

## **Teachers' Attitude towards the Learning Achievement of Students with Learning Disabilities in Inclusive Schools**

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**Abstract:** Students who have learning disabilities are more often to get poor learning outcomes. One of several factors that affect the learning outcome is the teacher's attitude. The research aims at finding the students' opinions on teacher's attitude towards the learning outcomes of students with learning disabilities in inclusive primary schools. This research applies quantitative approach. Data were collected using questionnaire and analyzed descriptively. The results showed that teachers accept the learning achievements of students with learning disabilities in cognitive aspect (77.93%), affective aspect (80.50%), and conative aspect (77.92%).

**Keywords:** teachers' attitude, learning achievement, children with learning disabilities.

### **INTRODUCTION**

Learning outcome or learning achievement is a part that can be used as a benchmark of students' abilities to achieve the learning objectives. According to the opinion of Dimiyati & Mudjiono (2006), learning outcome is the result of the interaction between learning and teaching. The achievement of high scores on each of the subjects can be interpreted as well-achieved learning outcomes. On the contrary, low achievement on the subjects is the result of bad learning. All people have the desire to achieve a good learning outcome because a good learning outcome is one of the indicators of successful learning process. However, in reality, not all students have a good learning outcome.

In general, factors that affect the learning outcomes are divided into two kinds namely internal and external factors (Sugihartono, 2007). One of the external factors is the teacher. The teacher is the most important factor in education and learning (Ulug et al., 2011). Therefore, teachers indirectly affect the learning outcomes of their students.

One of the influences of teachers to students is the attitude of the teacher. The attitude of teachers who are full of warmth and acceptance is desired by each student. The student will feel comfortable and calm in their learning process when the relationship with the teacher is good, but if the students have a bad relationship with the teacher, usually they will be lazy or even have low motivation to learn. This is in line with the opinion by Ataunal (2003), who stated that positive communication of teachers with students will give positive influence to students in the learning outcome. The attitude of a good teacher can also improve the spirit and motivation of students in learning. Yavuzer

(2000) also stated that the basic principle in teaching is to support students and expect positivity to the students with the aim to motivate them. High motivation will give a good learning outcome (Ulug et al., 2011). Motivation will show the persistence, desire, effort of the students to achieve the learning outcomes (Susandi & Khaerudin, 2015).

The figure of a good teacher both in words and in deeds is every student's desire, including students with learning difficulties. Students with learning difficulties are basically as smart as other children (Kemp, Smith, & Segal, 2017; Marlina, 2015). However, the achievements of students with learning difficulties can be below average if not supported by appropriate learning that supports their barriers. The teacher as a facilitator needs to understand the barriers of students with learning difficulties. Therefore, the learning process can be formulated according to the needs of these students and expected to achieve the learning goal.

Based on the survey results, it can be seen that, basically, the teacher had to make an effort to improve the learning outcomes of their students. Some of the teachers even created chants to encourage students in learning and used media that are interesting for their students. Based on the results of the interview with some of the students, it was found that students prefer to learn with teachers who have a fun personality. Therefore, this study aims to find out the attitude of teachers on the learning outcomes of children with learning difficulties from aspects of cognitive, affective, and conative. The results of this research revealed how far teachers understand students with learning difficulties and how to treat these students through their learning outcomes.

**Table 1. Teachers' attitude toward students' learning outcomes reviewed by cognitive aspects**

| No  | Statement of beliefs toward the attitude                                     | Alternative Answers |       |              |       |    |       |
|---|--|---------------------|-------|--------------|-------|----|-------|
|   |  | Yes                 |       | Periodically |       | No |       |
| F   |  | %                   | F     | %            | F     | %  |       |
| 1.  | The teacher asks me repeat the lesson at home.                               | 55                  | 74,33 | 16           | 21,62 | 3  | 4,05  |
| 2.  | The teacher says that actually I could have got a better grade               | 59                  | 79,73 | 12           | 16,22 | 3  | 4,05  |
| 3.  | The teacher says that I will not go to the next class because of bad grades. | 16                  | 21,63 | 15           | 20,27 | 43 | 58,1  |
| 4.  | The teaches doubts my exam grade.  | 20                  | 27,02 | 24           | 32,43 | 30 | 40,55 |
| <b>Perceptual Reaction about Attitude</b> |  |                     |       |              |       |    |       |
| 5.  | The teacher appointed me as the leader of a group study.                     | 31                  | 41,89 | 9            | 12,16 | 34 | 45,95 |
| 6.  | I rarely chat with the teacher.  | 17                  | 22,97 | 43           | 58,1  | 14 | 18,92 |
| 7.  | The teacher remained silent when I was teased by my friends                  | 8                   | 10,82 | 15           | 20,27 | 51 | 68,91 |
| 8.  | The teacher asks me to answer the question in front of the class.            | 32                  | 43,25 | 28           | 37,83 | 14 | 18,92 |

## METHODS

Participants in this study were students with learning difficulties in fifth grade at an inclusive school in Pauh, Padang. Participants were selected to provide accurate data for this study.

Considerations of the selection of participants, among others, are as follows: (1) Students who have difficulty in learning based on the observation, interviews with teachers, and an identification tool for children with special needs; (2) As mentioned earlier, students with learning difficulties who sit in class V at an inclusive school in Pauh Padang.

The attitude of the teachers is assessed based on the aspects of cognitive, affective, and conative. Instruments of teachers' assessment are given to students with learning difficulties because the attitude of the teacher was experienced by the student. Data collected was analyzed by descriptive quantitative. Data was formulated in frequency distribution and then described to draw the conclusion.

## FINDINGS AND DISCUSSION

### Findings

Data about teachers' attitudes was obtained from questionnaires that were given to the students with learning difficulties, which consists of three aspects, namely: (1) cognitive, (2) effective, and (3) conative toward learning outcomes.

### *Teachers' attitude toward students' learning outcomes reviewed by cognitive aspects*

The cognitive aspect consists of a person's beliefs about the true or false for attitude object. The findings of the research showed that from cognitive aspects, the students argued that most of the teachers (77,93%) have good attitudes and accept the learning outcome of students with learning disabilities. More results are presented in Table 1.

Based on Table 3, it can be interpreted that most of the students (74,33%) stated that the teacher always told students to repeat the lesson at home. Most of the students also (79,73%) stated that their teacher said that students with learning difficulties can get a better grade. Most of the students (58,1%) mentioned that the teachers never said that students with learning disability will not pass the class because of bad grades. Most of the students (40,55%) stated that when they have good grades, the teacher does not believe that the result is actually their own efforts. Almost half of the students (45,95%) stated that they were never trusted as the leader of the group study. Most of the students (58,1%) stated that sometimes they chat with the teacher. Most of the students (68,91%) stated that the teacher remained silent while they were teased by their friends. Some of the students (43,25%) stated that the teacher always asks him to work on the problems in front of the class.

**Table 2. Teachers' attitude towards students' learning outcomes reviewed by affective aspects**

| No  | Statements towards Affective   | Alternative answer |       |              |       |    |       |
|---|--|--------------------|-------|--------------|-------|----|-------|
|   |  | Yes                |       | Periodically |       | No |       |
|   |  | F                  | %     | F            | %     | F  | %     |
| 1.  | The teacher is frustrated if I have a low grade                                    | 22                 | 29,73 | 13           | 17,56 | 39 | 52,71 |
| 2.  | The teacher said I was stupid  | 5                  | 6,76  | 11           | 14,86 | 58 | 78,38 |
| 3.  | The teacher is happy if I have a good grade  | 62                 | 83,7  | 4            | 5,41  | 8  | 10,82 |
| <b>Physiological reactions towards Attitude</b> |  |                    |       |              |       |    |       |
| 4.  | The teacher frowns when I have many wrong answers                                  | 25                 | 33,78 | 23           | 31,08 | 26 | 35,15 |
| 5.  | The teacher gives me two thumbs up if I have good grades in an exam                | 47                 | 63,52 | 19           | 25,67 | 8  | 10,81 |
| 6.  | The teacher looked at me with a doubtful face.                                     | 10                 | 13,52 | 38           | 51,35 | 26 | 35,13 |
| 7.  | The teacher rubd my head when they give me advice to be more diligent in learning. | 40                 | 54,56 | 29           | 39,19 | 5  | 6,75  |

**Table 3. Teachers' attitude toward students' learning outcomes reviewed from the conative aspect**

| No                                     | The Statement Of Behavior Intention   | Alternative answer |       |              |       |    |       |
|--|---|--------------------|-------|--------------|-------|----|-------|
|  |   | Yes                |       | Periodically |       | No |       |
|  |   | F                  | %     | F            | %     | F  | %     |
| 1.                                     | The teacher asked me to learn at home.  | 54                 | 72,98 | 18           | 24,32 | 2  | 2,7   |
| 2.                                     | The teacher does not care if I repeatedly get bad grades.                         | 8                  | 10,81 | 12           | 16,22 | 54 | 72,97 |
| 3.                                     | The teacher let me learn by myself without my friends' help.                      | 17                 | 22,97 | 26           | 35,14 | 31 | 41,89 |
| <b>Behavior Regard to the Attitude</b> |   |                    |       |              |       |    |       |
| 4.                                     | The teacher did not guide me when working on a difficult subject.                 | 8                  | 10,82 | 25           | 33,78 | 41 | 55,4  |
| 5.                                     | The teacher uses unique media while giving a lesson.                              | 15                 | 20,27 | 39           | 52,7  | 20 | 27,03 |
| 6.                                     | The teacher calls my parents when I have bad grades.                              | 32                 | 43,25 | 20           | 27,02 | 22 | 29,73 |
| 7.                                     | The teacher does not suggest me to follow additional tutoring outside the school. | 17                 | 22,97 | 15           | 20,27 | 42 | 56,76 |

*Teachers' attitude toward students' learning outcomes reviewed by affective aspects*

The affective component concerns about the emotional problems of a person against the attitude. Data analysis showed that almost all of the teachers (80,50%) have good attitude and accept the learning outcomes of students with learning disabilities. Detailed information of the results is presented in Table 2.

Based on Table 2, it can be interpreted that most of the students (52,71%) stated that teachers are not frustrated when students with learning disability

have low grades. Moreover, most students (78,38%) mentioned that the teacher did not say that students with learning disability are stupid. Almost all students (of 83.7%) stated that teachers are happy when students with learning disability have a good grade in the exam. Less than half of the students (33,78%) argued that the teacher frowns when students with learning disability have a lot of wrong answers. Most of the students (63,52%) stated that the teachers give two thumbs up when students with learning disability have a good grade in the exam. However, most of the students

(51,35%) stated that the teacher saw the students with a doubtful face. Around half of the students (of 54.56%) stated that the teacher rubbed their heads when they give advice to be more diligent in learning.

*Teachers' attitude toward students' learning outcomes reviewed from the conative aspect.*

Conative aspects show how the behavior or tendency to behave of a person related to the attitude that they are faced. The findings of the study showed that the majority of teachers' attitude (77,92%) is good and accept the learning outcome of students with learning disability. The results are presented in Table 3.

Based on Table 3, it above can be interpreted that most of the students (72,98%) stated that the teacher always asked the students to learn at home with other family members. Most of the students (72,92%) stated that they were not allowed get bad grades. Almost half of the students (41,89%) mentioned that the teacher asked other students to help their peers in learning. Also, more than half of the students (55,4%) stated that teacher guided students while working on a complicated question.

Similarly, around half of the students (52,7%) said that sometimes the teachers use unique media in the learning process. They also stated that the teacher always call their parents if they have bad grades. Most of the students (56,76%) stated that teachers advise students to attend tutoring outside the school.

## Discussion

Based on the research findings on the attitude of the teacher towards students' learning outcomes, it was found that the majority of teachers is acceptable to students who often get bad grades in their learning outcome. Definition of attitude, according to Azwar (2015) is a form of evaluation or feeling. Attitude is also defined as a way of viewing something (Muellerleile, 2005). Attitude toward an object is a feeling of receiving and supporting (favorable) or a feeling of rejected, not supportive and not impartial. Moreover, as an individual, all the actions of the teachers will be imitated by their students, so that the figure of a teacher must be good and positive. Everything that a teacher does, in attitudes and teaching methods, can greatly influence students' attitude (Yara, 2009). Students' attitudes and behaviors are predicted by teaching practices most proximal to these measures, including teachers' emotional support and classroom organization. (Blazar & Kraft, 2017). The attitude of teachers correlated positively and significantly with students' academic performance (Ekperi, Onwuka, & Nyejerime, 2019)

Based on the findings, most of the teachers show a positive attitude and accept all students, particularly students with learning disability. Data obtained shows that teachers have accepting attitude in supporting their students, especially students with learning disability to get better learning outcomes. Teachers also understand the characteristic of their students so that they can understand and accepting what students get in class. It could be the experience of the teacher that makes them to be more understanding and can follow up the learning outcome with intervention, such as advising students to attend tutoring outside the school. This is in line with Marlina (2017) who suggests that teachers' teaching experiences are related to their attitudes. This finding in line with Ekperi et al. (2019) and also Abudu & Gbadamosi (2014).

The treatment conducted in the form of small things, for example showing warmth to students through good communication and interaction. This is in line with results of the research by Abudu & Gbadamosi (2014) which argued that teachers must develop positive relationships with students and student activity which supports the teaching and learning process and student participation in the classroom. Furthermore, teachers have to understand more about students' characteristic and the problem they encountered in learning process (Novembli, Marlina, & Martias, 2015). By understanding the characteristics of students with learning disability, the empathy, knowledge, attitude and behavior of teachers and others members in school can improve well so that teachers and other school members can serve students with special needs (Kusumastuti & Choiri, 2016). Teacher attitude and familiarity play a role in cultivating relationships in the classroom environment.. Teacher factors can have profound impacts on various learning outcome of the students with ADHD (Sherman, Rasmusen & Baydala, 2008). Teachers' characteristics contribute to students' performance (Hanushek & Rivkin, 2010; Todd & Wolpin, 2003).

In addition, having humorist sense and full of warmth can make the students feel comfortable and make them feel easy to receive any lesson given by the teacher. Admittedly, there is a teacher who is not liked by the students at a school. The attitude of teachers influences their development in school, for example, it affected their learning outcomes. If the teacher has bad behavior, students will not be comfortable to interact with the teacher, and it can break the students' motivation to learn. Then on the lessons that are actually easy to understand, students will find it more difficult to grasp. The negative feeling is a phase towards the positive behavior. Based on the research, it is known that most of the teachers already have and show the accepting attitude towards the students, especially students with learning disability who have a bad grade in learning.

## CONCLUSION

Based on data analysis and discussion it can be concluded that: In the cognitive aspect, students argue that most of the teachers (77,93%) are kind and acceptable to the learning outcomes of students with learning disability. In an effective aspect, the majority of the teachers (80,50%) are also kind and acceptable to the learning outcomes of students with learning disability. In a conative aspect, students stated that most teachers (77,92%) are kind and acceptable to the learning outcomes of students with learning disability.

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