

Students with Disabilities in Universitas Indonesia: Lecturer Attitudes and Willingness to Practice Inclusive Teaching Strategies

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Abstract—Higher education institutions in Indonesia are required, by law, to accommodate the learning need of students with disabilities. The aim of this study is twofold, 1) measuring the willingness of lecturer to adjust teaching strategies for students with disabilities and 2) the extent to which the lecturer willingness is influenced by their attitudes towards inclusive education. This study used a descriptive with a total of 120 lecturers from the Faculties of Humanities and Science in Universitas Indonesia selected as the research sample. The data collected by two questionnaires, MATIES VI and KMSP, was analyzed by percentage technique. The results of the study reveal that there was a significant relationship between lecturer attitudes and their willingness to adjust teaching strategies in each component of variables. This means that the more positive the lecturer attitudes towards inclusive education, the greater the willingness of lecturers to make adjustments on teaching strategies. In general, the lecturers hold positive attitudes towards the presence of students with disabilities at the university, but they were only willing to provide accommodation that seems need little extra effort and time to prepare for such students. It was also found that there was a significant difference in attitudes between lecturers from the Faculties of Humanities and Science.

Keywords—disabilities, higher education, lecturer attitudes, inclusive teaching strategies.

I. INTRODUCTION

Educational services should be enjoyed by all people as a human right. This is supported legally by the Universal Declaration of Human Rights in 1948, the Convention on the Rights of the Child in 1989, the World Declaration on Education for All in 1990, the UN Regulation on the Equal Opportunity for Persons with Disabilities in 1993, and the Salamanca Statement in 2009 [1]. The manuscripts from the above international representatives meetings emphasize the importance of education services for everyone, regardless of the obstacles they have. It is pointed in the Salamanca Statement in 2009 that education has changed in such a way that all students (in the education system) should have the support to achieve their academic potential and social potential by eliminating obstacles in the environment,

communication, curriculum, teaching, socialization, and assessments at all levels [1].

On the 1945 Constitution of the Republic of Indonesia, it is stated that every citizen has the right and obligation to obtain education and welfare services. This statement means that the country tries to fulfill the need for educational services for every citizen, including individuals with special needs. The Government of the Republic of Indonesia, through Circular of the Director General of Primary and Secondary Education, Ministry of Education No. 380 / C.C6 / MN / 2003 dated 20 January 2003, organizes inclusive education in each city/district at the elementary school, junior high school, high school, and vocational school level.

Previous research shows that the learning success of students with special needs in universities is inseparable from the influence of lecturers. What always associated with lecturers is the lecturers' attitude towards students with special needs [2]. According to [3] "an attitude is an idea (cognitive component) charged with emotion (affective component) which predisposes a class of actions (behavioral component) to a particular class of social situations".

In addition to attitudes, other things that are considered to contribute to the success of students in higher education are the extent to which lecturers are willing to do accommodation [4]. Lecturers are expected to be able to flexibly adapt and accommodate teaching strategies, as well as be able to give special attention to the students with special need. Without effective teaching methods regarding their needs, students with special needs will find it difficult to obtain academic success [5]. Accommodation for students with special needs is something that must be fought for as this ensures the students get the same access as their peers. When associated with attitudes, it is believed that the more positive attitudes possessed by teachers they tend to use effective teaching strategies [6]. Reference [7] states that attitudes and actions taken by teachers will have a major impact on life students especially in forming positive views for negative for themselves both inside and outside of school who tend to survive until they are adults. These findings show that even though students with special needs have learned in the setting of inclusive education, barriers will occur if the teachers do

not have positive attitudes about the concept of inclusive education itself [8]. In other words, attitudes toward inclusive education affect teacher behavior, especially the teaching strategies used.

Teaching methods for students with special needs differ from those for students in general [4]. At a higher educational level, lecturers need to make adjustments in carrying out their duties teaching students with special needs. Adjustments that can be made in the form of accommodation and modification [9]. Ref. [10] argue that students with various types of special needs, ranging from the mild to the severe, can be successful in various environments if the people around them are willing to provide assistance and support to them. Therefore, lecturers, having a big role in learning activities, need to adjust the teaching strategy in the classroom. With accommodations and modifications made by the lecturers, the obstacles experienced by students with special needs can be limited so that they can demonstrate their true abilities [11].

Seeing the magnitude role of teacher's attitude towards inclusive education and teaching strategies used against the success of students with special needs, researchers feel the need to see a picture of it, as well as the relationship between the two in the practice in higher education. Several studies regarding the relationship between previous teaching attitudes and strategies found inconsistent results [9], [12]. Researchers suspect that the results' inconsistencies are due to attitudes are seen only in one domain or component. According to Mahat, the measurement of attitudes toward inclusive education is mainly involve one component of attitude, namely the cognitive component [13]. This encourages researchers to conduct research involving three other components of attitude, namely cognitive, affective, and conative components.

Some previous studies have found differences in attitudes and willingness to make accommodations and modifications based on faculty differences. The research included in [3], [14] – [16]. Different results were obtained on the researches; therefore, there is a need to see differences in attitudes and willingness to adjust the teaching strategy based on clumps where lecturers teach in Indonesia.

Currently, students with special needs have gained equal access and opportunity to receive education from pre-school to tertiary education. Following this international phenomenon, the Indonesian government through the Regulation of the Minister of Research, Technology, and Higher Education number 46 of 2017 issued regulations on special education, special service education and/or special service learning at universities. In the regulation, it is explained in Article 1 that special education is an educational service for students in need in universities, and in Article 2, the special education aims to: (a) expand access to education for disabled students, (b) improve the quality of education services for disabled students, respect for diversity and equality for disabled students.

Universitas Indonesia (UI) annually receives students with special needs (personal communication with Prasetyo, 13 November 2013). So far, education services for students with special needs at UI have not been planned systematically and their implementation is submitted to their respective faculties.

Therefore, a foundation is needed to assess UI's readiness so that efforts can be made to improve education services for students with special needs at Universitas Indonesia. With regard to the important role of lecturers in the successful learning of students with special needs in higher education, the aim of this study is to measure the attitudes of lecturers towards inclusive education and the extent to which they are willing to accommodate students' learning needs. The influence of faculty differences on the attitude and willingness of lecturers was also examined.

II. METHOD

The population in the study is the permanent lecturers at Universitas Indonesia. The origin of the faculty is then grouped into clusters of science and humanities. The science family consists of the Faculty of Medicine, Dentistry, Nursing, Public Health, Mathematics and Natural Sciences, Engineering, and Pharmacy. The humanities group consists of the Faculty of Psychology, Law, Cultural Sciences, Economics and Social and Political Sciences.

The sampling technique in this study was a *non-probability sampling technique*. Each member of the population did not have the same opportunity to be sampled [17]. Meanwhile, the sampling technique used was *convenience sampling*, samples obtained based on the willingness of respondents to participate [18]. By using this technique, as much as 120 lecturers were selected as the sample.

The first variable in this study is the attitude towards inclusive education. The second variable is the willingness to adjust the teaching method in the classroom. Researchers used the Indonesian version of MATIES (MATIES VI) to measure attitudes towards inclusive education. MATIES VI was created by Mahat [13]. It has been translated and adapted for use in Indonesia. The higher the score obtained by a respondent in each component, the more positive his attitude towards inclusive education. Respondents who have a *mean* score above 3.5 have a positive attitude, while respondents who have a negative attitude towards inclusive education are respondents who have a *mean* score below 3.5. In measuring the willingness to adjust the teaching strategy, the researcher used a willingness to adjust teaching strategy (KMSP) made by Hawpe [9], [19] and has been translated for use in Indonesia. The higher the score obtained by a respondent in each component, the higher the willingness to adjust the teaching method on the component. Respondents were considered willing to do accommodation and modification if the respondents who had a *mean* score above 2.5, while respondents with a *mean* score above 2.5 indicated a lack of willingness to do accommodation and modification.

III. RESULT AND DISCUSSION

The following is the results of processing correlation data between three components attitude (cognitive, affective, and conative) with four components of willingness to do accommodation and modification of teaching strategies (accommodation of time, accommodation of presentation, accommodation of response, and modification).

TABLE I. THE CORRELATION BETWEEN ATTITUDE AND WILLINGNESS TO MAKE ACCOMMODATIONS AND MODIFICATIONS

Correlation Coefficient	Cognitive			Affective			Conative		
	<i>r</i>	<i>P</i>	<i>R2</i>	<i>r</i>	<i>p</i>	<i>R2</i>	<i>R</i>	<i>p</i>	<i>R2</i>
Accommodation of Time	.13	.28	-	.19	.10	-	.32**	.01	.10
Accommodation of Presentation	.32**	.01	.10	.5**	.00	.25	.54**	.00	.29
Accommodation of Response	.17	.14	-	.27*	.03	.07	.32**	.01	.10
Modification	.14	.23	-	.20	.10	-	.23**	.05	.05

* $p < .05$ ** $p < .01$

From table 1 it is found that all components of attitudes, namely cognitive, affective, and conative, correlate positively and significantly with presentation accommodation at the level of significance of .05. The cognitive component has a significant correlation with the presentation accommodation component, $r(71) = .32, p < .01$. Affective components are significantly correlated with presentation accommodation components, $r(71) = .27, p < .05$. The conative component has a significant correlation with the accommodation response component, $r(71) = .23, p < .01$. A significant correlation between all attitude components shows that the higher the attitude of lecturers towards inclusive education, the higher their desire to do accommodation in terms of presentation.

A positive and significant correlation is also seen between the conative aspects of attitude and willingness to do accommodation. The cognitive component of attitude correlates significantly with the components of time accommodation, $r(71) = .32, p < .01$. The conative attitude component correlated significantly with the time accommodation component, $r(71) = .54, p < .00$. This means that the more positive the attitude of the lecturer on the conative aspect the higher their desire to do accommodation in all forms. A positive and significant correlation is found between the affective component of the attitude and the willingness to do accommodation response, $r(71) = .27, p < .05$. So it can be concluded that the higher the attitude of the lecturer on the affective aspect, the higher their desire for accommodation response for students. The following table shows the comparison of the mean of all components of the attitude towards inclusive education and the willingness to do accommodation and modification of teaching strategies in the two clusters, namely science, and humanities.

TABLE II. MEAN DIFFERENCES IN ATTITUDES AND WILLINGNESS TO CONDUCT ACCOMMODATION AND MODIFICATION IN EACH CLUSTER

Component	Science		Humanities		T	P	Df
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Cognitive	23.41	3.42	24.00	24.00	2.42	-8.54	.39
Affective	23.41	6.48	25.86	25.86	4.76	-2.58*	.01
Conative	25.22	6.46	27.7	27.7	4.58	-1.74	.08
Accommodation of Time	5.07	1.07	5.11	5.11	1.33	-1.30	.89
Accommodation of Presentation	28.19	3.18	30.07	30.07	4.67	-1.84	.07

Component	Science		Humanities		T	P	Df
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Accommodation of Response	12.07	1.87	12.7	12.7	1.60	-1.53	.13
Modification	7.37	1.27	7.93	7.93	1.78	-1.42	.16

* $p < .05$ ** $p < .01$

On table 2, it can be seen that there is a significant difference in the affective component of attitudes, $t(69) = -2.58, p < .05$, between lecturers of science and humanities. In addition, there are no significant differences in the components of cognitive and conative attitudes, and willingness to do accommodation and other modifications.

The following is a description of the attitude of lecturers at Universitas Indonesia (UI). UI lecturer attitude is considered positive if the mean of the group is above the mean measuring instruments, namely 3.5. The attitude was considered negative if the mean of the group is below the mean measuring instruments, namely 3.5.

TABLE III. POSITIVE ATTITUDE OF LECTURERS TOWARDS INCLUSIVE EDUCATION

Item Attitude	M	SD	P	T
Confident that students with special needs can excel in inclusive colleges.	4.37	1.41	.00	5.15
Confident that every student can study with the general curriculum if the curriculum is adjusted.	4.82	1.21	.00	9.16
Believe that students with special needs must study in a special/separate tertiary institution, given the high costs required to modify the physical environment of public universities.	4.39	1.23	.00	6.09
Believe that students with special needs must study in special classes so that they are not ostracized.	4.32	1.37	.00	5.06
Feeling frustrated when finding difficulties to communicate with students with special needs. *	4.14	1.30	.00	4.14
Feeling annoyed when students with special needs cannot follow the material in class. *	4.49	1.21	.00	6.21
Feeling annoyed when unable to understand students with special needs. *	4.07	1.32	.00	3.63
Feeling uncomfortable including students with special needs in general classes. *	4.56	1.16	.00	7.67
Feeling confused when students with special needs are included in general classes. *	4.04	1.48	.00	3.07
Feeling frustrated when having to adjust the curriculum (learning material) to meet the needs of each student *	4.34	1.26	.00	5.58
Willing to encourage students with special needs to socialize in the classroom.	5.14	.91	.00	15.11
Willing to adjust the curriculum to meet the needs of students with special needs regardless of their learning abilities.	4.27	1.37	.00	4.71
Willing to involve students with special needs with severe severity to the general class as long as they receive adequate support.	4.03	1.5	.00	2.96
Willing to modify the physical environment of the class so that it can adjust students with special needs.	4.52	1.25	.00	6.87
Willing to adjust the way of communication so that all students with emotional and behavioral disabilities can take lessons in class.	4.44	1.1	.00	7.14

Item Attitude	M	SD	P	T
Willing to adjust the assessment process for each student so that inclusive education is carried out.	4.37	1.23	.00	5.91
Believe that students with special needs must study at special tertiary institutions. *	3.35	1.47	.40	-8.45
Believe that inclusive colleges facilitate the emergence of behavior that is acceptable to all students.	2.52	1.3	.00	-6.30

* p < .05 ** p < .01

Table 3 shows that the lecturers have a positive attitude on 16 items attitudes towards inclusive education. There are only items that have mean items below the mean of measuring instruments. Lecturers have a positive attitude on the 16 items attitudes towards inclusive education of the 18 items contained in the measuring instrument. Thus, it can be concluded that the lecturers have a positive attitude towards inclusive education.

The next analysis is to see the picture of the willingness of lecturers to conduct accommodation and modification of teaching strategies at Universitas Indonesia. The following is a table describing the mean of each item from the willingness to do accommodation and modification.

TABLE IV. WILLINGNESS TO CONDUCT ACCOMMODATION AND MODIFY

Strategy	M	SD	P	t
Record lecture materials	3.35	.59	.00	12.21
Extend the processing time of work	2.62	.74	.17	1.35
Provide details of the material at the beginning of the college	3.01	.62	.00	6.97
Provide lecture material and highlighter	2.72	.66	.07	2.79
Provide replacement assignments	2.77	.61	.00	3.76
Provide additional tasks	2.76	.64	.00	3.41
Provide an outline of the material	2.97	.61	.00	6.53
Allow students to make oral or recorded presentations	3.06	.50	.00	9.3
Allow others to read questions exam	3.13	.53	.00	9.91
Allow students to dictate answers	2.86	.76	.00	3.97
Allow to answer essay questions orally	3.04	.57	.00	7.99
Give value to the process and results	2.56	.51	.00	.66
Tolerate spelling, punctuation, and grammar error	2.77	.68	.00	3.4
Provide alternative forms of exams	2.46	.71	.68	-.41
Provide additional time for exams	2.48	.75	.81	-.23
Allow the use of calculator in exams	2.48	.71	.80	-.25
Allow students to get help correcting grammar and punctuation error for assignments	2.42	.62	.3	-1.04
Allow students to get help correcting the initial draft of their assignment	2.35	.63	.05	-1.96
Allow students to get help choose the correct and scientific word for the assignment	2.41	.62	.22	-1.24
Adjust the assessment criteria to help students pass	2.39	.69	.19	-1.29

From table 4, it is concluded in detail that the lecturers are willing to adjust the teaching strategy as follow: (1) allowing students to record lecture material, (2) extending the work time, (3) providing details of material at the beginning of college, (4) providing lecture materials and highlighter, (5) providing substitute assignments, (6) providing additional assignments, (7) providing material outlines, (8) allowing students to make oral or recorded presentations, (9) allowing others to read exam questions, (10) allowing students to dictate answers, (11) allowing students to answer essay questions orally, (12) providing value to the process and results, (13) tolerate to misspelling, punctuation, and language order. It was also seen that the lecturers are not willing to (1) provide alternative forms of examinations for students with special needs, (2) provide additional time for the examination, (3) allow students with special needs to use calculators when examining, (4) allow students with special needs to get help for correct the grammar and punctuation of the assignment, (5) correct the initial draft of the written assignment, and (6) choose the right and scientific word in the written assignment. Lecturers are also less willing (7) to adjust the assessment criteria for students with special needs to help them pass a course.

The conative attitude component correlates with all components of willingness to do accommodation. This correlation can occur because the theoretical conative component of attitudes towards inclusive education has in common with all items in the willingness to do accommodation and modification measures. The conative component is a component that indicates the willingness of the respondent to bear the behaviors related to the object of attitude, as well as the content of measuring instruments for willingness to do accommodation and modification. The respondents who are willing to implement inclusive education (conative attitude component), are also willing to make adjustments in the form of accommodation to help students with special needs in learning. However, the conative attitude component does not correlate significantly with the modification component. This means that the positive attitude of the lecturers in the conative component does not necessarily increase the willingness to modify the teaching strategy. This finding can be explained with the lecturers' willingness to do typical accommodation rather than substantial accommodation [6]. Previous researchers also found that teachers were more willing to make typical adjustments in the form of accommodation than making substantial adjustments such as modifications [20]. Typical adjustments are adjustments that tend to be simpler (minor) than substantial adjustments so that to make substantial adjustments requires more preparation time.

The cognitive component of attitude significantly correlates with the components of presentation accommodation and does not correlate with other components. The presentation accommodation component is an adjustment that requires less preparation time than the accommodation components and other modifications. Presentation accommodation consists of the following: allowing students to record course material, providing detailed material at the beginning of the lecture, giving outline materials, allowing the

reading exam questions by others. This is also mentioned by [21]. They found that teachers were more willing to do accommodation and modifications that did not require much time. This ease can explain the positive and significant relationship between attitude and accommodation presentation. Lecturers who have confidence (cognitive components) on the concept of inclusive education tend to be willing to do presentation accommodation for students with special needs.

The inconsistency of the relationship between cognitive components of attitudes and teaching strategies occurs because respondents may experience cognitive dissonance [22]. Cognitive dissonance is a contradiction between some information that is derived from belief, knowledge related to the object of attitude, or behavior that he presented earlier. Respondents may feel that they should be sure of the success of inclusive colleges, but they may have other information that makes such beliefs unsteady. These can be the difficulty of accommodating the needs of students with special needs in the field, the amount of time needed to prepare accommodations and modifications [15], [23]. Therefore, the results of the correlation obtained between the cognitive components and the willingness to do accommodation and modification are inconsistent.

Lecturers have a negative attitude on two attitude items. They believe that students with special needs must study in special universities, and they are not sure that inclusive higher education can facilitate the emergence of behavior that is accepted by all students. This is possibly because most respondents have never received training in inclusive education (78%). Thus, it can be assumed that lecturers at the Universitas Indonesia do not know and realize the benefits of inclusive education so they think that students with special needs should study in separate colleges. Moreover, they believe that inclusive universities cannot facilitate the emergence of the behavior of students with special needs that are acceptable to other students. The factor of knowledge and training regarding students with special needs and participation in the training are also mentioned by [23], [25] and [26] as factors that can shape attitudes towards inclusive education.

All components of attitude, namely cognitive, affective, and conative, are significantly correlated with the presentation accommodation component. Accommodation presentation seems to be the most consistent component in relation to attitudes towards inclusive education. Lecturers who have confidence in inclusive education, have a positive attitude towards the implementation of inclusive education, and have the willingness to support inclusive education, are willing to do accommodation of presentation for students with special needs. Accommodation of presentation is an adjustment in the method of delivering material from lecturers to students. Therefore, researchers can say that the attitude of lecturers towards inclusive education is related to their willingness to make adjustments in the way they deliver the material to students with special needs. Compared to other components, accommodation of presentation is a form of adjustment that does not threaten the principle of fairness attempted by lecturers. Reference [27] stated that lecturers were willing to

make various adjustments for students if it could be applied to all students and not to the disadvantage of other students. According to [27], lecturers do not want to do accommodation and modifications, which they will not do to other students.

This principle of fairness can also be the reason for the findings showing that the lecturers are not willing to adjust the alternative forms of exams, to add examination time, to allow the use of calculators during the exam, to allow students with special needs to get help to correct grammar and punctuation on assignments, draft of task, and to adjust the assessment criteria so that the special need students can graduate. It can be seen that the lecturers do not want to give different treatment between students with special needs and normal students in the process of assessing assignments and examinations. This result is different from the findings of [27]. Lecturers at Northwestern College are less willing to tolerate misspellings, punctuation errors, and grammatical errors, but they allow students to get extra time, use tools and get help from more skilled people. This difference indicates that lecturers at the Universitas Indonesia are different from lecturers at Northwestern College in terms of willingness to do accommodation and modification. Lecturers at Universitas Indonesia can tolerate misspellings, punctuation, and grammar if the task or exam is done independently by students with special needs without the help of others who are more skilled or tools that are not used by other students.

Another thing that needs to be considered in adjusting the teaching strategy is the extent to which the student is able to undergo learning activities and what he needs to be able to achieve the learning objectives [28]. If adjustments are made without initial assessments, there will be adjustments that are not right on target (over accommodation and over modification). This improper adjustment has risks such as not developing adaptive behavior of students with special needs. Therefore, an initial assessment is needed regarding the condition of students with special needs so that they avoid over accommodation and over modification. Services for students with special needs at Universitas Indonesia are currently handed over to each faculty whose members do not necessarily have assessment skills and knowledge about special needs. Therefore, it is necessary to create an institution that will assess the learning needs of students with special needs. On the other hand, students with special needs can actively convey their circumstances and need to lecturers. This relates to one of the characteristics of lecturers in universities, namely willing to adjust teaching strategies if students convey their situation and ask them to do it [15], [29]. Lecturers want students to contact them before lecture activities begin and convey their circumstances and needs for adjusting the teaching strategy. In the other side, reference [4] explains that students with special needs have a tendency to hide their special needs because they are worried about rejection by the university, which can trigger good communication between lecturers and students with special needs related to accommodation and modification he needs.

Other findings from this study are differences in affective components of attitudes on lecturers of science clusters and humanities clusters. Lecturers of science clusters have an affective component of more negative attitudes than a lecturer

in humanities one, so it can be concluded that the science cluster lecturers have more negative feelings or emotions than the lecturers in the humanities cluster. This can be attributed to the use of technology or tools related to scientific and humanities [21]. Reference [28] state that science faculties are supposed of using technology less often in the execution of tasks, for example, lecturers at the faculty of mathematics and natural sciences require their students to write hands-on practicum and exam reports. In contrast, the humanities faculty is accustomed to asking their students to collect assignments in the form of written papers. Even though the use of word processing programs and computers can help students with special needs to do assignments. On the other hand, science cluster students use tools (practicum) more often than those in the humanities cluster. The use of practicum tools is certainly difficult for students with special needs. This allows science lecturers to have more feelings of frustration, irritation, discomfort, or confusion (affective component) for adjusting teaching strategies for students with special needs compared to humanities lecturers.

There is also the attention of lecturers to the quality of graduate programs where he teaches. Based on the information obtained through interviews with one of the science faculty lecturer who concurrently also was the education and student manager, the researchers found that lecturers were concerned about the competence of faculty graduates if they made adjustments when students with special needs studied there. For example, a pharmacy graduate should have pharmacist technical competencies, one of which is conducting tests in a laboratory. This competence cannot be fulfilled by students with special needs who have sensory disabilities (blind people), either partial blindness or total blind, and physical disabilities (personal communication with Surini, March 15, 2014). Therefore, the informant said that the acceptance to students with special needs is not only by considering the facilities and readiness of the teaching staff, but also whether or not the student can fulfill the competence as a graduate of a program. This is also expressed by [15]. They said that the lecturers wanted to do accommodation and modification as long as it did not reduce certain lecture standards. Contrary to Surini's statement (2014), Universitas Indonesia does not have special requirements for student admissions in each faculty [30]. People with special needs can become students on any faculty if they pass the entrance selection in the form of a written examination. This will be detrimental to these students because lecturers are not willing to do accommodation and the modifications they consider can reduce the quality of faculty graduates. On the other hand, the unwillingness of lecturers to make adjustments in teaching methods may be related to their competence in the education of students with special needs. Lecturers in universities have scientific competencies related to the field of study in which they teach, but they do not have the provision of teaching techniques for students with special needs [29], [16]. Therefore, preparations need to be focused on improving lecturer competence in services for students with special needs and making regulations in the admission of new students.

IV. CONCLUSION

The following conclusions from the study will be presented. First, researchers found a significant correlation between attitudes and willingness to do accommodation and modification of teaching strategies. However, this finding is only found in several components. Second, researchers found significant differences in attitudes and willingness to do accommodation and modification between lecturers who teach in the clump of science and humanities, namely the affective component. Third, lecturers at Universitas of Indonesia, in general, have a positive attitude towards inclusive education. Fourth, lecturers at Universitas Indonesia are willing to make accommodations and modify some things, namely (1) allowing students to record lecture material, (2) providing detailed material at the beginning of the lecture, (3) providing lecture materials and highlighter, (4) providing substitute assignments, (5) providing additional assignments, (6) providing material outlines, (7) allowing students to do oral or recorded presentations, (8) allowing others to write exam questions, (8) allowing students to dictate answers, (9) allowing students to answer essay questions orally, (10) providing value to the process and results, (11) tolerate spelling, punctuation, and grammar errors. Adjustments that the lecturer wants to do are to provide alternative forms of exams, to provide additional time to complete the exam, to allow the use of calculators during exams, adjust the assessment criteria so that students with special needs can graduate, and to allow students to get help from others to correct grammar, punctuations, word choice, and choose the right and scientific words for the written assignment.

In line with the world agreement that education is the right of all people, and educational institutions need to adjust meet the needs of each student, Universitas Indonesia (UI) should prepare in providing educational services for every student. Preparations that can be made by UI, one of which is by providing briefing, or information about students with special needs and effective teaching strategies and can enhance social interaction between students.

Lecturers as instructors need to do an initial assessment of the needs and abilities of students with special needs before making accommodation and modifying teaching strategies. This needs to be considered so that lecturers do not make excessive adjustments that may not be needed by students with special needs. In addition to assigning the task to lecturers, UI can establish a special institution assessing the needs of students with special needs. Considering the willingness to do accommodation and modification is determined by advocacy from students. They are expected to be able to actively convey their needs to lecturers or other related parties. Therefore, UI can provide special training for students with special needs so that they want to convey their circumstances and needs to the lecturers.

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