

Evaluation

Of Candidate for a Doctoral Degree **Khofidotur Rofiah's** doctoral thesis

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

(UNIVERSITY OF THE NATIONAL EDUCATION COMMISSION KRAKOW DOCTORAL SCHOOL)

A few words about the aim and objectives of the dissertation

The author of the dissertation aims to investigate the factors influencing teachers' attitudes towards inclusive education in specific settings in Poland and Indonesia. To achieve this goal, three research directions are distinguished: To examine and compare the differences in attitudes towards inclusive education between Indonesia and Poland, clarifying the factors that drive these differences; To outline the main factors influencing teachers' attitudes towards inclusive education in Indonesia and Poland; To analyze the relationship between contextual factors and attitudes towards inclusive education in both countries, in order to provide insights for educational policy and practice. The purpose and focus of the study are strengthened by the research questions: How do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors? What are teachers' experiences of implementing inclusive education in Poland and Indonesia? Having conducted an expert assessment of the research goal, objectives, and research questions, I confirm that they are in one scientific dimension, logical, realistically defined, and implementable.

Research ontology, epistemology and methodology

The ontology of the study is based on Ajzen's (1991) Theory of Planned Behavior (TPB). The candidate uses this theory appropriately, consistently, and logically.

The epistemology of the doctoral thesis is related to the factors influencing teachers' attitudes towards inclusive education and their analysis. The empirical research uses a mixed method (combining qualitative and quantitative research), comparing the sociocultural, educational and psychological contexts of Poland and Indonesia. The analysis is based on modern theories of inclusive education.

The research is based on comprehensive and focused scientific literature in pedagogy, special pedagogy, psychology, and sociology, which is synthesized in a sufficiently professional manner.

The research methodology is clear, research methods are defined, and research ethics are followed. The quantitative component involved a combination survey 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.

A detailed research report leaves no room for doubt about the professionalism of the research.

Research findings and recommendation

The conclusions of the study are based on the research data, are transparent, logical and clearly formulated. Based on the research findings, recommendations have been prepared to change the situation.

The doctoral thesis, based on research findings, discusses the importance of paying attention to the factors identified during the study, which would further promote teachers' positive attitudes towards inclusive education.

The doctoral student highlights the importance of comprehensive professional development programs, an expression of political will, which is based on policy systems and public information campaigns aimed at promoting inclusive education. The author has developed recommendations for policymakers, educational institutions and international organizations. This study creates new knowledge about inclusive education and provides contextual evidence about teachers' attitudes towards inclusion in Indonesia and Poland, with the goal of making education more accessible and equitable for all students.

Scientific and practical significance of the dissertation

The topic of the dissertation is to be assessed as very valuable and necessary for the world's education systems. At the same time, the dissertation becomes a huge challenge for the author of this scientific work, which the doctoral student had to overcome. The challenges begin with different social environments, political and social systems, cultures, and religious beliefs. In such a vast intercultural environment, inclusive education in the context of teachers' attitudinal perspectives is highlighted as a crucial area of research.

I don't know of a single country in the world where inclusive education is not a challenge. And first, on this scale of challenges, issues of values and attitudes arise. Not all countries and not all their people react to changes in the same way, so if you want to succeed, you need to discuss, talk, negotiate. Without dialogue, without conversations that bring trust and offer solutions, it is difficult to expect success. Changes can be implemented in two ways. One way is to swim downstream, because they will come anyway, after all, life does not stand still. And the other option is to research, form findings, and construct a process based on them. The author of this dissertation chose the second path. He offers his vision to both educational science and practice. It is in this context that the scientific and practical significance of the dissertation can be seen.

Questions for discussion

How could a doctoral student comment on the influence of environments on teachers' attitudes towards inclusive education? How should environments change to make inclusive education more successful?

The arguments presented above prove that

- the general knowledge of special pedagogy, pedagogy and other theoretical disciplines (psychology, philosophy, sociology) presented in the doctoral dissertation and used in the work testify to the sufficient preparation of the candidate for a doctoral degree to obtain a doctoral degree. The author can construct and create new knowledge.
- I consider the completed doctoral dissertation to be an original and independent scientific work, by which the candidate for a doctoral degree demonstrates the ability to independently carry out scientific work.

- - the doctoral dissertation presents an original solution to a scientific problem, which is undoubtedly useful and applicable both in the theory of pedagogical science and in practice in improving inclusive education

Summary conclusions

I find that the dissertation of Khofidotur Rofiah's titled "Determinants of Teachers' Attitudes Towards Inclusive Education: A Cross-Cultural Perspective" prepared under the guidance of Dr. hab. Joanna Kossewska, prof. UKEN, Prof. Kieron Sheehy, PhD without any doubt - corresponds to the conditions set forth in Article 187, paragraphs 1 and 2 of the Law of July 20, 2018 on Higher Education and Science (consolidated text of the Journal of Laws of 2023, item 742), and I request that the Candidate be admitted to the further stages of the proceedings for the conferral of the degree of doctor, in the field pedagogy, in the discipline special pedagogy.

Professor, Hab. Doctor Ingrida Baranauskiene

Klaipeda University, Lithuania

14 03 2025

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