

## **Relationship Between Knowledge and Attitude towards Children with Special Needs with Caring Behavior in FKIP UNS Students Who Take Inclusive Education Courses in 2020/2021**

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### **Abstract**

This study aims to determine whether or not there is a relationship between students' knowledge/understanding about ABK and caring behavior towards ABK, to determine whether or not there is a relationship between student attitudes and caring behavior towards ABK, and to determine whether or not there is a relationship between knowledge/understanding and attitudes on student caring behavior. The research method used is a quantitative method with a descriptive design. The sample in this study were students who took the 2020/2021 inclusive education courses selected with the cluster random sampling technique. Research data was collected using a questionnaire and then analyzed using multiple linear regression analysis. The results showed that there was a relationship between student knowledge/understanding and caring behavior for children with special needs, there was a relationship between attitude and caring behavior students towards children with special needs, and there is a relationship between knowledge/understanding and attitudes with caring behavior of students in children with special needs.

**Keywords:** attitude; behavior; children with special needs; knowledge/understanding

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya hubungan antara pengetahuan/pemahaman siswa tentang ABK dengan perilaku peduli terhadap ABK, untuk mengetahui ada tidaknya hubungan antara sikap dan perilaku peduli siswa terhadap ABK, dan untuk mengetahui ada atau tidaknya hubungan antara sikap dan perilaku peduli siswa terhadap ABK. ada hubungan antara pengetahuan/pemahaman dan sikap terhadap perilaku peduli siswa. Metode penelitian yang digunakan adalah metode kuantitatif dengan desain deskriptif. Sampel dalam penelitian ini adalah mahasiswa yang mengambil mata kuliah pendidikan inklusi tahun ajaran 2020/2021 yang dipilih dengan teknik cluster random sampling. Data penelitian dikumpulkan dengan menggunakan kuesioner kemudian dianalisis dengan menggunakan analisis regresi linier berganda. Hasil penelitian menunjukkan bahwa ada hubungan antara pengetahuan/pemahaman siswa dengan perilaku peduli terhadap anak berkebutuhan khusus, ada hubungan antara sikap dan perilaku peduli siswa terhadap anak berkebutuhan khusus, dan ada hubungan antara pengetahuan/pemahaman dan sikap dengan perilaku peduli siswa pada anak berkebutuhan khusus.

**Kata kunci:** anak-anak dengan kebutuhan khusus; sikap; perilaku; pengetahuan/pemahaman

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## **INTRODUCTION**

Article 31 paragraph (1) of the 1945 Constitution reads "every citizen has the right to education". Thus, all Indonesian citizens get education guarantees without exception, so the government campaigns for an inclusive education system. This education aims to generalize children with special needs and regular children in learning opportunities or in society. In the book, *Inclusive Education and Child*

Protection (Yusuf, et al, 2018) research on inclusive education in Indonesia has been carried out by Yusuf (2014) namely regarding the implementation of inclusive education seen from the perspective of school principals, teachers, school committees, ABK students, and ABK students in elementary school. The results of the research show that (1) inclusive education is implemented on school performance in all aspects of school management classified as moderate with an achievement of 65.5%, and (2) teacher performance is also included in the medium category with an achievement of 62.2% (3) response the supporting components, both school committees and students are included in the good/positive category where there is no rejection of the inclusive education program, (4) there are many obstacles in the implementation of inclusive education, (5) in the management of inclusive schools almost all aspects of the level of implementation of the management function are below 65 % means that it is included in the moderate or less category, (6) the level of school need for the guidebook that regulates and becomes the criteria in the management of inclusive schools is in the high category, meaning that all schools need it..

As one of the educational units that implement the inclusion program, Universitas Sebelas Maret Surakarta, or UNS has been recorded to have accepted 33 students with special needs from 2015 to 2020. These students are spread across several faculties, both undergraduate and postgraduate, one of which is the Faculty of Teacher Training and Education (FKIP). In order to provide the best service when becoming a teacher and dealing directly with children with special needs, students are required to take inclusive education courses. One of these courses is studying how to respond to the diversity that exists in society. The main factor in diversity is understanding each other. The Education Unit with the inclusion program becomes a place for children with special needs to study together with regular children without any differences. Ashman et al (in Woodcock et al., 2012) explain that inclusion is something that is placed or included in a certain place to get the same rights and qualities.

Knowledge/understanding of children with special needs is important to interact with each other. Understanding comes after knowledge. According to Komariyah, et al (2017) understanding is a person's ability to understand and explain the knowledge that has been obtained and apply it to certain situations. Knowledge is obtained through observation and listening results. This is following the opinion of Dameria. F, et al (2019) that knowledge is obtained from the sensing process using the five senses and is influenced by attention. Knowledge/understanding, in reality, is still relatively low. This statement is supported by the results of research conducted by Muhammad Nurrohman Jauhari (2017) where the results show that the average knowledge of PG-PAUD UNIPA Surabaya students of children with special needs is 15.5% which is relatively low.

The existence of differences between individuals is very possible to carry out acts of violence against those who are different and weak. This shows that someone's empathy is still lacking. One form of empathy is caring behavior towards others. To improve caring behavior, one's knowledge/understanding and attitude are very influential. An attitude is a form of a person's response

to an object. The attitude in question is in the form of accepting or rejecting the object. According to Berkowitz in Saifuddin Azwar (2016) that a person's attitude towards an object is a feeling of being supportive or partial (favorable) or feeling unsupportive or impartial (unfavorable) toward the object. To understand, feel, and behave towards an object, attitudes have three interrelated components, namely cognitive components (related to perception), affective (related to feelings), and conative (actions). Attitudes and behavior are interrelated. The more negative the attitude shown, the more negative the behavior, and vice versa. This is shown by the results of research conducted by Hasanah & Nurhamida (2015) where there is a negative relationship between the attitudes of regular students toward students with special needs and the tendency to bullying behavior.

Knowledge/understanding and attitude are interrelated. If someone has positive knowledge/understanding, usually his attitude and behavior are also positive. On the other hand, if someone does not know or understand something, they tend to behave and behave negatively.

## **METHOD**

The research method used is a quantitative method with a descriptive design. Quantitative methods are used because the data is applied in the form of numbers and analyzed using statistics (Sugiyono, 2019). The sample of this research is some of the students of FKIP UNS who are taking inclusive education courses in 2020/2021. The sample was selected using the Cluster Random Sampling technique. The data in this study were collected through the distribution of a questionnaire using a google form with a Likert scale. The validity test in this study used construct validity, which began with the preparation of the scale items followed by consultation with experts and then tested on 30 students. while for the reliability test using Alpha Chronbath with the help of SPSS 24 version for windows. The most important step in the research is data analysis. In this study, the data were analyzed using the technique of multiple linear regression analysis with two variables. Before the data was analyzed, the classical assumption test was performed, namely the normality test of the data, multicollinearity test, heteroscedasticity test, and autocorrelation test.

## **RESULTS AND DISCUSSION**

After fulfilling the classical assumption test, data analysis was carried out using SPSS. The purpose of this study is to determine whether or not there is a relationship between knowledge/understanding about children with special needs; the relationship between student attitudes and caring behavior; and the relationship between students' knowledge/understanding and attitudes toward the caring behavior of FKIP students towards children with special needs.

### **Relationship of knowledge/understanding to student caring behavior**

Based on the test results with SPSS, it is shown that the p-value is smaller than 5%, namely 0.17. It means that knowledge/understanding has a positive correlation with the caring behavior of students. Of all research respondents, there were 40% or 20 students got an understanding score in the medium category, while those who got a score in the high category were 60% with a total of 30 students. In the understanding variable, there were no respondents who were included in the low category. Based on this, it can be concluded that FKIP UNS students have good knowledge/understanding of children with special needs. This is in line with the results of research from Widiastuti & Wijaya (2020) where there are 17 people (100% of respondents) who have good knowledge of children with special needs. The results of the research of Thomas, E. K., & Uthaman, S. P. (2019) showed that 63% of respondents had an average level of knowledge of children with special needs.

Good behavior is based on good knowledge/understanding. A person usually has good behavior if they have good knowledge/understanding of something. Students' knowledge/understanding is obtained through inclusive education courses organized by the faculty. Knowledge/understanding of students can be seen through the ability of students to understand the definition of children with special needs, knowing the factors causing the occurrence of children with special needs, knowing the classification and characteristics of children with special needs, and knowing educational services for children with special needs. In addition, students can also participate in activities that are directly related to children with special needs to gain more knowledge about children with special needs.

### **The relationship between student attitudes towards student caring behavior**

The results showed that the significance value was lower than 5%, namely 0.000, meaning that attitudes had a positive correlation with caring behavior. Of the 50 research respondents, 48% of respondents have scores above the average or are included in the high score category. Meanwhile, there are no students who get scores in the low category. This can be interpreted that the attitude of students toward children with special needs is in the good or positive category. This is in line with the results of research conducted by White, D., Hillier, A., Frye, A., & Makrez, E. (2019) where the second group of students showed a more positive attitude towards children with the autism spectrum (ASD). In addition, the teaching staff in the research of Shari, M., & Vranda, M. N. (2016) also showed a positive attitude with a significance of  $<0.05$  on all PSTALD scales.

A person's attitude is influenced by (1) cognitive aspects related to one's knowledge/understanding. If one's knowledge/understanding of children with special needs is positive, then one's attitude is also positive. (2) affective aspects related to a person's emotions or feelings of anger, disappointment, sadness, joy, and happiness, as well as the ability to interact with children with special needs. The emotions of a good person will lead to the behavior of a good person as well. (3) the last aspect is the action aspect. It means the action/behavior of a person shown when facing an attitude

object in front of him. The attitude of someone who shows positive results will affect positive behavior as well.

### **The relationship between knowledge/understanding and student attitudes with student caring behavior**

The results of the data analysis obtained a calculated F value of 16,623 and a significance level of 5% resulting in an F table of 3.19. Thus, the F table value is smaller than f arithmetic, meaning that students' knowledge/understanding and attitudes are positively correlated with caring behavior. This is reinforced by the results of the distribution of behavior by 50% of students who have a score in the medium category, and the other 50% are included in the high category. Student behavior is the behavior of mutual respect between each other, working together with children with special needs, helping and helping, as well as sympathy and empathy for others.

These three variables are related to each other. In other words, knowledge/understanding has a relationship with attitudes that lead to the determination of one's behavior. This means that a person's understanding can determine how he behaves and behaves. The results of this study are reinforced by research conducted by Fanny Dameria, et al (2019) entitled "The Relationship of Knowledge and Attitudes with Mother's Behavior in Facing Children with Special Needs". This study shows that there is a relationship between knowledge and attitudes towards mothers' behavior in dealing with mentally retarded children at SLBC Dian Grahita Jakarta.

### **CONCLUSION**

From the results and discussions that have been presented above, it can be concluded that there is a relationship between knowledge/understanding and caring behavior where students' knowledge/understanding is classified as good, and there is a relationship between student attitudes and student caring behavior. This can be seen from the results of research which states that the attitude of students is quite good. Finally, there is a relationship between knowledge/understanding and attitudes with student caring behavior simultaneously. To improve student understanding, maximum knowledge is needed. This can be done by maximizing lecture materials on children with special needs and inclusive education in all study programs at FKIP. In addition, student attitudes and behavior can also be improved through participation in special training activities (Sign Language classes, Orientation and Mobility classes, etc.).

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