



TEACHER COMPETENCIES IN SPECIAL EDUCATION PROGRAMS: GREAT HOPE FOR SPECIAL NEEDS CHILDREN

Erna Retna Safitri*

Departement of Educational Technology, Postgraduate Programme
Universitas Negeri Jakarta
Indonesia

Zulfiati Syahrial

Departement of Educational Technology, Postgraduate Programme
Universitas Negeri Jakarta
Indonesia

***Corresponding author's Email:** erna.retnasafitri@gmail.com

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lat 306 Savoy Residencia, Block 3 F11/1,44000 Islamabad. Pakistan,
info@readersinsight.net*

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RESEARCH HIGHLIGHTS

This study presents a description of teacher competence in special education programs at Exceptional Junior High Schools. The study also examined how the competencies possessed by graduates after completing the education program. So that it can be analyzed how the implications of teacher's competence as a factor in achieving program objectives. Based on the results the adequacy of teacher competencies in the education program specifically correlates with the achievement of program objectives. The results of the study also show that graduates already have sufficient competence in terms of attitudes and knowledge but are still lacking in terms of skill.

RESEARCH OBJECTIVES

The purpose of this study was to obtain a description of teacher competencies in special education programs and graduate competencies after completing the education program.

MATERIALS AND METHODS

This research is conducted using a mixed method approach. Total of 109 respondents is participated in this study, consisting of 37 teachers and 72 graduates who continued at the senior high school level. Data collection is done by using questionnaires and observation sheets. The Analysis is done by giving scores and interpretations of the data obtained so that it becomes more clear and meaningful.

RESULTS

The results showed that teacher competence in special education programs had good competence in pedagogic (score = 4.26), personal (score = 4.26), social (score = 4.46) and professional competencies. With pedagogical (4.26), personal (4.26), social (4.46) and professional (score = 4.04). Based on study results, Graduates' competencies who are attending further education show sufficient competency in the aspects of attitudes and knowledge as indicated by a score of 3.01 on the attitude aspect, 2.64 on the knowledge aspect and a score of 2.35 on the skill aspect. The results of this study indicate that there is a match between teacher competencies in special education programs and graduate's competencies achieved after completing the program. It means that teachers in special education programs have sufficient competence to support the achievement of program objectives.

FINDINGS

Teacher competency has implications for the ability to manage learning and choose methods according to the learning objectives. Teachers who rely solely on intuition are often wrong or cause inappropriate identification (1). This happens because teacher's characteristics such as gender, age, academic education, and teaching experience have a significant influence on self-efficacy and job satisfaction (2). Achieving program objectives places teachers as a determining factor, because children with special needs still need interventions to help improve their profile of self-efficacy, even though they have succeeded in gaining a place in Higher Education (3). The educational background of educators makes their competence sufficient to support the program. After completing the education program, graduates say they are ready for work (4) even parents assess children's development and learning more positively (5).





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