

The Effect of Work Interest Typology Approach to Improve Positive Attitudes in Inclusive School Teachers

Pengaruh Pendekatan Tipologi Minat Kerja untuk Meningkatkan Sikap Positif pada Guru Sekolah Inklusi

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***Abstract.** One of the challenges faced by teachers in inclusion schools is directing students according to students' interests and talents. This challenge has an impact on teachers' reluctance to put in more effort to help students with disabilities find appropriate talents and interests. This research is a descriptive quantitative research, which aims to change the attitude of inclusive school teachers using a typology approach to student work interests. The approach used is a typology of work interests developed from Holland's vocational-personality theory. This research was carried out on teachers in one of the private high school inclusive schools in Surabaya. The results showed a change in teachers' attitudes towards students with disabilities as shown by the desire to learn and apply new things that can help students with disabilities.*

Keywords - work interest, students with disabilities, inclusive schools, post-school outcomes

Abstrak. Salah satu tantangan yang dihadapi oleh guru di sekolah inklusi adalah mengarahkan siswa sesuai dengan minat dan bakat siswa. Tantangan ini berdampak pada keengganan guru untuk memberikan upaya lebih untuk membantu siswa disabilitas menemukan bakat dan minat yang sesuai. Penelitian ini merupakan penelitian kuantitatif deskriptif dan bertujuan untuk mengubah sikap guru sekolah inklusi menggunakan pendekatan tipologi minat kerja siswa. Pendekatan yang digunakan adalah tipologi minat kerja yang dikembangkan dari teori vokasi-kepribadian Holland. Penelitian ini dilaksanakan pada guru-guru di salah satu sekolah inklusif menengah atas swasta di Surabaya. Hasil menunjukkan perubahan sikap guru terhadap siswa disabilitas yang ditunjukkan dari keinginan untuk mempelajari dan menerapkan hal-hal baru yang dapat membantu siswa dengan disabilitas.

Kata Kunci - minat kerja, disabilitas, sekolah inklusi

I. PENDAHULUAN

Post-school outcomes are one of the main concerns in education, including for students with disabilities. Post-school outcome is measured by how successfully students integrate with the community or society after exiting school life [1]. Some areas to determine the success of post-school outcomes are education, work, and independent life [2]. Meanwhile in Indonesia, research shows low post-school outcomes of students with disabilities compared to their peers who do not have the same conditions [3]. One of the strategies that is considered appropriate to improve post-school outcomes of students with disabilities is to make planning centered on tables and pictures, as well as by referring to writing procedures as prepared for students, including identifying their work interests and talents [2]. Students' failure to integrate with society properly can have an impact not only on the student's personal life, but also on the economy and community life in general. Students with disabilities lack access to be able to contribute to the economy and community development.

According to Holland, Fritzsche & Powell [4-5], a person's work interests can be determined by the personality of the person. Individuals will look for an environment that has a population of people with the same personality type. Holland offers the concept of self-directed search (SDS) or self-understanding in predicting career choices. An individual's success in predicting an individual's readiness to make career decisions can be determined from the individual's Personal Career Theory (PCT). In addition, personality constructs such as conformity, identity, coherence, consistency, differentiation, and similarity or generality, can help improve the PCT that individuals have and ultimately improve the effectiveness of career decision-making.

A person's personality type develops in line with the development process they experience. The type of parenting and parental attitude provides a great opportunity for a child to develop in his or her environment. For example, realistic parents do activities that are realistic as well, both inside and outside the home and choose friends and neighbors who are the same type as them. Parents who are realistic tend to ignore, avoid or reject social activities, social types and social situations.

Holland's theory is considered appropriate to be applied to students with disabilities because the approach used does not place much emphasis on individual cognitive abilities. Cummings & Maddux [6] noted that there was no difference in choice outcomes for personality typologies in individuals with cognitive limitations and in students who did not experience cognitive impairment. Furthermore, Mattie [7] found that students with learning disabilities and students with low reading levels Mattie [7] had a variety of job interests as indicated by SDS. Holland's vocational theory has been proven to be used in students with mental retardation, low reading levels and learning difficulties, through SDS assessments.

The school where the study was conducted had a total of 67 teachers with details; 48 regular teachers, 7 guidance and counselling teachers, 12 special education teachers. As for students, there are 63 students with disabilities with various conditions. The details of the student's condition can be seen in Table 1. One of the difficulties faced by the school is directing students with disabilities who will graduate from high school, to activities or jobs that suit their interests and talents. One of them is the lack of information about their interests and talents. This also has an impact on the lack of continuity of education between levels to the less optimal development of students' skills as a provision for their lives.

Table 1. Summary of disability conditions

Type of disabilities	Number
Autisme	10
Physical impairment	3
Visual impairment	5
Hearing impairment	4
Downsyndrome	2
Slow learner	11
Intellectual disability	28

Based on these conditions, this study was intended to introduce a typological approach of work interests based on Holland's theory to help students and teachers improve the accuracy of career decisions made. The long-term impact of this activity is to improve the quality of post-school outcomes of students with disabilities in inclusion schools.

The school had experienced challenges where teachers find it difficult to understand students' interests and talents with disabilities. Students with disabilities who have graduated often still do not know what to do or where to proceed. Even if they work, they also feel that they lack understanding what kind of work they are suitable for or can do. Another obstacle is the lack of parental understanding of students' interests. This can cause parents to tend to take a protective attitude and not let their children try jobs that suit their interests. As an education provider, the low level of post-school outcomes in students needs special attention. Based on the outcome-based education approach currently used, the success of the education program is determined by the level of success of graduates to integrate with their community or society, including getting and maintaining jobs

Based on the problems described above, the solution offered in this study is to increase teachers' understanding of the typology of work interests that can be used to help students make better career decisions. The typology of work interests based on the vocational-personality theory developed by Holland was chosen because it provides a comprehensive reference and can accommodate variations of students with disabilities.

There have been several attempts to implement Holland's theory to help students find their career interests [8-10], as well as attempts to determine the effectiveness [11], as well as the validity and reliability of any of Holland's theoretical applications [12]. In addition, there are more comprehensive examples of the development of Holland's theory [13]. However, these studies focus more on students without special conditions. Thus, efforts are needed to apply Holland's theory to children with disabilities.

II.METHOD

A. Research Design

The study is conducted as a descriptive quantitative approach. Training that designed using Holland's approach of work interest was given as an intervention to the teachers. The teachers' profile is summarized in Table 3. The participating teachers were 50 teachers. Questions were inquired to the participating teachers prior to and post intervention.

The study started with a brief interview to explore the difficulties as experienced by teachers. The study is particularly aimed to solve the challenge and, therefore may not be suitable for other schools.

Table 3. Summary of teachers' profile

Teacher profile	Number
Regular teacher	48
Guidance and counseling teacher	7
Special teacher (GPK)	12

B. Research Procedure

The details of the research procedure are as follows.

- a. Introduction course on the typology of Holland's work interests.
- b. Teachers were given observation sheet examples designed using Holland's approach.
- c. In small groups (7-8 people), teachers discussed the problems in inclusion students that had been faced
- d. Teachers were then asked to propose solutions that could be done based on Holland's interest-work approach that had been conveyed by the researcher team.
- e. In the classical group, the results of the discussion in the small group were conveyed and concluded together. This discussion was directed at an effort to create a talent recognition system based on the competency indicators required in each vocational field for students with special needs so that special assistant teachers can make observations on each student.

III.RESULT AND DISCUSSION

Several questions were prepared to find out the differences in participants' attitudes towards the identification of work interests of students with disabilities in schools. The questions are given in the form of a google form before (pre-test) and after the activity (post-test).

The following are the results of the pre-test from the participants of the activity:



Picture 2. Item 1 response (Pre Test)

A total of 19% of teachers stated that they knew about Holland's work-interest theory, another 81% said they did not know.



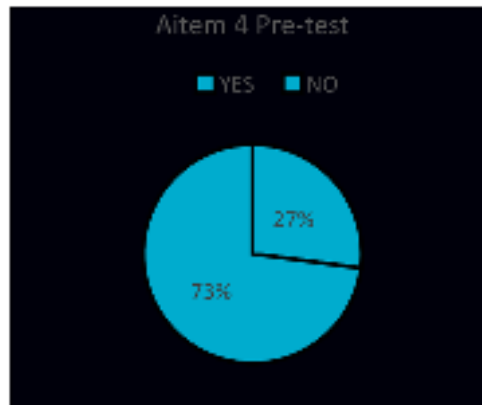
Picture 3. Item response 2 (Pre-Test)

A total of 19% of teachers stated that they had participated in training on children with disabilities, another 81% stated that they had never.



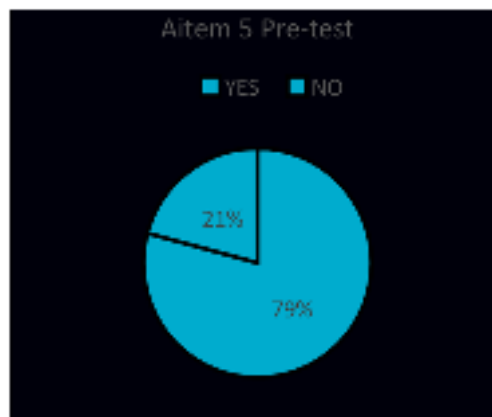
Picture 4. Item response 3 (Pre-Test)

A total of 15% of teachers stated that they knew how to observe students' interests, another 85% stated that they did not know.



Picture 5. Item response 4 (Pre-Test)

A total of 73% of teachers stated that they stated that GPK teachers are responsible for inclusive students, while another 27% stated that all teachers must understand inclusive students

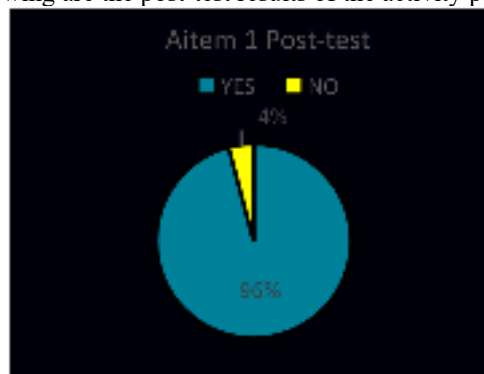


Picture 6. Item response 5 (Pre-Test)

A total of 21% of teachers stated that they agreed that mastering certain strategies could improve teachers' competence in dealing with students with disabilities, another 79% stated no.

Based on the results of the pre-test, it can be seen that most teachers still think that GPK teachers are more responsible for inclusion students, because they feel that they lack competence or knowledge about students with disabilities.

The following are the post-test results of the activity participants:



Picture 7. Item response 1 (Post-Test)

A total of 96% of teachers stated that they understood Holland's work-interest theory, another 4% stated that they did not understand.



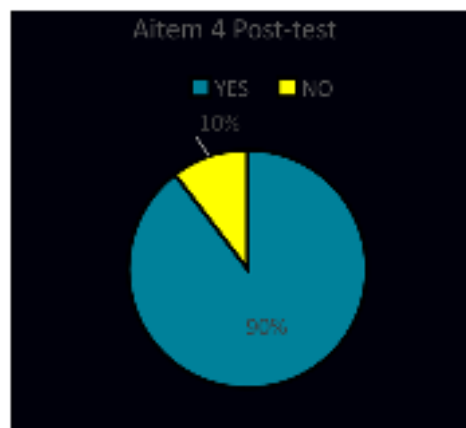
Picture 8. Item response 2 (Post-Test)

A total of 92% of teachers stated that understanding the work-interest approach helped them in understanding inclusive students, another 8% stated that they did not.



Picture 9. Item response 3 (Post-Test)

A total of 85% of teachers agreed that regular teachers need to take a work interest approach training to help students with inclusion, another 15% said no.



Picture 10. Item response 4 (Post-Test)

After being given training on the interest-work approach, 90% of teachers stated that they would try to apply what they had learned even though they had never used it before, another 10% stated that they would not.

Research indicates that people's beliefs have a critical role in shaping their motivation, thinking, and behavior [13], [15]. Particularly when contrasted with other concepts like attitude, knowledge, and values, belief is a complicated idea that has been extensively explored and argued [14-15]. The psychological concept of belief, as employed in this article, 'describes a proposition that is acknowledged as true by the individual holding the belief' [15]. In education, teachers' attitude toward students is believed to be influenced with the belief they hold.

Based on the results of the post-test, it can be seen that the attitude of the teacher has changed, for example, they began to think that participating in training and learning various strategies can help

them in dealing with students with disabilities. They also began to be motivated to try new things that they had never tried before to help students with disabilities. The subtle change in teachers' attitude to students with disabilities is expected to have a longer impact to the increase effort they put in facilitating students with disabilities.

IV.CONCLUSION

Based on the results of the pre-test and post-test activities, it is known that there is an increase in understanding in teachers and an increase in the desire to try newly learned strategies to help students with inclusion. Exist. This activity shows that providing training that can be applied by teachers can change teachers' attitudes or views towards inclusion students.

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