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Teachers' Beliefs in Practicing Inclusive Education
Case Study of Elementary Schools in Banda Aceh

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The purpose of this research was to explore the kind of teacher's beliefs in practicing inclusive education and the factors influencing teachers' beliefs in the practice of inclusive education in elementary schools in Banda Aceh. More specifically, the study aimed to understand how the beliefs of the teachers was formed and affected their beliefs and practice in inclusive education. The participants in this study were 6 classroom teachers (5 females and 1 male) from four different public elementary schools (*Sekolah Dasar/SD*) in Banda Aceh who had experience in teaching students with special needs. This research was conducted from 10 August 2016 to 11 October 2016 in four public elementary schools, such as public elementary school number 1, number 25, number 3 and number 5. The data gathered for this study were obtained from semi structured in-depth interviews. The findings indicated that the teachers' beliefs in practicing inclusive education in elementary schools in Banda Aceh is still low. This phenomenon was illustrated by the low level of teachers' self-efficacy and the lack of support from the external factors such as government support at district and national level. The low level of self-efficacy was reflected in the unwillingness of teachers to teach in inclusive classrooms that was caused by the lack of knowledge and skill to teach in an inclusive classroom. Nevertheless, the results showed that teachers hold various kinds of beliefs that helped them in practicing inclusive education, which consists of beliefs in experiences, knowledge, self-reflection and awareness, and other beliefs (beliefs in religion). First was belief in teaching experience. The teachers believed that their previous experience in teaching in regular classrooms or inclusive classrooms would help them to interact with special needs students. Second was belief in knowledge. This belief was formed by the content of knowledge, pedagogical knowledge, natural intuition and help of colleagues that the teachers have. Third was belief in self-awareness and reflection. From their reflection, teachers could elevate their awareness of their capacity in content knowledge and pedagogical knowledge. Last was beliefs formed by religion. The teachers were strongly influenced by their cultural and religious background, including their beliefs in teaching. They believed the values of inclusive education were in accordance with their faith. Furthermore, the findings exhibited the lack of support from external factors that influenced the teachers' beliefs. The factors consisted of curriculum, grant, teachers' capacity development programs and school policies. The result showed the government did not set the curriculum for students with special need. The teachers used the regular curriculum for students with special needs which obviously was not suitable for them. Moreover, the grant to support the implementation of inclusive practice was not distributed evenly. Most of inclusive school did not have appropriate facilities and learning media to practice inclusive. In addition, several trainings of inclusive education that had been given to the teachers by the government also did not distribute evenly to the teachers in inclusive schools. Consequently, some schools which did not apply inclusive education would not accept students with special needs while some schools which applied inclusive education would have overcapacity or oversized classrooms with special needs students. All of those factors were not applied and developed effectively. Hence, it influenced the teachers' beliefs in practicing inclusive education, which became low. In conclusion, while those factors decreased the teacher's beliefs in practicing inclusive education, teachers held on to their beliefs in experience, knowledge, self-reflection and awareness, and other beliefs (religion).

Key words: teachers' beliefs, inclusive education, elementary schools, factors

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1 INTRODUCTION

Education should be the right for all children in Indonesia regardless of their ethnicity, race, class, economic status, physical or mental disabilities. However, many children in Indonesia remain unable to go to school due to their physical impairment and mental disabilities, factors which certainly hinder their chances and potential talent. Based on *Susenas Data (Indonesia Social Economic Survey)* in 2009, only 46, 32 % of physically or mentally disabled children between the age of 7-12 years old having the opportunity to go to school.

Segregation in education is not in line with the main principle of the *Salamanca World Conference* on Education for children with Disabilities in 1994. The basic principle is that all children should learn together, regardless of any difficulties or differences that exist, in an inclusive school. The Indonesian government policy, reflected in the *Ministry of Education Decree (Permendiknas)* No. 70 of 2009 chapter 2, states that the aim of inclusive education is double: (1) to provide the opportunities to all learners who have physical, emotional, mental and social disabilities, or gifted learners, who have special intelligence and/or special talent, to acquire quality education according to their needs and abilities; and (2) to realize the implementation of education that respects diversity and is non-discriminatory for all learners. Conceptually, inclusion is defined as comprehensive integration for all students without exception, including students with special needs, in a regular class (Rouse, 2010).

Inclusive education has not been widely applied in Indonesia. Even though the Indonesian government has enacted legislation for inclusive education since 2009, only a few schools in big cities have already applied it. The schools in many small towns such as Aceh remain unfamiliar with the principle of inclusive education. Based on (*Indonesia Social Economic Survey*), in 2012, only 4.06% of elementary schools in Indonesia implement inclusive education, while only 2.04% of the middle school. This number is still very small. The government agreed to increase the number and quality of the schools which can provide the inclusion. However, the amount and distribution of those are limited.

The progress of the implementation of inclusive education does not show as a significant development as expected. Despite the efforts to support inclusive education, the school system continues to face many challenges that could compromise the implementation of inclusive

education, such as facilities which support and teacher's quality. However, The Indonesian government attempts in various ways to increase teacher quality such as offering trainings, workshops, internships, piloting and seminars to qualify teachers to teach in the inclusive classroom.

Teachers are the main keys that play an important role in supporting the success of inclusive education. Rouse (2010) stated that there are some concerns that the policy of inclusion is difficult to implement because teachers are not sufficiently well prepared and supported to work in inclusive ways. Teachers should recognize their students' identities as important agents that will promote important values in inclusive education. Therefore, the teachers need to realize how crucial their roles in education, especially to apply quality inclusive education. The first important step in constructing the role is by having positive beliefs toward inclusion. Changing beliefs and attitudes needs time because are deeply embedden in one's mind.

Pajares (1992) believes the positive is an important contribution to education and is the key to teachers' professional development. In addition, Reichenbaum (1912, p. 181), identified that "*belief is only referenced to our actions*", we will find our beliefs by observing our actions and by countering our previous actions. Belief is an action that may define as something from inside which motivates someone to do something in which we may control it. Belief is more than depositional reaction but to be understood as mental acts or believing. In many cases, believing might be treating as psychology or mental act. According to this view, it is claimed that belief is a guide to our actions which we may not know, but our action may describe it because of our actions. Therefore, teachers' belief is one of the crucial elements that influence teachers' practice in inclusive education.

Aceh is one of the provinces chosen as a pilot area for inclusive education in Sumatra, Indonesia. Since then, the Acehnese government has demonstrated a strong commitment and hard work in supporting the inclusive education movement. The implementation of inclusive education in Aceh was supported by the local government in local law (*Perda*) by issuing the Letter of Decision of the Governor, number 12, 2012, and Islamic *Qanun* of Aceh, Number 11, 2014 that stipulates inclusive education in Aceh. The *Local Law of Aceh (Qanun of Aceh)* states that inclusive education schools are under the direct supervision of Aceh governor, which is assisted by the Education Department of Aceh Province. The direct supervision of the Aceh governor shows the importance of the implementation of inclusive education. Unfortunately, based on our obeservation and reserach, the practice of the coordination between the sub-department under the *Education Department* of Aceh Province does not run smoothly. There are several sub-departments involved in monitoring and implementing this program, among others are *PSLB (Department for Special*

Education), *DIKLUSEPORA* (*Basic Education of Informal School for Youth and Sports*) and *DIKDAS* (*Basic Education Department*). The main authority is under the department of education, which has the main responsibility for maintenance the program right on the track.

There are only 15 out of 71 public schools that implement inclusive education in Banda Aceh since 2012. All the schools are directly supervised by *The District of The Education Department* in implementing the system. However, not all the schools are ready to implement inclusive education, in which they should admit students with special needs. There were only 20 % of schools which are willing to accept students with special needs. It indicates that most of the schools were not ready to implement the inclusive education system. In addition, there is a lack of support systems provided by schools to educate all students with special needs. Therefore, there are several problems occurred in implementing inclusive education at school. First, in teaching and learning activities teachers refers to the school curriculum applied without adapting to the needs of children with special needs. Second, educational background of teachers who teach children with special needs is not appropriate which only regular teachers. Third, teachers who teach children with special needs do not have the skills in reading and writing Braille letters. Fourth, parents of children with visual impairments or special needs are still cannot accept fully their children enroll in regular school. Fifth, there is still a teacher in a regular school who has not accepted the presence of students with special needs in school. Sixth, parents of children at school disagreed with the presence special needs students studying with their children at the school.

However, the main problem in implementing inclusive education at school is the lack of professional teachers with special skills in inclusive education. As a result, the government empowers regular or subject teachers to become inclusive teachers in all elementary schools in Banda Aceh. The government has been conducting some training and workshops to prepare the teachers. Unfortunately, these efforts have not been distributed evenly. From up to 1453, the teachers in Banda Aceh, only 40% of which is joined the training of inclusive education (*Depdiknas Aceh*, 2016). Most of the topics of the training were not fulfilling the needs of teachers to teach in the inclusive classrooms.

Nevertheless, some efforts have also been done by the local government such as providing schools facilities for disable students. The Piloting school is a modeling school of inclusive education that, implements the equal education values. The obligation of the modeling schools provides the scholarships for special teacher education, organize several sets of trainings for teacher's preparation and improvement, et cetera. However, after all the efforts, it remains uncertain why the implementation of the inclusive educational system in Aceh indicates a slow development.

Furthermore, most of the teachers in Banda Aceh believe that the philosophy of inclusive education is something positive. This belief is also supported by their faith as a Muslim, which makes them have willing to teach in the classroom even though without the inclusion of adequate knowledge background. On the other hand, they doubt about practicing inclusive educations because of what have been mentioned previously. If a teacher has a choice not to be an inclusive classroom teacher, they prefer not to be. The teachers are willing to work based on their education background, which is less of boundaries. Unfortunately, the teacher's placement system in public schools is quite rigid; teachers don't have the opportunity to refuse their teaching placement fairly. As a result, teachers will accept their obligation and learn to believe in their ability in practicing inclusive education.

Therefore, a study is needed to determine what kind of beliefs that teachers hold, and what factors that may work as an impediment to inclusive education in Banda Aceh. From the previous study, it is mentioned that beliefs and practice have the lack of congruency (Lee, 2009; Liu, 2011). For instance, most of the teachers in Banda Aceh agree on inclusive education concepts. The equal education for all children is related to their faith in Islam religion. They believe that every child should get a better education without discrimination. However, when teachers should teach at inclusive classrooms, they doubted whether they are going to be inclusive teachers. Teachers are doubted that special needs students, who can gain something if they learn together with regular students, as they have different capability and needs. Some of them suggest placing the special needs students to study in special schools. They doubt that they will learn maximally because as a teacher they don't believe in their capacity as inclusive teachers.

Moreover, teachers believe in the value of inclusive education, but teachers have negative belief to practice inclusive education. Teachers' beliefs correlated to, or reflected in their practices; hence it is not exaggerated to assume that teachers' beliefs influence their practices (Buehl & Black, 2015). Therefore, teachers' beliefs affect their behavior in teaching. Some teachers decide to avoid being an inclusive teacher; they have numbers of reason such as abilities, classroom's size, colleague support, etc. Unfortunately, school policies have decided some of teachers to be inclusive teachers. The policy has been made by school management such as school principal, and the decision will be reported as a government decision. This will become teacher's teaching placement to District Education Department.

Moreover, it is also pivotal to explore possible internal and external factors that can influence the relationship between beliefs and practice (Buehl & Back, 2014). This study adapts the Ecological Model assembled by Buehl and Back (2014) from Bronfenbrenner (1989) that can disclose the internal and external factors that influence teachers' beliefs and practice in inclusive

education. Factors of the internal level consist of teachers' knowledge, experiences, self-reflection and awareness, and other beliefs. While external level factors consist of classroom factors, district factors, and national factors.

A similar situation occurs in the implementation of inclusive education in Aceh. Here, teacher's knowledge as one of the internal factors is assumed as the most important elements influencing teacher's practice. Most of the teachers in Aceh do not have any adequate knowledge to practice the principles of inclusion because most of them have no special educational background. In addition, the government policy is considered as one of the factors that hinder the success of practicing inclusive education in Aceh. Based on data from Local Statistic Institution (2015), government held the training on inclusive education for teachers only once a year, much less than the common expectation, which is very small number to support the implementation of inclusive education in Banda Aceh.

1.1 Research question

This study is intended to answer the question of what kind of teacher's beliefs in practicing inclusive education there are and the factors which may influence teacher's beliefs in the practice of inclusive education in elementary schools in Banda Aceh. We believe that teachers' practices in inclusive education will certainly be directed by their beliefs in the system. Research focusing on the beliefs in inclusive education may thus be needed to deeply understand the practice of the inclusion itself.

1.2 The purpose of the study

As mentioned above, this research is undertaken with the purpose to explore the kind of teacher's beliefs in practicing inclusive education and the factors that influence teachers' beliefs in the practice of inclusive education in elementary schools in Banda Aceh. In doing so, the research will be conducted by using qualitative method and the data will be gather by interviewing a number of teachers in some Public Elementary Schools 1, 3, 5, and 23 in Banda Aceh - Indonesia to explore their knowledge and experiences believed to have affected their beliefs and practice in inclusive education.

2 LITERATURE REVIEW

The author will discuss some previous studies and theories surrounding teachers' beliefs in practicing inclusive education, including the belief system and teachers' beliefs, the concept of inclusive education, inclusive education in Indonesia and Aceh, specifically, teachers' beliefs and practice in inclusive education, the relationship between teachers' beliefs and practice, and supports and hindrance to the enactment of teachers' beliefs.

2.1 Understanding belief system

There are many debates about the factors that influence teachers' performance in teaching. Teachers' beliefs have been identified important factors which may influence teachers' performance. Teachers' beliefs are correlated to, or reflected in their practices; hence it is not exaggerated to assume that teachers' beliefs influence their practices (Buehl & Black, 2015). Moreover, teachers' behaviors in the classrooms are motivated and constructed by teachers' beliefs (Wang Elicker, Mac Mullen & Mao, 2008, as cited in Poon & Tsi-Ying, 2013). Other studies found that teachers' attitudes and teachers' beliefs directly affect their behavior in their interaction to the students, thus having tremendous potential to influence classroom climate and student outcomes (Andrews & Clementson, 1997; Fang, 1996; Hutchinson & Martin, 1999; Schumm et al., 1994; Tait & Purdie, 2000; Trent & Dixon, 2004, Weiner, 2003).

Williams and Burden (1997) also explained that teachers' practice in inclusive classrooms has a close relationship with teachers' beliefs. It is logical therefore to opine that in the case of teachers who do not have adequate underlying beliefs, they will have some barriers in practicing inclusive education. Therefore, exploring the value of inclusive education practice will unavoidably need an understanding of teachers' beliefs.

Before exploring the relationship between teacher's beliefs and their practice in inclusive education, it is interesting to understand the meaning of beliefs and explore beliefs systems; how beliefs are constructed and how beliefs influence teaching practice. To define the role of teacher's beliefs in practice, it is necessary to elaborate several previous studies on the subject, especially on the relation between teachers' beliefs and the practice of inclusive education. It seems impossible to

define the meaning of "beliefs" without understanding the meaning of beliefs. Belief is a complex notion that accommodates both action or proposition, as stated,

“There are other analyses of belief, including other forms of behaviorism where beliefs are understood as attributed behavior, but in what follows we are particularly interested in whether believing is an action or a disposition, or a complex notion that accommodates both, and what the implications of this might be for epistemic obligations and belief voluntarism” (Reichenbaum, 2012, p. 176).

In addition, another definition of belief explains that belief is the comprehension of a taken decision through a proposition (theory) or to hold the opinion as a propositional of an attitude. Ultimately, it is a mental state which shares an opinion about the truth of proposition or what will make the proposition becomes true, hence it will take an attitude.

“Belief (believing) can refer to a propositional attitude, a mental state in which one takes a stance about the truth of a proposition or holds an opinion about what it is that would make the proposition true. “Belief” can also refer to a member of a set of propositions about which I take up this attitude. It is in this sense that I have a certain set of beliefs. That I am ill; that this road leads to the university, that my wife is cooking supper, or that the president will be giving the State of the Union address to Congress next month all properly constitute beliefs. What is believed are propositions, indicated by the clause that follows “that.” They may be understood the objects of belief understood as a propositional attitude” (Reichenbaum. 2012, p. 181).

Afterward, belief can be defined as "a readiness to act". The state of readiness to act in certain ways that are appropriate to its content", as Audi stated (as cited in Reichenbaum, 1912, p. 181). A belief is more than a depositional reaction, but a reaction to being understood as then mental acts or the believing including *“the action of entertaining and adopting or assessing to a proposition”*. In many cases, believing might be treated as psychology or a mental act. According to this view, it is claimed that beliefs act as a guide to our actions that we do not know, but the action can describe it (Reichenbaum, 1912).

In addition, another contribution about beliefs comes from the field of social psychology. This research found the relationship between knowledge and beliefs in learning Mathematic, as discussed by Pajares (1992). The study defines beliefs from the views of psychology by identifying the factors that influence students in learning mathematics effectively. As a result, there were some factors that affect teachers' beliefs in learning mathematic such as self-efficacy feelings, emotions, or self-confidence. Thus, another study stated that beliefs as the resilient of nature which embedded in someone. A belief is not easy to change especially to self-beliefs (Hanullah et al., 2012). In the case of the students of mathematics who found that it was not easy to change their beliefs as learners (if it has been a structured form), their beliefs in learning mathematics were likely easy to change from positive into negative more than negative to positive.

Furthermore, McLeod (cited in Hanullah et al., 2012) argued that personal experiences affect the formation of beliefs and has influenced to develop beliefs. For example, Eastern Asian students have the different impact from their culture related to extrinsic motivation in learning comparing to Western students (Zhu & Leung, 2011, as cited in Hanullah et al., 2012). Belief is different from knowledge, it may become nature-type of knowledge as "mathematic is calculating" which impulse something that human need to learn (I need to learn mathematically). Later on, belief in validity cannot be judged by social or scientific criteria, belief is subjective. Likewise, as what described by Hanullah et al. (2012, p. 17) "*The latter kind of beliefs' validity can never be judged socially with any scientific criteria, as beliefs are subjective, not necessarily true, they differ from knowledge*".

However, there are some aspects of self-related beliefs. One of them is the goal-orientation which is very subjective and cannot be evaluated socially or scientifically. The external factor can influence it, but it is still subjective (Hanullah, 2006). In addition, it must be reminded that all factors can be considered as a state or as a trait. Additionally, "*They all have psychological, physiological and social manifestations. What comes to self-related beliefs*" (Hanullah, 2011 as cited in Hanullah, 2012, p. 18)

Scientists regard belief as "the first told", no matter it is true or false if it has no contradiction with the information then it becomes a belief. However, the students will consider an information and evaluate it based on the knowledge or the information that they have. The new information may be accepted or rejected based on the former information they got. Moreover, Op't Eynde et al. (2012) argued;

"Beliefs become from what is "first told" is means, that if there is nothing in a contradiction with given information (true or false), students tend to take it as true. Only when the contradiction appears, students have a reason to evaluate former beliefs, as well as given information in the light of former beliefs. The new information can be accepted or rejected" (Hanullah, 2012, p. 17).

Furthermore, there were some works related to beliefs. One research admitted that it is not easy to measure human psychological construct but worthy of doing it (Pajares, 1992). He believes that "*As a global construct, belief does not lend itself easily to an empirical investigation*". Pajares also agrees with the concept of self-efficacy, self-concept, and self-esteem as an essence of phenomenology and humanistic theory. This topic still often appears as a big topic in philosophy, religion or spiritual discourse with a popular topic to investigating it scientifically. Pajares believes this essence as an important contribution in educational field and as the key of teacher's professional development factor. Beliefs might offer a valuable and useful impact on teachers' education effectively.

Truman Roehles and colleagues (as cited in Pajares, 1992) describe "*belief as something static that may not change in teachers mind regardless of different situation*". This statement is in contrary with Pajares's thought as he believes that if knowledge is a liquid fluid and new experience and knowledge make accommodation in new schemata, he emphasizes that the beliefs may change through an active cognitive processing. Moreover, Roehles (Pajares, 1992) described in his classic work that teachers' behavior was influenced by teachers' beliefs which are already filtered by knowledge that helps to make sense of experience. It was knowledge, not beliefs which influence teacher's thought and the way she/he takes the decision.

However, ideas about beliefs and knowledge as a static factor were disputed since the idea of Pajares's thought about the roots of knowledge in belief spread away. Knowledge and beliefs are supposed to be considered as complicated and interrelated. However, the assumption about belief and knowledge as static or active needs more evidence to support the theories. Therefore, both theories only offer insight on the relationship between knowledge and beliefs, they still need more additional supports to ascertain them.

2.2 Teacher's beliefs

The effective of classroom management and student achievement were identified as the aspects of successful teaching practice related to teachers' beliefs, attitude and practice (Brophy & Good, 1986; Haertel & Walberg, 1993, cited in TALIS). It was started by Bandura's explanation (1997) on the theory of self-efficacy, where he stated that human behavior and beliefs are critical elements leading to someone capability which has a direct connection with people self-efficacy beliefs. Beliefs that people hold are usually described in their behavior in organizing and achieving a goal. Self-efficacy beliefs may also be reflected in someone's capability in organizing some problems to reach solutions. On the other side, self-efficacy was a set of beliefs which is related to someone motivation to reach their success by using self-reflections as an instrument. Bandura (1997) did a research on students studying mathematics with high-level problems. He perceived that a student with stronger efficacy level will solve the problems quicker than those with the medium and low level of self-efficacy. Be that as it may, the failures were not because of lack of the skills and content of knowledge but due to their lack of self-efficacy to do it optimally.

Self-efficacy is defined as self-interest in and positive attitude toward mathematic (Bandura, 1997). Self-efficacy not only related to cognitive performance but also as a self-regulative process. Nevertheless, a student with high standard cognitive ability but less sense of self-efficacy will not become as successful person compared to students with average cognitive ability but has strong

self-efficacy in solving conceptual problems. This is because the latter usually have more capability to manage time and likely to solve and think the problem's solution maturely. Furthermore, Bouffard-Bouchard (1990, as cited in Bandura, 1997), in the study about causal contribution to efficacy cited "*High-low efficacy in students was instilled with students by comparison in fictitious peer norm irrespective of their actually performs*". Students with high senses of efficacy will gain the higher level of intellectual performance and have a clearer idea in problem-solving by strategic possibility solution than those students with equal cognitive but lacked self-efficacy. Efficacy beliefs contribute to motivation and logical thinking strategy.

Teachers have an opportunity to develop learning environment because of their capability in talent and self-efficacy. There is an indication that teachers' beliefs in their instructional efficacy partly determine how they structure academic activities in their classrooms and shapes student' evaluation of their intellectual capability", Bandura (1997). Teachers with high-level instructional efficacy have beliefs that difficult students may teach by using extra effort and appropriate techniques plus family support and overcome negative community influence into effective teaching. In contrast, teachers with low instructional efficacy beliefs will have limited idea how to support and motivate students (Gibson & Demboin, 1992, as cited in Bandura, 1997). With their micro analytic observation studying on how teachers have low or high perceived efficacy in managing their classroom activities, they found that:

"Teachers who have a high sense of instructional efficacy will spend more time in academic activity and able to help students encounter the difficulties and appreciated every academic accomplishment. In contrast, teachers with a low sense of instructional efficacy likely to do students' judgment their abilities and cognition, less time spent on academic instruction and lower student academic achievement" (Bandura, 1997, p .15).

Furthermore, teachers with a high sense of instructional efficacy will do a better job such as classroom management, applying lesson plan in classrooms and evaluate students' development.

The discussion about teacher efficacy can extend teacher beliefs, which increasingly relates to electronic mediated instruction. Education can be supported by the advancement of technologies; requiring teacher's skill and knowledge in giving instruction. Teacher's beliefs are affected by educational technologies. Unfortunately, teachers with low self-efficacy are identified to have problems to deliver good instruction by using computer, (Oliver, 1985, as cited in Bandura, 2014). The traditional instruction has been shifted by media electronic emphasizing teachers' beliefs to develop their capability by using available knowledge productively. Teacher beliefs effect teacher's orientation toward educational process. A teacher with low instructional efficacy has pessimistic

view to motivate student's lack of motivation and to control classroom behavior towards strict regulation such as negative sanction to make student's learning. Teachers with a low instruction of self-efficacy are more focus on the subject matter than student's achievement. If teachers must do it all over again they may choose not to be a teacher. To manage stress and anger in the classrooms, they may choose the punitive management classrooms and they were pessimistic on student's development. Teachers with strong efficacy beliefs are very supportive in students' development, they likely implement a persuasive approach compared to the authoritarian control of students. Furthermore, efficacy beliefs affect the way someone makes a choice from many actions, how much effort they did, how long they delighted by facing the obstacle and failure, how strong their resilience to face her misfortune, how they clear their mind to constitute obstacle to help themselves, how much pressure and anxiety they are experiencing in imitating the environment demand and high-level compliance demand they may fulfill (Muhkid, 2009). In conclusion, Bandura tried to explain the relation between self-efficacy beliefs and teachers' beliefs. Teachers' beliefs is supported by teachers efficacy beliefs in which teachers with some level of self-efficacy will practice their teaching ability by applying some pedagogical practices.

Another research discusses beliefs and teachers' experiences in teaching practice. The teachers' beliefs may come from their previous experiences as students or apprentice (Lortie, 2009 cited in Erkmen, 2014). The experience assembles teacher's knowledge due to their beliefs. Even if it is not easy to change teachers' beliefs, the changes are possible due to changes in situation such as voluntary or political condition; this is what Richardson and Placier stressed (as cited in Erkmen 2014) that there was a positive impact in language teacher's education beliefs as the changes occurred in the language courses or other programs related so as to make intervention to meet pre-service teachers a need (See Caraboglu & Robert, 2000; Mattheoudakis 2007; Richards, Ho & Giblin 1996, as cited in Erkmen 2014). In conclusion, a belief is representation of knowledge, attitudes which related to psychology process. In addition, teachers' belief is teacher decision to do an action that they have been choosing before based on the priority with strength beliefs.

2.3 The concept of inclusive education

Inclusive education remains a controversial concept because it relates to education and social value, as well as our individual worth. Travers et al. (2010) stated that from a review of the international literature, there are some extensive debates on the justification of inclusion from human rights, social, educational and moral perspectives. There are many definitions of inclusion, but it is

important to note that there are no explicit definitions of it. Nevertheless, it is still important to have a better understanding of the meaning of inclusive education.

Inclusion is a philosophy that brings students, families, educators and community members together to create schools and other social institutions based on acceptance, belonging, and community (Salend, 2001). In theory, inclusion is practiced in schools to establish collaborative, supportive, and nurturing environment for learners that are based on giving all students the services and accommodations that they need to learn, as well as respecting and learning from each other's individual differences (Salend, 2001). Inclusion does not only focus on students with disabilities, when implemented correctly it is also designed to be able to accommodate and respond to the needs of regular education students as well.

Inclusive Education is a system that includes for all excluded children who are currently not supported to achieve their potential at school. These include children from ethnic and linguistic minorities, nomadic and street children, children from extreme poverty and children with disabilities. Rouse (2008) stated, "*in an inclusive school, children with disabilities do not study in separate classes, instead of teaching methods, textbooks, materials, and the school environment is designed so that learners with a range of abilities and disabilities - including physical, sensory, intellectual and mobility impairments*".

Hamre (2007) argues "*inclusion is welcoming all students, recognizing their multifaceted identities, and reconfiguring an educational space that capitalizes on everyone's unique qualities, experiences, and strengths*" (as cited in Travers et al., 2010). In addition, Bailey stated "*inclusion is being in an ordinary school with other students, following the same curriculum at the same time, in the same classrooms, with the full acceptance of all, and in a way which makes the student feel no different from other students*" (Travers et al., 2010). The similar explanation stated that inclusive education is based on the right of all learners to get a quality education that meets basic learning needs and enriches lives (Lindsay, 2003).

Moreover, Lattanzio et al. (2015) argued that the implementation of inclusive education should base on the principle of equal education which all children should learn together. It commitment base on the Convention on the Rights of Persons with Disabilities (Specht, 2006; Jacqueline et al., 2016). As follow, Specht and Young (2010) also argued that inclusive education implies all students belong and are valued members of their classroom and school communities (Specht, 2006; Jacqueline et al., 2016).

Based on some explanation of the inclusive definition above we can conclude that inclusive education is education that includes all the children together in an environment and learning process with proper educational services and in harmony with the individual needs of learners without

discrimination of children from diverse ethnic, social, economic ability, political, family, language, geography (remoteness) place of residence, gender, religion, and differences in the physical or mental condition. The foremost aim of inclusive education is thus to end all forms of discrimination and foster social unity. Inclusive education will involve the development of schools, teachers and the community to effectively support all pupils in acquiring quality education. Therefore, inclusive education is a good choice as a method to achieve a quality education.

Due to implementation of inclusive education that has been applied by several countries in the world, there are obvious different implications between western (developed) countries and developing countries. Armstrong and Spandagou (2011, as cited in Srivastava et al., 2015) mentioned that there are various implications between developed and developing countries in implementing inclusive education. Miles and Singal (2010) stated: "In developed countries, inclusive education started by including students with special needs in regular schools but it is no longer associated solely with students" (as cited in Srivastava et al., 2015, p. 29). Conversely, in developing countries, where 57 million children of primary age do not attend school, the focus is more on providing basic education than making schools more inclusive (Booth, 1999, as cited in Srivastava et al., 2015).

There are many problems in implementing inclusive education. In developed countries, three factors have been addressed by Pijl and Meijer (1997, as cited in Srivastava et al., 2015) in implementing inclusion which is influenced by external and internal factors. External factors consist of government policy, regulations and funding, school factors such as management system in providing special services in schools and cooperation between schools, and internal factors are known as teacher factors that consist of teacher's knowledge, attitude, skills and teaching methods. As follow, in developing countries, Alur and Rioux (2003) stated that some issues which inclusive education mostly around including health, education, social welfare and youth development (as cited in Srivastava et al., 2015).

Consequently, because of different implications and background between developed countries and developing countries, it is made differences in the pace of implementing inclusive education. The different pace of implementation is obvious in regions such as Africa, Asia, and Southeast Asia. Indonesia as part of developing countries has enacted legislation and policies to promote inclusion. However, the progress with inclusive education has been under expected, even though the inclusive movement has been started where many regular schools have been enrolled by students with special needs. Like previous studies, Indonesia has been addressed several issues related to external and internal factors which demand such efforts to accomplish the successful in implementing inclusive education.

2.4 Inclusive education in Aceh, Indonesia

Special education was introduced in Indonesia since the 1900s during the Dutch colonial period. Special education for disabled learners officially recognized under Indonesian law in 1954. Further development was seen since 1984 when 200 special primary schools all over in Indonesia were built. Sunardi (2010) stated that the government also a campaign of 6-year compulsory education which obliged all learners with disabilities to have at least primary education (as cited in Tsaputra, 2011, p.3). However, in 1994, the Salamanca Framework of Action highlights a move from special education model to inclusive education. The main idea of the move is an emerging consensus that children with special education needs should be included in the educational arrangements made for all children equally (Tsaputra, 2011, p.4).

Indonesia started to give attention to inclusive education in 2001 and several projects such as discussion and research have been done since then to examine the realization of inclusive education programs. In 2003, government legitimately acknowledged inclusive education in Law Number 20 on the national education system. The government also appointed five provinces as pioneers of inclusive education, including West Java, Aceh, South Sumatra, Jakarta, and South Kalimantan. Nevertheless, despite the efforts to support the movement of inclusive education, the implementation continues to face challenges that could compromise the effectiveness of inclusive education in Indonesia.

Some problems associated with lack of teacher's knowledge and expertise, facilities, local government support, policies, et cetera cause the implementation of inclusive education did not show significant progress. Nonetheless, the amount problems and obstacles do not necessarily make inclusive education become impossible to apply effectively in Indonesia. Government and supported also by the various parties in the field of education continue to develop initiatives in making efforts to develop the implementation of inclusive education.

Aceh is one of the provinces that chosen as a pilot area of inclusive education in Sumatra, Indonesia. Since then, Aceh government has demonstrated a strong commitment and hard work in supporting inclusive education movement in Indonesia. The local law of inclusive education was enacted in 2012. Some efforts also have been done such as helping to provide the school's facilities, helping special schools as a school referral inclusion in the operational form special schools and train teachers, providing scholarships for special teacher education, gave several sets of trainings for teacher's preparation and improvement, et cetera. However, after all the efforts why the progress of implementation of inclusive education in Aceh still indicates the slow development.

There are some things need to be considered related to the development of education in Aceh. First, Aceh was in a period of conflict approximately around three decades (28 years) since the 1950s which led to a deterioration in education. One of the worst scenes was when educational institutions become one of the targets of such situation, for example, the burning of many schools. In addition, the number of teaching staff (teachers, professors) who become victims (killed), so that the conduct education programs in Aceh are lagging of quality standards by the central government based on the success of the implementation of national level instruments such as *Ujian Akhir Nasional* (National Final Examination). Second is the earthquake and Tsunami in Aceh in 2004 that also had a major impact on the conduct of education programs in Aceh. Based on data from the central statistical agency in 2005, approximately around 961 schools were damaged and many teachers were killed in Tsunami disaster. Before such devastating natural disasters, education in Aceh is undergoing a transition process of recovery, but the disaster occurs and made the progress more difficult.

Aceh began to regain the opportunity to emerge from the downturn in 2005 when Aceh and the Indonesian government agree to create a peace settlement. The peace agreement between the central government of Indonesia and Acehnese people in the form of Memorandum of Understanding (MoU) was signed in Helsinki, Finland, on August 15, 2005. Such a peace agreement ended the long conflict between Aceh and Indonesian government that had run for almost 30 years. After the signing of the agreement, Aceh province started a huge reconstruction in various field. The phenomena lead the number of eyes of the world to have a spotlight on Aceh, bringing the logical consequence of the inclusion of a wide range of diverse kind assistance, including the education sector. Several countries started to offer a variety of patterns and characteristics of diverse education projects. Aceh has great opportunities in developing the education. Therefore, it brings Aceh one of the representatives of the implementation of inclusive education in Indonesia. However, more efforts and research are needed in exploring the implementation of inclusive education in the place.

2.5 Teachers' beliefs in practicing inclusive education in Aceh

Mainstream classroom increasingly becomes the preferred placement option for many students with special need, as McLeskey, Henry, and Hodges explicated (1999, cited in Snyder 2012, p. 1). This problem challenges mainstream teacher educators: how best inclusive education is. The success of inclusive education is measured by its meeting with the needs of a diverse student's population, in which it might be dependent upon the beliefs of the teachers providing inclusive service. Silverman

(2007, p. 42) suggested that teacher's positive attitudes toward inclusion, thus high-level beliefs about knowledge and learning (epistemological beliefs), are essential for all special education teachers. There are two sets specific beliefs that play an important role in successful inclusive teaching. First, there is the attitude toward inclusion and the second is high-level beliefs about knowledge and learning or epistemological beliefs. Both variables have a correlation, which confirmed that the participants holding more positive attitudes toward inclusion also tend to hold higher-level of epistemological beliefs. This attitude will impact teachers who bring high-level epistemological beliefs into their classroom as more sensitive and effective manner than the teachers with lower-level beliefs.

Teacher's attitudes and beliefs associated with sensitive, affective inclusive teaching. This research finds those relatively high-level epistemological beliefs and positive attitudes toward inclusion, and a significant positive correlation between these variables. The appropriate teachers training in both areas are recommended (Garriott, P. Miller, M & Syder, L., 2013, p. 12). However, there is increasing numbers students with mild disabilities and inclusive education is a solution. There is a relationship between beliefs and action. Beliefs influenced by reflection of beliefs and action, hence teachers can make reflection after teaching. Reflection also needed by collaborating teaching between general and special teachers in providing successful inclusion classroom. Successful teaching has a greater impact on teachers than the mere course work. Collaboration teaching among the teachers is very important to engage in a dialogue to formulate, articulate and model a common philosophy of inclusion. As a suggestion, both of courses in general education and inclusive education could be designed to implement the inclusion of both.

Mallory and New (1994, p. 10) stated that children learning and development not only associate with the broader routine and culture context of their lives but also social exchange, interaction with adult companions as well as children provide guidance, support, direction, challenge, and impetus. The social construction of knowledge requires an understanding of the process by which children skills and concept of knowledge can be developed through social lives. It may also be created by spontaneous child or peer initiated to plan more. One of the important things from this process is a resolution of the conflict, by which children can learn to solve the problems as a catalyst for cognitive growth.

Lev Semonovich Vygotsky, the Russian psychologist, wrote that some problems or conflict with a possible solution will attract student's capability to solve by helps from peers or adults. The skills lead children understanding problems that are marginal beyond their abilities, yet positive to function at a more independent level. Teachers and other adults arrange for children participation in activities and offer resources that support and challenge their thinking. In turn, children build upon

inherent predispositions to participate in and make sense of those experiences.

However, the social constructivist theory needs a new interpretation of the role of the teacher as one capable of and responsible for learning about the children within his or her care, and utilizing this knowledge to construct practices needed for developing children contexts (New, 1994, p. 334). There is no "blueprint" for social constructivist teaching. Indeed, the most challenging of the principles to be derived from social constructivist theory and implied throughout this article is related to a changing view of the teacher. Social constructivist theory entails a new interpretation of the role of the teacher as one who is capable of and responsible for learning about the children within his or her care and utilizing this knowledge to construct practices that are developmentally appropriate for children contexts (New, 1994).

Inclusive education is one solution by which education problems in Aceh can be solved. Special education schools are limited; it is only available in big cities. Therefore, many students with special need usually got an underachievement in education because they cannot go to school. The main concept of inclusive education is emerging special schools with mainstream school for all pupils. Even-though the government has enacted inclusive education system in Aceh, yet the discrimination in education is still occurring. The discrimination in students with special needs to access a better education institution is still occurring. For example, some schools in Banda Aceh had rejected special needs students to enroll in the schools. (Most of) Schools suggest that special needs students to register in special schools rather than regular schools. They do not believe that inclusive education school was an appropriate place for special needs students. On the other hand, parents have a different perspective on the schools, because they thought the inclusive's schools were a good place for their children to learn. The reasons were the student can interact with regular students. In addition, they will not think that they are different to others. Parents have extrinsic motivation not to register their child to special schools, such as feeling inferior, sad, being discriminated and frustrated. Therefore, inclusive education is expected to be the solutions to resolve the discrimination in education.

Teachers have an essential role in education especially in the practice of inclusive education. Avramidis and Norwich (2002, as cited in Seehy & Budiyanto, 2015) argue that teachers' attitudes and beliefs about inclusive education have a relation with the practice in an inclusive classroom. Hence, beliefs and attitudes of teachers play a significant part in the success of inclusive education and practice (Sharma et al., 2008, as cited in Seehy & Budiyanto, 2015).

Teachers are expected to create a positive environment for students. They are also expected to be able to create a better learning process whether to regular or special needs students. Teachers' capability to concern with their class has positive self-efficacy beliefs. Bandura (1997) stated that

human behavior and beliefs are important elements, which construct someone's capability. It has direct relation toward self-efficacy beliefs. Beliefs are parts of the important element that influence someone's behavior in organizing and achieving his /her goal. Teachers' beliefs required teacher's attitude toward inclusive education practice.

Moreover, most of teachers in Banda Aceh agree on inclusive education concepts. The equal education for all children is related to their faith in Islam religion. They believe that every child should get better education without discrimination. However, when the teachers should teach at inclusive classrooms, they doubt whether they will be going an inclusive teacher. The teachers doubt that special needs students can gain something if they learn together with regular students, as they have different capability and needs. Some of them suggest placing the special needs students to study in special schools. They doubt that they will learn maximally because as teachers they do not believe in their capacity as inclusive teachers.

Furthermore, the teachers believe in the value of inclusive education. However, teachers have negative believe to practice inclusive education. Teachers' beliefs are correlated to or reflected in their practices; hence it is not exaggerated to assume that teachers' beliefs influence their practices (Buehl & Black, 2015). Hence, teachers' beliefs affect their behavior in teaching. Some teachers decide to avoid being an inclusive teacher; they have numbers of reason such as abilities, classroom's size, colleague support, and etcetera. Unfortunately, the school policy has decided some of them being as inclusive teachers. The policy has made by school management such as school principal, and the decision will report as a government decision as teacher's teaching placement to District Education Department. Most of the teachers will accept the decision, teachers they may negotiate it to the principal, but it is quite difficult to fulfill. Some cases showed that the teachers, who reject the decision would recognize as a protester.

As a result, teachers will accept the decision of being inclusive teachers; the principal will choose the teachers that have numbers and various teachers' training before. Another qualification is their teaching experience and expertise. The phenomena show that teachers feel happy to join any kind of teacher's training because they will gain many benefits such as capacity building, some allowances, and other social benefits. However, not all teachers will get the opportunity. The principal has critical roles in deciding who will join the training.

Moreover, the regular teachers who have numbers of teachers' training and those who are assumed as expertise will be considered as inclusive teachers. While teachers are teaching, they will practice the skills that they have. Even though they have categorized as experts at their school, yet they need to form their beliefs in teaching inclusive classrooms. Teachers consider that they have sufficient capacity to be inclusive teachers. However, if they get help from their surrounding then it

can strengthen their belief in practicing inclusive education. Some factors configure their beliefs such as knowledge, other beliefs, colleague support and et cetera. In addition, Florian and Black-Hawkins (2011) proposed that in order to achieve the successful in inclusive education, teachers need to believe that all students have the right to belong in regular classrooms, feel confident and have adequate knowledge and skills to practice in inclusive classroom. However, Gokdere et al., (2012, as cited in Specht, 2006; Jacqueline et al., 2016) mentioned that most of the teachers are not adequately prepared to practice in inclusive classrooms. It is claimed (e.g., Forlin, 2004) that in many cases, teachers feel ill-prepared to deal with matters of diversity in their classrooms.

There are several factors influencing the readiness and professional capacity as a teacher in inclusive classroom. According to Hargreaves et al;

“Based on research done by Department of Education and Skills, teachers come from a range of different professional backgrounds, hence their identity and status are influenced by a variety of factors including by where and who they teach, their experiences and their qualifications. Most believe that they can make a difference to children's lives. Many teachers were motivated by a desire to help vulnerable children, but they were frustrated that not all colleagues shared their commitment to this task” (cited in Rouse, 2010, p. 8).

Ahmmmed et al., (2012, as cited in Seehy & Budiyanto, 2015) argued that some variables influential in influencing teachers' practice in inclusion are the experience of teaching disabled children, contact with disabled people, occupation, and relevant training. Moreover, Peebles and Mendaglio (2014) directed the experience of teaching students with special education needs in order to increase self-efficacy especially in one-on-one instruction (as cited in Specht, Jacqueline et al., 2016).

In addition, Rouse (2010, p. 12) proposed that a teacher could implement three elements for inclusive education: knowing, doing and believing. It is the main things that can be supported for the teachers to develop the knowledge in inclusive practice. The first step is "knowing" which means that teachers should improve their content knowledge, including to know about teaching strategies, disability, and special needs, how children learn, what children need to learn, classroom organization and management, where to get help when necessary, identifying and assessing difficulties, assessing and monitoring children's learning, and the legislative and policy context.

The second step is “doing”. Doing in this context means turning knowledge into action based on the knowledge teacher gain in step one. Actions in this context could be seen in some practice such as moving beyond reflective practice, using evidence to improve practice, learning how to work with colleagues as well as children, becoming an ‘activist’ professional.

The third is changing belief. Teachers should change their perspective and believe that all children are worth educating, all children can learn, all learners have the capacity to make a

difference to children's lives and the most important one is they should be sure that such work is their responsibility and not only a task for specialists.

All the three steps that mentioned above are quite useful if it can be implemented properly. It will help teachers to develop their skills and attitudes toward inclusive. Hence, teachers should be aware of how important their role at the school. Teachers must demonstrate efforts and exercise their role as an important agent in constructing an effective inclusive education.

2.6 The relationship between teachers' beliefs and teachers' practice

Several studies have found the relation between teachers' beliefs and success stories in inclusive education teaching practice. However, when the teachers did not have much-underlying beliefs about inclusion, it may be barriers to teaching practice. Teachers demand to identify and remove the barriers by evaluating what believe to be important and to be not important, Charlesworth et al (1993, as cited in Poon & Ying, 2015). Notably, understanding the teachers' beliefs is necessary for learning about inclusive education practice. As follows, there are some researches that proved that the teacher beliefs have a correlation with teacher practices. Fives and Gregoire (2014) argued that beliefs is a reflection from teacher's interaction with students. A teacher who teaches in inclusive-classroom will practice his/her knowledge by applying an adequate methodology and knowledge of teaching effectively. If he/she believes that students with special needs have right to treat in proper way as others, hence it will reflect the practices. For example, when there is a practiced special program with an innovation-oriented, this orientation can be viewed because of teacher's reflection in the practice.

However, teacher engagement in teaching practice was very important, because it can increase teacher self-efficacy (Bandura, 2014). If a teacher found successful in teaching, it may increase their self-efficacy. Teacher practice may change teacher perception about teaching. For example, after teaching students with special need, teachers increased their confidence because the teacher can apply their knowledge and skill. All those experiences can thus function as self-control by managing teaching instruction management.

Therefore, teacher's knowledge and skills were constructed by experiencing some classroom activities such as understanding problems, students' behavior, teaching approach and teachers' success. Furthermore, teacher's success in inclusive classrooms is part of the special training in inclusive education made to develop their capability and teacher's beliefs. For example, teacher's beliefs in inquiry, after joining some training and practicums, will work to increase his/her beliefs.

Teachers can control their beliefs better. Thus, using teachers' reflection after class are found very effective to elevate teachers' beliefs.

In comparison, there is a study about novice and first-year language teachers which had identified that teacher's beliefs are not always reflected in their teaching practice. It means their beliefs may not congruent with their practice because the institutional expectation was different with teacher's expectation. The similar case with novice English teachers case in Secondary High School occurred in Hong Kong, practicing inconsistency between their teacher's beliefs in the practice and educational regulation system which is different. In addition, another similar case was happened in Turkey, finding that novice teacher cannot teach based on their beliefs because of contextual constraint and discipline problem in the classroom (Akbulut, 2007, as cited in Erkman, 2014).

Teachers' beliefs may be reflected by teachers' teaching experiences, and to maintain and encourage teachers' beliefs, it might be applied by teachers' programs task. The finding also gives an understanding that teacher's assessment and reflection relate to effort in improving their teaching and learning. In-service training or regular workshop may help to raise their awareness of beliefs and practice. On the contrary, the finding from Erkmen (2014) explained that the teachers aware about the congruency between teachers' beliefs and practice. There was a contrary condition between syllabus and student's expectation throughout teachers' beliefs and practicing. Ultimately, if a teacher has problems in teaching, they will align with their practice. For example, a language's teacher teaches her students using an inappropriate method that makes them difficult to understand the lesson. Hence, it will encourage the teacher to apply different teaching methods such as by using mother tongue language although not the teacher's belief. The teacher may do that in order to help their students understand the teaching content they delivered.

The relation and beliefs may serve variation. This could happen because types of beliefs may under consideration (Pajares, 1992, cited in Five & Buehl 2014, p. 71), "That is, some beliefs may be more or less related to specific practices based on the content of the belief and practice". For instance, teaching self-efficacy is less easy by practicing the skill. A constructivist teacher may reflect his/her lesson designs and classrooms instructional. They may have a constructivist lesson design but it may not be implemented in practice. Even though constructivist orientation is reflected by teacher's lesson plan but there are other beliefs which can lead teacher's practice. If we do not consider the lesson designs, we will not realize some constructivist orientation practice applied in the lesson plan. Consequently, teachers' beliefs and practice depend on the function of the specific' beliefs served as well as aspects of practices assessed.

Above all, teacher's beliefs are recognized as one factor that may influence a practice. Engaging teacher's beliefs with teacher's special behavior are not effective because there is no relation between teachers' beliefs and practices in changing classroom instruction. If teachers feel that a situation is not corresponding to their beliefs, they will not effectively practice their beliefs which can affect their performance. This situation may lead them to an undesired situation, especially to the teacher with maladaptive beliefs to incongruence situations. Therefore, teachers may move to another school or teach in traditional way as they beliefs.

This study adapts to the Ecological Model set forth by Buehl and Back (2014) from Bronfenbrenner (1989). To describe the internal and external level factors that influence teachers' beliefs and practice in inclusive education. Internal level factors consist of teachers' knowledge, experiences, self-reflection and awareness, and others' beliefs. While, external level factors consist of classroom factors, district factors, and national factors.

This model has appeared to explain about classrooms as an ideal place for students learning which can provide an opportunity to contribute social interactions among students and teachers. The classroom is a critical site which accommodates students or adolescence in developing them cognitively, emotionally and socially for more optimistic and enthusiastic youngsters (Mantzicopoulos, Patrick & Sears, 2012). To create an effective classroom, there are some critical elements as requirements, such as teacher's personality, which may influence classroom effectiveness. Other factors possibly giving influence on an effective classroom are some events from the past such as serious illness, standardized test or bad weather. Classroom situation and atmosphere are affected by interaction and behavior, which become habitual. For example, in the classroom where students are not allowed to ask critical questions or speak out.

Based on Bronfenbrenner's model, as cited by Mantzicopoulos, Patrick and Sears, (2012), in a larger context, classroom environment is not easy to change but possible to do. In a direct way, stakeholder or social-political issue may change it. Therefore, various aspects can cause classroom changing environment and we cannot view it only from the static side but we must focus on some characteristic seen from a wider system. There are some factors identified as factors that may influence an effective classroom. In a current discussion, teachers' beliefs and practices in a classroom may be supported by some factors. The factors recognized as internal and external factors (Fives, 2014). We adopt in incorporate an ecological model (Bronfenbrenner, 1989) "to reflect the various embedded levels of external factors, as others have also done in discussing teachers' knowledge and beliefs" (Woolfolk-Hoy et al., 2006, as cited in Fives p. 87) as figure bellow.

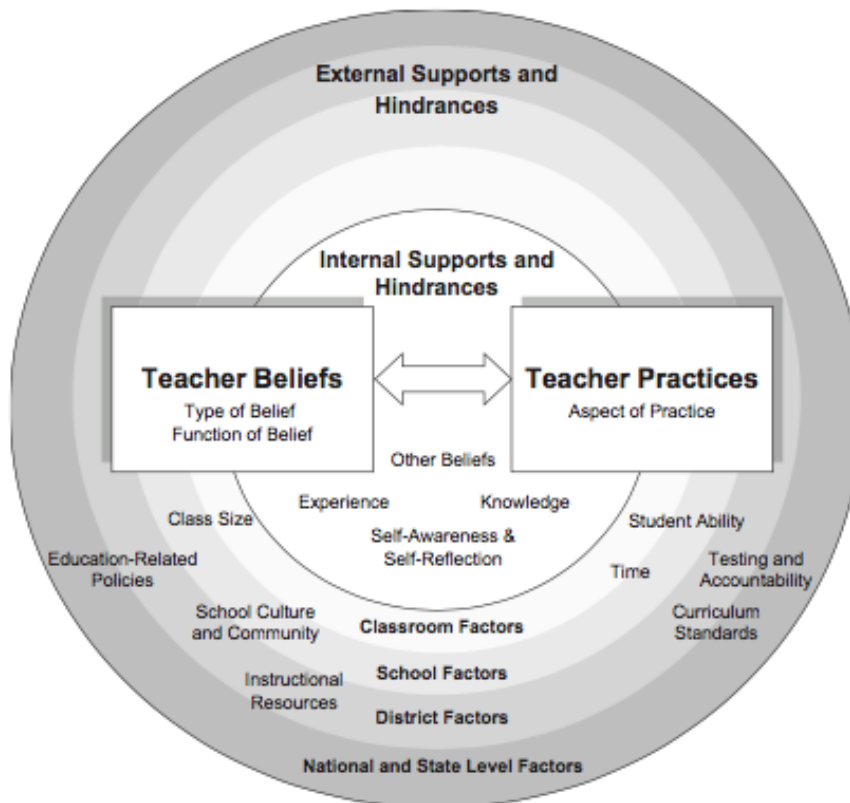


Figure 1. The relationship between teachers' beliefs and practices in a system of internal and external supports and hindrances (Fives & Gill, 2014 p. 74).

Internal level factors

Knowledge

The teacher's knowledge on content factor is very crucial in learning process. To deliver their lesson, it is important for a teacher to enact their beliefs. However, it was found that there is ineffective teaching because the teacher is a lack of knowledge on content and this will cause their beliefs in teaching practice (Bray, 2011; Kang, 2008; Rushton et al., 2011). In addition, previous studies argued, "*in other cases, they lacked the pedagogical knowledge of how to implement the instructional practices that would align with their beliefs*" (e.g., Jorgensen et al., 2009; Teague, Anfara, Wilson, Gaines, & Beavers, 2012, p. 76). Moreover, Mouza (2009) noted that content knowledge, pedagogical knowledge, and pedagogical content knowledge influence teachers' beliefs in applying teacher's practice in technology instruction from year-long experiences.

As follow, from the views of interactive perspective, it is defined that teaching instructions in mathematic subject are influenced by teachers' belief and knowledge. The varying weight of the knowledge and beliefs depend on the situation. For example, there were three main categories of knowledge, which support the teaching mathematic subject. Those are general pedagogical

knowledge, subject matter knowledge, and pedagogical content knowledge. General pedagogy knowledge refers to Borko and Putnam (1996, as cited in Bray 2011, p. 6).

“General pedagogical knowledge refers to important knowledge about teaching, learners, and learning that transcends particular subject matter domains. This includes knowledge about effective strategies for planning, classroom routines, conducting lessons, and classroom management, as well as general knowledge about how children think and learn”.

Thus, Borko and Putnam (1996, as cited in Bray 2011, p. 5), also defines "*the pedagogical content knowledge, which refers to the set of knowledges that uses in teaching*". In addition, another finding in science study stated that the content knowledge refers to the knowledge or discipline of a subject such as mathematic, physic etc. which include knowledge of the important facts, concept, and procedure, Bray (2011). Hence, a teacher responsible for creating a learning design by formulating the topic of subject into specific and understandable. The concept and the conceptions and preconceptions should facilitate all the students' ability and backgrounds (Shulman, 1986, as cited in Bray 2011).

Furthermore, Bray (2011) concluded that the importance of teaching organizes knowledge, he said that it can organize in a lesson plans, lesson image including routine and script to provide the concept of roadmap or the direction of teaching. The experts are likely able to anticipate the situation by using the anticipation' script to address the misconception commons error to the right content-specific issue.

Nevertheless, by exploring how the beliefs and knowledge of teachers in one urban school may have influenced their responses to student errors during class discussion of mathematics, this study constitutes one step toward finding the appropriate professional development and support for teachers who have accepted the responsibility for preparing students to succeed in mathematics at schools that are shifting to a reform-based model.

In conclusion, the findings from this study affirmed the interactive relationship between teachers' beliefs and knowledge regarding their influence on instructional practices. There is evidence suggesting that aspects of teachers' beliefs and knowledge contributed to each error-handling response pattern identified, with the relative influence of beliefs and knowledge varying based on the dimension of error-handling involved. In short, teachers' beliefs seemed most related to the ways in which teachers structured class discussions when errors surfaced, whereas teacher knowledge appeared to drive the quality of teachers' responses to student errors in such discussions (Bray, 2011).

Self-awareness and self-reflection

Self-awareness has aligned with their beliefs. If teachers lack self-awareness they may not enact beliefs in practices (Roehrig et al., 2011). In addition, self-reflection usually used to reflect teacher's practice will support the alignment of beliefs in practice for pre-service and practice teachers (e.g., Kang, 2008; Potari & Georgiadou-Kabouridis, 2009) *"as well as developing more coherent sets of beliefs"* (e.g., Ogan-Bekiroglu & Akkoc, 2009). Thus, teachers should realize that it is phenomena between the congruence or incongruence. Teacher's reflection will help them to be able evaluating their experiences related to developing their self-awareness (Cincotta Segi, 2011).

However, to reflect the effectiveness, the teacher's practice in teaching, teachers can use a constantly formative test. The tests purpose to monitor the effectiveness of their teaching by using formative test. The teachers also can find the information about student's response through their class "reflective teachers are highly aware of how students are responding to what they are doing and are prepared to make minor but significant changes to keep a lesson moving toward its predetermined goal" (Snowman, Mc Cown & Biehler. 2008, p. 10). In addition, Snowman also stated that the reflective teachers should adapt the types of knowledge and skill that students need to learn. The democratic situation and teaching technique are crucial as to produce the possible solution in the learning process (Snowman, 2008).

Other beliefs

Teachers have various beliefs through many different topics they own (e.g., Woolfolk-Hoy et al., 2006). Hence, the variety of beliefs may facilitate them to enact their beliefs in practice. (Please add more sentences in this paragraph). The social norms of the school community influence how teachers believe their enacted practices will be perceived (Mansour, 2013). The previous research about teachers' beliefs and practices in Hong Kong was found that most china's teachers' beliefs mix to Confusion Heritage culture which influenced by books of golden mansions and women as beautiful as jewels. The heritage said about *"Valued more from pragmatic reasons before that of the idealistic paradigm"* (Phillipson, 2007, cited in Ying, 2013, p. 217). In addition, the students should study hard to compete others. They are not taught about how to value the appreciation of sharing as a part of the concept of 'equality'. Conversely, the teachers used to train their students' certain achievement without teaching them about the treasure of value of life.

"Thus, children were trained to value their own success and they might compare themselves with other children. This learned competitiveness can never reach happiness fulfillment of all the rest of the children during their development by only talking about appreciation of the uniqueness and enjoy the joys of sharing. At the level of curriculum, globalization has also praised outcome-based competition, and it values high ability and skills in different subjects" (Ying, 2013 p. 217).

Conversely, another notable difference in implementing inclusive education in Aceh. The practice of teachers' beliefs is also influenced by local culture heritage which teaches the value of appreciation of sharing and helping others. This local culture heritage is strongly influenced by the faith in Islam. The teachers believe that in behaving attitude they will gain merit and bless from god (Allah). It is in line to some verses from the Holly Al-Quran such as Surah An-Nahl 125 and Ar-rahman 61.

These Surah stated that *“invite to the way of your Lord with wisdom and good instruction”*, and from surah An-Nahl. 128 *“indeed Allah is with those who fear him and those who are doers of good”* and surah Ar-Rahman. 61 *“So which of the favors of your Lord would you deny?”* The previous study was in line with this finding. It was stated that the teachers have various beliefs through many of different topics that they own (e.g., Woolfolk-Hoy et al., 2006).

Teachers' capability and self-efficacy beliefs

There is a relation between teacher's beliefs in content and their classroom practice. Teachers' content beliefs depend on teachers confident in their knowledge and skills. Teaching content has direct relation to teacher's performance in the classroom and because it will lead teacher to elaborate the student's malleability and motivation in learning (Hertzog, 2011). For instant, even though, a teacher does not understand the student's mother language, although the teachers able to teach the students. Teachers will have strong beliefs to deliver their lessons and believe the students will be able to learn. This belief comes from teachers' beliefs in content and instruction to implement in teaching.

Moreover, Teachers could develop learning environment because of the capability on talent and self-efficacy of teachers. There were indicated that *“ teachers' beliefs in their instructional efficacy partly determine how they structure academic activities in their classrooms and shapes student' evaluation of their intellectual capability”* (Bandura, 1997, p. 240). In addition, Bandura stated that teachers with high-level instructional efficacy have beliefs that difficult students may be taught by using extra effort and appropriate techniques plus family support and overcome negative community influence into effective teaching. In contrast, teachers with low instructional efficacy beliefs will have limited idea how to support and motivate students. Thus, self-efficacy not only related to cognitive performance but also as a self-regulative process. Nevertheless, whether a student has the high standard cognitive ability but less sense of self-efficacy will not become as success as students with average cognitive ability but has strong self-efficacy in solving conceptual problems because they could manage time and likely to solve and think the problems' solution

maturely (Bandura, 1997).

Teacher beliefs affect teachers' orientation toward educational process, a teacher with low instructional efficacy has pessimistic performance to motivate the student with lack of motivation and apply to control classroom behavior to strict regulation such as negative sanction to make student's learning. Teachers with low instruction self-efficacy more focus on subject matter than student achievement. If teachers should do it all over again they may not choose to be a teacher. To manage stress and anger in the classrooms, they may choose the punitive management classrooms and they were pessimistic on student's development. Teachers with strong efficacy beliefs are very supportive of students' development, they likely implemented a persuasive approach in comparison to the authoritarian control of students (Bandura, 1997).

External level factors

The other study found that the teachers were not passive receptors of the law district policy, but they try to negotiate the multiple discourses to discuss the implementation of the new law district policy, and that influenced by their beliefs and colleagues' interpretations. Although the teachers' own views were reinforced by the district discourse, sometimes they must negotiate to the contradictory situation in discourses and practices. They faced assimilationist pressures because of standard curriculum colleagues' attitudes and from the new program design (Jong, 2008). Understanding the constructed nature of policy making and policy implementation can empower teachers and administrators to recognize their own agency in interpreting educational reform efforts and how these choices are and can be mediated collectively and individually (Jong, 2008).

Classroom-context factors

Above all, the next factors that influence teaching practice is classroom-level factors. These factors consist of student ability (Savasci & Berlin, 2012), student attitudes (Bullock, 2010; Southerland et al., 2008), classroom management (Phipps & Borg, 2009; Teague et al., 2012), and class size (Dooley & Assaf, 2009). These factors show that it can force the teachers to identify their ways to enact teaching practice. Classroom management issues determine the extent to which teachers act on their beliefs. For instance, middle school teachers cited students' misbehavior as a barrier to implementing developmentally appropriate instruction (Teague et al., 2012). Similarly, in another study (Savasci & Berlin, 2012) constructivist-oriented secondary teachers were reluctant to implement group work because of student misbehavior.

The effectiveness in teaching may be influenced by the size of the classroom because the teachers will approach the class based on the number of students in a classroom. The ideal numbers of students in a class will be viewed as a cause of the effectiveness of the teachers' practices (Uzuntiryaki et al., 2010). Seehy and Budiyanto (2015) in their research about the pedagogic beliefs of Indonesian teachers in inclusive schools argued about the classroom size in inclusive schools.

“The practice in Indonesian inclusive schools is for a notional maximum of four children with special educational needs to be part of each class. However, teachers described how this number could be negotiated depending on the perceived severity of impairment or nature of the child’s need. This could create a tension between not wishing to reject a child and the perceived limits to the number of children in the class. (Seehy & Budiyanto, 2015, p. 478).

Moreover, Ehrenberg et al., (2001) from Cornell Higher Education Research Institute at Cornell University, proposed their finding of the disadvantage of large class size.

"The disadvantage of large class size are first, it can reduce the number of time students can actively engage with each other; second, it can increase the disruptive behaviour in the classroom; third, it can reduce the amount of time the teacher can spend working with each individual student; fourth, it can reduce the material the teacher can cover; fifth, it can eliminate many methods of assessing students i.e. open-ended assessments and writing assignments; and sixth, it can reduce the learning by reducing the kind of teaching methods that the teacher can employ in her classroom" (p.31).

School-context factors

Beside the internal level factors, there are various external factors. The external factors are identified as crucial factors leading towards teachers' beliefs in practice. Figure 1 shows that different external level factors which embedded one and another. Each of them has the same pressure dependent on the issues developed based on the context and effect at different levels. However, this problem poses a challenge to the teachers to response based on their beliefs. Hence the teachers' potential to face the problems becomes the most important aspect to consider.

The various external factors consist of administration, parental support, and colleagues. All the resources may able to support or hindrance the connection between teachers' beliefs and practices (e.g., Potari & Georgiadou-Kabouridis, 2009; Rentzou & Sakellariou, 2011; Southerland et al., 2011).

National, state, and district-level factors

Dyson et al. (2006) argued that national policy has impacted on efforts of implementation of inclusive education. Government policy factors can commit as the hindrance to the progress while

also act as resources to mobilize the practice forward. Education policies and curricular standards, in Indonesia and abroad, may present challenges to teachers in enacting practices congruent with their beliefs (Cincotta-Segi, 2011; de Jong, 2008; Tan, 2011; Valdiviezo, 2009). However, "the influence of these external factors depends on the type of policy, the teachers' role in the political context, and teachers' individual perceptions" (Buehl & Back, 2014, p. 78).

Pijl and Meijer (1997) argued that one of the problems in implementing inclusive education in developed countries is coming from external factors such as government's policy. For instance, *"the policy related to the standard of curriculum which is created by government can bring pressure for content coverage for administrators, practicing teachers, and pre-service teachers' field-based experiences and much like national policy, and play out differently in various contexts"* (Buehl & Back, 2014, p. 78).

In addition, from the study by Dooley et al., (2009) in the United States mentioned about the government policy related to mathematics program.

"No Child Left Behind (NCLB) law has had a notable effect on teachers and students due to its emphasis on student achievement in mathematics and reading. For instance, Greene et al. (2008) discovered that American middle school teachers in their sample (i.e., 162 from 13 schools) reported that NCLB had a negative influence on their practices, particularly those serving low-income students" (cited in Buehl & Back, 2014, p. 79).

Moreover, the previous studies also proposed that the involvement of the community and authorities is very crucial (Deng & Holdsworth, 2007; Villa et al., 2003, as cited in Srivastava, 2015). Hence, a well-created program and policy can espouse the evolvement of inclusive education. In western countries, new legislation that created by the government has influenced the school policies, increased capacity program for teacher and encouraged the parent's involvement (Pijl et al., 1997). In addition, Dyson (2006) argued that *"the schools should build close relation with parents and communities based on developing a shared commitment to inclusive values"* (p.40). This prompt schools become more welcome and supportive for various groups of pupils and creating an inclusive environment.

In conclusion, inclusive education in Aceh continues to face challenges that could compromise the effectiveness of it. Some problems associated with the lacking of teachers knowledge and expertise, facilities, local government support, policies, et cetera cause the

implementation of inclusive education did not show significant progress. Nonetheless, the amount problems and obstacles do not necessarily make inclusive education become impossible to apply effectively in Aceh.

Teacher as one of the crucial factors in the implementation of inclusive education has several aspects to develop in order to increase the quality of inclusive education, such as their belief or behavior in practicing inclusive education. Furthermore, Wang et. al (cited in Poon & Tsi-Ying, 2013) teachers behavior in classrooms practicing were underlying and constructed by teachers' beliefs (Wang Elicker, Mac Mullen & Mao(2008, as cited in). Hence, it is important to elaborate the teachers' beliefs in practicing inclusive education.

Furthermore, the teachers' beliefs and practice are reciprocally influenced each other. Buehl and Back (2014) proposed that the factor that influenced the teachers' beliefs and practice consist of internal level and external level factors. Internal level factors consist of teachers' knowledge, experiences, self-reflection and awareness, and others beliefs. The external level factors consist of classroom factors, district factors, and national factors. Therefore, this study will adopt Buehl and Back (2014) ecological model of teachers' beliefs and practice to explore the teachers' beliefs in practicing inclusive education in elementary schools in Banda Aceh.

3 METHODOLOGY

The research involved finding the kinds of teachers' beliefs in practicing inclusive education and the factors which influence teachers' beliefs in practicing inclusive education in elementary school in Banda Aceh. The purpose of this work was to explore the teachers' beliefs based on internal level factors and external level factors. It also intended to investigate whether their beliefs of inclusion were in congruence with their practice in teaching.

3.1 *Research design*

As qualitative research, the procedure of this study was semi-structured in-depth interviews to explore teachers' beliefs in practice in inclusive education in elementary schools in Banda Aceh. Informal conversation and interaction with members of the research were also important components to gain meaningful information. Additionally, the in-depth interviews were first handed to informants with a consent letter stating that participation was voluntary, that the information would be anonymous, and that they were free to decline to answer any questions they did not wish to.

There are five cities (Banda Aceh, Sabang, Lhokseumawe, Langsa & Subulussalam) within Aceh province, excluding the eighteen regencies. From the five cities, based on the statistics survey in 2015, Banda Aceh is considered to have the highest numbers of inclusive schools at elementary level, with 15 inclusive schools from 71 schools. After some observation and snow ball recommendations, the researchers selected 4 schools with 6 respondents as the objects of this study.

3.1.1 Qualitative research

Sandelowski (2000) described that qualitative study is a systematic subjective approach used to explain the experiences of life and give them meaning as well as to obtain the depth, richness, and the complexity of the insight within a phenomenon (Fontes, 2014). Fossey, Harvey, McDermott, and Davidson (2002) suggested that qualitative research should focus on the interpretation of subjective meaning, and description of social context toward a phenomenon. They also proposed

that qualitative research questions mainly concentrate on three aspects: language to explore the communication processes and models of interaction within social groups; the attribution toward a specific situation and action is described or interpreted subjectively; and constructing theory through discovering patterns and connections within qualitative data. In qualitative study, the questions are designed broadly rather than testing a specific hypothesis. These questions also reflect the aim to gain depth of understanding toward a phenomenon. In addition, Parylo (2012) expressed that in qualitative research, the deeper meaning is constructed socially, thus, there are multiple truths to be found. Basically, there are several types of qualitative research; phenomenology, grounded theory, ethnography, case study, and narrative analysis (Merriam, 1998, as cited in Parylo, 2012).

Unlike quantitative research, in qualitative research, there is no fixed minimum number of participants to set. As Baker and Edwards (2012, p. 5) in *National Centre for Research Methods Review Paper* argued that “qualitative research is exploratory by nature, qualitative researchers may not know how much data to gather in advance”. Adler and Adler, the two prominent lecturers of qualitative study in the university of Colorado and Denver in Baker, and Edwards (2012) also verified that:

“Qualitative researchers, working in the context of discovery, are more open-ended, and often follow emergent empirical and conceptual findings in unexpected ways. Thus, they may not know, in advance, how much data they need to gather. The best answer is simply to gather data until empirical saturation is reached” (p. 8).

Additionally, Fossey et al. (2002) suggested that the key considerations in qualitative study are appropriateness and adequacy. It means that the qualitative sampling requires identification of appropriate participants who can best inform on the need of a research. It also needs adequate information sources such as; people, places, or events to develop a full description of the studied phenomenon. They also described that the qualitative research may only involve a small number of informants, but the data gathered can be large with many hours of participant interviews, written documents, and field notes observation. Essentially, there is no fixed minimum number of participants that must be set in qualitative study; however, the substance is to obtain sufficient depth of information to describe comprehensively the studied phenomena.

3.1.2 Data collecting method

This study used the in-depth interviews in collecting the data. Boyce and Neale (2006) have been described that the in-depth interview is one of qualitative study techniques aimed to do intensive individual interviews with a small number of informants to explore and investigate their

perspectives on a idea, program, and situation. Mack, Woodson, MacQueen, Guest, and Namey (2005) in *Qualitative Research Methods* also justified that the in-depth interview is a procedure in a qualitative research designed to obtain a clear picture of the participants' opinion toward the researched topic.

In this study, the researchers employed the semi-structured in-depth interview where broad topic teachers' beliefs in practice of inclusion was discussed to develop ideas about the issue, and the researchers used prompt to probe to keep the conversation covering the broad areas of the issue of teachers' beliefs within inclusion practice. The researchers tried to engage well with the informants to build a mutual exchange of information concerning the researched issue. Kvale (2001, p. 1, as cited in Niska, 2014) described that "knowledge is created in the interaction between the interviewer and the interviewee". During the interview, the informants were not expected to give a right answer, but they were encouraged to promote their own opinion toward their beliefs in practice of inclusive.

The data collections were conducted in four different public elementary schools (Sekolah Dasar/SD) in Banda Aceh. Six teachers of the selected schools were asked voluntarily to participate in the study. Considering the ethical issue, the consent letters were also distributed and signed before performing the interview.

School Setting

The Public Elementary School Number 25

The school with three participants of the study, AN, NH and RN, was established opened in 1982. The school was located approximately 12 miles from the centre of the city. There were 306 students attending this school, 162 were male and 144 were female. There were 14 teachers with 11 female teachers and 3 male teachers, and there were 16 staff with 12 female and 4 male. Most of the teachers had followed the training of inclusive education. This school was the only school in Banda Aceh that had a teacher with special education background. The teacher was AN. Other teachers graduated from teacher education as a subject or classroom teacher. The school's staff was very nice and welcome to anyone who needs help or information. It was easy to get the access to meet and interview the teachers.

The Public Elementary School Number 1

The school was established in 1966. This school was one of the most favorite elementary school in Banda Aceh. Most of students attending this school came from the upper middle class family. At the beginning of study, there were 620 students attending this school, 333 male and 287 female.

There were 14 teachers with 23 female and 2 male, and here were 28 staffs with 25 female and 3 male. This school was selected by the government as the main pilot school for the implementation of inclusion. Most the teachers had followed the inclusive education training. One of the teachers, ER (our respondent) was the winner of outstanding teachers in the field of inclusive education. There were many students with special needs in every class. The school applied strict procedures in giving permission to access data and information relating to the school.

The Public Elementary School Number 3

The school was located in the centre of the city and was established in 1979. This school was also one of the most favorite elementary schools in Banda Aceh. There were 543 students attending this school, 280 male and 263 female. There were 14 teachers with 26 female and 2 male, as well as there were 32 staffs with 28 female and 5 male. Most the teachers had followed the inclusive education training, including CT, our respondent.

The Public Elementary School Number 5

The school, in which one of participants of the study RT worked, was an urban elementary school established in 1987. The school was located approximately 2 miles from the centre of the city. There were 390 students attending this school, 195 male and 195 female. There were 18 teachers with 15 female and 3 male, and 3 other staffs with 2 female and 1 male. Most of the teachers had not followed yet the training of inclusive education. Because the school was not ready to implement inclusive education, thus, the school decided for not to accepting students with special needs.

Participants

Six teachers working in different school settings in Elementary Schools in Banda Aceh were purposively selected based on their willingness to participate and approval by the school system. Pseudonyms were chosen for each participant to ensure confidentiality.

The first participant: RN

RN was a 43-years-old woman, an Acehnese classroom teacher who worked at SD 25 for 11 years. Based on her teaching experiences, she had been a classroom teacher for 20 years and an inclusive classroom teacher for the last 3 years. She was one of the teachers from SD 25 who followed many trainings of inclusive education at district and national level. RN showed supportive action and gave a clear answer on each question during the interview. She stated that she gained much knowledge to teach in inclusive classroom from the training. From all her answers, it seemed

that she was obedient and consistent in implementing the regulations. One of the evidences was her decision to refuse to teach in the classroom with oversized special needs students which violated the regulations.

Throughout her career as a classroom teacher, RN was a teacher of the 1st graders. However, after three years of teaching in inclusive classroom, RN then moved to teach the 4th graders. The reason was because she had simply overwhelmed during the past year in dealing with the excess amount of inclusion class with special need students. They had 6 or more students, while based on the rule; it should be 3 special needs student at the maximum in one class. Therefore, she denied teaching in the oversize classroom, unless the school modified the decision to place students with special needs according to the number written in the regulations.

In addition, she stated that she could not bear to teach the oversized class because not only it violated the established rules, but also the learning process would not run optimally due to limitations in dividing teacher's focus on too many students. RN had expressed her objection to the principal due to the numbers of students. She also asked the principal to find solutions to the oversize problem and consider the number of admission of students with special needs based on the school's capacity and rules that had been set. He proposed the idea to principals to report the matter to the Department of Education to be solved by them. According to RN, the school had taken the wrong decision to accept students with special needs exceeding the capacity of the school. One of the problems having the oversized students at the school was because many other inclusive schools did not accepted the special need students. Whereas, every inclusive school chosen by the government must accept students with special needs. Therefore, RN found that SD 25 should not be responsible to accept students beyond the capacity without considering the effectiveness of the learning process itself. Consequently, because the principals did not take any actions toward the problems, she decided to leave the oversized inclusive classroom and moved to the grade 4. Even though she had to argue with the principal and other teachers who objected toward her decision, she stood strong on it. She kept well her beliefs in teaching experience and knowledge regarding to the effectiveness of learning process.

In any case, RN decision to refuse to teach in oversized classes made things precarious. No other teachers were in equivalent to the competency of RN in teaching special need students. Each teacher had his/her own reasons which were quite reasonable to refuse replacing RN to teach in the first grade. The situation made the school principal and other staffs overwhelmed. In the end, fortunately, there was one teacher who was willing to replace RN. He was NH, 42 years old, a teacher who used to teach at the fourth grade. NH was willing to exchange with RN, so that NH will be teaching in the first grade and RN teaches the fourth graders.

The second participant: NH

NH is a female classroom teacher who has been teaching for 17 years. She is 43 years old. She has four children which one of them is attending SD 25 at grade 3. NH graduated from primary school teacher education in Syiah Kuala University, Banda Aceh. She was working in the same school as RN (SD 25) for six years. She has won Poetry Reading Contest in provincial level in 2006.

She used to teach the 4th graders, but since July 2016 she is teaching the first graders. Usually she does not have special need students with severe category or even none at all in her classroom. However, since she has moved to teach the first graders, she has many students with special needs in her class. Whereas, NH had never received inclusive training and initially she hesitated to teach in the 1st grade. Yet with the courage she took the challenge and saw it as an opportunity to learn to be inclusion teacher.

NH is a highly motivated teacher in learning. She always ask for advice from her colleagues who are more skilled and have more experiences than her in teaching children with special needs, thus she can develop her abilities. Moreover, she also join the English language courses after working hours. She has desire to do things that will support her in developing her capacity to be a better teacher. Recently, she asked the principal to give her the opportunity to join the next training of inclusive education. Unfortunately, the principal did not choose her yet to follow any inclusion training. The selected teachers for training are always the same people who have followed the training for several times. When actually the opportunity should be given to the teacher that has not been trained. The dissapointment was clearly implied when she told us about this situation.

Nevertheless, NH remains to be motivated in teaching the inclusive classroom. She relies on her knowledge and experience in teaching. She also aware of her capacity as an inclusive teacher and does not hesitate to ask any help from her colleagues if she need it. She usually asks for help with RN who has many experiences in dealing with 1st graders students with special needs and RN always willing to help her.

The third participant: AN

Mr. AN is the only informant with special teacher background in this research. He was awarded as Trainer for Students with Impairment on 2010 and Highly Dedicated for Special Teacher on 2007. He graduated from a special school in Java. He has been 12 years working experiences as a special teacher at Special Education Elementary School (SDLB) in Banda Aceh. After teaching for many years, he got promotion to be a civil servant as a regular teacher. His teaching placement was Elementary School 32 (SD 32), which hinder him to practice his skills as a special teacher.

Actually, government policy related to teacher's certification had also demanded him to be a regular teacher. The certificate is very important for teachers, because they will earn some teachers' allowances if they have this certificate. However, after teaching at SD 32 for five years then he got another teaching placement at SD 25, which is a piloting school of inclusive education. He is teaching at grade six. Actually, he wishes to be placed at special school, because his experiences and study background are special education.

. During the learning processes, he arranged a positive environment to his classroom by acting as a friend, father and teacher to all of them. He promoted a class to be responsible for this school by helping each other; including to be responsible for their disabilities friend. On the contrary, the school management found him as a teacher who likes to argue with them. He had criticized some school's policies such as student's enrolment and transparency of school budgeting in media social; as a result he got a stigma as a protester. However, he is still standing on his beliefs and will keep continuing to do that even though it will not be easy.

Mr. AN has a crucial role in SD 25, because he is the only teacher who has skills as a special teacher. Some of his responsibilities are to do profiling for students with special needs, to be an advisor to his inclusive teachers' colleagues, and he is in charge for some special programs for inclusive students. In student's profiling, he found some errors in categorizing the types of students with disabilities previously and he rearranged the students' profiling. Furthermore, he indicated that some parents hesitate to recognize their children's impairment, than he helps them to identify it. He concerned with some parents who denied their children condition too. Later on, he spends his time to talk with them in order to give supports and motivations. He is also responsible to give some advices to his colleagues about their problems in facing the students with special needs.

However, he faces many problems in applying his roles. The source of the problems comes from some policies from the government and the school. This school has joined a program between special school and inclusive schools related to students with special needs. The program is a Small Group Learning Process for students with special needs. The program is very important; because the special needs students can learn in a small group to focus more in some knowledge. Unfortunately, the government stops this program previous years ago without satisfying explanation. Another problem that he faces is related to the school policies such as student's enrolment and school budgeting policies. The school has a policy that the enrolment for special needs students must be lesser than classrooms' capacity. In fact, the principal decided it without discussing with the teachers. As a result, some classrooms will become over capacity than others, and the teachers will have difficulties in managing the classroom. As an expert, he will face his colleagues' problems as his problems also since he will spend much time to help them.

Mr. AN has dreamed to have a special school or institution to help special needs children. His wife is a special school supervisor in Aceh. This couple decides to adopt some orphan's disability students to stay with them, they treat them as their children. They play music and learn other life skills during their stay with them, and send them to the special school. One of them has graduated from public university and can live independently now.

The fourth participant : CT

Ms. CT is a classroom teacher with 36 years of teaching experience. She is 54 years old. She has two sons and one daughter. Her sons already have a job and her daughter is still in middle school. Her husband is a staff in a bank in Banda Aceh. She graduated from primary school teacher education in Syiah Kuala University, Banda Aceh. Due to problems related to family matters, CT has changed her working place (school) for three times. She mostly teaches in urban schools. In the last eight years she has been teaching in SD 3. CT is teaching for grade 6. She has experience in teaching students with special needs for 3 years. In the beginning she was afraid to teach the students with special needs. But, she could not deny when the principal chose her to be the inclusive teacher. The principal encouraged her and sent her to join the training of inclusive education. Until now, she had followed many trainings of inclusion, both district and national-level training.

She admitted that teaching students with special needs was quite hard in the beginning. However, as time goes by and having the willingness to improve in teaching, it becomes easier. She stated if teachers teach sincerely it will lead the way to solve the problems. She also believes that her sincerity in helping students with special needs brings the reward for her life such as her sons' success in finding the job. She believes all of the kindness will be rewarded by God.

Furthermore, aside from the knowledge acquired through training, CT also relies on her intuition and experience as a teacher in order to deal with special needs students. She also said her main key in teaching students with special needs is patience and sincerity. She always teaches the students in her classroom to respect and not underestimate or even bully the students with special needs. She did not hesitate to enforce the rules if there are students who break it. CT keeps trying to create an effective inclusion environment in her class to support the learning process to be effective.

Based on her experience in dealing with students with special needs, CT emphasizes the parents' involvement as an important point in encouraging the learning success of children with special needs. She has noticed that most of the problems that interfere with the students' special needs in learning are coming from family matters. Therefore, she always maintains a good communication with the parents in order to cooperate in supporting the children's development.

The fifth participant : ER

Ms. ER is a young and talented teacher; she is not originally from Aceh. She has teaching experiences at the Elementary School 80 since 2003. After inclusive education applied in 2012, she taught inclusive education in the Elementary School 1 in Banda Aceh. Ms. ER was awarded as The Best Teacher at the province level by Aceh's government to pilgrim to Mecca. Ms ER has some experiences to join teacher capacity building in inclusive education both province and national levels. Her school assigns her to be a classroom's teacher at grade four.

She has experiences in working with special needs students such as how to manage their emotion and communicate with the parents. She is optimistic that inclusive education system will become success if it applies for some years ahead. She feels proud to be a teacher at Elementary School 1, because this is a favourite school in Banda Aceh. All her achievements as a teacher make her school principal to award her as inclusive teacher ambassador. If community or researchers need information about the implementation of inclusive education system, she will give the explanations. Ms. ER has desire to continue her education in master level, but she needs to apply some scholarship to support her study. She never feels enough to learn about education, because she thinks a teacher should become long life learning.

The sixth participant : RT

Ms. RT is a school principal at the Elementary School 5 since 2009. She has 27 years teaching experiences. She was awarded as a dedicated teacher by *Satya Lencana Karya Satya Award* on 2003 and 2009. She has a special needs son, who is autism. She has negative belief toward inclusive education system, because she believes that special needs students should learn together. She is pessimistic that regular teachers who will practice inclusive education can handle the students with special needs, because they are not prepared to be special teachers. She has some bad stories related to her son's school. Based on her experience, she does believe if other persons except the family of students with special needs can love them.

She explained that regular teachers in Aceh are not ready to teach special need students. She was also pessimistic that teacher's trainings which held by *Education Institution* at District and province level. She noticed that if government thinks seriously to develop teachers' capability in inclusive education, hence government should send them to a credible institution in Jakarta. After they have enough competency to be inclusive teachers then they should be placed in each school fairly in Banda Aceh.

Interview Process

The interviews were carried out during September and October 2016. The interviewers invited the teachers one by one to discuss their perception and experiences in teaching inclusive classroom. The teachers proved to be willing to talk and discuss about the researched topic and hardly any declined. To comfort the informant in the interview, the interviewers communicated in Bahasa. The interview model was tested first with two of the teachers who did not participate in the study itself. In the end, as a form of gratitude for the participation of the respondents, we gave merchandise such as a glass with the school logo to each respondent.

In the first week of September, we interviewed CT from SD 3. The interview carried out in the living room of the school principal for one hour. The situation was fairly quiet and comfortable because there were only us in that room. No staff or students were pacing back and forth that may interfere the interview process. The interviews were conducted smoothly.

In the same week we interviewed RT from SD 5. At the first time, RT initially reluctant to let the teachers in her school to be interviewed. He immediately said that this school has not implemented yet the inclusion so that nothing can be made as the object of research. However, after a little conversation, RT began to open and willing to be interviewed and told her experiences related to the implementation of inclusion. The interview was conducted in teacher's office room, during break time, the situation was not so comfortable. There were many teachers, staff and students who were pacing back and forth. Sometimes the interview was interrupted by teacher or staff who need to talk with the principal (RT). Overall, the interview was managed to run well and RT was very cooperative in answering the question regarding inclusive implementation in Banda Aceh.

In the second week, we interviewed ER from SD 1. In this school, we had to make an appointment and go back for several times before successfully met and interviewed ER. Schools have strict procedures in giving permission to access data and information relating to the school. The interview carried out during learning time, in the living room of school principal office for one hour. The situation was comfortable because there were no noises or things that might distract or disturb the process of interview. All the students were studying in the classroom. Overall, the interview ran well.

In the third and four week, we interviewed AN, RN and NH from SD 25. All of them were interviewed in different days. RN and NH were interviewed in the classroom during the break time while AN was interviewed in the teacher's office. Each of the interview ran for one hour. The respondents from SD 25 were more open and did not hesitate in answering any questions. They were also quite straightforward in revealing the constraints and weaknesses that either come from

themselves or from the school's side in implementing inclusive education so far. All three interviews went very well.

In addition, to triangulate and confirm the obtained data from teachers' interview, in the first week of October researchers also interviewed two staffs of local institution that is responsible in inclusive education division. The staffs were also asked to participate in this research. The interview was conducted to determine whether the government support and policy for the implementation of inclusive education in Banda Aceh has been given maximally. However, the participants indicate that they avoid indirectly to answer certain questions and only given information that could easily be obtained from other sources. The answers from those questioned would augment the researchers' perspective on the analysis part.

Finally, after the written questions having been submitted by the teachers and accomplishing all the interviews data which recorded by a digital recorder, the researchers transcribed it into written verbatim form. This means that all the informants' answers were carefully read and codified into themes which would ease the researchers to analyze it. The categories and codes were divided into two factors that influence teachers' beliefs in practicing inclusive:

1. Internal level factors

1.1. Experience

- 1.1.1. Teaching experience
- 1.1.2. The successful and failure in teaching

1.2. Knowledge

- 1.2.1. Content knowledge
- 1.2.2. Pedagogy knowledge

1.3. Self-awareness and self-reflection

1.4. Other beliefs

- 1.4.1. Belief in value of humanity
- 1.4.2. Beliefs in value of faith

2. External level factors

2.1. Classroom Factor

- 2.1.1. Class size
- 2.1.2. Students ability

2.2. School factors

- 2.2.1. School culture

- 2.2.2. School community
- 2.3. District factors**
 - 2.3.1. Resource of infrastructures
 - 2.3.2. Student's admission
 - 2.3.3. Teacher training policy
 - 2.3.4. Teacher's placement
- 2.4. National and state level**
 - 2.4.1. National grant
 - 2.4.2. National curriculum

3.2 Data Analysis

The in-depth interviews were transcribed and analyzed using the Interpretative Phenomenological Analysis (IPA). Pietkiewicz and Smith (2014, p. 8) revealed that “phenomenological studies thus focus on how people perceive and talk about objects and events, rather than describing phenomena according to a predetermined categorical system, conceptual and scientific criteria”. Likewise, Taylor (1985 as cited in Pietkiewicz & Smith, 2014) added that the main purpose of using IPA is to explore how participants make sense of their experiences and self-interpreting beings which means that they are actively engaged in interpreting the events, objects, and people in their lives. To examine the process, IPA employs three basic principles of phenomenology, hermeneutics, and ideography.

Phenomenology concerns to the way that appears to individuals in their experiences. It means that it aims at identifying the essential components of phenomena or experiences of an individual which make them unique or distinctive from others. In addition, the analytical process in IPA is described in terms of a double hermeneutic or dual interpretation process. Firstly, the informants make meaning of their own world. Secondly, the researchers try to interpret the meaning to make sense of the participants' meaning making (Smith & Osborn, 2008 as cited in Pietkiewicz & Smith, 2014). In other words, IPA researchers try to comprehend how the experience is like from the participant's perspective, and at the same time the researchers also try to formulate critical questions concerning informants' experiences. Thus, the IPA integrates the ideas from phenomenology and hermeneutics which resulting how things appear and letting things speak for themselves, and interpretative because there is no such thing as an un-interpreted phenomenon. Another principle of IPA is ideography which refers to an in-depth analysis of single case and

examines individual perspectives of study participants in their unique contexts. In other words, the researchers focus on the particular rather than the universal (Pietkiewicz & Smith, 2014).

In this study, the analysis using IPA is aimed to uncover the teacher's experience in practicing inclusive which reflected as their beliefs toward inclusive. What the teachers meant to by the term of 'inclusive practice' and how they could conceptualize the phenomenon. The teachers' answers toward the phenomenon were used to broaden the understanding of their beliefs toward inclusive practice. Furthermore, their involvement of teaching, observing, seeing, or dealing in inclusive classroom led to the distinctive experiences as individuals which they will perceive their beliefs toward the issue by their own meaning making. Besides teachers' interpretation toward the inclusive practice issue, the researchers also interpreted by them concerning the meaning making of theirs. Finally, in the analysis the researchers constructed some critical questions towards teachers' experience in teaching inclusive classroom to find the hidden meaning behind their own meaning making.

3.3 Ethics

In conducting this research, there are several ethical guidelines to be considered by the researchers. Respect for intellectual property and no plagiarism are two main issues which the researchers' concern in this study. In addition, according to *The Belmont Report* (Mack et al., 2005) there are three other core principles accepted as basis for research ethics. Firstly, Respect for persons which requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. Secondly, Beneficence entails a commitment to minimize the risks associated with research, including psychological and social risks. Finally, Justice involves a commitment to ensure the fairness distribution of the risks and benefits resulting from this research.

4 RESEARCH FINDINGS

The findings in this research are divided into the various kinds of teachers' beliefs in practicing inclusive education, and the factors which may influence teachers' beliefs in the practice of inclusive education in elementary schools, Banda Aceh. Teachers' beliefs in practicing inclusive education are consist of beliefs in experiences, knowledge, self-reflection and awareness, and other beliefs. Furthermore, the exploration of the factors which influence teachers' beliefs such as classroom factors, district factors, and national factors will be elaborated.

4.1 Various kinds of teachers' beliefs in practicing inclusive education in Aceh

There were several kinds of teachers' beliefs in practicing inclusive education in Aceh. Those beliefs were formed by their knowledge, experience, self-reflection and awareness, and other beliefs. This finding is in line with the previous research by Five (2014). He outlined that teachers' beliefs in practicing inclusive education is influenced by internal and external factors. We found similarity in the external factors, such as government support and school support which influence inclusive practice. However, we also found differences in internal factors, such as knowledge background and other beliefs. The differences were influenced by the cultural and religion backgrounds of the teachers' in Aceh.

4.1.1 Teachers' beliefs formed by experience

Experiences as a general teacher

Experiences as a regular teacher improved teachers' capabilities in interaction with special needs students. Interaction with special needs students is not easy; it needs special skills and knowledge. The capability to interact with them may also be obtained from the experience of being a regular teacher. As stated by the informant F:

"I don't have a knowledge background in special needs education, but my experiences as a regular teacher enrich my teaching practice in inclusive education. Especially, when I'm dealing with young children, I can recognize all my students'

moods every time they come to school. I think there was no different behavior between regular students and special needs students. They would show the same behavior if they are happy or sad. As a result, I will manage what kind of strategy to approach them with, so after talking to them, they will feel better."

However, the pedagogy of teaching showed differences between regular students and special needs, for example about teaching instruction. Most of the regular students will follow the instruction easily, while the special needs students will not. One of our respondents CT expressed that:

"If we teach special needs students, we are required to master the teaching pedagogy in dealing with them. For example, we should repeat the instructions with special methods patiently. Thus, they will lose their focus in learning, if they don't understand our instructions. My teaching experiences in regular class help me a lot in applying suitable methods; I can combine several methods. I can't imagine if I did not have teaching experience before".

The teachers' beliefs in practicing inclusive education became better, based on the years of their teaching experiences. Those teachers learned from the experiences that they got from the past. Even though they admitted that their specific treatments to tackle the special needs student were not enough and only based on their previous experiences as a regular teacher.

The numbers of teaching experiences influenced teacher in practicing inclusive education. For example, novice teacher will not recognize student's problems in learning, because the teacher still need to concentrate to the content knowledge or the teaching methods. On the other hand, the expert teacher will recognize easily the students' needs such as problems in learning, moods and attitude in interacting with students. The expert teachers got the knowledges and skills from the previous experience which is obviously in practicing inclusive education. In conclusion, the more a teacher gets experiences in teaching practicing, the more better her skill in facing any kind of students needs including the students with special needs.

Experiences as an inclusive teacher

Senior teachers do not only have a long period of teaching but also have experiences in facing difficulties and have success stories in teaching in inclusive classrooms. However, there were some difficulties in encountering students with mental and physical disabilities. For example, the students with special needs were usually emotionally unstable, and they showed irritability, rage, and tantrums in the classroom. As stated by ER:

"Students' behaviors are different, such as being hyper, going out from the class without permission and sometimes I should run after him". Other difficulties related to students is physical disability such as paralysis, inability to control to defecation (pee anywhere), inability to feed themselves so that if they eat, it will scatter. As stated by CT "If I did not pay attention for a minute, suddenly they will pee everywhere carelessly, and the air in the classroom becomes bad".

Another difficulty to handle children with special needs is the ability to cope with them, because not only adequate knowledge (content and pedagogy) is needed, but also the support of experts. For example, teachers faced difficulties in identifying the categories of students with special needs who should be diagnosed immediately by a professional such as a psychologist. AN said:

"We asked the parents to go directly to a psychologist to examine their child's difficulties so that it would be found out that their child has special needs". In addition, when the teacher has a problem in dealing with students with special needs, they do not know who can be asked. As experienced by NH "I have never participated in the training of inclusion before, so I do not know how to handle children with special needs and I just did my best. If I do not know anymore, then I will ask my colleague (Ms. RT)."

Despite difficulties, there were many success stories. The teacher's success was usually associated with the students' behavior such as independence, ability to focus on learning, ability to express their opinions, ability to write and do simple arithmetic. As said by CT, "in the beginning she did not know the value of money. But, since I taught her intensely, now she is able to recognize the value of money". Another success story was associated with the teachers' achievement, such as winning a competition. As experienced by ER, who won a competition in a district level which was rewarded by doing a pilgrimage to Mecca. Because of her experiences in dealing with students with special needs, she could win the competition. She said

"Thank God, I had won the teacher's competition in Aceh even though I am not Acehnese. It was because of my experience in teaching students with special needs". Similarly, AN cited "A few years ago, I had won a teacher's competition as the best special teacher in Aceh. As a reward, I was invited to the presidential residence in Jakarta for a gala dinner attended by many important figures in Indonesia".

Additionally, AN has an interesting experience as a house parent of disabled children who stayed with his family voluntarily. He taught them some skills such as fashion, music and social skill. One of them succeeds in enrolling in one public university in Aceh.

In addition, some other teachers have also an experience teaching special need students before inclusive education was legally enacted by the government. As said by ER *"I have met students with special needs at previous school (SD 32) when the concept of inclusion was not introduced yet. However, I taught them with no segregation between regular and special need students. I tried my best"*. Here, we can say that all the failure and success that achieved by the teacher will enrich their experiences in practicing inclusive education.

However, teachers also mention about their doubtfulness related the previous experiences. Not all of their experiences can be used as action background to solve the problems. NH stated that

"Sometimes I feel confused about what I should do; I did not have the experience to solve those problems. I think the problems should be accomplished by the expert." If the problems become more specific toward the student's impairment, or how to apply some special treatments or methods in the learning process, hence the teachers are doubt to count only on their previous experiences to solve the problems.

4.1.2 Teachers' beliefs formed by knowledge of inclusive education

Content Knowledge

The teachers who teach in an inclusive classroom mostly only have basic knowledge about inclusive education. They gained the knowledge from various levels of training such as district level, province level, and national level. The aim of the training was to acknowledge regular teacher to teach in an inclusive classroom. The main content of the training was the introduction of inclusive education and the component that related to inclusive education such as categories and assessment of students with special needs. However, the training only provided limited information about students with special needs. The training did not train teachers to have skills and deeper knowledge to teach special needs students. The training only provided the initial knowledge in inclusive education. As cited by RT in the interview, which answered the question about the training of inclusive education, "Those *teachers only got once opportunity to join the training, so there was nothing more we could expect from it. The training was not fulfilling what I need. It was only a glance of information*". The same statement came from CT, "the training was only the introduction of inclusive education, but we are not taught the skill of how to handle the student with special needs." Therefore, the teachers who teach in the inclusive classroom did not have adequate knowledge related to inclusive education.

Even though they did not have adequate knowledge to handle students with special needs, in fact, there were many special needs students in their schools. The teachers could identify the categories of students with special needs, such as slow learner, autism, hyperactive, etc. However, the teachers only identified the categories to give a recommendation to the parents to provide the assistant to assist the student during classroom activity and to follow up the teacher's explanation in the classroom before.

Nevertheless, there were some teachers who have knowledge and skill in teaching students with special needs. For example, AN, who has the special educational background. His ability and competency were useful in helping the school in applying inclusive education, and he was

responsible for managing the enrollment of the new students with special needs. He also often helped his colleague in dealing with special need students. As cited by AN “I was responsible for managing the data of students with special needs categories in my school. Some teachers made mistakes in categorizing the students with special needs, thus, I helped them and revised it.”

Pedagogical Knowledge

Despite having adequate content of knowledge in teaching special need students, inclusive teachers should also have pedagogical knowledge. In fact, most of the teachers were the lack of pedagogical knowledge related to special need students. For example, NH has difficulties in teaching students with special needs. She usually asks for help from Mrs. RT when she is not able to handle the classroom situation. NH said that "sometimes I did not know what the students want to do and what I have to do to help those students. Therefore, I would ask for help from Mrs. RT or Mr. AN". The cases that she was not able to manage were mostly about how to understand the students' capacity and how to apply the appropriate teaching methods for them. NH said that “when I found a student who could not use his hands to write because of having a problem with the motoric skill, I did not know how to help them. I also found a student who liked drawing all the time without paying attention to the classroom activity. Therefore, I often ask my friend to help me”.

Natural Intuition

Most of the teachers utilize their natural intuitions to approach and concern with students. The natural intuition is some empathy feelings, and readiness to help the students. Those feelings came from a set of experiences that they have obtained from ten years working experiences. NH stated "even though we did not have adequate knowledge in teaching the special need student, it did not mean that we cannot help students in the classroom. Our experiences help us to determine an appropriate attitude toward the students". RT gave an example, how she recognized her special needs students' moods by counting on her natural intuition as a teacher.

“Before I started my class in the morning, I would especially give attention to students with special needs, from their body language, I was able to predict how their mood was at the moment. I would communicate with them to make them feel comfortable. This was very important to stimulate their focus in the class without disturbing other students”.

Another case also happened with CT. Based on her experience, she has the ability in managing inclusive classrooms. If she did not attend the class, sometimes the situation would be chaos. As she

said, *"every time I left my class for a while or when another teacher attended the class, there were fights between the students. However, if I was in the classroom, everything was under control"*. In addition, ER mentioned similar experience to CT. She said, *"In my classroom when a student with special needs was having a tantrum, I would approach him gently and patiently. I also asked all the students in the classroom to respect and love each other, so there was no bullying would happen in my classroom"*.

Natural intuition also comes from their experiences as a parent. A parent has special feeling and intuition to recognize their children psychological situation because they love the children. This feeling has sharpened their empathy to respect other children such as special needs students. RT was a parent of a special need student stated that *"My son is an autistic one, he had never asked to be like that, but Allah 9God) had so, and as a parent, I accepted this fate. Although he is handicapped, I love him wholeheartedly."* In addition, RN also stated that *"if you have a child or family, you will have the intuition to understand their feeling, you will recognize their characters as well, thus, the intuition help us to understand other children"*. Therefore, even though they lacked knowledge as inclusive teacher, those factors have contributed their beliefs in practicing inclusive education.

Asking helps from colleague

The school has policy toward a special needs student to be accompanied by an assistant or a shadow. They assist to implement effective teaching process in the classroom, especially when they should pay more attention to students with special needs. The assistance comes from students' personal assistant (shadow). The shadow responsibility is to help students to focus on learning activity, help them to accomplish their learning task, emphasize the teacher's instruction, re-explain the aim of the learning and as a mediator between school and parents. NH mentioned the importance of shadow: *"Those students were laborious to focus on learning activity; hence the shadow would help them to keep their concentrations"*. In addition, if the students were tantrum or they were emotionally unstable, their shadows were ready to calm them down. For example, AN said;

"The special needs students usually have unstable emotional condition. Suddenly they ran out from the classroom and made me panic. I cannot leave my class to run after him because the rest of the students were in the class. Hence, if they have shadow, the shadow would ready to take care of them".

However, not all parents were able to provide the shadows, because they have to spend extra money to hire one; sometimes some parents were not able to pay the salary. As a result, some students

attended the class without shadow. As stated by CT, *"Some parents have problems with their income, so their kids would go to school without shadow. Consequently, their child would not learn effectively."* If this situation happened, the teacher would increase their responsibilities in maintaining an effective learning process.

Furthermore, the teacher was possible to ask for help from their colleague, but this opportunity seldom happened. Most of the schools have limited numbers of teachers; hence their teaching schedules were tight. As a result, they will allow students with the minor disability only to attend the class without shadow temporarily. ER stated;

"If they did not have a shadow, we would let them join the class. If we were overwhelmed, we would ask our colleague to help us. Sometimes they have time and sometimes they have not because they also have a responsibility to their own class. If we were not able to manage them, we would call parents to pick up their children".

It was a need to consider that getting helps from friends as one of the factors that configure teacher beliefs. Teachers would feel confident if they knew someone would help them to cope with the situation under their control such as shadow and colleague.

4.1.3 Teachers' beliefs formed by self awareness and reflection

Even though teachers did not have inclusive education background knowledge, they realized that inclusive value was very important. However, they were also aware that they did not have adequate capacity to teach in an inclusive classroom. For example, when they have difficulties in dealing with the special student, they did not know which appropriate solution to solve the problem. On the other hand, teachers with special education background have a better pedagogical knowledge to teach students with special needs. As NH cited, *"I realized that I did not have adequate knowledge to teach students with special needs because my educational background was mathematic. In my opinion, the teacher who teaches students with special needs should have special education background like Mr. AN"*. In addition, RT as a teacher and principal stated that most of her teachers in their school were the lack of knowledge and capacity to teach in an inclusive classroom. She said;

"You could look at my teachers, all of them did not have the competency to teach students with special needs. Most of the students with special needs were special and demanding. Teaching students with special needs should apply special approach and skill. But because my teachers did not have inclusive education background knowledge, they were not ready to teach in the inclusive classroom".

Furthermore, to increase teachers' capability to teach students with special needs, the government provides the capacity building program for teachers such as training, symposium, and workshop.

The result of the capacity program is for the teachers can elevate their awareness of their capacity in content knowledge and pedagogical knowledge. For example, related to content knowledge, teachers stated that after joining the training they have the knowledge to categorize students with special needs. As RN said;

“After joining the training, I recognized the variety of disabilities such as dyslexia, slow learner, down syndrome and ADHD (attention deficit hyperactive disorder). Before I join the training, I don’t know if my students have the special needs. For example, my student CH, I don’t know why he cannot focus on studying in the classroom. But finally, I know that he has ADHD.”

Another crucial capacity that teachers develop because of capacity building program was pedagogical knowledge to teach in an inclusive classroom. Teachers knew better how to deal with students with special needs after they joined the training. Ms. RN said that she can detect the students’ mood just by observing their body language. For example, when in the morning, she found a student has a bad mood, she approached them and cheered them up. Hence, the student would be motivated. As RN said,

“If I saw my students arrive in the school with a gloomy face, I would approach them nicely and asked them what happen. Usually, they would share their feelings to me and I would try to cheer them up. Sometimes if they did not want to tell anything, I would just hug them and wait until they are calm. But usually, student’s mood was influenced by the situation at home, such as wake up late or being nagged by their parents. Therefore, I need to comfort them so they would have a positive mood to seize their day at school”.

In addition, the teachers become more aware of their role in an inclusive classroom and become more empathy toward students with special needs. For example, CT stated that she was good in interpreting her classroom situation. As she said *“I can manage the students in my class so that they will respect each other and create peaceful in the classroom. The peaceful condition will impact every student’s mood in the class, so I have to manage it well”*. Another answer from RN was mentioned about the important of being empathy and patient toward students with special needs. As she said;

“Could you imagine if your own child was the one who has the special needs, how did you feel? That’s why we should love them unconditionally. They have the right to be treated as good as other students. They also could feel if you were genuine or not to them”.

Another statement from EN also mentioned that the teacher should be patient when dealing with students with special needs. EN said, *“We cannot be angry and rude toward them because it will stimulate their anger. The key to deal with them was patience”*. Therefore, the teacher awareness of their capability in teaching students with special needs has been improving after the training.

4.1.4 Other beliefs in practicing inclusive education

There were other beliefs that influence teachers' practice in inclusive education. First was a belief of the value of humanity, and second is belief based on religion.

Beliefs of the value of humanity

First was the belief of the value of humanity. Regarding the principle of inclusive education, many teachers believe that the value of inclusive education was in accordance with the human right. They believed that all children have right to have equal education, regardless their physical and mental conditions. As NH said *“all children were equal in right and opportunity to pursue education. There should be no segregation in education. Hence, I believed that inclusive education was good for all children”*. In addition, RT, who has experience as parents of special need child, believed that all children have right to be loved. As she said;

“Teachers should teach students with love, not only delivered the content of knowledge. Thus, teachers should adapt to the students learning style. Special needs students have a sensitive feeling, so teachers have to approach them patiently”.

Additionally, based on the beliefs of the value of humanity, teachers also believed that they should exhibit the empathy in teaching students with special needs. Based on CT statement, she said;

“It was not easy to approach and deal with special need students. It took time to be empathy toward them. In the beginning, I was not really patient in dealing with special needs. It made me exhausted. Later on, I become more patient when teaching them and it makes me easier to approach them. Now, I believed that the empathy was pivotal feeling that teachers should have in teaching students with special needs”.

Moreover, teachers also mentioned that they should have fairness in giving attention to students based on their needs. It was clear that students with special needs would demand more attention from teachers, but other students also strived for teacher's attention. Therefore, teachers should be able to manage of how to give the attention to all students fairly. For example, as RT said;

“Students feel envy toward students with special needs because their teacher often gave special attention to them. Hence, teachers have obligation to explain to all students that their friends with special needs required more attentiona number ofso that they were expected to understand the situation”.

Beliefs based on religion

Beside the beliefs related to human right, teachers also have religion beliefs. All the respondents in this study are Muslims. They believe that the values of inclusive education are in accordance with

their faith. For example, the value of acceptance toward the God creature which is appropriate in Islamic values. As RT said;

“If you insult the students with special needs, it means you insult the God creature. That is a sin. If you hurt others, get ready to be hurtful someday. Therefore, we should respect the entire God creatures, including the students with special needs. They have the right to be loved as well”.

Another value that the teachers believed related to their faith was that every kindness would gain the merit and reward from God. As ER said;

“If we taught those students with empathy and patient, I believed that we would get the reward from God. As my experience, I won the Teachers Competition and I got the prize to go for Umrah (one of worships in Islam) to Mecca. I believed this achievement was reciprocal and blessing from God for my patience in teaching them”.

The inclusive value related to the teachers' faith also has been applying in teaching practice. Therefore, their faith influenced the way they teach in inclusive practice. For example, the class would start by reciting some verses of the Qur'an every morning. It was mentioned by NH;

“Before starting the class, all students in my class will recite some short verses. The benefit of reciting the verses is to receive God's blessing. In addition, RT also mentioned her experience, she said “every time I start the class, especially for the special needs student, I will approach them and recite the Kursi verse for them. I believe it will calm them down.”

Basic development of inclusive education system in Aceh refers to cultural roots "Adat bak potumeuruhom, Hukom bak syiah kual" involving elements of community leaders who are the wisest figure, and Ulama (religious figure). Some letters in the Qur'an (the holy book of Islam) provide the basic concepts of beliefs in the implementation of Inclusive Education System. In the Qur'an Surat Abasa (Surah 1-4) stated "(1) He (prophet Muhammad) frowned and turned away, (2) because the blind man came to him, (3) Do you know that perhaps he might clean himself (of sin), (4) or he (wanted) to get teaching, and teaching is helpful to him". The blind man named Abdullah ibn Umm Maktum. He came to Rasulullah SAW (prophet Muhammad) asked for the teachings of Islam and Rasulullah SAW turned his back and surly to him, because he is facing with a magnifying Quraishi with the expectation that the Quraish magnifying converted to Islam. Then there came the letter (surah) as a warning of God to His Messenger.

Furthermore, the concept of human rights contained in the holy Quran is no distinction between those who are disabled and the normal in everyday life. Surah An-Nur (light): verse 61: "There is no obstacle for the blind, not (also) for the lame, not (also) for the sick and not (also) for

yourselves, eating (with them) in your own home or in your fathers' house, in the house of your mother and in the house of your brother. Thus Allah (God) explains the verses (His) to you that you may understand". Meaning implied in the verse, that God does not distinguish between the conditions, circumstances, and ability of a person, but differentiated by faith and piety to Allah SWT.

Sometimes, a sense of worry when receiving disabilities students in regular schools was because they were detrimental in terms of the nature of the world, with the reason when a normal school accepts children with disabilities, then school's rank will be down and unpopular. In Qur'an (the holy book of Islam), Surah An-Nisa, verse 9: "And let the fear of Allah (God) those who supposed to leave behind their weak children, that they are concerned for their welfare. Therefore, let them devoted to God and let them speak the true words". In this case, an inclusive education system is no doubt to be implemented and for individuals who execute this task with sincerity will be the field of worship (Moch Sholeh, 2002). Consequently, all other beliefs that teachers have toward inclusive education would influence teachers' practice.

4.2 The factors that influence teachers' beliefs in practicing inclusive education in elementary schools in Banda Aceh

There were several factors that influence teachers' beliefs in the practice of inclusive education in elementary schools in Banda Aceh. The factors were consisting of four aspects, and we would explain each aspect into detail variables and emphases. First, classroom factors are described into classroom size and student's ability. Second, school factors were described into the content of school culture and school community. Third, district factors would be described as a resource of infrastructures, student's admission, teacher training policy and teacher's placement. Lastly, national factors were divided into national grant and the national curriculum.

4.2.1 Classroom factor

The first finding in external factors was classroom factor which was about classroom size. There were some problems related to a number of students in a class. Based on the school's policy, the ideal numbers of students in a class is thirty students with three maximum amounts of students with special needs. In fact, there were over the capacity of students in the classrooms. For example, in NH's classroom, there were thirty-eight students with six of them were students with special needs. Hence, NH faces many problems in her classroom, especially in delivering content knowledge, because students with special needs would take more time and special methods. As NH said;

"Several students in this classroom was more than ideal. That's why I found difficulties in teaching them. It was hard to pay attention to all of them at the same time. Nevertheless, students with special needs demand intensity and attention more than others. Hence I often feel tired."

Several students in a classroom would influence the effectivity in teaching. Teachers should achieve the curriculum standard of competency in teaching. However, teachers were only able to achieve the minimum curriculum standard of competency. It was because the huge numbers of students demand more time for teachers to deliver the lesson. It happened to students with special needs and regular students. As said by AN, *"many teachers complained about a few the students in their class. They were able to teach all of them but the process was not effective."*

The classroom size factor also affected the teachers' beliefs in the practice of inclusive education. The ideal number of students in one classroom could make the teachers' to be the optimist to achieve their target. One of the aims in teaching students with special needs was the development of social skills which need a lot of attention and time to accomplish. RN said;

"I believed, if the requirement of teaching in the inclusive classroom was fulfilled, the goal was possible to achieve. On the other hand, if the requirement was not attained, it will be hard to achieve the goal. Therefore, I rejected to teach in an overcapacity classroom".

Therefore, the classroom size needs to organize properly. Hence, it will reinforce the teachers' beliefs in practicing inclusive education.

Beside the classroom size, another factor of the classroom is students' ability. The findings show that there were differences in ability between students with special needs and other regular students. The students with special needs demand more time to learn a subject than that of regular students. As AN said;

"I have a student in my class, she was a slow learner. At first, I did not recognize that she was a slow learner. I thought she was lazy and less motivated in study. But, after diagnosed by a psychologist, she was identified as a slow learner, which was one of the criteria of student with special needs".

In addition, CT said;

"For regular students, they only need the standard period to reach the standard of competency. On the other hand, students with special needs would take longer period to reach some minimum standard competency. For example, if the standard competency in math subject for regular students was to be able to solve the question about triangle by using formula, for students with special needs it was only to know the shape of triangle".

In some schools, the students with special needs who have similar problems would gather in a group to get additional assistance from teachers. However, this treatment only found in two

schools, but it was not sustainable. As EN said, *“there was a special class consisting of students with special needs who need additional lesson to help them achieve the aim of learning.”* In addition, AN, respondent from other school also mentioned about this treatment. AN said;

“Few years ago this treatment had been applied affectively because some teachers from special education schools had regular time to collaborate with regular teachers in this school. Later on, the intensity of this program was decreased because of the problem with the government policy”.

In general, the aim of learning students with special needs was to develop their social competency, not their cognitive competency. The social competency was needed for their future as a member of community. As CT said that *“these students only need to learn to be able in doing their daily activity independently. Thus, in the future they will not depend on others. For example, at least they can count the money or doing communication with others. Later on, maybe they can work as a helper in a stationery store or something else”.* Therefore, they should accomplish the social competency.

Furthermore, the students with special needs usually lack ability to keep focus in learning. One of the causes was the unstable emotional condition. Hence, they need to be assisted by an assistant (shadow) who helped them to keep focus during learning period. As NH said, *“students with special needs would be easier to follow the instruction if they have a shadow to guide them. Even tough, sometimes the shadow did not help effectively”.* Moreover, En also said that *“students with special needs, especially the first grader need the assistant more than students at the higher grade. It was because the first grader still dependent”.* Therefore, the assistant is needed to help teachers during learning process in the classroom.

4.2.2 School factor

After classroom factors, other factor was school factor which consists of school culture and school community. In the school culture, there were some interesting findings. School culture advocates the implementation of inclusive education at school. The student’s behavior in social interaction was affected by school culture. For example, the regular students respect the students with special needs, without discriminating them. This behavior was not automatically occurring all sudden, but teacher has enormous role to create it. As EN said;

“Instead of discriminating students with special needs, the regular students were willing to help them and love them. In one case, we have an impaired student who used a wheel chair. Every time she arrives at school, her friend will help her to ride the wheel chair start from the school’s gate to their classroom through the ram”.

Another example was mentioned by CT, that *“in my classroom nobody would insult students with special needs or other students because I did not allow them to do that. The students understood the value in my instruction and they learned to respect each other”*.

Not only students who behave respectful to others, but also teachers appreciate the students' differences. Teachers as a role model were implementing all positive values such as respect, tolerance, diversity in daily activity at school. Hence, the students imitated their teacher's behavior. For example, NH said that *“sometimes I did not understand what my student's need during learning instead I gave something that they did not expect. Thus, after I realized my mistake, I would ask for forgiveness. I also attempted for the students to behave like this as well.”* Consequently, school culture with those social behaviors made the school become friendly environmentally for inclusive students.

The next crucial factor beside the school culture was school community. Based on the finding, school community was divided into parents, teachers, experts and external institution. First was the finding related to the parents. The success of inclusive education was influenced by parent's engagement. Teachers and parents should have a good coordination regarding their children development, especially parents of students with special needs. If the parents did not involve in their children learning progress, it would be hard for teachers to manage it alone. It was because student's motivation in learning in school depends on the situation at home. The respondent RN shared her experience, she said *“parents should involve in their children's study time, especially students with special needs. Because they should know how their children improvement in learning or what kind of problems do their children have in learning”*. The parents who actively participated in students learning process will reinforce the student's improvement. As mentioned by NH *“students who get assistance from their parents at home will elevate their ability more than the students who did not get it”*.

Second was the finding related to the teacher's involvement. Not all teachers at school have an opportunity to teach in inclusive classroom. The regular teachers who did not teach in inclusive classroom also have essential role to support inclusive practice at school as well. They ready to do a favor for inclusive teachers if they asked for help. There were various situations where inclusive teachers need coordination with regular teacher, such as Teacher Group Discussion where they can suggest some idea for each other. Teacher Group Discussion activities related to inclusive practice were arranging Yearly School Activity which includes activity for students with special needs, discussing teaching methods to help students with special needs, managing the Students' Group Learning for students with special needs. All this policy was to support teacher's involvement in inclusive practice.

The third factor was related to experts involved in inclusive education practice. One of the requirements for students with special needs to enroll the school is having the formal letter of students diagnosed of impairment from the expert such as psychologist, doctor or therapist. The school has limitation in recognizing student's impairment which could impact the way teachers teach or treat the students. Hence, it was needed expert's involvement. As AN said;

“Teachers have difficulties to identify student's impairment, it needs a special knowledge and skill to do it. Therefore, we need help from an expert. Usually we will ask the parents to consult with the expert, thus the expert will give recommendation for a treatment”.

Moreover, some special students need reinforcement such as regular therapy from the expert. Like RN said;

“Some students in my class indicated the improvement more than others because they were getting additional assistance from the psychologist. Even though some students also can improve without additional therapy, still it was better if they have it. In fact, not all students have the same opportunity”.

The last factor in school's community was the external institution. External institutions can be divided into public and private institutions. Public institution was special school which provided the special teachers to collaborate with inclusive teachers. Special teachers would help inclusive teachers in Students Group Learning. An AN said;

“In previous time, there were additional activities related to Students Group Learning. This activity was collaboration between inclusive school and special school. Unfortunately, the special teachers had stopped their involvement in this program since two years ago. This activity was in fact very good to help those students. However, this activity still continues ineffectively even though without special teacher involvement”.

Private institution was Non-Government Institution such as Helen Keller Institution which was established in Aceh since 2006. This institution organized various trainings for teachers about inclusive practice, even before inclusive education had been embedded in Aceh. As RN said; *“We have been trained by Helen Keller Institution few years ago before this school become an inclusive school. However, since Helen Keller Institution has closed, we only have trainings from the government”.*

Another private institution established until now is HOPE institution. HOPE Institution provides the service such as therapy for students with special needs or consultation with experts. AN said *“We recommend to the parents to bring their children to HOPE institution to get appropriate therapy”.* In Banda Aceh, only HOPE institution provides complete service therapy for children with special needs. In addition, RT mentioned, *“I sent my son to study at HOPE Institution*

because he needs special treatment. He indicated some improvement since he got the treatment from them". Therefore, the existence of external institutions was quite helpful to student's development in inclusive education practice.

4.2.3 District factor

The next factor was district factors which divided into infrastructure resources, district policy, student recruitment and teacher distribution. First, the finding related to infrastructure resources. The government was the resource of infrastructure distribution to all-inclusive school. Unfortunately, the distribution was not spread evenly. Only some schools received the infrastructure from government such as ram, wheel chair and therapy equipment. As AN said;

"Not every school received the grant from government. They only gave some chosen school which in this case it was usually the favorite school. For example, only elementary school number 1 received ram. Whereas, there were many schools with students with special needs in need of the facilities".

Additionally, CT said *"government should be fair in distributing the infrastructures to the inclusive schools. For instance, our school did not have ram for students using a wheel chair"*.

Despite increasing the infrastructure grant, the government discontinued the donation. It certainly obstructed the effectiveness of the inclusive practice in school, for instance, it has affected to the lack of learning media used by the teachers in teaching students with special needs. As AN said;

"Few years ago we received donation such as money that we distributed to students as scholarship, so they can buy school's attribute. But now, government had stop distributed the donation. In fact, most of our inclusive students come from low level economy class. Let alone having money for a therapy, even to purchase uniforms they cannot afford".

Similarly, EN said, *"Once we have received grants from the government such as ram, but not anymore. I did not know why"*. This can mean that the government does not pay attention to the needs of infrastructure facilities in inclusive school, even though it is needed to support the implementation of the inclusion.

Second, the finding will elaborate about district policy. The government attention to the needs of support facilities in school inclusion was not maximal. The comment issue related to district policy was teachers' capacity development program. In general, teacher's teaching in inclusive classroom was lack of knowledge on inclusive education. Consequently, teachers' capacity development program is needed to elevate teachers' knowledge such as pedagogy knowledge and content knowledge. Stated by NH;

“I have been teaching in inclusive classroom for several years, unfortunately I never got opportunity to join the training of teachers’ capacity development program, especially training about inclusive. Though, I really want to join the training. Hence, I just relied on my experience to practice in inclusive classroom.”

Furthermore, the teachers’ capacity development program which bears by government was not allocated evenly to all-inclusive teachers. A lot of teachers did not get opportunity to join the training due to government choice of the training participants. The government chooses the participants based on the informal relation with the school’s management, especially the principal.

As cited by AN;

“if you did not have a good relation with local education institution, they would not include you in the training list. Our previous principal had a very good relationship with the government, so we were always invited to join the training. However, our recent principal only did the school principal duty routinely, that’s why the local government did not pay any attention to our school anymore and we rarely join the training.”

Additionally, the quality of the inclusive training was still under expectation because so far the training only delivered the surface knowledge. Mainly, the training was about introduction to inclusive education. The content knowledge that delivered in the training was inadequate with the teacher’s necessities. We can say therefore that the teachers’ competency improvement was still under expectation. As follows, RT said *“most of teacher’s training material was not qualified. It looks like that it was held only to spend the government budget. My teachers did not satisfy with most of those training”*. It might be concluded from all these findings that even though the government does not provide adequate teachers’ capacity development program, the teachers still practice their best based on their beliefs and experience.

Thirdly, the student’s recruitment arranged by local educational institution. The recruitment was using computer system which all students should register online. The distribution is based on their district location. Its policy aim was to allocate the number of students in school proportionally. Nevertheless, there was a problem with students with special needs recruitment because it did not follow the system mentioned before. In addition, not all inclusive schools accepted the students with special needs for some reasons. Hence, they only attended to the schools that enroll the students with special needs. As the distribution of students with special needs was uneven, there were overcapacities in some schools while others were much less or even having no students with special needs. Cited by AN;

“Government has established seventeen elementary schools in Banda Aceh to be inclusive. In fact, only three or four schools which decide to enroll students with special needs. Every time special needs students enroll to those schools, they will reject them and recommend them to register in this school”.

Similarly, RN said that *“a lot of students with special needs registered to our school. Although our classroom was already in overcapacity, our principal decided to receive them. I believed that overcapacity students in the classroom will make inclusive practice ineffective”*. It seems that there were many reasons which caused those schools decided not to accept students with special needs. The main reasons seem due to the lack of inclusive teachers and infrastructure facilities. The facilities of those schools were not even better than the others.

Seeing the case, it is thus understandable that the government should enact the policy related to distribution of students with special needs recruitment. The idea of a centralized school with special needs student’s admission has in fact been proposed by Teachers Union in Banda Aceh, it is an unfortunate that the government does not accommodate it. As RN explained;

“We have told our idea about student’s admission to our principal so that government would rearrange the student’s recruitment system. If the system does not change, it would harm some schools overcapacity with special needs students”.

Additionally, AN said: *“In my opinion, if the recruitment held by the local government and they have authority to decide the distribution, no schools would deny special needs students enrollment”*. Consequently, there should be any changes in the district policy related to student’s admission, which based more on the school’s need and situation.

Another factor was about the teacher’s placement. Based on the finding, there was a special teacher in inclusive school in a certain school. However, instead of worked as a special teacher, the person taught as a regular teacher although he was graduated from special education. The teacher’s position will affect his payment. Therefore, he did not have any chance to utilize his skill effectively as his educational background was not linear with his works. Cited by AN, *“government policy was very detrimental to teachers having position like me. If I insist for a position as a special teacher teaching in inclusive school, the government will not allow me to get teacher’s salary. Actually, I am disappointed with this policy”*.

That is why teacher’s placement is a critical issue around inclusive schools. All the schools expected to have professional inclusive teachers to be placed at their schools. The purpose of professional inclusive teacher was to collaborate with regular teachers who practiced in inclusive classroom. Conversely, government still has difficulties to provide professional teachers. As cited by RT;

“All of principals, who attended local meeting for Teacher Union which held by education institution, have suggested to train regular teachers to become professional teachers and distribute them to all inclusive schools evenly. If this idea occurred, I believe the implementation of inclusive education system would be success”.

Similarly, AN stated *“Apparently, students with special needs should be taught by a professional teacher, even though teachers who taught in the inclusive classroom still did not have adequate knowledge. If this situation did not show significant changing, I was sure this inclusive practice would not run effectively”*. Seeing this fact, problems related to teacher’s placement should be resolved effectively by the government.

4.2.4 National factor

So far, discussions about external factors have been elaborated related to classroom, school and district factors. The last factor was national factors which can be divided into national grant and curriculum. Every year government distributed the grant to every school including inclusive school. The grant named *Bantuan Operasional Sekolah* (School’s Operational Grant). Unfortunately, this grant remained inadequate to support inclusive schools' activity. Hence, the government should allocated additional budget to reinforce inclusive schools other than BOS. AN described:

“As far as I knew, all inclusive schools received grants from government, such as BOS in every year. However, I was wondering how the school spends the money or what their priority. I think they should allocate more budgets to support inclusive practices so they could provide more media and facilities”.

Similarly, RT said that *“The BOS budget that we received was not enough to support our inclusive programs such as student’s therapy, private counseling, family gathering et cetera. In fact, the budget was only enough to support daily activities”*. Consequently, the national education institution should consider the amount of national grants to fulfill inclusive school’s needs.

The last finding was about the curriculum for inclusive schools. Based on our research, there was no specific curriculum for inclusive practice. Schools have been applying the same curriculum (curriculum 13) to all students including special need students. Obviously, it was laborious to implement the same curriculum to accommodate special need students. Here, teachers adjusted the curriculum based on student's ability. As CT said, *“for inclusive students, instead of followed the curriculum, it was the curriculum adjusted (by teacher) to their ability”*. As follows, RN said;

“For special need students, we treated them differently. If the regular students have to achieve the passing grade based on curriculum, the special need students did not have to do that. Our priority was to make the special needs students feel comfortable and eager to study with their friends during learning process”.

Further, the national curriculum has standard competence to achieve evaluated by National Exam. The passing grade to pass the National Exam was possible for regular students to accomplish. In

contrast, it was almost impossible to achieve by special need students. The special need students should only follow the School Examination. As CT said;

“In my opinion, special need students did not need to follow the national examination, but school policy would not allow it happen. Because the established system created by the government is quite difficult to change. As a result, the students would not pass the National Examination yet they would pass School Examination”.

Additionally, AN said *“I think the government should be wiser in enacting the policy related to National Examination for special need students. It was impossible to measure the various ability of students by used the same standard of evaluation”.*

So far, this research indicates that there was a different level of dominant between internal level factors and external level factors. Internal level factors identify more dominant than external level factors in influencing teachers' beliefs. Based on the data analysis from the interview, it is recognized that the respondent's answers represent all aspect in internal level factors. All the respondent answer all the questions related to internal level factor. On the other hand, not all of respondents answer the questions of external level factors. Therefore, teachers' beliefs in practicing inclusive education in Aceh are mostly influenced by internal level factors such as knowledge, experience, self-awareness and reflection and other beliefs. Even though the external level factors do not fully support the inclusive practice as expected, teachers' beliefs in practice inclusive remain positive because of the reinforcement by internal level factors.

4.3 Create on inclusive environment in elementary schools in Banda Aceh

Based on the finding assembled by Buehl and Back (2014) from Bronfenbrenner (1989), inclusive environments were the result of the interactions occurred within the teachers' environment, which were within the discussion of the internal level factors. In internal level factors, knowledge was an essential aspect that the respondent emphasizes in describing their practice in inclusive. In fact, inclusive practice did not rely on special teachers but regular teachers who are lack of knowledge about inclusive education. Hence, teachers count on their nature beliefs in teaching practice.

The second aspect that respondents consider was their experience. The regular teachers teaching in an inclusive classroom have keen in intuition in teaching because of their previous teaching experiences. As a senior teacher, their experience not only in teaching but also in approaching the student which is part of social skill that must be owned by the teacher. It needs a special skill to approach special need students not achievable from their educational background but resulted from their experiences.

The next aspect was self-awareness and reflection. Usually, teachers reflect after they teach. Although they did not have the educational background in special education, they elaborated their skill in practicing inclusive education. As a result, they would learn from their success or failures that will encourage their beliefs in inclusive practice. The reflection also elevated their awareness of their identity as an inclusive teacher.

Lastly, another crucial factor was other beliefs. Beside the beliefs of their professional competency as a teacher, teachers also have other beliefs based on their faith in Islam. They believed that the good behavior will be rewarded by God. On the other hand, if they did not give empathy to inclusive students, they would be a sinner. This was increasing their beliefs in practicing inclusion, because they agreed with the values of inclusion such as respect, helping each other and caring and loving. Although they did not know exactly where the Quran verses in their scriptures that mentioned those values were, they strongly believed in the value of kindness.

As follow, the most prominent external aspect was school culture and community. School culture plays a crucial role in creating the conducive environmental for inclusive practice. School culture was the values that were trusted by stakeholders of the schools as standard reference values based on behavior, culture and social values in daily life (Sukma Bangsa Statuta, 2006). School culture consisting of values such as respect, no violence, dignity is suitable with the principle of inclusion. This kind of school culture would create school community behaviors that support inclusive practice positively. If the school community was not welcome and friendly toward inclusive students, they would be difficult to adapt to the school's environment. Therefore, to construct a positive environment, it required the collaboration of all stakeholders and school parties.

5 DISCUSSION

This chapter presents the discussion of the findings about teachers' beliefs in practising inclusive education in Elementary School in Banda Aceh. The chapter is divided into two topics: first, teachers' beliefs in practicing inclusive in elementary school in Banda Aceh. In this case, teachers' beliefs were formed by knowledge, experience, self-awareness and other beliefs that led to positive encouragement in practicing inclusion. Second is the inconsistency between teachers' beliefs and practice in inclusive education. The phenomena will be analyzed by using Bronfenbrenner's ecological system theory (1989) as set forth by Buehl and Back (2014). Buehl and Back described the phenomenon into the level of factors that influence teachers' beliefs in practicing inclusive education.

5.1 Understanding teachers' beliefs in practicing inclusive education in elementary schools in Banda Aceh

In this finding, we indicated the teachers believe in the value of inclusive education. Generally, they believe to the concept of equal education regardless to the physical and mental conditions. As follow, the school has consolidated whether the students with special needs (SWSN) and regular students in the classroom to study together. This practice is in line with the literature that stated children with disabilities do not study in separated classes, but they were in the same classroom. It was designed so much as that learners with a range of abilities and disabilities - including physical, sensory, intellectual and mobility impairments—can work together (Rouse, 2008). Similarly, the main principles of Salamanca World Conference on Education for children with Disabilities in 1994, which stated that all children should learn together regardless of any difficulties or differences in inclusive schools. In addition, Travers et. al (2010) stated “*inclusion is being in an ordinary school with other students, following the same curriculum at the same time, in the same classrooms, with the full acceptance of all, and in a way which makes the student feel no different from other students*”. The similar explanation stated that inclusive education is based on the right of all learners to achieve a quality of education that has met to the basic learning needs and enriches of lives (Lindsay, 2003).

Based on some explanations of the inclusive definition above, it is concluded that inclusive education is an education that includes all the children together in an environment and learning process with proper educational services and in harmony with the individual needs of learners without discrimination of children from diverse ethnic, social, economic ability, political, family, language, geography (remoteness) place of residence, gender, religion, and differences in the physical or mental condition. The foremost aims of inclusive education are to put an end all forms of discrimination and foster social unity. Inclusive education will involve the development of schools, teachers and the community to support all pupils in acquiring quality education effectively.

Moreover, the principle of inclusive education practice integration is to encourage students to solve some problems or conflicts in learning process by collaborative learning. From the previous study, we found that the inclusive education was practiced in schools by establishing collaborative, supportive, and nurturing environment. This concept is based on giving all students the services and accommodations to study equally, as well as respecting and learning from each other's individual differences (Salend, 2001). However, the teachers need to learn some new strategies such as different models of collaborative teaching as part of their professional development" (Florian, 2008 p. 206).

Furthermore, the learning problems of SWSN were not only to develop the content of knowledge but also to teach them the social skill, which is in line with the collaborative learning goals. The previous researchs had studied the social constructivism as espoused by Vygotsky in an apprenticeship program that based on social culture context. Vygotsky found that knowledge was a vehicle to gain social skill as part of social culture context. Vygotsky, determine the linkage between mental processes in Socio-historical context in which "*concerned with the relationship between human thought and the social context within which it arises*". In this view, "knowledge" is not an abstract construct; rather, the focus on the informations that used in everyday lives. It is purpose to conduct the routine social exchanges, that requisites to daily work and domestic tasks. "*It is precisely this knowledge that constitutes the fabric of meaning without which no society could exist*". Students with special needs will learn during school's time in social culture context. They will also learn how to use culture tools such as pencils, pens et cetera. They are also involved in learning the values surrounded that tools such as using technology, ideology values, such as learned how to work in groups, decision making and group study, which concern with the social norms, ethics, beliefs, and patterns. Those are essential instruments in social participation, and therefore individual learning and development for all children.

The inclusive teachers in Banda Aceh was inspired their class to study in a small group to encourage the students to practice collaborative learning. The idea was coming from the various of

student's ability and learning styles. According to Gilakjani (2012), students have different learning styles. They can learn (for instance) by visual, auditory and kinesthetic way. Teachers must facilitate all the learning styles by using various teaching methods. SWSN will not be able to learn social skill without a group. In addition, the regular students, as a peer of SWSN will gain benefit, such as the norm of social values. However, the students' learning purposes are to obtain the good academic achievement and good behavior.

Furthermore, most of teachers who teach in inclusive classroom in Aceh only have basic knowledge about inclusive education which led them to have less beliefs and become inappropriate to practice in inclusive classroom. (Bray, 2011; science [Kang, 2008]; Rushton et al., 2011). In other cases, they were lacked pedagogical knowledge of how to implement the instructional practices that would align with their beliefs. (e.g., Jorgensen et al., 2009; Teague, Anfara, Wilson, Gaines, & Beavers, 2012, p. 76). Moreover, Mouza (2009) noted that content knowledge, pedagogical knowledge, and pedagogical content knowledge were influenced by teachers' beliefs in applying teacher practices in technological instruction from long year of experiences.

However, most of teachers do not emphasized the important of their roles. There are several factors influencing the professional capacity as a teacher. According to Hargreaves et al (as cited in Rouse, 2010:8), based on the result of the research conducted by Department of Education and Skills, it was found that teachers came from a range of various professional backgrounds. Their identity and status are influenced by a variety of factors including where and who they teach, their experiences and their qualifications. Most people/teachers believe that they can make a difference to children's lives. Many teachers said that they were motivated by a desire to help the vulnerable children, but they were frustrated that not all their colleagues sharing their commitment to this task. Rouse (2010, p.12) argued that a teacher could implement three elements for inclusive education, those are knowing, doing and believing.

The first step is "knowing" which means that teachers should improve their content knowledge, including to know about teaching strategies for disability and special needs. Teacher should learn how the children study, what they need to learn, classroom organization and management, where to get help when necessary, identifying and assessing difficulties, assessing and monitoring children's learning, and the legislative and policy context (Rouse, 2008). Thus, the training will encourage teachers' knowledge, which influenced teachers' beliefs in practicing inclusive education. Likewise, Bandura (2004) stated that teacher success in inclusive classrooms is part of having special training in inclusive education to develop their capability and teacher beliefs. For example, teachers' beliefs in inquiry, after joining some training and practicums, and teachers increased their beliefs.

The second step is “doing”. Doing in this context means turning knowledge into action based on the knowledge that the teachers gain in the first step (knowing). Actions in this context could be seen in some practices such as moving beyond reflective practice, using evidence to improve practice, learning how to work with colleagues as well as children, or becoming an ‘activist’ professional. Bandura (2014) stated that teacher engaging in teaching’ practice is very important, because it can increase teacher’s self-efficacy. If a teacher found success in teaching, it is likely to increase their self-efficacy. Teacher practice in teaching may change teacher perception about teaching. For example, after teaching students with special need, teachers had increased their confidants as the teachers are able to apply knowledge and skill. All those experiences were found/considered as self-control which is occurred by managing teaching instruction management.

The third is “beliefs”. Teachers should change their perspective and believe that all children are worth educating, all children can learn, all learners have the capacity to make a difference to children’s lives. Most important one is they should be sure that such work is their responsibility, and not only a task for specialists. One of the ways to encourage their belief is by using teacher’s reflection. Fives and Gregoire (2014) stated that beliefs is a reflection from teacher’s interaction with students. There is a special teacher who teaches in inclusive-classroom that will practice their knowledge by applying an adequate methodology and knowledge of teaching effectively. If they believe that students with special needs have right to be treated in a proper way as others, it will be reflected in their teaching practices. For example, they practice some special programs with innovative-orientation, the innovation is basically the result of the teacher’s reflection in the practice.

Besides teacher’s reflection, there were other beliefs which may encourage teachers’ beliefs in practicing inclusive education. It is the faith of their religion (Islam). Teachers believe that all behavior and attitude toward SWSN will gain reward and bless from God (Allah). The holy Al-Quran, An-Nahl:125 stating that: *“Invite to the way of your Lord with wisdom and good instruction”*; and An-Nahl:128: *“Indeed Allah is with those who fear him and those who are doers of good”*; and Ar-Rahman:61: *“So which of the favors of your Lord would you deny?”*. The previous studies are in line with this finding. It is stated that *“the teachers have various beliefs through many of different topics that they own”* (e.g., Woolfolk-Hoy et al., 2006). Hence, their spiritual beliefs may facilitate them to support the beliefs into practice.

All the three steps mentioned above are quite useful if it can be implemented properly. It will help teachers to develop their skills and attitudes toward inclusive. Hence, teachers must be aware of the importance of their role at school. Teachers must demonstrate efforts and exercise their roles as an important agent in constructing an effective inclusive education. Similarly, Rouse (2008, p.

15) stated: “If two of three aspects of development (knowing, doing and believing) are in place, then it is likely that other aspects will follow. If teachers acquire new knowledge and they are supported in implementing new practice, using a ‘just do it’ approach, then attitudes and beliefs will change over time”.

5.2 Incongruence between teachers’ beliefs and practice in inclusive education in elementary school in Banda Aceh

This study found that the phenomena of incongruence between teachers’ beliefs and practice in inclusive was influenced by the policy related to external factors such as classroom; school, district and national. The policy was divided into government policy and school’s policy. Government policy is related to curriculum, school’s grant, teacher’s capacity development program and teacher’s placement. As follow, school’s policy is related to student’s admission, classroom size and teacher’s distribution.

5.2.1 The problems related to the implementation of the policy

There are some authorities that hold a major role in the successful implementation of inclusive schools. It consists of a government authority that acts from the managerial side or the terms of philosophical side (Tarnoto, 2013). Conversely, the government’s policies in Banda Aceh was found not fully support to the teacher’s needs in inclusive practice. This finding is in line with the previous researchs about the problems of implementation of inclusive education in Indonesia by Tarnoto (2013). He stated “*the problems related to government are the government attention and concern towards the implementation of inclusive education at schools is low (24.64%), the policy related to the implementation of inclusive schools is not well-define (21.74%), yet the lack of the modification of special curriculum for inclusive schools (20:29%), lack of training toward inclusive education to the teachers (18.84%), lack of the government's attention to the teacher's professionals who support inclusive schools whether in quantity or welfare (10.87%), the government programs has not sustained (2.90%), no special institution to deal with the assistance (shadow) of students with special needs (0.72%)*”. The data remains to show how the government support to the inclusive education that is practically low. Interestingly, similar situation occurs in Banda Aceh, where government supports to inclusive education are relatively not higher compared to the data that shown above.

The previous research about inconsistency between teacher beliefs and teaching activities were presented by Liu (2011) who studied about pedagogical beliefs of teachers and technology integration in Taiwan, he found that the teachers with learner-centered beliefs have implemented constructivist-based activities in teaching. Conversely, some teachers have learner-centered beliefs in applying lecture-based teaching. This analytical study results for the inconsistency between teacher's beliefs and teaching activities are corroborated by research findings in literature, indicating that teachers with learner-centered belief did not necessarily used constructivist teaching methods.

In addition, the previous literature about the inconsistency between teacher's beliefs and teaching activities by Liu (2011), which studies about pedagogical beliefs of teachers and technology integration in Taiwan. It had found that the teachers with learner-centered beliefs have implemented constructivist-based activities in teaching. Conversely, some teachers have learner-centered believe in applying lecture-based teaching.

“This analytical study results for the inconsistency between teacher beliefs and teaching activities are corroborated by research findings in literature, indicating that teachers with learner-centered belief did not necessarily use constructivist teaching methods” (Liu, 2011).

Furthermore, before we elaborate the gap of government policies in supporting the inclusive education in Aceh, it is important to consider some issues related to the development of education in Aceh. First, Aceh was in a period of conflict approximately around three decades (28 years) since 1950s leading to a deterioration in education. The second is the earthquake and Tsunami in Aceh in 2004 that also had a major impact on conduct the education programs in Aceh. Before such devastating natural disasters, education in Aceh was undergoing a transition process of recovery, but the disaster was occurred and made the advancement of education becoming sluggish.

The Peace Agreement between the Government of Indonesia and Aceh, Memorandum of Understanding (MoU) signed in Helsinki, Finland, on August 15, 2005, it was ended the conflict between Aceh and Indonesia for almost 30 years. After the peace agreement, Aceh started the great reconstruction in various fields. Aceh has huge opportunities in developing the education. Therefore, it brings Aceh as one of the representatives of the implementation of inclusive education in Indonesia. Therefore, more efforts were needed to develop the implementation of inclusive education in Aceh. Nevertheless, the government had encountered many obstacles in enacting the inclusive education system, which could hinder the inclusive practice in schools.

Curriculum

First, based on the findings, there were no specific curriculums for inclusive practice. Schools have been applying the same curriculum (Curriculum 13) to all students including the special need students. Obviously, it is laborious to implement the same curriculum to accommodate special need students. Applying the curriculum, which does not meet to the needs of students with special needs. It indirectly have been violence toward the goals of inclusive education itself, where the privilege of a child is a part of the uniqueness. As follow, Bourdieu (1998, as cited in Jorgensen et. al. 2010) stated

“As these are not integral to the curriculum in the early years of schooling, the resulting mismatch between the formal curriculum and the knowledge learners bring to school can often lead to an alienation from school. Such feelings of alienation are a rational reaction to the ‘symbolic violence’ enacted through such school processes”.

Similarly, Tsaputra (2011, p. 5) stated:

“A Centralized Education Policy also contributes to the problem. It fails to accommodate students’ different backgrounds and needs. The curriculum is rigid and content-laden. Limiting the scope and including inclusive education into such a curriculum is not an easy task. Consequently, designing teaching materials that cover diverse needs and backgrounds of students has become dilemmatic”.

Further, a Centralized Education Policy has impacted to the learning process including the evaluation system. In Indonesia, the National Curriculum has standard competency that needs to achieve, which will evaluate by National Evaluation. The passing grades to pass the National Evaluation is possible for regular students to accomplish. In contrast, it is almost impossible to be achieved by special need students. Indeed, special need students need the evaluation system which appropriate to assess their own skill and competency. The competency and skill that aim to accomplish special need students are social competency that is not fulfilled in the recent curriculum.

Grant

Second is the problem related to the government’s grant, the government grants are resources of infrastructures distribution to all-inclusive schools in Banda Aceh. Unfortunately, the distribution was not spread evenly. Only some schools receive the infrastructure from government such as rams, wheel chairs and therapy equipments. In addition, the amount of government’s aids become decreasing, and at some points they had stop to give the donations. It obstructs the effectiveness of inclusive practice in schools, for instance, the lack of learning media used by teachers in teaching students with special needs. In conclusion, the government does not pay attention to the needs of infrastructure facilities in inclusive school, even though it is needed to support the implementation

of inclusion. This finding was similar with previous literature which conclude that the issues appear in the implementation of inclusion is related to government and the lack of infrastructure to support inclusive schools (Tarnoto, 2011).

In addition, Indonesian's government also distributes some grants to every school including inclusive schools every year in Banda Aceh. The grant named *Bantuan Operasional Sekolah* (School's Operational Grant). Unfortunately, this grant is inadequate to support inclusive school's activities. Hence, government should allocate additional budget to reinforce inclusive schools other than BOS. Consequently, the national education institution should consider the amount of national grants to fulfill inclusive school's needs. This is in line with what Tsaputra (2011, p. 7) stated:

“Sufficient funding is also a key to successful implementation of inclusive education. Adequate and targeted amounts of funding are imperative in the levels of school and community for the initial program start-up and continuation, staff incentives and salaries, parent/caretaker support, training, special equipment and community organizations/services. One thing that Indonesian government needs to keep in mind is that while initial inclusive education program start-up costs might be large, they will be more efficiently used in the longer run as they benefit a large number of students. However, large funding is not continuously required for inclusive education programming as it should ultimately be seen as benefitting the general education program (USAID, 2010). Thus it all eventually depends on the government's political will and seriousness in investing in and putting enormous efforts in the successful implementation of inclusive education for children with disabilities”.

In addition, an early Regional Report on EFA (1998) noted that the supporting system should formulate a policy toward government support. In fact, most of the development countries were overlooked SWSN in which they did not enroll to schools or other educational institutions. The government should prepare lifelong residential care. The residential care may be able to form a school with inclusive education concept. The community unable to provide a proper one because of the helpless, hence government should not take it for granted the situation as espoused by UNICEF (1998 cited by Florian, 2011).

This phenomenon becomes distinct in Indonesia, because most of inclusive education institutions are public schools, which are only financed by government as school's subsidy. The school budget seems not enough to cover all the schools' budgets because most of students are from low-income family which none of school's fee. Whereas, school's facilities are expensive enough for them. This situation aligns to literature by Rouse which mentioned:

“Across the world, there are many reasons why children do not attend school, including high levels of mobility, social conflict, child labor and exploitation, poverty, gender and disability. Many children are at risk of not attending school, or of receiving a sub-standard education. In some parts of the world, schooling is not available because of a shortage of school places, a lack of quality teachers, or because schools are too far from where children live. Sometimes families choose not

to send their children to school because of fears about safety and security, the poor quality of schooling or because of the economic costs. Such costs might include school fees, having to buy uniforms, books and materials, and so-called 'opportunity costs' that arise when young people are not economically active because they are in school" (Rouse, 2011, p. 2).

Teachers' capacity development program

Third, the comment issue related to district policy is teachers' capacity development program. "It has become an accepted idea that teachers' ways of thinking and understanding are vital components of their practices" (Nespor, 2006 p.317). The teacher positive attitudes, capacities are part of their knowledges which possibly gained by Teachers Competency Development Program/Training (Gil et al, 2013). In addition, another literature found the relation between teacher's positive attitudes in view inclusive and teachers' readiness to change and adapt the way they work to facilitate students with various abilities in their classrooms. The teachers also influence their colleague's attitude toward the students with special needs (Sharma et al, 2008). As follow, another literature by Gil et. al (2013) explained:

"The need for training, of both faculty and the administration to address the challenge of achieving success for all students. We believe that this challenge must begin by an adequate training of education professionals to participate in transforming their schools into inclusive schools, where the "Focus on Diversity" will become a fundamental principle" (p. 784).

In general, a teacher teaching in inclusive classroom is lack of knowledge about inclusive education. Consequently, teachers' professional capacity development program is needed to elevate teachers' knowledge such as knowledge about inclusive, pedagogy knowledge and content knowledge. Carrington and Robinson, (2004, as cited in Tarnoto, 2011) stated "governments have a responsibility for professional development / improving the competence of teachers though sometimes the system responsibilities partially handed over to the organization school, because the school also has a role to make changes in school especially principals".

Conversely, the teachers' capacity development program which is provided by the government in Banda Aceh was not allocated evenly to all-inclusive teachers. A lot of teachers did not get the opportunity to join the training, because the government indicated of being not fair in choosing the participants of training. The government chooses the participants based on the informal relation with the school's management such as principal. The phenomena are in line to this literature, the schools and government are consistently responsible to raise teacher's capacity in handling SWSN related to lack of teacher capacity as a professional to recognize the wide spectrum of student's needs evenly. These critical issues are related to the prospect inclusive system successfully. MacBeth et al (2002).

Moreover, the quality of training about inclusive education is still under expectation because so far the training has only delivered the surface knowledge. Mainly, the training is about introduction to inclusive education. The content knowledge that delivered in the training is not adequate with the teachers necessitate. It might be concluded from all these findings that even though the government does not provide adequate teachers' capacity development the program, the teachers still practice their best based on their believe and experience.

Above all the factors mentioned above, the government policy is also not appropriate related to teacher's placement. Based on the finding, there was a special teacher in inclusive school (AN), but instead of work as special teacher, he teaches as a regular teacher. Certainly, he should place as special teacher, because he was originally graduated from special education. Nevertheless, the government policy does not provide special teacher position in inclusive which affect the teacher's allowance. Therefore, he did not utilize his skills effectively, because his educational background was not linear with his occupation.

Likewise, teacher's placement also became critical issue around inclusive schools. All the schools were expected for professional inclusive teachers to be placed at their schools. The purpose of professional inclusive teacher is to collaborate with regular teachers who practice in inclusive classroom. Conversely, government still has difficulties to provide professional teachers. In summary, problems related to teacher's placement should be resolved significantly by the government.

Even though this situation becomes the barriers for teachers, they still practice the inclusive education. The research from Winterport by Jong (2008, p. 367) illustrated that "policies must be considered in context to understand their impact". This literature is in line with the finding in this study. Hence, the impact from government policies which do not meet with the teacher's need caused the teacher's practice does not align with their beliefs toward inclusive education.

School's Policy

The school's and staff's support are the essential elements in inclusive teaching practice. The support can be as set of the school policies, which support teachers in practicing inclusive education (Florian, 2008). Likewise, the school's policy also has a big role in synchronizing the teachers' beliefs to the practice of inclusive education. Nevertheless, the school's policy was influenced by government's policy. It forces teacher's authority in practice is limited and the teachers should compromise to the different ideologies and beliefs. As well Jong stated the effectiveness of teacher's practice was challenged by government policy pressure. The policies had forced the teachers to assimilation with some ideologies or interpretative "spaces" which inherit in government

policies. The condition creates teacher's opportunity to explore it to engage in their teaching practice. At the same time, teachers should compromise to the other ideologies or discourses which make them negotiate to implement the main policies into multiple views and practices, Jong (2008).

Student's admission

Thirdly, the student's recruitment is arranged by local educational institution. The recruitment uses computer system to which all students should register online. The distribution is based on their district location. Its policy aim is to allocate the number of students in school proportionally. Nevertheless, there was a problem with students with special needs recruitment because it does not follow the system that mentioned before. In addition, not all inclusive schools receive the students with special needs for reasons. Hence, the special needs students only registered to a few schools who decide to enroll them since the unfair distribution of students of special needs. In other words, some schools are overcapacity while others less capacity or having no students with special needs.

As follows, the schools which decided not to allow students with special needs to enroll in their schools are in fact due to some reasons. One of the reasons is the concern of the school's accreditation which influenced by the average score of National Examination. If the school has many SWSN, it would affect their average achievement score. This similar finding to the previous study by Dooley and Assaf (2009) explaining that *"urban schools are more likely to be targets of accountability policies and pressures associated with high-stakes testing"* (Diamond & Spillane, 2004; McNeil, 2000; Smith & Fey, 2000; Valenzuela, 2004). Possibly because they serve ethnically and economically diverse populations, urban schools are more likely to show *"achievement gaps"*.

Therefore, the government should enact the policy related to the distribution of students with special needs recruitment system. Inclusive education brought out the diversity of students at school which give the positive effect to the learning process. Gudo (2011, p.182) also stated *"it was concluded that lack student diversity was an obstacle to effective learning among students and lowered the quality of students. Lack of student diversity in universities, if not reversed, will have serious negative impact on Kenya's nationhood in view of devolved county governance"*.

Classroom size

It is found that some problems related to inclusive education is also to the number of students in a classroom. Based on the school's policy, the ideal number of students in a classroom is thirty students with three maximum amounts of students with special needs. In fact, there were over capacity of students in the classrooms of some Acehnese schools. The number of students in a

classroom will influence the effectivity of the teaching. In addition, teachers should achieve the curriculum standard of competency in teaching. However, teachers are mostly only able to achieve the minimum curriculum standard of competencies since with the huge numbers of students in the class, it demands more time for teachers to deliver the lesson.

The previous study by Ehrenberg et. al (2011) about the class size and its controversies concluded some disadvantages of large class size. They stated:

“There are a number of disadvantages of large class size: first, it can reduce the amount of time students can actively engage with each other; second, it can increase the disruptive behavior in the classroom; third, it can reduce the amount of time the teacher can spend working with each individual student; fourth, it can reduce the material the teacher can cover; fifth, it can eliminate many methods of assessing students i.e. open-ended assessments and writing assignments; and sixth, it can reduce the learning by reducing the kind of teaching methods that the teacher can employ in her classroom” (p. 31).

Moreover, the classroom size factor also effects the teachers’ beliefs in practicing inclusive education. The ideal number of students in one classroom can lead to teacher’s optimism to achieve the target. One of the aims in teaching students with special needs is the development of social skills which needs a lot of attention and time to accomplish. Therefore, the classroom size needs to be organized properly as it will in turn reinforce the teachers’ beliefs in practicing inclusive education.

5.2.2 The gap between teachers’ beliefs and practice of inclusion

There was complex relationship between teachers’ beliefs and practice. There was not always a positive relation between teachers’ beliefs and practices but the two were in reciprocally correlated. Some contradictions apparently to appear. A teacher with good experiences in training, for instance, may not have a good performance in teaching. The conditions have relationship with teachers’ beliefs, which explained about the unperfected relationship between teachers’ beliefs and practice. The relation between teachers’ beliefs and practice were more complex of lack.

Based on Lim and Chai explication (2008) there used to be misaligned relationship between practice and beliefs in the areas of inclusiveness/importance of culture, group work, connectedness of ideas, and multiple pathways but there are two other areas, i.e., intellectual quality and learning environment in which teachers’ beliefs and practices are consistent. However, a teacher with constructivist orientation may teach in traditional views and using a traditional method as teachers’ beliefs may align to one teacher but not to another.

However, mainstream classroom increasingly becomes the preferred placement option for

many students with special need as stated by McLeskey, Henry and Hodges (1999, cited by Snyder 2012, p.1). This problem challenges mainstream teacher's educator to perform the best for inclusive education. The success of inclusive education in meeting the needs of a diverse student's population is likely to depend on the beliefs of the teachers providing inclusive service. Silverman (2007, p. 42) suggested that the teacher's positive attitudes toward inclusion with high-level beliefs about knowledge and learning (epistemological beliefs) are essential for all special education teachers. Those two things (attitude toward inclusion and high-level beliefs about knowledge and learning or epistemological beliefs) are indeed play important role in successful inclusive teaching. Both variables which confirmed the participants to hold more positive attitudes toward inclusion also tend to hold higher-level of epistemological beliefs. This attitude will impact teachers who bring high-level epistemological beliefs into their classroom as more sensitive and effective manner than the teachers with lower-level beliefs.

Even though the finding showed that some teachers having positive attitude toward the concept of inclusive education, it was in line with their beliefs in the value of human right and religious injunctions (Islam), they have mixed those beliefs in practicing inclusive education. For instance, they stated that SWSN has right in equal education as all children in the world, yet, on the other hand, they also agree that SWSN should be treated in segregation system because they belief that SWSN is different from other general students. In practice, they prefer SWSN be taught by special teacher as the latter they were more competent with their high-level beliefs about knowledge and learning or epistemological beliefs to teach SWSN.

Moreover, they were also agreed that SWSN needs a shadow to assist them in learning activity in inclusive classroom because teachers cannot manage SWSN and regular students at the same time. Whereas teachers should use the same curriculum between SWSN and regular students, this situation has led the teachers' beliefs in inclusive education more incongruence with their practice in inclusion.

These findings are consistent with and parallel to the previous literature. Some studies have been done related to novice and first year language teachers who have identified that teachers' beliefs was not always reflect their teaching practice. It means that their beliefs may not congruence with their practice since the institution's expectation was somehow different from the teacher's expectation on the standard competence of curriculum. In addition, another similar case was happened in Turkey, which found that novice teacher cannot teach based on their beliefs because of contextual constraint of subjects and discipline problems in the classroom (Akbulut, 2007 as cited in Erkman 2014). In addition, it was stated that "*teachers beliefs are not related or are disconnected, misaligned, or inconsistent with classroom practices*" (Buehl & Beck, 2014 p. 70).

Above all, teachers' beliefs are recognized as one factor that may influence teacher's practice. Engaging teachers' beliefs with teacher's special behavior is not effective because there seems no relationship between teachers' beliefs and practice in changing classroom instruction. If teachers feel their situation is incongruence with their beliefs, they will not effectively practice their beliefs, which it can influence their performance. This situation may lead them to undesired situation, especially to teacher with maladaptive beliefs in incongruent situation. Consequently, the teachers may move to another school or teach in traditional way in line with their beliefs.

It was like the previous literatures, which proposed about beliefs and teachers experiences in teaching practice. The teachers' beliefs probably come from teacher's previous experiences as students or apprentice observation (Lortie cited by Erkmen, 2014), since previous experiences assemble teacher knowledge due to teachers' beliefs. Yet, beliefs may change based on situation such as voluntary or political condition, cultural institutional obligation, etc. (Richardson and Placier, 2001, cited in Erkmen, 2014). The result shows that there is a positive impact in language teacher's education beliefs. As a result, teachers' beliefs may change because of the courses or other programs that teachers experienced. It provides weak intervention to meet pre-service teachers' needs (Caraboglu & robert 2000, Mattheoudakis 2007; Richards, Ho & Giblin 1996, as cited in Erkmen 2014).

In addition, from the research by Grisham (2000, as Cited in Dooley & Assaf, 2009), it showed that differences in stated beliefs and observed practices persisted. The teachers were consciously aware that their beliefs and practices differed and could articulate the reasons why their practices differed from their beliefs. The most common reasons were the difference between beliefs and practice, it was in the context of teaching. (p. 164). Moreover, Savasci, F., & Berlin, D.F. (2012, p. 78) also stated similarly "from the finding, 3 of the 4 stated that the teachers had difficulty incorporating their beliefs into classroom practice. For example, Kathy and Patrick reported Expert Constructivist beliefs. However, Kathy's observed classroom practice was classified as that of an Emerging Constructivist, while Patrick's classroom practice was classified as that of a Progressing Constructivist. These findings are consistent with studies that indicate inconsistency between teacher beliefs and classroom practice.

6 CONCLUSIONS

In this section, we will summarize the main findings and discuss the practical implications of the research as well as its limitations. We will then provide recommendations for further research.

6.1 Conclusion

This study found that the teachers' beliefs in practicing inclusive education in elementary school in Banda Aceh were still low. This phenomenon was illustrated by the low level of teachers' self-efficacy which was reflected in the unwillingness of teachers to teach in inclusive classrooms. Most of the teachers were hesitant in accepting the task as inclusive teachers because they were aware of their lack of knowledge and skill to teach in an inclusive classroom. This was because they did not have a special education background. On the other hand, there were expert teachers who had extensive teaching experiences and had attended a series of training sessions on inclusion. Hence, they had to accept the task reluctantly. All respondents were civil servants in which the duty of the direct supervisor will be reported to the district educational institution. This duty will affect their level of position in the civil service. Therefore, the teachers had to accept the duty to teach in inclusive classrooms even though they found it objectionable.

Nevertheless, the teachers held various beliefs that helped them in practicing inclusive education. The illustration of the teachers' beliefs were describe at the figure below.

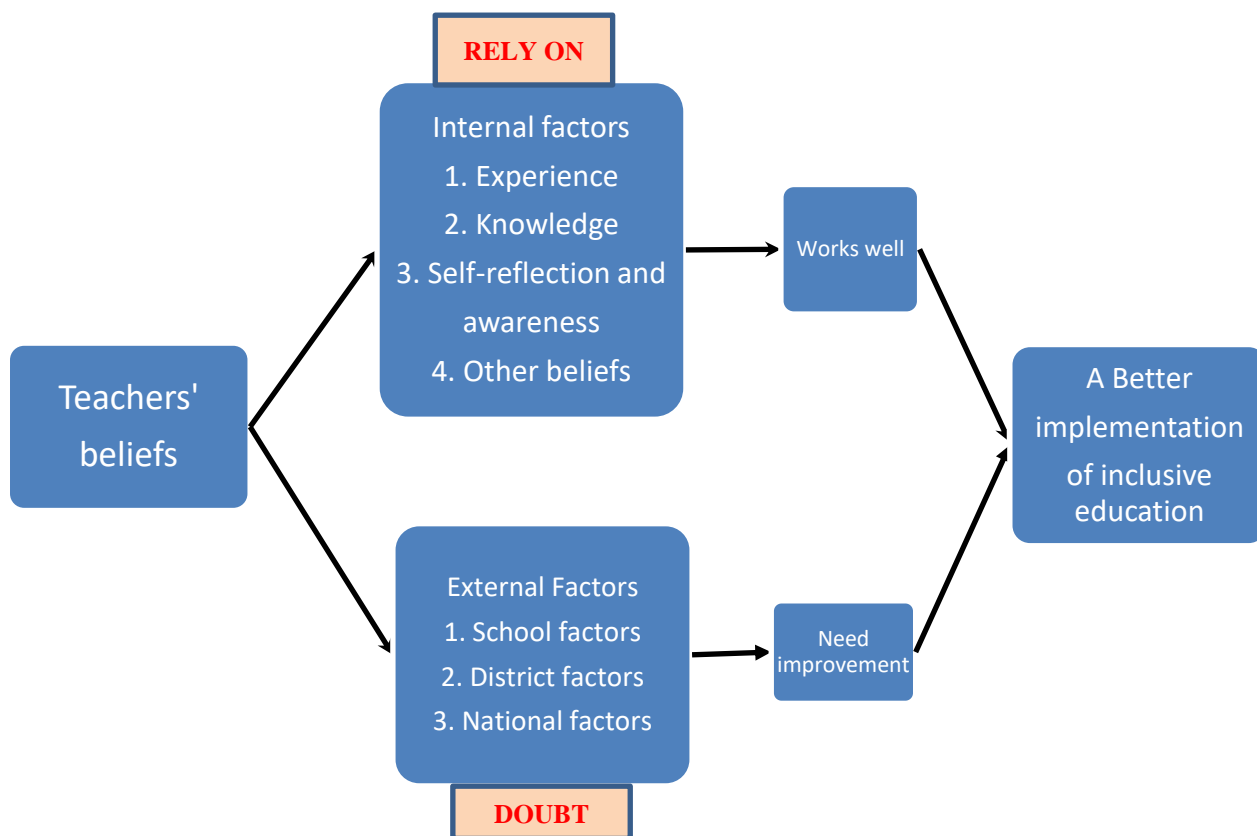


Figure 2. Teachers' beliefs in practicing inclusive education in Elementary Schools in Banda Aceh

First, beliefs formed by religion. In daily life, the teachers are strongly influenced by their cultural and religious background, including their beliefs in teaching. Most of the populations in Aceh are Muslim, including the respondents of this study. They believe the values of inclusive education are in accordance with their faith. For example, the value of acceptance of God's creatures which is appropriate in Islamic values. The concept of human rights contained in the Holy Quran has no distinction between those who are disabled and the normal in everyday life. It is according to the meaning implied in the Surah An-Nur (light): verse 6, that God does not distinguish between the conditions, circumstances and ability of a person, but they are differentiated by faith and piety to God. Another value the teachers believe related to their faith is that every kindness will gain merit and reward from God. This belief becomes the motivation for the teachers teaching in the daily teaching practice in inclusive classroom.

Second was belief in teaching experience. The teachers believe that their previous experience in teaching in regular classrooms or inclusive classrooms will help them to interact with special needs students. For instance, there were some difficulties in encountering the students with mental and physical disabilities and regular students. On the other hand, there were also many success

stories that they have achieved in teaching. Hence, all the failure and success that the teachers achieved will strengthen their beliefs in practicing inclusive education.

Third was belief in knowledge. This belief was formed by the content of knowledge, pedagogical knowledge, natural intuition and help of colleagues that the teachers have. The content and pedagogical knowledge of inclusive education that they have are very limited and varies based on the type of training they have followed. Therefore, they rely on their natural intuition in teaching which comes from their previous knowledge and experiences in teaching. In addition, their experience as parents has influenced their natural intuition in recognizing the students' psychological situations. This feeling has sharpened their empathy to respect special need students.

Moreover, teachers did not have assistants or colleagues in teaching in inclusive classroom, whereas the number of students in the class was relatively large. As a result, they found it very helpful if there were colleagues accompanying them. Colleagues can come from other institutions, or be an assistant or a fellow teacher at the school. The limited knowledge leads to the need of help from others becoming very important. Consequently, even though they were lack knowledge as inclusive education teachers, those factors have contributed to their belief in implementing inclusive education.

The next belief was a belief in self-awareness and reflection. They were aware that they did not have adequate capacity to teach in inclusive classrooms. Although they did not have educational background in special education, they elaborated their skill in practicing inclusive education. Teachers usually do reflection after their teaching. From their reflection, teachers could elevate their awareness of their capacity in content knowledge and pedagogical knowledge.

The second finding was about the factors that influence teachers' beliefs in practicing inclusive education. The factors consist of curriculum, grant, teachers' capacity development program, school's policies, school admission and classroom sizes. All those factors tend to cause problems in the implementation of inclusive education. This condition seems related to the implementation of government policy which does not fully support inclusive teachers' needs. It causes the hesitation from the teachers to implement inclusive education. If the teachers got sufficient support from these external factors, it was possible to elevate their beliefs. The most significant support should come from the government, as it will influence many aspects in practicing inclusive education in Aceh.

The government's willingness to support the education with an appropriate curriculum was unquestionable. As evidenced, there were limited training sessions related to curriculum for inclusion. After 4 years of implementation of inclusive education, there has been no suitable curriculum for inclusion. Consequently, the teachers required implementing the same curriculum as

for regular students, which are more problematic, and it is impossible to gain maximal achievement in the learning process. The government policy about curriculum has also influenced evaluation of learning. The special needs student should join the National Examination, in which impossible for them to reach the passing grade. Therefore, the governments should prioritize a curriculum for student inclusion as soon as possible.

Furthermore, inclusive education in Aceh lacks financial support from the government. Government has deficiency of funds to support the needs of inclusive schools, because of the school utilizing provisional facilities to be shared among special need and regular student. Whereas, the facility did not support of special needs student. However, the teachers desperately demand the facilities to support them as it will increase their beliefs in teaching. The Government was considered unfair in distributing the grant such as money and schools' facilities. Only some certain schools were given priority than other schools. Besides, political issues also affected this policy; hence, if the government's bureaucracy could allocate adequate assistance, the implementation of inclusive education will be better.

Likewise, teacher training was very important in increasing the capacity of inclusive teacher. In public schools, the opportunities to participate in several trainings were more than in the private schools. The teacher training was also an opportunity to earn extra money, hence, all the teachers desired to attend teacher training. Unfortunately, the opportunities to be participating into the training were limited. The school principal will decide to send the teachers who will participate. It was according to the type of trainings. It was often, the principal chooses the participant subjectively. Whereas, it was important to give fair opportunity to all of teachers. Furthermore, not all the trainings, which conducted by the government have a good quality. Mostly, it was just a formality hence that after completion of training the teachers did not gain adequate knowledge. It depends on the speaker (trainer) of training and training of the curriculum itself. However, that kind of training should be useful to increase the teacher's beliefs in teaching inclusion classrooms.

Afterward, school policy as an essential factor to support the implementation of inclusive at school still needs the improvement. Most of elementary schools in Banda Aceh did not have appropriate policy that encourages the inclusive practice. First, schools were not cooperated with certain institutions such as special school or institutions working in the field of psychology which deal with special need children. Whereas cooperation was needed in the framework of collaboration to help teachers and schools to develop teaching for children with special needs. Second, the students' admission of students with special needs was not distributed in every inclusive school. Several schools refuse to accept the students with special needs. Whereas the schools have been selected by the government and have received help both in terms of funding as well as other

amenities. This leads to some schools that accept students with special needs to exceed the required quota. The imbalance of distribution of students with special needs would cause problems in the practice of inclusion in schools. Teachers become overwhelmed in handling oversized classroom. Therefore, the schools and staff support are the essential elements in inclusive teaching practice. The school's policy plays a big role in synchronizing the teachers' beliefs to the practice of inclusive.

In conclusion, teachers' beliefs in practicing inclusive education in elementary schools in Banda Aceh consist of belief in knowledge, experience, self-awareness and reflection of other beliefs. Conversely, the inconsistency between teacher's belief and practice of inclusive education was mostly influenced by the factors such as district and national support. Thus, even though the factors did not fully support the inclusive practice as expected, teachers held their beliefs toward their experience, knowledge, self-reflection and other beliefs to encourage their teaching practice in inclusive education.

6.2 Implication of the research

There are some implications that can be drawn based on the present study. First, from internal level factor, teacher's knowledge should be emphasized to encourage teachers' beliefs toward inclusive education. To strengthen the teacher's knowledge, there must be more efforts in the part of the schools and teachers themselves to develop their professional capability by way of independent learning or continuing study in higher level. Second, from the school level, school management should elevate teachers' knowledge in the practice of inclusive education by enhancing the teachers' discussion forum, parenting socialization about inclusive to support inclusive practice in school and organizing teachers' reflection of inclusive practice in portfolio. Third, from district level factors, the local government should review the policy in the distribution of students with special needs to all-inclusive schools and establish the partnership between special schools and inclusive schools. Finally, from national level factors, the government should analyze and review the national policies related to the placement of special teachers in inclusive school, organize the distribution of teachers' training to all teachers in inclusive schools and review the distribution of the budget to all-inclusive schools equally.

Implication for Sukma Bangsa School

Sukma Bangsa School is not chosen as one of the piloting schools to implement the inclusive education in Aceh although the school is suitable for the program based on the condition of its

infrastructure and human resources. Based on Sukma Bangsa School's Mission, the school should create open minded and tolerant attitudes, certainly correspond to the principle of inclusion. Therefore, this study should consider proposing Sukma Bangsa School as an inclusive education laboratory where many values of inclusive education can be implemented in every day school activities.

Furthermore, to prepare Sukma Bangsa School becoming an inclusive institution, some recommendations may need a consideration: First, from infrastructure factor, Sukma Bangsa school need to complete the facilities to support inclusive practice, such as learning media and learning material for SWSN. Second, from the human resources factor, Sukma Bangsa school should encourage teachers' knowledge about inclusive education by organizing of some training such as those on pedagogical knowledge of inclusive, content knowledge of inclusive education, etc.

6.3 Recommendation for further reseach

The research about inclusive education and teachers' beliefs has not been widely discussed in Indonesia, let alone in Aceh. From the result of this study, there are various factors that support or impede the teacher's beliefs. Therefore, the recommendation for the next research is to explore more about some factors that may influence teachers' beliefs in inclusive education. Moreover, the teachers' beliefs in practicing inclusiveness are also undergoing changes, the gap between beliefs and practice in inclusive education should therefore not give a result in eliminating the potency of the beliefs. Thus, in the future research, we should furthermore investigate the solution found in the inconsistency between teachers' beliefs and practice in inclusive education.

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CONSENT FORM OF INTERVIEW WITH AUDIOTAPING

Consent to Participate in Research

Title of Study

(“Teachers’s Belief toward Inclusive Education: The Case Study of Elementary School in Aceh ”)

Introduction and Purpose

My name is Nadia Sabrina and my partner name is Sansrisna. We are the graduate students at Tampere University, Finland, in the Department of Education. We would like to invite you to take part in our research study, which concerns on Teachers’s Belief toward Inclusive Education in Aceh.

Procedures

If you agree to participate in our research, we will conduct an interview with you at a time and location of your choice. The interview will involve questions about perception toward inclusive education, the experience in teaching in inclusive classroom and factors that influence the inclusive practise. With your permission, we will audiotape and take notes during the interview. The recording is to accurately record the information you provide, and will be used for transcription purposes. If you choose not to be audiotaped, we will take notes instead. If you agree to be audiotaped but feel uncomfortable at any time during the interview, we can turn off the recorder at your request. Or if you don't wish to continue, you can stop the interview at any time.

We expect to conduct only one interview; however, follow-up may be needed to add the clarification. If so, we will contact you by mail/phone to request this.

Benefits

There is no direct benefit to you from taking part in this study. But, it is hoped that the research will contribute positively to the academic discourse on inclusive issue and also expand new perspective and development on the practise of inclusive education in Aceh.

Risks/Discomforts

Some of the research questions may make you uncomfortable or upset. You are free to decline to answer any questions you don't wish to, or to stop the interview at any time. As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used. When the research is completed, we may save the tapes and notes for use in future research done by ourself or others.

Compensation

You will not be paid for taking part in this study.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether or not you choose to answer a question or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact us. We can be reached at [0852-6262-1560 and 081360649226] or [icansansrisna@gmail.com and bemylight88@gmail.com]

CONSENT

You will be given a copy of this consent form to keep for your own records.

If you wish to participate in this study, please sign and date below.

Participant's Name (*please print*)

Participant's Signature

Date

[Optional/If applicable]

If you agree to allow your name or other identifying information to be included in all final reports, publications, and/or presentations resulting from this research, please sign and date below.

Participant's Signature

Date