Ainscow, 2020). This research suggests improving policies related to the implementation of inclusive education in Indonesia and Poland by implementing strategies that fit the identified needs and aim to deliver and provide education services in accordance with human rights. In addition, this study also emphasises the importance of providing resources such as professional and passionate teachers and education administrators by reviewing the current regulations and adjusting them to the real conditions in schools and communities to create a supportive atmosphere where all students feel valued and encouraged. Resource allocation impacts on the quality of education for students with special needs (Florian & Black-Hawkins, 2011), something foregrounded by teachers in both countries.

Teacher Professional Development. The findings of this study highlight the need for teacher training programs that not only cover the practical aspects of inclusion but change teachers' attitudes towards a more inclusive approach. This may involve providing training on teaching adjustments, classroom management and understanding the needs of students with SEN. The results show that teachers in both countries expressed concerns and a narrow understanding of inclusive education and children with special needs, which implies that the survey results found affective attitudes to be low compared to the other two dimensions: cognitive and behavioural. This is disheartening, given that what teachers demonstrate in behaviour is closely related to how they feel emotionally. In addition, continuous opportunities for development

should be offered to ensure that educators have a good knowledge of inclusive education strategies and tools. A study by Forlin and Chambers (2011) underlined the importance of training programs in improving teachers' ability to manage the classroom effectively. It is important to identify training components that deliver results, such as workshops that focus on teaching techniques and activities that encourage empathy, self-esteem and belief in fun in teaching and learning. Similarly, Loreman et al. (2010) highlighted the importance of development to keep educators informed about educational methods and technologies. To explore implementation considerations, potential options could include organising training workshops and creating platforms for educators to exchange teaching materials and strategies.

Collaboration and Support Networks. This research emphasises the benefits of promoting collaboration, which was repeatedly mentioned by teachers in both Indonesia and Poland, who considered it to be crucial to the success and effectiveness of inclusive education. Cooperation and collaboration should be undertaken by all stakeholders who have direct or indirect contact with children, including special educators with a background in special education, subject teachers, headmasters, external organisations and parents and families. Schools can build support systems where teachers can share insights, strategies and resources to overcome challenges. This collaborative effort can extend beyond the school environment and involve parents and community groups in advocating for inclusive education. Based on research conducted by Vlachou et al. (2015), cooperative networks were found to contribute to advancing education in countries such as Indonesia and Poland, where they assessed the impact of various initiatives such as school meetings, teachers' groups, community-based education platforms and partnerships with education-focused NGOs.

Individualised learning. This study underscores the importance of considering students' needs and capacities when implementing strategies and programs. Professionals can apply these findings to develop an IEP or a similar framework, customised for each student with SEN. This personalised approach serves to ensure that each student can thrive in their environment. The findings of this study are in line with research conducted by Mitchell and Sutherland (2020) regarding the planning and implementation of IEP and how effective they are in meeting students' needs. Both in Indonesia and Poland, IEP are carried out, known as PPI (Program Pembelajaran Individual) in Indonesia and IPET (indywidualny program edukacyjno-terapeutyczny)

in Poland, but it should be re-emphasised that its purpose is to meet students' needs, which, in its implementation, is carried out within a period of time, with measurable indicators and monitored for success.

By considering these aspects, stakeholders can work together to maximise the effectiveness of education, ensuring that all students, regardless of their ability or background, have access to quality learning opportunities.

Conclusion

The purpose of this study was to examine teachers' attitudes towards inclusive education and their practical experiences in including students with SEN into their classrooms and implementing inclusive education, with a focus on teachers in Indonesia and Poland. It explores the socio-cultural, educational and psychological factors that influence teachers' attitudes in three dimensions: cognitive, affective and behavioural. How socio-cultural factors such as countries difference (Indonesia and Poland) and gender (male and female teachers) relate with teachers attitudes towards inclusive education was also explored. How the educational aspects such as school type (inclusion and special school), school level (preschool and primary), teaching experiences (1–4, 5–10 and more than 10 years working experiences) relate with teachers attitudes towards inclusive education in Indonesia and Poland was also explored, along with how psychological factors such as teachers empathy, teachers self-esteem, teachers belief of fun in teaching and learning, and teachers autistic spectrum condition (ASC) level influence teachers' attitudes towards inclusive education between Indonesia and Poland. To complement this quantitative statistical analysis for comprehensive understanding, semi-structured interviews were conducted with Indonesian and Polish teachers separately, with two questions related to the topic of inclusive education and teaching in an inclusive classroom, specifically about practices, feelings, factors influencing attitudes and barriers in implementing inclusive education.

To answer the first research question '*how do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors?*', descriptive and inferential statistics were used. Then to answer the second research question '*what are teachers' experiences of implementing inclusive education in Poland and Indonesia?*', six-step thematic analyses ((Braun & Clarke, 2006) were utilised.

The findings reveal significant differences in teachers' attitudes towards inclusive education between Indonesia and Poland, influenced by their gender, school type, school level, teaching experiences and contact with disability. In addition, through interviews conducted with teachers in both countries, attempt are made to understand the complex ways in which teachers implement inclusive education policies involving and educating children with special needs in their classrooms. Issues such as teachers' understanding of inclusion, the complexity of handling and adapting learning services

for children with diverse characteristics and teachers' concerns about several issues related to the implementation of inclusive education, reflecting the contexts of their respective countries, emerged.

The study emphasises the need to build structures that encourage positive attitudes towards inclusive education, recognising cultural factors. In Indonesia, traditions, religious beliefs and community norms influence the way educators approach teaching practices. In Poland, the influence of bureaucratic and policy factors is foregrounded. This research underscores the need to adapt strategies to meet the needs and challenges of each country. Collaboration between teachers, parents, policy makers and community members is essential to create a supportive environment. To achieve this objective, a culturally sensitive strategy involving training programs, resource allocation improvements, regulatory enhancements and community engagement is vital. By examining the factors that influence how teachers perceive and enact education in Poland and Indonesia, this study emphasises the need for policies and societal changes to eliminate barriers to inclusiveness. The findings offer insights for stakeholders involved in education policy development and research aiming to establish educational environments worldwide. Evaluating the interaction of these components highlighted the importance of developing inclusion strategies tailored to specific contexts.

Limitations of the Study

This research, has several limitations that should be acknowledged:

Sample variety and Representativeness. While the research included a wide-ranging sample of 619 persons from both nations, it is important to note that the gender distribution and professional backgrounds may not completely reflect the variety seen within the teaching profession. The significant disparity in the number of participants in this study (Indonesian female (87%) compared to Indonesian male teachers (13%) and Polish female (75%) compared to Polish male teachers (25%) may have influenced the results since gender has the potential to affect attitudes toward inclusive education.

Cultural and Societal Contexts. Although the study provided valuable insights into the differences and similarities in the Indonesian and Polish teachers' attitudes towards inclusive education, its focus and methodology may not have allowed a thorough examination of the influence of wider cultural, societal and policy contexts on these attitudes and experiences. For example, in term of teachers' professional development, which is essential to train teachers' knowledge and skills in inclusive education, Indonesia, with approximately 3.3 million teachers, faced limited professional development opportunity, which was sporadic and not specifically focused on inclusive education. In contrast, in Poland, the teachers' professional development programs were more effective, systematic and well-funded. Examining these aspects is important for understanding the complexity of implementing inclusive education approaches in various nations.

Generalisability. Given the focus on two specific countries, the results may not be applicable to other settings that have distinct educational systems, cultural values and inclusive education policies. Conducting comparative research that includes a broader selection of nations might provide more universally applicable information.

Longitudinal Perspectives. This research examined teachers' attitudes and experiences at a certain moment in time, providing a glimpse of their current state. A longitudinal approach, which is outside the parameters of this thesis, would enable the examination of changes over time, particularly in response to interventions or changes in policy and practice pertaining to inclusive education.

Recommendations for Future Research

Given the results of the present research, it is important to continue research in inclusive education, especially focusing on teachers' attitudes towards inclusive education. Indeed, knowing which factor is the most influential in determining teachers' attitudes towards inclusive education is also crucial to implement better education for all students.

- Six hundred and nineteen teachers participated in the first quantitative phase of this study between Indonesia and Poland. Replication of this study needs a larger sample size for more reliable results.
- The interviews were only conducted for teachers, which is not comprehensive enough to describe the condition. Future research should consider the multi-layer stakeholders involved in inclusive education such as policymakers, parents and students.
- The variables 'teaching experiences' in this study had limited duration of only 1–4, 5–10 and more than 10 years. The 'more than 10 years option' needs to be considered because the more detail options, the better the understanding on the variables influencing teachers' attitudes towards inclusive education.
- In this research, there was no variable to investigate teachers' age and its influence on their attitudes towards inclusive. It might be interesting to understand the influence of teachers' age on their attitudes towards inclusive education.
- Correlating teachers' autistic spectrum condition (ASC) level and their attitudes towards inclusive education was first done in this study. Future research should focused on this variable and on the correlation of many factors to teachers' knowledge and skills in teaching.
- Finally, the findings from this study were only based on teachers' experiences in Indonesia and Poland. It would be interesting to conduct future research to compare teachers attitudes towards inclusive education from many countries and explore the impact of cultural context and belief, which maybe have influence on teachers' attitudes.
- In the Indonesian context, this study adapted the teachers' attitudes towards inclusive education questionnaire, MATIES, developed by Mahat and translated it into the Indonesian language and context. However, in future research,

developing a questionnaire on this topic in the Indonesian context should be considered.

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Appendix 1

Research ethics approval



UNIwersytet PEDAGOGICZNY
im. Komisji Edukacji Narodowej w Krakowie

ul. Podchorążych 2, 30-084 Kraków
www.up.krakow.pl

tel. 12 662 50 41, fax 12 627 2343
e-mail: up@up.krakow.pl

DNk.0046.1.2.2022

Kraków, 02.03.2022 r.

Rector's Research Ethics Board

after considering the application no. 2/2022 submitted on the 17.02.2022 by Ms Kholidour Rofiah,
Doctoral School of the Pedagogical University of Krakow

regarding issuing an opinion on the scientific research entitled:

“Determinants of teachers’ attitudes towards inclusive education for exceptional children
in cross-cultural perspectives”

of the following opinion:

- positive
- conditionally positive
- negative *

Instruction: The applicant has the right to appeal against the opinion of the Board within 14 days from receiving it. The appeal should state the reasons on which it is based. An appeal shall be submitted to the Secretary of the Board, who shall forward it to the Board in order to consider the grounds for the appeal. The Board, after examining the appeal, maintains or changes its opinion by voting. Voting on the opinion in this case takes place no later than 30 days from the date of the appeal. A new or sustained opinion may be appealed to the Vice-Rector for Research. The Vice-Rector's decision is final.

The Board operates on the basis of the Rector's Decision No. R / D.0201-19/ 2020 of 7th
of September, 2020.

Przewodnicząca Rektorskiej Komisji
ds. Etiki i Etykiety Naukowych

dr hab. Jolanta Mackowicz, prof. UP

*delete as appropriate

Appendix 2

Research survey in English

Explanation and approval

Welcome to our research!

Thank you for reading this.

Khofidotur Rofiah, (Pedagogical University, Krakow and Universitas Negeri Surabaya, Indonesia), Joanna Kossewska (Pedagogical University, Krakow) and Kieron Sheehy (Open University, UK) invite you to take part in this research. We look forward to your feedback and views on the involvement of children with special needs in regular schools/inclusive education settings.

Your role as an educator is the key to successful learning. We hope to see the uniqueness and privilege of the role of educators in supporting education for all children in both Indonesia and Poland.

We also wanted to look at the psychological characteristics of teachers related to attitudes towards inclusive education, level of empathy, the perception of fun in teaching and learning, level of self-confidence, autism spectrum conditions, perspectives related to time priority.

Your feedback will be invaluable and we look forward to using this data to recommend teacher education policies and practices, as well as for future publications.

This research has received favorable opinion by the Committee on Research Ethics of Pedagogical University, Krakow and the UNESA Educational Research Ethics Committee.

This survey will take you less than fifteen minutes to complete. Your participation in this research is completely voluntary and all responses are anonymous and stored securely. There will be no information identifying any school or individual. You have the right to withdraw at any time during the study and may choose not to provide any data and complete your survey incompletely. After completing the survey, your anonymous response cannot be withdrawn.

If you have any questions or want to know more, please contact Khofidotur Rofiah (khofidotur.rofiah@doktorant.up.krakow.pl). We hope that this research can help improve education and benefit teachers in Poland and Indonesia.

By clicking the button below, you acknowledge that:

- Your participation in this research is voluntary.
- You are 18 years old.

PARTICIPANT IDENTITY

1. Gender

- man
- woman
- don't want to mention

2. Education

- Senior high school
- Bachelor
- Master
- Doctor/PhD

3. Education Background

- Special Education
- Science
- Social and Arts

4. Have you attended any training on Special Education or Inclusive Education?

- yes
- No

5. What type of school do you work for?

- Regular/public school
- Special School
- Inclusive School
- Others

6. How long have you worked?

- >10 years
- 5-10 years
- 1-4 years
- <1 year

7. Have you worked/interacted with persons with disabilities

- yes

- No

8. Which country are you from?

- Poland
- Indonesia

9. Which area do you live in

- City
- Village

SCALE OF TEACHERS' ATTITUDE TO INCLUSIVE EDUCATION

(The Multidimensional Attitudes toward Inclusive Education Scale (MATIES) by Mahat, Marian (2009): The Development of A Psychometrically-Sound Instrument to Measure Teachers' Multidimensional Attitudes toward Inclusive Education. International Journal of Special Education 23 (1))

The following scale aims to obtain information about your attitude towards the inclusive education of students with disabilities in the regular classroom. To what extent do you agree with the following statements.

You can choose from the following answers:

1. I strongly disagree
2. Disagree
3. Slightly disagree
4. Disagree
5. Agree
6. Strongly agree

1. I believe that an inclusive school is one that permits academic progression of all students regardless of their ability.	1	2	3	4	5	6
2. I believe that students with a disability should be taught in special education schools.	1	2	3	4	5	6
3. I believe that inclusion facilitates socially appropriate behaviour amongst all students.	1	2	3	4	5	6
4. I believe that any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	1	2	3	4	5	6
5. I believe that students with a disability should be segregated because it is too expensive to modify the physical environment of the school.	1	2	3	4	5	6
6. I believe that students with a disability should be in special education schools so that they do not experience rejection in the regular school.	1	2	3	4	5	6
7. I get frustrated when I have difficulty communicating with students with a disability.	1	2	3	4	5	6

8. I get upset when students with a disability cannot keep up with the day-to-day curriculum in my classroom.	1	2	3	4	5	6
9. I get irritated when I am unable to understand students with a disability.	1	2	3	4	5	6
10. I am uncomfortable including students with a disability in a regular classroom with other students without a disability.	1	2	3	4	5	6
11. I am disconcerted that students with a disability are included in the regular classroom, regardless of the severity of the disability.	1	2	3	4	5	6
12. I get frustrated when I have to adapt the curriculum to meet the individual needs of all students.	1	2	3	4	5	6
13. I am willing to encourage students with a disability to participate in all social activities in the regular classroom.	1	2	3	4	5	6
14. I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.	1	2	3	4	5	6
15. I am willing to physically include students with a severe disability in the regular classroom with the necessary support.	1	2	3	4	5	6
16. I am willing to modify the physical environment to include students with a disability in the regular classroom.	1	2	3	4	5	6
17. I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in the regular classroom.	1	2	3	4	5	6
18. I am willing to adapt the assessment of individual students in order for inclusive education to take place.	1	2	3	4	5	6

EMPATHY SCALE

(Empathy Quotient (EQ-10) It is 10 short questions developed by Autism Research Center, University of Cambridge for measuring empathy level in adult (Greenberg, David M.; Warrier, Varun; Allison, Carrie; Baron-Cohen, Simon (2018): Testing the Empathizing-Systemizing theory of sex differences and the Extreme Male Brain theory of autism in half a million people. In Proceedings of the National Academy of Sciences of the United States of America 115 (48), pp. 12152–12157. DOI: 10.1073/pnas.1811032115.)

The following scale aims to determine your level of empathy.

To what extent do you agree with the following statements.

No	Please tick one option per question only	strongly agree	slightly agree	slightly disagree	strongly disagree
1.	I am good at predicting how someone will feel.				
2.	Other people tell me I am good at understanding how they are feeling and what they are thinking.				
3.	It is hard for me to see why some things upset people so much.				
4.	I can easily work out what another person might want to talk about.				
5.	I can't always see why someone should have felt offended by a remark.				
6.	I can tune into how someone else feels rapidly and intuitively.				
7.	Other people often say that I am insensitive, though I don't always see why.				
8.	In a conversation, I tend to focus on my own thoughts rather than on what my listener might be thinking.				
9.	Friends usually talk to me about their problems as they say that I am very understanding.				
10.	I find it hard to know what to do in a social situation.				

SELF ESTEEM SCALE

The Rosenberg Self Esteem Scale (SES) is a self-esteem scale. Morris Rosenberg created the most commonly used self-report measure in the 1960s (Rosenberg M (1965): Society and the adolescent self-image. Princeton, NJ: 1965. 326 p. In Princeton University Press (13), p. 326.)

The following scale aims to determine the level of confidence.

To what extent do you agree with the following statements.

<i>Please tick one option per question only</i>		Strongly Disagree	Disagree	Agree	trongly Agree
1.	On the whole, I am satisfied with myself.				
2.	At times, I think I am no good at all.				
3.	I feel that I have a number of good qualities.				
4.	I am able to do things as well as most other people.				
5.	I feel I do not have much to be proud of.				
6.	I certainly feel useless at times.				
7.	I feel that I'm a person of worth, at least on an equal planewith others.				
8.	I wish I could have more respect for myself.				
9.	All in all, I am inclined to feel that I am a failure.				
10.	I take a positive attitude toward myself.				

INVESTIGATE THE IMPORTANCE OF FUN IN TEACHING AND LEARNING

Fun in teaching and learning by Okada, A., & Sheehy, K. (2020). Factors and recommendations to support students' enjoyment of online Learning With Fun : A mixed method study during COVID-19. Fronitiers, 5(December). <https://doi.org/10.3389/feduc.2020.584351>

The following scale aims to determine the importance of fun in teaching and learning.

To what extent do you agree with the following statements.

<i>Please tick one option per question only</i>		Strongly Disagree	Disagree	Agree	trongly Agree
1.	Learning should involve fun				
2.	To learn effectively, students must enjoy learning				
3.	Fun activities can get in the way of student learning				
4.	Fun helps in teaching students with special needs				
5.	Fun is important in teaching students without special needs				
6.	Fun supports inclusive teaching (all children included in the classroom)				
7.	Fun is not needed nor expected in learning				
8.	Children learn best through collaborative activities				
9.	Good teaching occurs when there is mostly teacher talk in the classroom.				
10.	Students' educational potential is fixed at birth				

MEASUREMENT SCALE OF AUTISM SPECTRUM CONDITIONS

Autism Spectrum Quotient (AQ-10) is 10 short questions developed by Autism Research Center, University of Cambridge for measuring Autism Spectrum Condition in general community (Allison, Carrie; Auyeung, Bonnie; Baron-Cohen, Simon (2012): Toward Brief “Red Flags” for Autism Screening: The Short Autism Spectrum Quotient and the Short Quantitative Checklist in 1,000 Cases and 3,000 Controls. In Journal Of The American Academy Of Child & Adolescent Psychiatry 51 (2))

The following scale aims to determine the condition of the autism spectrum.

To what extent do you agree with the following statements.

No	Please tick one option per question only:	Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
1	I often notice small sounds when others do not				
2	I usually concentrate more on the whole picture, rather than the small details				
3	I find it easy to do more than one thing at once				
4	If there is an interruption, I can switch back to what I was doing very quickly				
5	I find it easy to ‘read between the lines’ when someone is talking to me				
6	I know how to tell if someone listening to me is getting bored				
7	When I’m reading a story I find it difficult to work out the characters’ intentions				
8	I like to collect information about categories of things (e.g. types of car, types of bird, types of train, types of plant etc)				
9	I find it easy to work out what someone is thinking or feeling just by looking at their face				
10	I find it difficult to work out people’s intentions				

Your response has been recorded. Thank you for your participation. We really appreciate this. The results of this research are expected to provide recommendations on policies and practices of inclusive education in Indonesia and Poland.

Thank you for your participation.

Research survey Indonesia

Penjelasan dan persetujuan

Selamat datang di penelitian kami!

Terima kasih telah membaca ini.

Khofidotur Rofiah, (Universitas Pedagogik, Krakow dan Universitas Negeri Surabaya, Indonesia), Joanna Kossewska (Universitas Pedagogik, Krakow) dan Kieron Sheehy (Universitas Terbuka, Inggris) mengundang Anda untuk berpartisipasi dalam penelitian ini. Kami menantikan masukan dan pandangan Anda mengenai keterlibatan anak berkebutuhan khusus di sekolah reguler/pendidikan inklusif.

Peran Anda sebagai pendidik adalah kunci keberhasilan pembelajaran. Kami berharap dapat melihat keunikan dan keistimewaan peran pendidik dalam mendukung pendidikan untuk semua anak di Indonesia dan Polandia.

Kami juga ingin melihat karakteristik psikologis guru terkait sikap terhadap pendidikan inklusif, tingkat empati, persepsi kesenangan dalam belajar mengajar, tingkat kepercayaan diri, kondisi spektrum autisme, perspektif terkait prioritas waktu.

Umpan balik Anda akan sangat berharga dan kami berharap dapat menggunakan data ini untuk merekomendasikan kebijakan dan praktik pendidikan guru, serta untuk publikasi di masa mendatang.

Penelitian ini telah mendapatkan opini yang baik dari Komite Etika Penelitian Universitas Pedagogik, Krakow dan Komite Etika Penelitian Pendidikan UNESA.

Survei ini hanya membutuhkan waktu kurang dari lima belas menit untuk menyelesaikannya. Partisipasi Anda dalam penelitian ini sepenuhnya bersifat sukarela dan semua tanggapan bersifat anonim dan disimpan dengan aman. Tidak akan ada informasi yang mengidentifikasi sekolah atau individu mana pun. Anda memiliki hak untuk mengundurkan diri kapan saja selama penelitian berlangsung dan dapat memilih untuk tidak memberikan data apa pun dan mengisi survei dengan tidak lengkap. Setelah menyelesaikan survei, jawaban anonim Anda tidak dapat ditarik kembali.

Jika Anda memiliki pertanyaan atau ingin mengetahui lebih lanjut, silakan hubungi Khofidotur Rofiah (khofidotur.rofiah@doktorant.up.krakow.pl). Kami berharap penelitian ini dapat membantu meningkatkan pendidikan dan memberi manfaat bagi para guru di Polandia dan Indonesia.

Dengan mengklik tombol di bawah ini, Anda mengakui hal tersebut:

- Partisipasi Anda dalam penelitian ini bersifat sukarela.
- Anda berusia 18 tahun.

IDENTITAS PENGISI

1. Jenis Kelamin

- pria
- wanita
- tidak ingin menyebutkan

2. Pendidikan

- Sekolah menengah atas
- Sarjana
- Guru
- Dokter/PhD

3. Latar Belakang Pendidikan

- Pendidikan Khusus
- Sains
- Sosial dan Seni

4. Apakah Anda pernah mengikuti pelatihan tentang Pendidikan Khusus atau Pendidikan Inklusif?

- Ya.
- Tidak.

5. Anda bekerja di sekolah jenis apa?

- Sekolah umum/reguler
- Sekolah Khusus
- Sekolah Inklusif
- Lainnya

6. Sudah berapa lama Anda bekerja?

- > 10 tahun
- 5-10 tahun
- 1-4 tahun
- <1 tahun

7. Pernahkah Anda bekerja/berinteraksi dengan penyandang disabilitas

- Ya.
- Tidak.

8. Anda berasal dari negara mana?

- Polandia
- Indonesia

9. Di daerah mana Anda tinggal

- Kota
- Desa

SKALA SIKAP GURU TERHADAP PENDIDIKAN INKLUSIF

(Skala Sikap Multidimensi terhadap Pendidikan Inklusif (MATIES)) oleh Mahat, Marian (2009): Pengembangan Instrumen yang Secara Psikometrik Baik untuk Mengukur Sikap Multidimensi Guru terhadap Pendidikan Inklusif. *Jurnal Internasional Pendidikan Khusus* 23 (1))

Skala berikut ini bertujuan untuk mendapatkan informasi tentang sikap Anda terhadap pendidikan inklusif bagi siswa penyandang disabilitas di kelas reguler. Sejauh mana Anda setuju dengan pernyataan-pernyataan berikut ini.

Anda dapat memilih salah satu dari jawaban berikut:

1. Saya sangat tidak setuju
2. Tidak setuju
3. Sedikit tidak setuju
4. Tidak setuju
5. Setuju
6. Sangat setuju

1. Saya percaya bahwa sekolah inklusif adalah sekolah yang memungkinkan perkembangan akademik semua siswa terlepas dari kemampuan mereka.	1	2	3	4	5	6
2. Saya percaya bahwa siswa penyandang disabilitas harus diajar di sekolah pendidikan khusus.	1	2	3	4	5	6
3. Saya percaya bahwa inklusi memfasilitasi perilaku yang sesuai secara sosial di antara semua siswa.	1	2	3	4	5	6
4. Saya percaya bahwa setiap siswa dapat belajar dalam kurikulum reguler sekolah jika kurikulum tersebut disesuaikan untuk memenuhi kebutuhan masing-masing.	1	2	3	4	5	6
5. Saya percaya bahwa siswa penyandang disabilitas harus dipisahkan karena terlalu mahal untuk memodifikasi lingkungan fisik sekolah.	1	2	3	4	5	6
6. Saya percaya bahwa siswa penyandang disabilitas harus berada di sekolah pendidikan khusus agar mereka tidak mengalami penolakan di sekolah reguler.	1	2	3	4	5	6
7. Saya merasa frustrasi ketika mengalami kesulitan	1	2	3	4	5	6

	berkomunikasi dengan siswa penyandang disabilitas.						
8.	Saya merasa kesal ketika siswa penyandang disabilitas tidak bisa mengikuti kurikulum sehari-hari di kelas saya.	1	2	3	4	5	6
9.	Saya merasa jengkel ketika saya tidak dapat memahami siswa penyandang disabilitas.	1	2	3	4	5	6
10.	Saya merasa tidak nyaman untuk memasukkan siswa penyandang disabilitas ke dalam kelas reguler bersama siswa lain yang tidak menyandang disabilitas.	1	2	3	4	5	6
11.	Saya tidak yakin bahwa siswa penyandang disabilitas dimasukkan ke dalam kelas reguler, terlepas dari tingkat keparahan disabilitasnya.	1	2	3	4	5	6
12.	Saya merasa frustrasi ketika saya harus menyesuaikan kurikulum untuk memenuhi kebutuhan individual semua siswa.	1	2	3	4	5	6
13.	Saya bersedia mendorong siswa penyandang disabilitas untuk berpartisipasi dalam semua kegiatan sosial di kelas reguler.	1	2	3	4	5	6
14.	Saya bersedia menyesuaikan kurikulum untuk memenuhi kebutuhan individu semua siswa tanpa memandang kemampuan mereka.	1	2	3	4	5	6
15.	Saya bersedia untuk memasukkan siswa penyandang disabilitas berat ke dalam kelas reguler dengan dukungan yang diperlukan.	1	2	3	4	5	6
16.	Saya bersedia memodifikasi lingkungan fisik untuk mengikutsertakan siswa penyandang disabilitas di kelas reguler.	1	2	3	4	5	6
17.	Saya bersedia menyesuaikan teknik komunikasi saya untuk memastikan bahwa semua siswa dengan gangguan emosi dan perilaku dapat dengan sukses diikutsertakan dalam kelas reguler.	1	2	3	4	5	6
18.	Saya bersedia untuk menyesuaikan penilaian terhadap masing-masing siswa agar pendidikan inklusif dapat berlangsung.	1	2	3	4	5	6

SKALA EMPATI

(Empathy Quotient (EQ-10)) Ini adalah sepuluh pertanyaan singkat yang dikembangkan oleh Autism Research Center, University of Cambridge untuk mengukur tingkat empati pada orang dewasa (Greenberg, David M.; Warrier, Varun; Allison, Carrie; Baron-Cohen, Simon (2018): Menguji teori Empathizing-Systemizing tentang perbedaan jenis kelamin dan teori Otak Pria Ekstrim tentang autisme pada setengah juta orang. Dalam Prosiding Akademi Ilmu Pengetahuan Nasional Amerika Serikat 115 (48), hlm. 12152-12157. DOI: 10.1073/pnas.1811032115.)

Skala berikut ini bertujuan untuk menentukan tingkat empati Anda.

Sejauh mana Anda setuju dengan pernyataan-pernyataan berikut ini.

No	Harap centang satu pilihan saja untuk setiap pertanyaan:	sangat setuju	sedikit setuju	sedikit tidak setuju	sangat tidak setuju
1.	Saya pandai memprediksi perasaan seseorang.				
2.	Orang lain mengatakan bahwa saya pandai memahami bagaimana perasaan mereka dan apa yang mereka pikirkan.				
3.	Sulit bagi saya untuk memahami mengapa beberapa hal membuat saya kesal orang begitu banyak.				
4.	Saya dapat dengan mudah mengetahui apa yang mungkin dilakukan orang lain ingin bicarakan.				
5.	Saya tidak selalu bisa melihat mengapa seseorang harus merasa tersinggung oleh suatu pernyataan.				
6.	Saya dapat merasakan perasaan orang lain dengan cepat dan secara intuitif.				
7.	Orang lain sering mengatakan bahwa saya tidak peka. Saya tidak selalu mengerti mengapa.				
8.	Dalam percakapan, saya cenderung fokus pada diri saya sendiri pikiran daripada apa yang mungkin dipikirkan oleh pendengar				

	saya.				
9.	Teman-teman biasanya berbicara kepada saya tentang masalah mereka seperti mereka mengatakan bahwa saya sangat pengertian.				
10.	Saya merasa sulit untuk mengetahui apa yang harus dilakukan dalam sebuah situasi.				

SKALA HARGA DIRI

Skala Harga Diri Rosenberg (SES) adalah skala harga diri. Morris Rosenberg menciptakan alat ukur laporan diri yang paling umum digunakan pada tahun 1960-an (Rosenberg M (1965): Masyarakat dan citra diri remaja. Princeton, NJ: 1965. Hal. 326. Dalam Princeton University Press (13), hal. 326.)

Skala berikut ini bertujuan untuk menentukan tingkat kepercayaan.

Sejauh mana Anda setuju dengan pernyataan-pernyataan berikut ini.

Harap centang satu pilihan saja untuk setiap pertanyaan:		Sangat Tidak Setuju	Tidak setuju	Setuju.	Sangat Setuju
1.	Secara keseluruhan, saya puas dengan diri saya sendiri.				
2.	Kadang-kadang, saya pikir saya tidak bagus sama sekali.				
3.	Saya merasa bahwa saya memiliki sejumlah kualitas yang baik.				
4.	Saya dapat melakukan berbagai hal sebaik kebanyakan orang lain.				
5.	Saya merasa tidak memiliki banyak hal yang bisa dibanggakan.				
6.	Saya terkadang merasa tidak berguna.				
7.	Saya merasa bahwa saya adalah orang yang berharga, setidaknya setara dengan orang lain.				
8.	Saya berharap bisa lebih menghargai diri saya sendiri.				
9.	Secara keseluruhan, saya cenderung merasa bahwa saya gagal.				
10.	Saya mengambil sikap positif terhadap diri saya sendiri.				

MENYELIDIKI PENTINGNYA KESENANGAN DALAM PENGAJARAN DAN PEMBELAJARAN

Kesenangan dalam pengajaran dan pembelajaran oleh Okada, A., & Sheehy, K. (2020). Faktor dan rekomendasi untuk mendukung kesenangan siswa dalam Belajar Dengan Menyenangkan secara daring: Studi metode campuran selama COVID-19. Fronitiers, 5(Desember). <https://doi.org/10.3389/feduc.2020.584351>

Skala berikut ini bertujuan untuk menentukan pentingnya kesenangan dalam pengajaran dan pembelajaran. Sejauh mana Anda setuju dengan pernyataan-pernyataan berikut ini.

Harap centang satu pilihan saja untuk setiap pertanyaan:		Sangat Tidak Setuju	Tidak setuju	Setuju.	Sangat Setuju
1.	Belajar harus menyenangkan				
2.	Untuk belajar secara efektif, siswa harus menikmati pembelajaran				
3.	Kegiatan yang menyenangkan dapat menghalangi pembelajaran siswa				
4.	Bantuan yang menyenangkan dalam mengajar siswa berkebutuhan khusus				
5.	Kegembiraan adalah hal yang penting dalam mengajar siswa tanpa kebutuhan khusus				
6.	Menyenangkan mendukung pengajaran inklusif (semua anak diikutsertakan di dalam kelas)				
7.	Kesenangan tidak diperlukan atau diharapkan dalam pembelajaran				
8.	Anak-anak belajar paling baik melalui kegiatan kolaboratif				
9.	Pengajaran yang baik terjadi ketika sebagian besar guru berbicara di dalam kelas.				
10.	Potensi pendidikan siswa ditetapkan sejak lahir				

SKALA PENGUKURAN KONDISI SPEKTRUM AUTISME

Autism Spectrum Quotient (AQ-10) adalah sepuluh pertanyaan singkat yang dikembangkan oleh Autism Research Centre, University of Cambridge untuk mengukur kondisi spektrum autisme di masyarakat umum (Allison, Carrie; Auyeung, Bonnie; Baron-Cohen, Simon (2012): Menuju "Bendera Merah" Singkat untuk Skrining Autism: Daftar Cek Singkat Spektrum Autism dan Daftar Cek Kuantitatif Singkat pada 1.000 Kasus dan 3.000 Kontrol. Dalam Journal Of The American Academy Of Child & Adolescent Psychiatry 51 (2))

Skala berikut ini bertujuan untuk menentukan kondisi spektrum autisme. Se jauh mana Anda setuju dengan pernyataan-pernyataan berikut ini.

No	Harap centang satu opsi per pertanyaan saja:	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya sering mendengar suara-suara kecil ketika orang lain tidak mendengarnya				
2	Saya biasanya lebih berkonsentrasi pada keseluruhan gambar, daripada detail-detail kecil				
3	Saya merasa mudah untuk melakukan lebih dari satu hal sekaligus				
4	Jika ada gangguan, saya dapat beralih kembali ke apa yang sedang saya kerjakan dengan sangat cepat				
5	Saya merasa mudah untuk 'membaca yang tersirat' ketika seseorang berbicara kepada saya				
6	Saya tahu cara mengetahui apakah seseorang yang mendengarkan saya mulai bosan				
7	Ketika saya membaca cerita, saya merasa sulit untuk memahami maksud dari karakter-karakternya				
8	Saya suka mengumpulkan informasi tentang kategori benda (misalnya jenis mobil, jenis burung, jenis kereta api, jenis tanaman, dll.)				
9	Saya merasa mudah untuk mengetahui apa yang dipikirkan atau dirasakan seseorang hanya dengan melihat wajahnya				
10	Saya merasa sulit untuk mengetahui niat orang lain				

Tanggapan Anda telah dicatat. Terima kasih atas partisipasi Anda. Kami sangat menghargai hal ini. Hasil penelitian ini diharapkan dapat memberikan rekomendasi terhadap kebijakan dan praktik pendidikan inklusif di Indonesia dan Polandia.

Terimakasih

Research survey in Polish

Szanowni Państwo

Nazywam się Khofidotur Rofiah (Uniwersytet Pedagogiczny w Krakowie i Uniwersytet Stanowy w Surabaya, Indonezja). Prowadzę porównawcze badania na temat postaw nauczycieli wobec inkluzji edukacyjnej w Polsce i Indonezji w ramach przygotowania pracy doktorskiej, której promotorami są dr hab. Joanna Kossewska (Uniwersytet Pedagogiczny, Kraków) i prof. Kieron Sheehy (Open University, Wielka Brytania).

Zapraszam Państwa do udziału w tym badaniu i uprzejmie proszę o udzielenie odpowiedzi na zamieszczone w ankiecie pytania oraz ustosunkowanie się do podanych stwierdzeń zgodnie z instrukcją.

Nauczyciel odgrywa kluczową rolę w procesie edukacji wszystkich uczniów. Mamy nadzieję, że na podstawie zgromadzonego od Państwa materiału ukażemy wyjątkowość i znaczenie roli nauczycieli we wspieraniu edukacji wszystkich dzieci zarówno w Indonezji, jak i w Polsce.

Badanie zostało pozytywnie zaopiniowane przez Komisję Etyki Badań Naukowych Uniwersytetu Pedagogicznego w Krakowie oraz Komisję Etyki Badań Edukacyjnych UNESA.

Wypełnienie ankiety zajmie około piętnaście minut. Udział w badaniu jest całkowicie dobrowolny, a wszystkie odpowiedzi są anonimowe i będą bezpiecznie przechowywane.

Ewentualne pytania proszę kierować na adres Khofidotur Rofiah

(khofidotur.rofiah@doktorant.up.krakow.pl).

Mamy nadzieję, że realizowane badania pomogą usprawnić edukację i przyniosą korzyści nauczycielom w Polsce i Indonezji.

Klikając poniższy przycisk, użytkownik potwierdza, że:

- Udział w badaniu jest dobrowolny.
- Ma ukończone 18 lat.

A. Dane metryczkowe

1. Płeć

- mężczyzna
- kobieta
- nie chcę ujawnić

2. Posiadane wykształcenie

- Szkoła średnia
- Licencjat
- Studia magisterskie
- Doktorat

3. Rodzaj wykształcenia

- Pedagogika specjalna
- Nauki ścisłe
- Nauki społeczne i artystyczne

4. Czy uczestniczyłeś/łaś w szkoleniu z zakresu edukacji specjalnej lub edukacji włączającej?

- tak
- Nie

5. W jakiej szkole pracujesz?

- Szkoła ogólnodostępna
- Szkoła specjalna
- Szkoła integracyjna
- Inne

6. Staż pracy

- >10 lat
- 5-10 lat
- 1-4 lat
- <1 rok

7. Czy pracowałeś / współpracowałeś z osobami niepełnosprawnymi?

- tak
- Nie

8. kraj pochodzenia

- Polska
- Indonezja

9. Miejsce zamieszkania

- Miasto
- Wieś

SKALA POSTAW WOBEC EDUKACJI WŁĄCZAJĄCEJ

The Multidimensional Attitudes toward Inclusive Education Scale (MATIES) by Mahat, Marian (2009): The Development of A Psychometrically-Sound Instrument to Measure Teachers' Multidimensional Attitudes toward Inclusive Education. International Journal of Special Education 23 (1)

Poniższa skala ma na celu uzyskanie informacji na temat Twojego stosunku do edukacji włączającej uczniów niepełnosprawnych w zwykłych klasach. Określ, w jakim stopniu zgadzasz się z poniższymi stwierdzeniami. Zaznacz X w odpowiednim miejscu.

Możesz wybrać jedną z następujących odpowiedzi:

1. Zdecydowanie się nie zgadzam
2. Nie zgadzam się
3. Nieznacznie się nie zgadzam
4. Nie zgadzam się
5. Zgadzam się
6. Zdecydowanie się zgadzam

	1. Zupełnie się nie zgadzam	2. bardzo się nie zgadzam	3. Trochę się nie zgadzam	4. Trochę się zgadzam	5. Bardzo się zgadzam	6. Całkowicie się zgadzam
1. Uważam, że jedynie szkoła inkluzyjna umożliwi postęp w nauce wszystkim uczniom, niezależnie od ich zdolności.						
2. Uważam, że uczniowie z niepełnosprawnością powinni uczęszczać do szkół specjalnych.						
3. Uważam, że inkluzja ułatwia wszystkim uczniom właściwe zachowania społeczne.						
4. Uważam, że każdy uczeń						

może realizować obowiązkową podstawę programową, jeśli program nauczania jest dostosowany do indywidualnych potrzeb.						
5. Uważam, że uczniowie z niepełnosprawnościami powinni uczyć się oddzielnie, ponieważ modyfikacja fizycznego środowiska ogólnodostępnej szkoły jest zbyt kosztowna.						
6. Uważam, że uczniowie z niepełnosprawnością powinni uczyć się w szkołach specjalnych, aby w szkole nie doświadczali odrzucenia.						
7. Czuję się sfrustrowany, gdy napotykam trudności w komunikacji z niepełnosprawnymi uczniami.						
8. Denerwuję się, gdy uczniowie z niepełnosprawnością nie nadążają za programem nauczania w mojej klasie.						
9. Irytuję się, gdy nie mogę zrozumieć uczniów z niepełnosprawnością.						
10. Nie czuję się komfortowo, gdy uczniowie						

niepełnosprawni uczęszczają do ogólnodostępnej klasy razem z uczniami bez niepełnosprawności.						
11. Niepokoi mnie to, że uczniowie z niepełnosprawnością są włączani do ogólnodostępnej klasy niezależnie od stopnia niepełnosprawności.						
12. Jestem sfrustrowany, gdy muszę dostosować program nauczania do indywidualnych potrzeb wszystkich uczniów.						
13. Z zapałem zachęcam niepełnosprawnych uczniów do udziału we wszystkich społecznych aktywnościach w ogólnodostępnej klasie.						
14. Chętnie dostosowuję program nauczania do indywidualnych potrzeb wszystkich uczniów, niezależnie od ich zdolności.						
15. Chętnie włączam uczniów ze znacznym stopniem niepełnosprawności do ogólnodostępnej klasy przy niezbędnym wsparciu.						
16. Jestem skłonny modyfikować fizyczne środowisko szkolne, aby włączyć uczniów z						

niepełnosprawnością do klasy ogólnodostępnej						
17. Jestem gotów zmodyfikować sposoby komunikacji, aby wszyscy uczniowie z zaburzeniami emocjonalnymi i behawioralnymi mogli zostać z powodzeniem włączeni do klasy ogólnodostępnej.						
18. Jestem gotów dostosować sposób oceniania poszczególnych uczniów w celu realizacji edukacji włączającej.						

SKALA EMPATII

(Empathy Quotient (EQ) Jest to 10 krótkich pytań opracowanych przez Autism Research Center, University of Cambridge do pomiaru poziomu empatii u dorosłych (Greenberg, David M.; Warrier, Varun; Allison, Carrie; Baron-Cohen, Simon (2018))

Określ, w jakim stopniu zgadzasz się z poniższymi stwierdzeniami. Zaznacz X w odpowiednim miejscu.

EQ-10	Zgadzam się całkowicie	Zgadzam się	Nie zgadzam się	Nie zgadzam zupełnie
1. Potrafię przewidzieć, jak ktoś inny będzie się czuł				
2. Ludzie mówią mi, że dobrze rozumiem jak się czują i co mają na myśli.				
3. Jest mi trudno zrozumieć, dlaczego ludzie tak bardzo denerwują się różnymi rzeczami.				
4. Z łatwością zauważam, jeśli ktoś chce się włączyć do rozmowy.				
5. Nie zawsze rozumiem, dlaczego ktoś poczuł się urażony				
6. Szybko i intuicyjnie dostrajam się do samopoczucia drugiej osoby				
7. Ludzie często mówią, że jestem nieczuły, choć ja sam nie zawsze wiem dlaczego				
8. W rozmowie koncentruję się raczej na tym, co ja myślę, a nie na tym, co				

może myśleć mój rozmówca				
9. Znajomi zazwyczaj opowiadają mi o swoich problemach, bo uważają, że dobrze ich rozumiem				
10. W sytuacjach towarzyskich nie wiem jak się zachować.				

SKALA SAMOOCENY SES M. Rosenberga

Skala samooceny Rosenberga (SES) jest skalą samooceny. Morris Rosenberg stworzył najczęściej używaną skalę samooceny w latach sześćdziesiątych XX wieku (Rosenberg M (1965): Society and the adolescent self-image. Princeton, NJ: 1965. 326 s. W Princeton University Press (13), s. 326).

Poniżej znajdują się różne stwierdzenia, które odnoszą się do twoich przekonań o sobie. Wskaż, w jakim stopniu zgadzasz się bądź nie zgadzasz się z każdym z tych twierdzeń.

	zdecydowanie się zgadzam	zgadzam się	nie zgadzam się	zdecydowanie się nie zgadzam
1. Uważam, że jestem osobą wartościową przynajmniej w takim samym stopniu, co inni.				
2. Uważam, że posiadam wiele pozytywnych cech.				
3. Ogólnie biorąc jestem skłonny(a) sądzić, że nie wiedzie mi się. 4. Potrafię robić różne rzeczy tak dobrze, jak większość innych ludzi. R				
5. Uważam, że nie mam wielu powodów, aby być z siebie dumn(a)y.				
6. Lubię siebie.				
7. Ogólnie rzecz biorąc, jestem z siebie zadowolon(a)y.				
8. Chciał(a)bym mieć więcej szacunku dla samego siebie.				
9. Czasami czuję się bezużyteczn(a)y.				
10. Niekiedy uważam, że jestem do niczego.				

KWESTIONARIUSZ DO BADANIA RADOŚCI Z UCZENIA

Fun In Learning Questionnaire stanowi część projektu badawczego OLAF- Online Learning and Fun, prowadzonego przez Rumpus Research Group (Okada, 2022) .

Określ, w jakim stopniu zgadzasz się z poniższymi stwierdzeniami. Zaznacz X w odpowiednim miejscu.

	Zupełnie się nie zgadzam (1)	Nie zgadzam się (2)	Zgadzam się (3)	Całkowicie zgadzam się (4)
1. Uczenie się powinno dawać radość				
2. Aby uczyć się efektywnie, uczniowie muszą czerpać przyjemność z nauki				
3. Przyjemności mogą przeszkadzać uczniom w nauce*				
4. Radość jest związana z ciekawością i odkrywaniem				
5. Radość nie powinna wpływać na indywidualną produktywność*				
6. Zabawa musi być podporządkowana efektywnemu wykorzystaniu czasu*				
7. Zabawa pozwala cieszyć się z doświadczania				
8. Zabawa pomaga czuć się dobrze				
9. Radość nie jest potrzebna ani oczekiwana*				
10. Radość jest niezbędna w procesie uczenia czytania*				

SKALA AUTYZMU

Autism Spectrum Quotient (AQ) to 10 krótkich pytań opracowanych przez Autism Research Center, University of Cambridge (Allison, Carrie; Auyeung, Bonnie; Baron-Cohen, Simon (2012)

Określ, w jakim stopniu zgadzasz się z poniższymi stwierdzeniami. Zaznacz X w odpowiednim miejscu.

	Zdecydowanie się zgadzam	Raczej się zgadzam	Raczej się nie zgadzam	Zdecydowanie się nie zgadzam
1. Często zauważam nawet ciche dźwięki, których inni nie słyszą	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Zwykle koncentruję się bardziej na całym obrazie niż na drobnych szczegółach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Potrafię robić kilka rzeczy równocześnie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Potrafię bardzo szybko powrócić do czynności, którą coś mi przerwało	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Z łatwością odczytuję treści zawarte między wierszami, gdy ktoś do mnie mówi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Potrafię zauważyć, że osoba, która mnie słucha staje się znudzona	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Kiedy czytam jakąś opowieść, trudno mi odgadnąć intencje jej bohaterów	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Lubię zbierać informacje na temat kategorii, do których należą różne rzeczy (np. marek samochodów, gatunków ptaków,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Zdecydowanie się zgadzam	Raczej się zgadzam	Raczej się nie zgadzam	Zdecydowanie się nie zgadzam
rodzajów pociągów, roślin i innych)				
9. Potrafię z łatwością odgadnąć, co ktoś myśli lub czuje, po prostu patrząc na jego twarz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Rozpoznawanie intencji innych ludzi sprawia mi trudność				

Twoja odpowiedź została zapisana. Dziękujemy za udział w badaniu i poświęcony czas. Mamy nadzieję, że wspólnie przyczynimy się do usprawnienia edukacji włączającej w Indonezji i Polsce.

Khofidotur Rofiah

Uniwersytet Pedagogiczny w Krakowie i Uniwersytet Stanowy w Surabaya, Indonezja

Appendix 3

Research interviews questions in English

Hello, welcome to our research!

Thank you for joining this interview.

My name is Khofidotur Rofiah, (Pedagogical University, Krakow and Surabaya State University, Indonesia). Prof Joanna Kossewska (Pedagogical University, Krakow) and Kieron Sheehy (Open University, UK) are my supervisors. I also worked with Prof Bettina Fritzsche (Freiburg University of Education). We would like your feedback and views on the involvement of children with special needs in regular schools/inclusive education.

The interview will take less than forty minutes and will be recorded and stored securely. Your participation in this research is entirely voluntary and all responses are anonymous. There will be no information that identifies any school or individual. You have the right to withdraw at any time during the study.

Here are the questions:

1. Can you tell me about the students in your class?
2. Were any students given the status of "special needs", and were you informed of the nature of their impairments or learning difficulties?
3. Therefore, how can you teach them?
4. Support question: Are you happy teaching in an inclusive classroom?
5. Helping question: Do you think teaching should be fun?
6. Can you describe your experience of teaching in an inclusive classroom?
7. Do you change and adapt the curriculum for children with special needs in your class? All or some or none? Why not?
8. What criteria/factors do you think influence your attitude to doing what is best for children with special needs in your class?
9. In your experience, what are the barriers to children with special needs in your class? Please explain.
10. Please explain if you have any further comments on your beliefs about the experience of teaching in an inclusive classroom.

Thank you very much for your wonderful participation. I hope this research can help improve education and benefit teachers in Poland and Indonesia.

Research interviews questions in Indonesian

Halo, selamat datang di penelitian kami!

Terima kasih telah bergabung dalam wawancara ini.

Nama saya Khofidotur Rofiah, (Universitas Pedagogis, Krakow dan Universitas Negeri Surabaya, Indonesia). Prof Joanna Kossewska (Pedagogical University, Krakow) dan Kieron Sheehy (Open University, UK) adalah supervisor saya. Saya juga bekerja dengan Prof. Bettina Fritzsche (Universitas Pendidikan Freiburg). Kami mengharapkan tanggapan dan pandangan Anda tentang keterlibatan anak berkebutuhan khusus di sekolah reguler/pendidikan inklusif.

Wawancara ini akan memakan waktu kurang dari empat puluh menit dan akan direkam dan disimpan dengan aman. Partisipasi Anda dalam penelitian ini sepenuhnya bersifat sukarela dan semua tanggapan bersifat anonim. Tidak akan ada informasi yang mengidentifikasi sekolah atau individu mana pun. Anda berhak untuk mengundurkan diri setiap saat selama penelitian.

Berikut adalah pertanyaannya:

1. Bisakah Anda memberi tahu saya tentang murid-murid di kelas Anda?
2. Apakah ada siswa yang diberi status “berkebutuhan khusus”, dan apakah Anda diberitahu tentang sifat gangguan atau kesulitan belajar mereka?
3. Oleh karena itu, bagaimana Anda dapat mengajar mereka?
4. Pertanyaan bantuan: Apakah Anda senang mengajar di kelas inklusif?
5. Pertanyaan bantuan: Apakah menurut Anda mengajar harus menyenangkan?
6. Bisakah Anda menggambarkan pengalaman Anda mengajar di kelas inklusif?
7. Apakah Anda mengubah dan menyesuaikan kurikulum untuk anak berkebutuhan khusus di kelas Anda? Semua atau sebagian atau tidak sama sekali? Kenapa tidak?
8. Menurut Anda, kriteria/faktor apa yang memengaruhi sikap Anda untuk melakukan yang terbaik bagi anak berkebutuhan khusus di kelas Anda?
9. Menurut pengalaman Anda, apa hambatan anak berkebutuhan khusus di kelas Anda? Tolong jelaskan.
10. Mohon jelaskan jika Anda memiliki komentar lebih lanjut tentang keyakinan Anda tentang pengalaman mengajar di kelas inklusif.

Terima kasih banyak atas partisipasi Anda yang luar biasa. Saya berharap penelitian ini dapat membantu meningkatkan pendidikan dan bermanfaat bagi para guru di Polandia dan Indonesia.

Research interviews questions in Polish

Szanowni Państwo

Nazywam się Khofidotur Rofiah (Uniwersytet Pedagogiczny w Krakowie i Uniwersytet Stanowy w Surabaya, Indonezja). Prowadzę porównawcze badania na temat inkluzji edukacyjnej w Polsce i Indonezji w ramach przygotowania pracy doktorskiej, której promotorami są dr hab. Joanna Kossewska (Uniwersytet Pedagogiczny, Kraków) i prof. Kieron Sheehy (Open University, Wielka Brytania).

Zapraszam Państwa do udziału w tym badaniu i uprzejmie proszę o udzielenie odpowiedzi na kilka pytań dotyczących Państwa doświadczeń zawodowych związanych z realizacją inkluzji szkolnej wobec uczniów ze specjalnymi potrzebami edukacyjnymi.

Wywiad potrwa około czterdziestu minut. Pana/Pani udział w tym badaniu jest dobrowolny, a wszystkie odpowiedzi są anonimowe.

W celu właściwego opracowania materiału niezbędne jest zachowanie treści wypowiedzi, aby można było do niej powrócić. Materiał narracyjny będzie analizowany pod kierunkiem prof. Bettiny Fritzsche (Freiburg University of Education). Bardzo proszę o wyrażenie zgody na nagranie wypowiedzi oraz jej przechowywanie dla celów naukowych.

Oto pytania:

1. Czy może mi Pan/Pani opowiedzieć o uczniach w swojej klasie?
2. Czy któryś z uczniów otrzymał status "uczniów o specjalnych potrzebach" i czy został(a) Pan(i) poinformowany(a) o charakterze trudności w nauce lub rodzaju niepełnosprawności?
3. W jaki sposób / jakimi metodami realizuje Pan/Pani nauczanie uczniów z SPE?
4. Pytanie pomocnicze: Czy jest Pan(i) zadowolony(a) z nauczania w klasie integracyjnej/inkluzyjnej?
5. Pytanie pomocnicze: Czy uważa Pan/Pani, że nauczanie uczniów z SPE powinno być zabawą?
6. Czy może Pan/Pani opisać swoje doświadczenia związane z nauczaniem w klasie włączającej?
7. Czy zmienia Pan/Pani i dostosowuje program nauczania dla dzieci ze specjalnymi potrzebami w swojej klasie? Wszystkie, niektóre czy żadne? Dlaczego nie?
8. Jakie kryteria/czynniki Pana/Pani zdaniem wpływają na Pana/Pani podejście do robienia tego, co najlepsze dla dzieci ze specjalnymi potrzebami w Pana/Pani klasie?
9. Na podstawie własnego doświadczenia proszę opisać, jakie bariery napotyka uczeń ze specjalnymi potrzebami w Pana/Pani klasie? Proszę wyjaśnić na czym one polegają.
10. Proszę opisać, jakie są Pan(i) przekonania dotyczące nauczania w klasie integracyjnej/inkluzyjnej.

Appendix 4

Consent letter

As part of the research project (Determinants of teachers' attitudes towards inclusive education for exceptional children in cross-cultural perspective) conducted by Khofidotur Rofiah, the PhD student at Pedagogical University of Cracow, Poland, it is required to conduct the interview to gather data for a research project. Participation in this research is entirely voluntary. You may refuse to participate or withdraw your participation at any point.

This interview will be recorded via tape and transcribed to evaluate the interview techniques and results by the researcher and supervisors. The identity of participants will remain confidential with only the researchers who are the individuals listening to the recorded interview or viewing any transcribed portions. The result will be used to prepare scientific dissertation and papers on educational inclusion.

All questions regarding this research, please contact Khofidotur Rofiah, khofidotur.rofiah@doktorant.up.krakow.pl. If there are complaints concerning the manner in which this research is being conducted, please contact the supervisors, Prof. Joanna Kossewska: joanna.kossewska@up.krakow.pl and Prof. Kieron Sheehy: kieron.sheehy@open.ac.uk.

This form does hereby declare that (interviewee:.....) on the date of to the interview.

Your time and effort are integral aspects of our project and we appreciate your participation

.....

(.....)

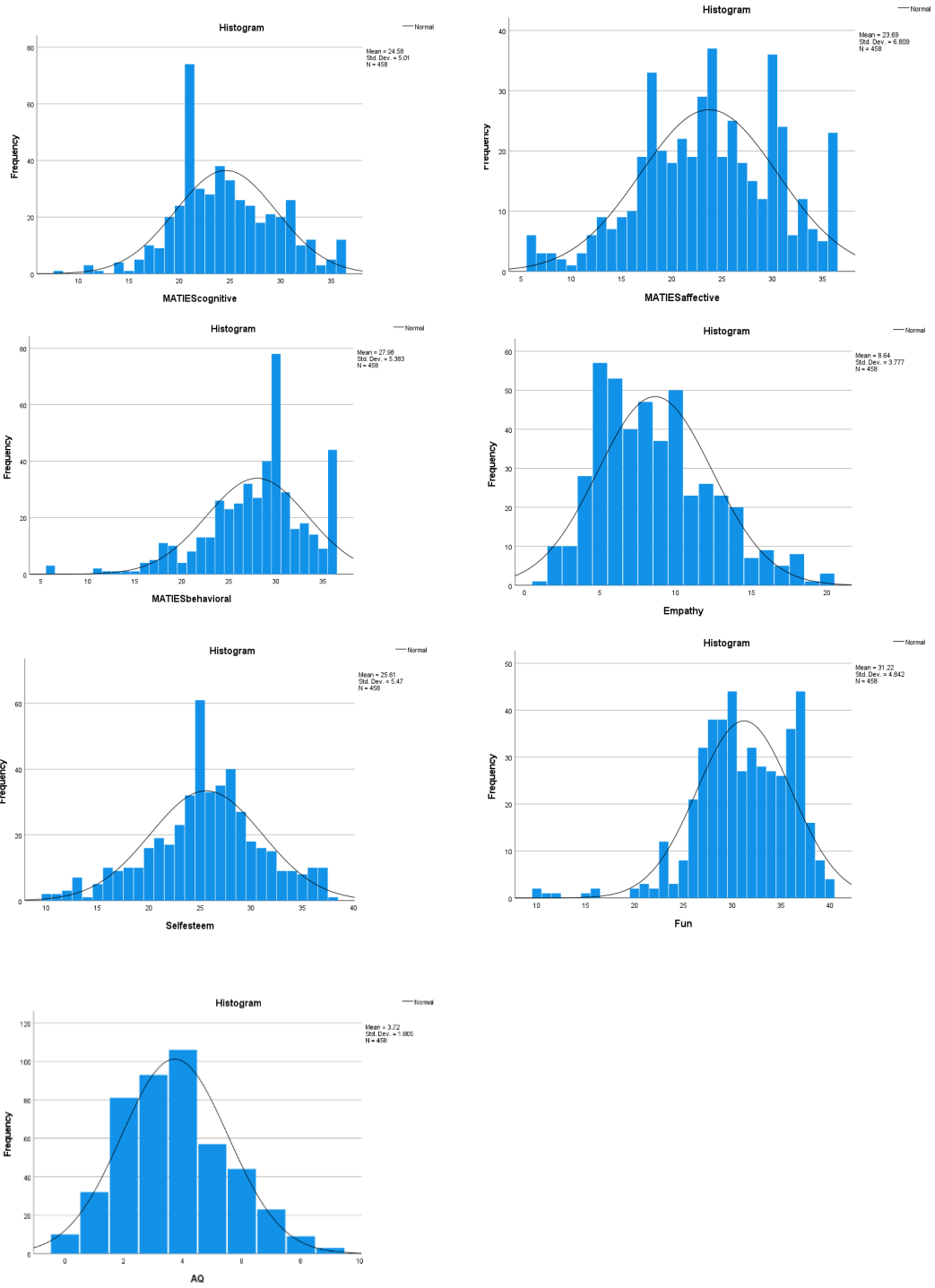
Interviwee

.....

Interviewer

Appendix 5

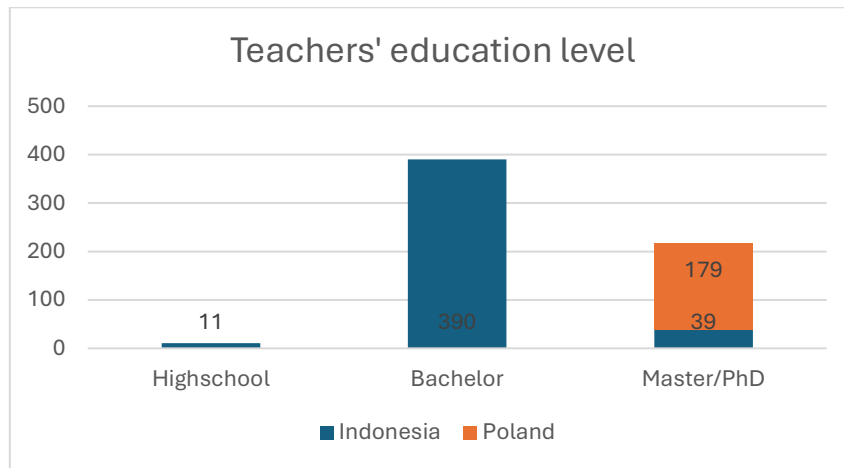
Histogram



Appendix 6

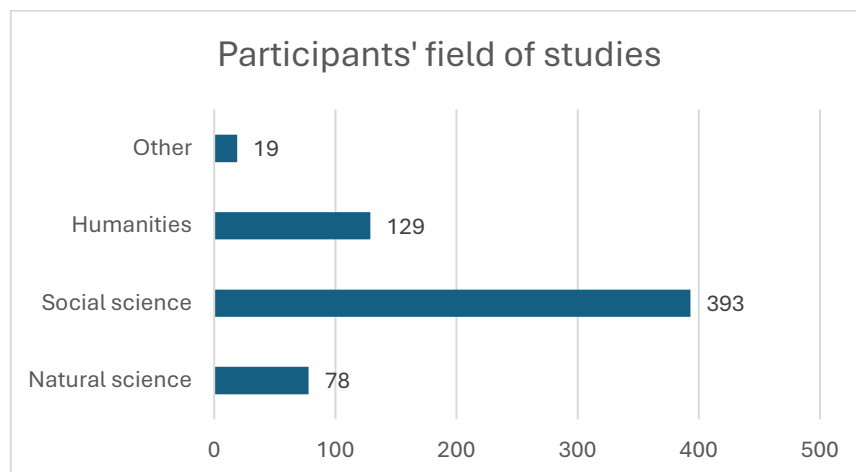
Participants frequency

Survey participants frequency based on education level



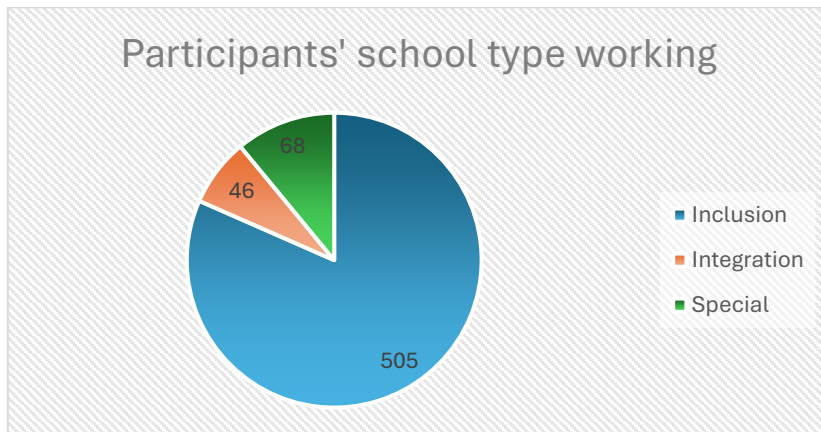
Source: Author

Survey participants frequency based on study filed



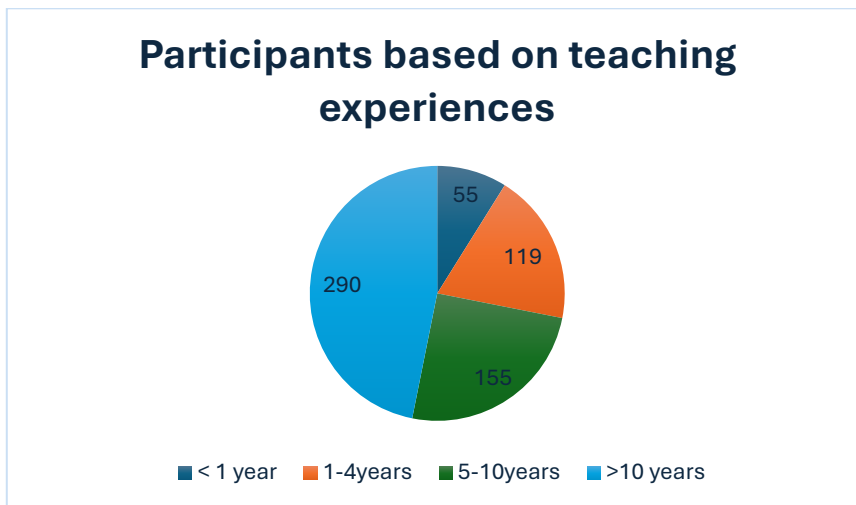
Source: Author

Survey participants frequency based on school type



Source: Author

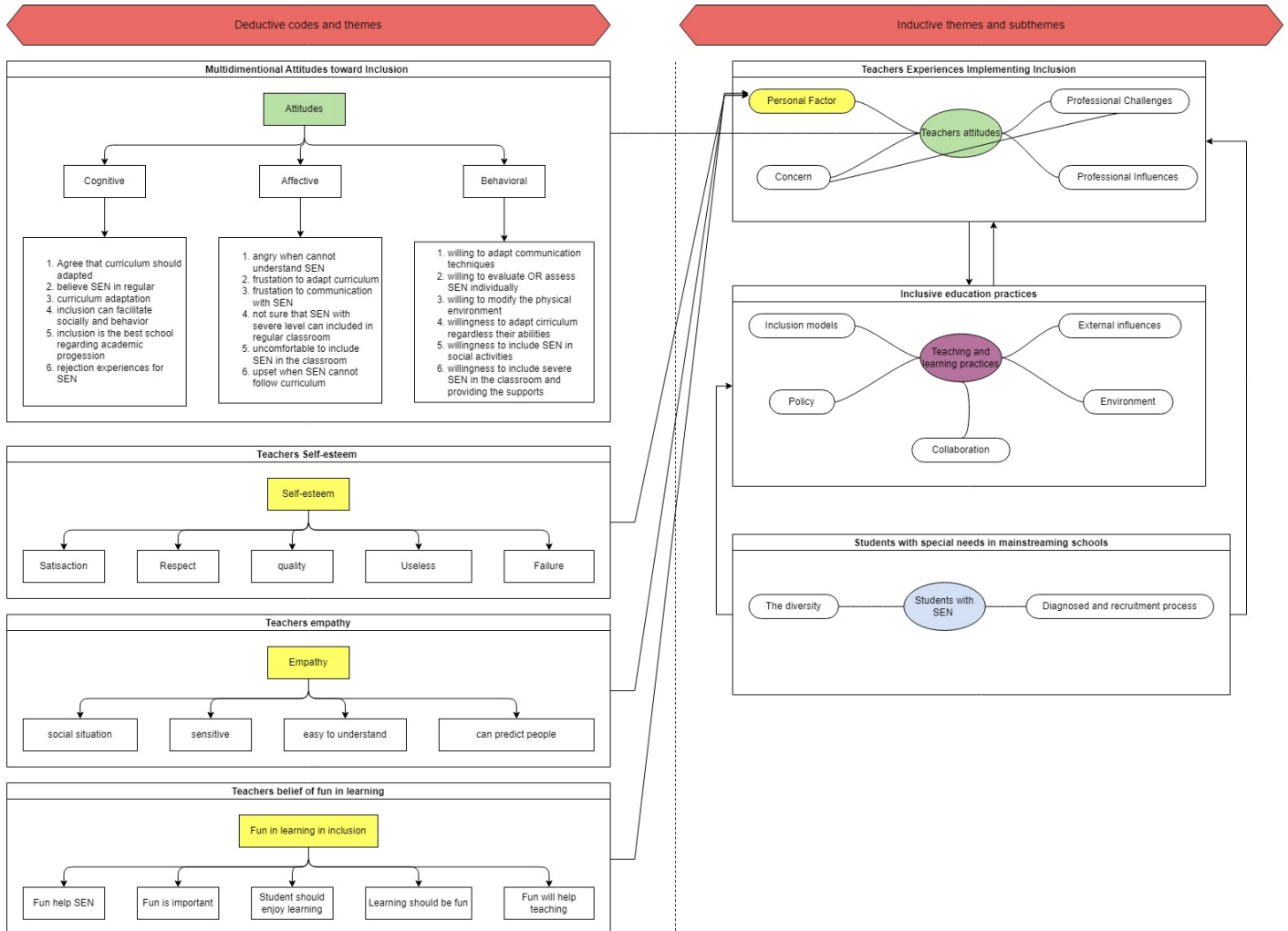
Survey participants frequency based on teaching experiences



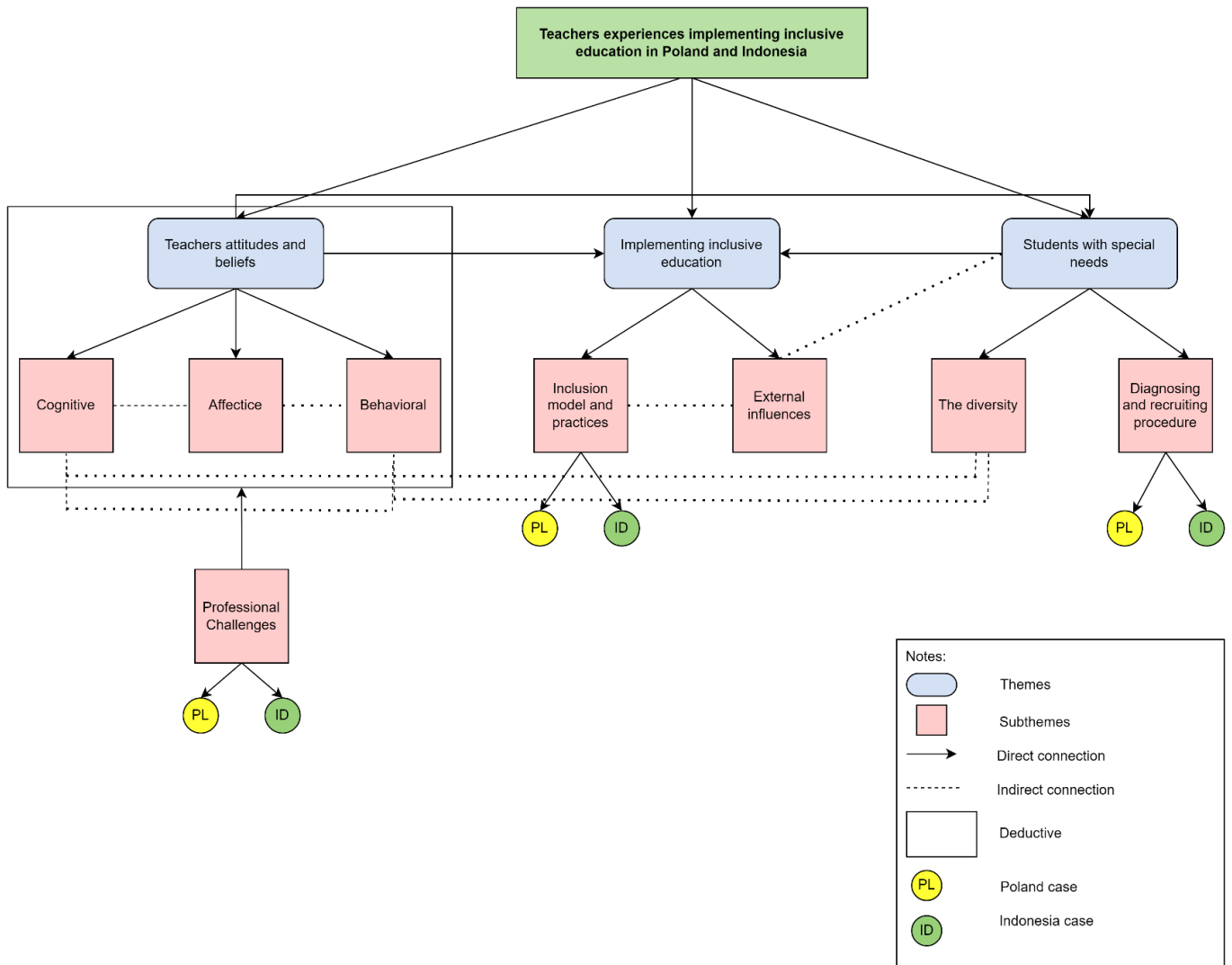
Source: Author

Appendix 7

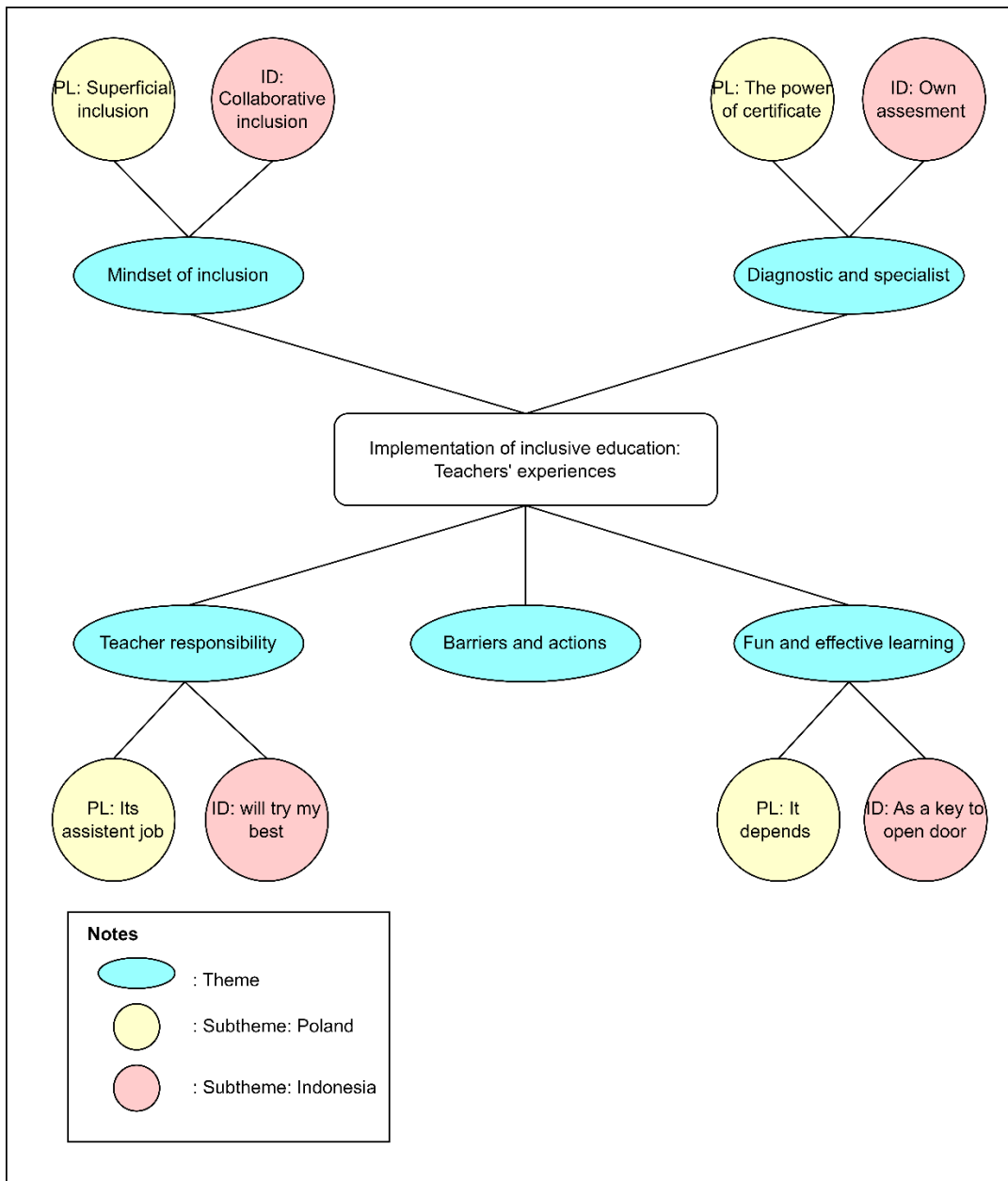
Thematic Maps (The initial maps)



Thematic Maps (2nd initial map)



Final Thematic Maps



Appendix 8

Systematic analysis: Codes: Poland

Polish teachers: Codes and themes				
Mindset of inclusion	Diagnostic and specialist	Teacher responsibility	Barriers and actions	Fun and effective learning
Conflict implementing inclusion	Labelling SEN	Frustrated to adapt curriculum	Administration works disturb teachers	Fun is important based on the level
Different label of inclusion_INTEGRATION	SEN has certificate	Not sure that SEN with severe level can included in regular classroom	Teachers get angry when cannot understand SEN	Fun is not important
Inclusion can be dangerous	SEN teachers did observation and assessment	Willing to adapt communication techniques	Frustration to communication with SEN	Learning sometime can be fun, it depends
Inclusion has negative impact for students without SEN	Teachers are informed for disability	Willing to evaluate OR assess SEN individually	Burnout and helpless	Teacher-oriented is the best for teaching
Inclusion is not good in some level	Teachers didn't informed	Willing to modify the physical environment	Lack of teachers knowledge and competences	Fun will help teachers to teach young children with SEN
Inclusion is only good idea but difficult to implement	Therapist program are important	Willingness to adapt curriculum regardless their abilities	Lack of teachers supports	Factors successful inclusion
Inclusion only works if there is additional teachers	diagnosed by doctor	Willingness to include SEN in social activities	Less activities for SEN	Family collaboration
social inclusion is good	Diversity of SEN	Willingness to include severe SEN in the classroom and providing the supports	Need appropriate facilities	Children has too many activities
Special room in mainstreaming	Stakeholder collaboration	Agree that curriculum should adapted	Need teachers training in inclusion	Discipline in very important for learning

Special schools for specific SEN		Do curriculum adaptation	Need trial class before full inclusion	
Inclusion can facilitate socially and behavior		Individual supports	Not promoted to the next grade	
Rejection experiences for SEN		Sometimes get upset when SEN cannot follow curriculum	Organisational collaboration	
Good attitudes of teachers			Overcrowded classroom	
			SEN teachers are responsible to handle SEN	
			Shortages of Teachers in Special education	
			Teachers uncomfortable to include SEN in the classroom	

Systematic analysis: Codes (Indonesia)

Indonesia teachers: Codes and themes				
Mindset of inclusion	Diagnostic and specialist	Curriculum Adaptation	Barriers and actions	Fun and effective learning
Flexibility of SEN in inclusion	diagnosed by doctors	Frustrated to adapt curriculum	Administration work disturb teachers	Collaborative activities in learning is important
Full inclusion is the best model	Disability unit recommend SEN	Sometimes get upset when SEN cannot follow curriculum	Teachers get angry when cannot understand SEN	Fun is important for inclusion
Inclusion is good environment even for regular students	Diversity of SEN	Willing to adapt communication techniques	Frustration to communication with SEN	Fun is important for SEN
SEN should be In regular school	IQ limitations for SEN in inclusion	Willing to evaluate OR assess SEN individually	Not sure that SEN with severe level can included in regular classroom	Student should enjoy learning for effectivity
Mobile teacher (special)	orthopedagog can predict SEN	Willing to modify the physical environment	Teachers uncomfortable to include SEN in the classroom	Fun will help teachers to teach SEN
Pull-out model	Late assessment	Willingness to adapt curriculum regardless their abilities	Bullying in the beginning of implementing inclusion	Parents expectations
Non special teachers think SEN is special teachers responsible	Special teachers think that regular teacher don't know about SEN	Willingness to include SEN in social activities	Lack of teachers knowledge and competence handling SEN	Willingness to include SEN in fun social activities
NO difference SEN and no SEN	Progressive disability	Willingness to include severe SEN in the classroom and providing the supports	Parents don't want to collaborate	Fun teaching can help SEN socially and behavior
social inclusion	Ratio of SEN in mainstream class	Agree that curriculum should adapted	overcrowded classroom	Fun is the MUST
Think that inclusion not for ID	Therapy is important	Do curriculum adaptation	Pandemic situations	Fun is used as bridge

segregation in the mainstreaming			School targets as obstacle	Teachers should be happy
SEN stay in mainstream classroom in special subject			shortage of special teachers	SEN can feel when teachers sad in classroom
Top-down policy of inclusion			Leadership impact teachers attitudes	It should be taught before lesson
			Need government supports	Fun teaching can help build bounding students-teachers
			School diploma or certificate	
			Teachers expectation for government	
			teacher training in inclusion	
			Teachers overload job	