

The Relationship between Teachers' Knowledge, Practices, Vision, Attitudes and Commitment in Teaching Sexuality Education for Students with Intellectual Disability

Najihah binti Shuib, Mohd Hanafi bin Mohd Yasin, Mohd Mokhtar bin Tahar

Fakulti Pendidikan

Universiti Kebangsaan Malaysia (UKM)

43600 Bandar Baru Bangi, Selangor, Malaysia.

Abstract

Since implemented in the education system, stigma in teaching sexuality education still surrounds Special Education teachers. Hence, the assumption of prejudice among female teachers is far from being explored. To discuss the differences in knowledge, practices, vision, attitudes, and commitment of teachers teaching sexuality of students with intellectual disability (ID) based on location and experiences to find better solutions for the students with ID. This study measured knowledge, practices, attitudes, vision, and commitment with a questionnaire on demographic data intended to evaluate the implementation of sexuality education among teachers. In this study, a two-way MANOVA test was conducted to identify differences in knowledge, practices, vision, attitudes and commitment based on location and experience. Teachers' reflections on teaching sexuality education for students with ID show mixed viewpoints; younger teachers feel unprepared to teach the subject rather than experienced teachers. The results found that all the hypotheses were rejected, contributing to knowledge, practices, attitudes, vision, and commitment to implementing sexuality education. There are differences based on location or experience. Teachers' reflection on sexuality education is crucial to consider since they will provide important information as to the solution in which direction for education setting to provide a more significant impact better quality education for students with ID.

Keywords: sexuality, reflection, intellectual disability, knowledge, practices, commitment, attitudes, education, Malaysia

1.0 Introduction

Teacher evaluation for the reflection towards Sexuality Education (SE) is important because each student with ID deserves to receive SE for their growth, contributing to self-accepting, well-being, psychological, sociological, and physical development. The study of Omar et al. (2020) and Doyle (2021) found that some of the issues in SE are about the reflection of teachers who teach students with ID in classrooms. This study aims to measure the relationship of teachers' reflection in the implementation of sexuality education in schools under the Ministry of Education of Malaysia setting. Shariza's (2008) findings on the aspects of teachers' reflection about sexuality

education for adolescents with learning disabilities are negative due to a lack of knowledge and skills about sexuality education. However, the negative results of teachers' reflection towards sexuality education were reported in Africa (Orji & Esimai 2003; Pokharel, Kulczycki & Shakya 2006), North America (Barr et al. 2014; Cohen, Sandra Byers & Sears 2012) even in the context of the current study (Manzano & Jerves 2018). This factor is a critical factor that became a challenge implementing sexuality education.

Research shows that training to teach certain content can improve knowledge, perceived importance, self-efficacy, and comfort in teaching that content, and

students have shown options for the sex of knowledgeable, professional and comfortable educators handling "sensitive" issues (Eisenberg, Wagenaar & Neumar 1997; Allen 2009). Pre-service and training teachers in various subject areas reported that the higher their knowledge and skills about health education, the more prepared and efficient they felt to teach it. The findings also occur among classroom health teachers: a higher level of training and experience in health education is associated with a feeling of competence, confidence and comfort in fulfilling their role requirements (Jacobs & Wylie 1990; Vamos 2007; Wight & Buston 2003). Sexuality education is probably the most sensitive topic in health education; Lindau and colleagues found that training in sexual health is a significant predictor of comprehensive teaching sexuality education and covers more sexual health topics.

2.0 Objectives

The purpose of this study is to investigate the differences in evaluation for aspects of knowledge, practices, vision, attitudes, and commitment based on the teachers' experience and location. This study also views the relationship of knowledge, practices, vision, attitudes, and commitment of teachers' reflection in implementing sexuality education in schools under the Ministry of Education of Malaysian setting. This study uses hypotheses;

Ho1b: There is no difference in reflection assessment for knowledge, practice, vision, attitude and commitment based on experience.

Ho1c: There is no impact of the interaction between location and experience for context assessment of knowledge, practice, vision, attitude and commitment.

Ho1c: There is no impact of the interaction between location and experience for context assessment of knowledge, practice, vision, attitude and commitment.

3.0 Literature Review

Sexuality education for students with ID is the only way to educate vulnerable

children to take care of themselves and prevent them from being involved in sexual activities that could harm themselves. Whereby knowledgeable and skilful teachers are needed to achieve the vision. Teacher knowledge is one of the important elements in SE, and the lack of teacher knowledge can cause of inappropriate attitudes among their teachers (Warraitch et al., 2021). When these two factors combine, there are issues such as teachers considering students with ID in high school already learning what they need to know while in elementary school (Ketting et al. 2016). In the Tsuda et al. (2017) study conducted in Indonesia, teachers saw that students with ID in high school had mastered self-management skills compared to students with ID in elementary school, so SE was not emphasized in the curriculum in Indonesia. When the teacher ignores the SE, this affects the carrying and self-protection of the students with ID itself. This resulted in a case related to the high case of sexual misconduct and was noted in the report of the relevant party (Haja Mydin et al. 2016; Norsaleha et al. 2018).

The Slavin model was chosen because it was an effective learning model that improved from the Model Carroll with flaws in certain aspects. According to Carroll (1963-1989), five factors that influence effective teaching is understanding, attitude, opportunity, perseverance, and quality. Thus Robert E. Slavin (1995) produced a new effective teaching model that focuses on only four teacher teaching factors. Effective teaching is the appropriateness of teaching levels, qualities of teaching, time allocation and incentives. The model itself aligns with the SE assessment study focused on teachers.

The Social Welfare Department (2018) recorded that the crime rate in Selangor was the highest at 1910 cases from 6274 cases nationwide compared to Perlis with only 43 cases and Kelantan 66 cases. Selangor represented the urban location, while Perlis and Kelantan represented rural locations. This difference becomes

a measure of differences and links between location and crime rates (Ihwani et al., 2016). Hence, in this study, researchers used the CIPP (Context, Input, Process and Product) model by Daniel Lee Stufflebeam (1971) to evaluate the implementation of SE. These four constructs are also associated with teacher experience factors and the location of teachers' teaching.

Various efforts have been made to provide a medium of teaching to students, including the construction of PS teaching modules produced from various researches (Ang Chai Tin 2014; Shariza Said 2017). Alijah Ujang et al. (2015) reported that the Ministry of Education (MOE) has collaborated with the United Nations Population (UNFPA) to finance a project undertaken by the Federation of Family Planning Associations of Malaysia (PPRKM) in 2003. The Adolescent Reproductive Health Module was built and adopted as a syllabus in the teaching curriculum under the cross-curriculum elements in the subjects of Physical Education. Ang Chai Tin (2014) has introduced a sexuality education learning problem module used to train teachers at the pre-service level. Shariza Said (2017) has introduced a training module for primary school teachers of special education integration to enhance teachers' knowledge. The modules produced were also tested to identify usability by several primary school special education teachers for pupils aged 7 to 14 years old in Self-Management and Behavioural Management subjects.

Since 1989 there has been a revolution and transformation in the implementation of SE at the national level to the school level, including in the special education system (Ang & Lee 2013; Azizah Jaafar et al. 2012). From the term 'Sex Education' in 1992 to 'Reproductive Education and health, which is still used to date (Syaza Kamarudin 2009). The issue is still concerning the teachers' implementation of SE, which affect the future. SE has been integrated into the mainstream

education system by the Ministry of Education (MOE) since 1989 for secondary school pupils and primary school pupils. The subject has been taught since 1994 (Connell & Elliott 2009; Hushim Salleh et al. 1992; Laywah 2013). According to the Ministry of Education, subjects related to the biological, sociocultural, psychological, and spiritual aspects of sexuality have been introduced to pupils as part of the syllabus in language, science, biology, Islamic education and moral education subjects. Initially, a module related to PSE was known as Family Health Education (1989-2002) and later changed to Sexuality Education (2003-2005). The term "sexuality" brings a negative connotation to the conservative society in Malaysia. Thus, the term Reproductive and Social Health or Reproductive and Social Health Education (PEERS) has been used since December 20, 2006. Initially, PEERS was part of Physical Education and Physical Health, but since 2011, Health Education has been taught as a specialized subject (MOE 2012).

Aderemi (2013), in her study, pointed to a knowledge gap in teachers' willingness to deliver SE to students with IDs in Africa. The study reported teachers' opinions who considered students with ID to be 'hypersexual' and unable to have intimate relationships. Students with ID are reported to be at risk of HIV infection due to sexual abuse, sexual activity and low SE knowledge. Teachers expressed confidence in providing sexuality education but lacked the skills to deliver relevant information to ID students other than limited teaching strategies. Training and guidance can overcome negative attitudes and low teacher skills in delivering SE to students with ID. In Malaysia, as a country whose official religion is Islam, several things guide the implementation of sexuality.

The implementation of Sexual Education for students with ID in the classroom is carried out in core subjects, namely in Physical Education and Health. The curriculum explicitly built for the

students began to be taught by form 2 teachers (Curriculum Development Section 2016). The same aspect is also applied in sports for levels 3, 4 and 5 in

high school. A list of core subjects and teaching hours per week of KSSM special education of learning is attached in the following Table 1.1.

Table 1.1 List of Core Subjects of KSSM Education for Special Education Learning

Lis t	Core Subjects	Maximum Period of a Year				
		Form 1	Form 2	Form 3	Form 4	Form 5
	(Student with moderate level of disabilities)					
1.	Malay Language (Communication)	48	48	48	48	48
2.	English for Communication	32	32	32	32	32
3.	Mathematics	32	32	32	32	32
4.	Science, Social and Environmental Education	32	32	32	32	32
5.	Islamic Education/Moral Education	80	80	80	80	80
6.	Physical Education and Health Education	48	48	48	48	48
7.	Visual Arts Education	32	32	32	32	32
8.	Music Education					
9.	Self-Management	64				

Implemented according to the choice of students with school approval.

Source: Curriculum Development Division (2017)

The health education component began to introduce the content of Reproductive and Social Health Education (PEERS). According to the attached figure, the minimum time allocation is 48

hours, during which the implementation of SE is inserted in the subjects of Physical Education. An example attached is for a moderate level of students with ID.

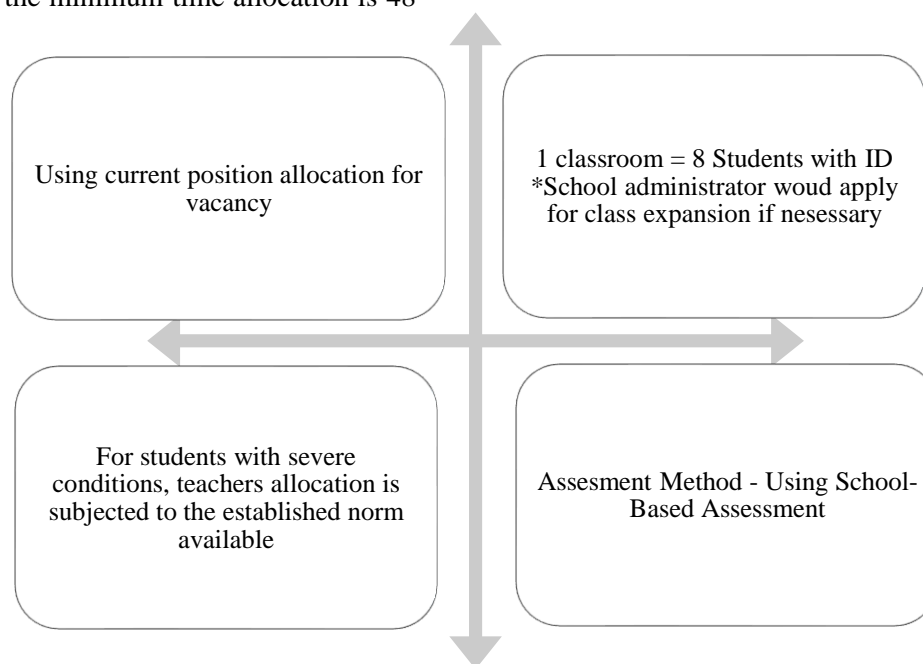


Figure 1.1 Implementation of Sexuality Education Methods (Special Education Division, MOE 2018)

Figure 1.1 shows the Implementation of Sexuality Education (PPS) method conducted in the classroom integration as recommended in the Guidebook on the Operation of the Integration Special Education Programme, which states that the number of teachers is in accordance with the existing post allocation. This means that one classroom consists of 8 students with an ID according to a ratio of students : teacher; 2 : 1-6.5 and subject to the established norm. Teachers should use the School Assessment method to identify the level of pupils to determine the appropriate techniques and teaching. In addition, PPKI teachers also need to prepare the Annual and Daily Teaching Plan according to the appropriate pedagogy, then build the IEP (Individual Educational Plan) collectively.

In his report, Bandura (1977) showed a significant relationship between self-efficiency and achievement of performance in teacher teaching. Thus, it can be concluded that the theory and research on this efficacy affect the teacher's motivation and vision. Bandura (1977) also stated that teachers with high self-efficiency are predicted to work more diligently, despite obstacles and difficulties, than teachers who have doubts about their abilities.

In the context of the teacher, Welch (1995) that the teacher's self-efficiencies can be improved through the success achieved. Meanwhile, the failures faced can cause the self-reliance of

teachers to be underestimated due to the fact that failures lead to the existence of a single consideration or negative thoughts towards a person's ability to preach in his teaching procession and learning. Ini's statement is also supported by Tschannen-Moran and Woolfolk-Hoy (2002) also explained that the opportunity that a teacher with experience has in carrying out his daily tasks for the long-term allows them to have a higher level of self-efficacy than the inexperienced teachers involved in the world of education, where they are still learning to master themselves in managing classrooms and sharpen their teaching strategies.

3.0 Methodology

This is a quantitative study using the survey method. The research instrument is a questionnaire that has been adapted from several previous studies and divided into several parts, namely: Part I - Demographics and Part II Practice (22 items), Support (23 items), Planning (18 items), and Outcome (11 items). Descriptive statistics are used to view and elaborate thoroughly on respondents, such as location and experience. The study participants were 516 special education teachers from 96 secondary schools from different states in Malaysia. The data collected was then analyzed using descriptive statistical analysis involving mean and standard deviation, and the mean interpretation score was indicated as follows.

Table 4.1: Interpretation of Mean Score

Scale Range	Interpretation
1.01– 2.00	Low
2.01 – 3.00	Moderately Low
3.01 – 4.00	Moderately High
4.01 – 5.00	High

Source : Nunally (1978)

5.0 Result

Table 5.1: Demographic Profile

Profile	Demography	Frequency	%
Special Education Teacher	PPKI High School	518	100

Gender	Man	69	13.3
	Woman	449	86.7
Teaching Experience	1-5 Years	39	7.5
	6-10 Years	154	29.7
	11-15 Years	171	33.0
	16-20 Years	51	9.8
	20 Years Up	103	19.9
Age	20-30 Years	59	11.4
	31-45 Years	350	67.6
	46 and up.	109	21.0
Options	Special Education /Special Recovery	362	69.9
	Not a special education	156	30.1
Education Stage	STPM	9	1.7
	Diploma	14	2.7
	Bachelor's Degree	404	78.0
	Master's Degree	88	17.0
	Doctoral	3	0.6
Location	Urban	284	54.8
	Rural	234	45.2

Based on Table 5.1 above, the demographics of the respondents in this study consisted of 69 male teachers (13.3%) and 449 female teachers (86.7%). In terms of teaching experience, a total of 39 people (7.5%) had 1 to -5 years of experience, 6 to -10 years of 154 (29.7%), 11 to -15 years of experience of 171 people (33%) of 51 (9.8%) people with 16-20 years of experience and 103 (19.9%) with 20 years of experience involved in this study. In terms of age, the study involved 350 people (67.6%) aged 31-45 years, 59 people (11.4%) aged between 20-30 years old, and 109 years old (21%) teachers aged 46 years and above. A comparison of the five variables based on location and experience is made using the Two-way MANOVA to test the following three hypotheses simultaneously;

Is there a difference in context assessment for knowledge, practice, vision, attitudes, and commitment based on location and experience?

H_{01a}: There is no difference in context assessment of knowledge, practice, vision, attitude and commitment based on location.

H_{01b}: There is no difference in context assessment of knowledge, practice, vision, attitude, and commitment based on experience.

H_{01c}: There is no impact of the interaction between location and experience for context assessment of knowledge, practice, vision, attitude, and commitment.

To test hypotheses to identify differences in context assessment based on location and special education teaching experience, the Two-way MANOVA test was conducted. Before the Two-way MANOVA analysis was conducted, researchers first confirmed that the data was normal and homogeneous. Researchers conducted normality tests such as the following schedule to verify that the data is normally scattered.

Table 5.2 Normalization Tests of Context Assessment

Reflection Evaluation	Skewness			Kurtosis		
	Value	HERSELF	With	Value	HERSELF	With
Knowledge	-0.171	0.107	-1.598	-0.056	0.214	-0.261
Practices	0.176	0.214	0.822	0.399	0.214	1.864
Vision	-0.138	0.107	-1.289	-0.155	0.214	-0.724

Attitude	-0.153	0.107	-1.429	0.016	0.214	0.074
Commitment	0.051	0.107	0.476	0.369	0.214	1.74

Table 5.2 above shows that the whole aspect is normally scattered with a value of Z in the range of ± 1.96 . Before the Two-way MANOVA analysis was conducted, researchers determined the homogeneity of the variance-covariance

matrices using Box's M test, which is important to determine the equine-covariance-variant in the circle of variable is equal or vice versa. The Two-way MANOVA analysis is shown in Table 5.3.

Table 5.3 Analysis of Two-way MANOVA in Reflection Evaluation based on Location and Experience

Effects	Wilks' Value(l)	F-value	D.K. Among Groups	D.K. In the Group	Sig stage.
Location	0.994	0.567	2	515	0.725
Experience	0.931	0.931	5	512	0.015
Location*Experience	0.954	0.954	5	512	0.246

Based on Table 5.3, it is found to compare the mean score of knowledge, practice, vision, attitude, and commitment based on the location of Wilks' values $\lambda = 0.994$, $F(2, 515) = 0.567$ and $p = 0.725$ ($p > 0.05$). This indicates that the first hypothesis (Ho.1a) failed to be rejected, i.e., there are no differences in reflection evaluation of aspects of knowledge, practice, vision, attitude and commitment based on location.

For the comparison of the mean score of knowledge, practice, vision, attitude and commitment based on experience, Wilks' value $\lambda = 0.931$, $F(5, 512) = 0.931$ and $p = 0.015$ ($p < 0.05$). This indicates that the second hypothesis (Ho.1b) is rejected that there are significant differences in terms of the mean score of knowledge, practice, vision, attitude and commitment based on experience.

location and experience on knowledge, practice, vision, attitude and commitment as well, Wilks' value $\lambda = 0.954$, $F(5, 512) = 0.954$ and $p = 0.246$ ($p > 0.05$). This suggests the third hypothesis (Ho.1c) failed to reject. Therefore, there is no significant interaction between location and experience on knowledge, practice, vision, attitude and commitment.

Further, a double ANOVA analysis (*multiple ANOVAs*) is performed to look for the differences in mean scores for each dependent variable i.e. knowledge, practice, vision, attitude, location-based commitment and experience, as an extension of the Two-way MANOVA analysis. Tables 5.4 and 5.5 show the results of the ANOVA analysis of the difference in the mean score of each dependent variable i.e., knowledge, practice, vision, attitude, and commitment based on location and experience.

For the effect of the interaction between

Table 5.4 Mean and Standard Deviation of Reflection Evaluation based on Location and Experience

Context					
Assessment	Location	Experience	Min	S. Standard	N
Knowledge	Urban	1-5	3.562	0.660	24
		6-10	3.360	0.615	95
		11-15	3.471	0.555	80
		16-20	3.396	0.725	56
		20 and up.	3.589	0.725	56
		Sum	3.457	0.639	284
	Rural	1-5	3.600	0.686	15

		6-10	3.368	0.684	59
		11-15	3.447	0.663	91
		16-20	3.704	0.750	22
		20 and up.	3.659	0.572	47
	Sum	Sum	3.504	0.667	234
		1-5	3.576	0.661	39
		6-10	3.363	0.640	154
		11-15	3.459	0.613	171
		16-20	3.529	0.744	78
		20 and up.	3.621	0.657	103
		Sum	3.478	0.652	518
Practices	Urban	1-5	3.666	0.503	24
		6-10	3.407	0.630	95
		11-15	3.584	0.596	80
		16-20	3.577	0.482	29
		20 and up.	3.692	0.603	56
		Sum	3.552	0.598	284
	Rural	1-5	3.566	0.622	15
		6-10	3.457	0.462	59
		11-15	3.527	0.545	91
		16-20	4.011	0.629	22
		20 and up.	3.574	0.573	47
		Sum	3.567	0.560	234
	Sum	1-5	3.628	0.546	39
		6-10	3.426	0.570	154
		11-15	3.554	0.569	171
		16-20	3.764	0.586	51
		20 and up.	3.638	0.589	103
		Sum	3.559	0.581	518
Vision	City	1-5	3.447	0.833	24
		6-10	3.352	0.588	95
		11-15	3.290	0.668	80
		16-20	3.370	0.772	29
		20 and up.	3.620	0.743	56
		Sum	3.397	0.690	284
	Rural	1-5	3.566	0.770	15
		6-10	3.368	0.681	59
		11-15	3.403	0.735	91
		16-20	3.693	0.794	22
		20 and up.	3.569	0.712	47
		Sum	3.465	0.727	234
	Sum	1-5	3.493	0.801	39
		6-10	3.358	0.623	154
		11-15	3.350	0.705	171
		16-20	3.509	0.790	51
		20 and up.	3.597	0.726	103
		Sum	3.428	0.707	518
Attitude	Urban	1-5	3.550	0.675	24
		6-10	3.578	0.664	95
		11-15	3.580	0.646	80
		16-20	3.593	0.622	29
		20 and up.	3.814	0.702	56
		Sum	3.624	0.665	284
	Rural	1-5	3.653	0.730	15
		6-10	3.620	0.616	59

Commitment	Urban	11-15	3.556	0.716	91
		16-20	3.681	0.658	22
		20 and up.	3.697	0.748	47
		Sum	3.618	0.691	234
	Rural	1-5	3.589	0.689	39
		6-10	3.594	0.644	154
		11-15	3.567	0.682	171
		16-20	3.631	0.632	51
		20 and up.	3.761	0.722	103
		Sum	3.622	0.676	518
	Sum	1-5	3.258	0.794	24
		6-10	3.200	0.896	95
		11-15	3.095	0.827	80
		16-20	3.255	0.860	29
		20 and up.	3.514	0.883	56
		Sum	3.243	0.869	284
	Sum	1-5	3.493	1.022	15
		6-10	3.172	0.688	59
		11-15	3.338	0.739	91
		16-20	3.100	1.032	22
		20 and up.	3.391	0.861	47
		Sum	3.294	0.804	234
	Sum	1-5	3.348	0.883	39
		6-10	3.189	0.820	154
		11-15	3.224	0.789	171
		16-20	3.188	0.931	51
		20 and up.	3.458	0.871	103
		Sum	3.266	0.840	518

Table 5.5 ANOVA Test Comparison of Reflection Evaluation by Location and Experience

Dependent Variables	Main Impact	J.K.D.	D.K.	M.K. D	F-value	Itself .	Eta Square
Knowledge	Location	0.574	1	0.574	1.364	0.24	0.003
	Experience	4.782	4	1.190	2.828	3	0.022
	Interaction					0.02	
	Location*	1.133	4	0.283	0.673	4	0.005
	Experience Sum	6488.625	518			0.611	
Practices	Location	0.157	1	0.157	0.481	0.48	0.001
	Experience	5.769	4	1.442	4.416	8	0.034
	Interaction					0.00	
	Location*	3.021	1		2.312	2	0.018
	Experience Sum	6737.188	518	0.755		0.057	
Vision	Location	0.968	1	0.968	1.955	0.16	0.004
	Experience	5.384	4	1.346	2.719	3	0.021
	Interaction					0.02	
	Location*	1.380	4	0.345	0.697	9	0.005
	Experience Sum	6347.875	518			0.594	

Attitude	Location	0.031	1	0.031	0.068	0.79	0.000
	Experience	2.430	4	0.608	1.322	5	0.010
	Interaction					0.26	
	Location*	0.629	4	0.157	0.342	1	0.003
	Experience	7032.44	518				
	Sum	0				0.85	
						0	
Commitment	Location	0.108	1	0.108	0.154	0.69	0.000
						5	
	Experience	5.738	4	1.435	2.048	0.08	0.016
						6	
	Interaction						
	Location*	3.415	4	0.854	1.219	0.30	0.010
	Experience					2	
	Sum	5891.92	518				
		0					

Based on Table 5.5, there is no significant difference in knowledge ($F=1.364$, $p=0.243$; $p>0.05$) based on location. This shows that teachers' knowledge in urban and rural areas is at the same moderate level (urban mean=3.457, $SD=0.639$; rural mean=3.504, $SD=0.667$).

The table above also shows that there are no significant differences in practice based on location ($F_{(1, 518)}=0.481$, $p=0.488$; $p>0.05$). This means teachers' practice in urban and rural areas at the same level of moderate level (urban mean =3.552, $SD=0.598$; rural mean=3.567, $SD=0.560$).

A comparison of vision based on location, on the other hand, shows that there is no significant difference in vision ($F_{(1, 518)}=0.697$, $p=0.163$; $p>0.05$). This means the teacher's vision in the urban and rural areas is at the same level (mean urban=3.397, $SD=0.690$; rural mean=3.465, $SD=0.727$).

Comparisons between teacher attitudes showed no significant difference ($F=0.068$, $p=0.795$ $p<0.05$) by location. This means attitudes among urban and rural teachers are on the same level. The assessment of the context of attitudes among teachers in the urban (min=3,624, elementary=0.665) is the same as that of rural teachers (min=3,618, elementary=0.691).

In terms of commitment, there was no significant difference in terms of teacher commitment by location ($F_{(1, 518)}=0.154$,

$p=0.695$; $p>0.05$). This means the commitment of teachers in the urban and rural communities at the same level that is the moderate level (min urban = 3,243, $SD = 0.869$; rural min = 3,294, $SD = 0.804$).

Studies show significant differences in knowledge ($F_{(1, 518)}=2,828$, $p=0.024$; $p<0.05$) based on experience. This means aspects of the knowledge of teachers who have 20 years of teaching experience and above (min =3,621, $SD=0.657$) is higher than teachers who have 1 to 5 years of teaching experience (min=3,576, elementary=0.661), 6 to 10 years with (min=3,363, elementary=0.640), 11 to 15 years (min=3,459, $SD=0.613$) and 16 to 20 years (min=3,529, $SD=0.744$).

Studies show there are significant differences in practice ($F_{(1, 518)}=4,416$, $p=0.002$; $p<0.05$) based on experience. This means aspects of the practice of teachers who have teaching experience of 16 to 20 years and above (min =4,011, $SD=0.629$) is higher than teachers who have 1 to 5 years (min=3,628, $SD=0.546$), 6 to 10 years of experience (min=3,426, $SD=0.570$), 11 to 15 years (min=3,554, $SD=0.569$) and 20 years and above (min=3,638, $SD=0.589$).

Studies show there are significant differences in vision ($F_{(1, 518)}=2,719$, $p=0.029$; $p<0.05$) based on experience. This means the aspect of the vision of teachers who have 20 years of teaching experience and above (min = 3,597, $SD=0.726$) is higher than teachers who have 1

to 5 years of teaching experience (min=3,493, elementary=0.801), 6 to 10 years with (min=3,358, elementary=0.623), 11 to 15 years (min=3,350, SD=0.705) and 16 to 20 years (min=3,509, SD=0.790).

The study found significant differences in teacher attitudes ($F_{(1, 518)}=2,048$, $p=1,435$; $p>0.05$) based on experience. This means aspects of the attitude of teachers who have 20 years of teaching experience and above (min=3,761, SD=0.722) is higher than teachers who have 1 to 5 years of teaching experience (min=3,589, elementary=0.689), 6 to 10 years with (min=3,594, elementary=0.623), 11 to 15 years (min=3,350, SD=0.705) and 16 to 20 years (min=3,509, SD=0.790).

In this study there was no significant difference in terms of commitment ($F_{(1, 518)}=2,048$, $p=0.086$; $p>0.05$) based on experience. This means aspects of the commitment of teachers who have 20 years of teaching experience and above (min=3,458, SD=0.871) is higher than teachers who have 1 to 5 years of teaching experience (min=3,348, elementary=0.883), 6 to 10 years with (min=3,189, elementary=0.820), 11 to 15 years (min=3,224, SD=0.789) and 16 to 20 years (min=3,188, SD=0.931).

The findings also showed no significant interaction effect between locations and teaching experience on knowledge ($F=0.673$, $p=0.611$; $p>0.05$), practice ($F=2.312$, $p=0.057$; $p>0.05$), attitude ($F=0.342$, $p=0.850$; $p>0.05$), vision ($F=0.697$, $p=0.850$; $p>0.05$) and commitment ($F=1.219$, $p=0.302$; $p>0.05$).

In order to see the differences in aspects in reflection evaluation in detail, a post hoc analysis is carried out. The findings of post hoc analysis of context assessment based on location and experience show that two aspects that have significant differences are the knowledge aspect and the practice aspect based on experience. In terms of knowledge, teachers with teaching experience of 6 to 10 years are different from teachers with teaching experience of 20 years and above, 11 to 15 years, 16 to 20 years and 1 to 5 years. While for the practice aspect, teachers with teaching experience of 16 to 20 years are different from

teachers with teaching experience of 1 to 5 years, 6 to 10 years, 11 to 15 years and 20 years and above.

6.0 Discussion

Teachers' reflection evaluation towards sexuality education (SE) is important because each student with ID deserves to receive SE for the sake of humanity, contributing to self-accepting, well-being, psychological, sociological, and physical development.

The differences in reflection evaluation of knowledge, practice, vision, attitude and commitment based on location and experience showed significant differences. Reflection evaluation of knowledge, practice, vision, attitude and commitment based on location and experience shows a significant interaction effect.

To see a comparison of reflection evaluation based on location and experience, two-way MANOVA analysis found significant differences and interaction effects. There is a difference between the New Urban Teacher (NUT) and the New Rural Teacher (NRT) discovered in the discussion. The following discussion is a clear difference based on experience and location where experience teachers in the urban and rural areas are more optimistic than new teachers in the urban and new teachers in rural areas.

a. Differences in Reflection Evaluation in SE based on Location and Teaching Experience

The comparison of the mean scores carried out in terms of the context of the implementation of sexuality education (SE) based on the school's location showed no significant difference in the overall aspect. When researched, there is an effect of interaction between location and experience. There are four categories of teachers observed, which are new teachers in the urban (NUT), experienced teachers in the urban (EUT), new rural teachers (NRT) and experienced teachers in rural areas (ERT). This study shows the mean score is at a medium-high level for NUT and EUT, and NRT and ERT performing SE.

Location and experience influence knowledge, where when researched based on the difference in means, NUT and NRT do not have sufficient knowledge compared to EUT

and ERT. However, Xiong (2020) and Ezer et al. (2020) found that NUT and NRT have good knowledge that contradicts the findings of this study. Among the factors that influence this is the tendency of these young teachers to seek knowledge and knowledge independently (Xiong 2020). However, some studies show no association between the four categories of teachers who teach SE (Foley 2013; Arya 2021). This is associated with the lack of exposure in SE received by prospective teachers in the school. The specific curriculum in SE given to teacher trainees turned out to be insufficient, especially in teaching SE to MBK BP (Eisenberg et al., 2010). This study found that the mastery of knowledge aspects between experience teachers in urban or rural areas did not make a significant difference. This was influenced by the centralised instruction factor received by teachers throughout the country where NUT, EUT, NRT and ERT implemented SE based on instructions from MOE and school administrators.

Further, context assessment of the practice aspect is seen as a difference in location and experience. The study found significant differences in mean scores where EUT and ERT had better practices than NUT and NRT. This finding is in line with Julia's study (2019), which also found the gap between EUT, ERT and NUT and NRT in the aspect of practice evaluation. Gerchenovitch (2019) states that the NUT and NRT factors with different demographic backgrounds influence common teaching practices. Ang and Lee (2016) reported conflicting findings where NUT and NRT had weaknesses in practice. This is stated as the effect of teachers' lack of teaching experience in urban and rural areas. For the practice aspect, there is also a different effect for experienced teachers and new teachers where aspects of new teacher practice are at a low level and require special guidance (Maia & Vilaca 2020). Although the study found a slight difference, appropriate action must be taken to ensure that there are no gaps based on experience in the fundamentals of SE.

There is no significant difference in the impact of the interaction between location and experience on the directional aspect. However, when viewed in depth, EUT and ERT have a high ability to implement SE as they better understand the mandate and direction of SE

than NUT and NRT. In previous studies, it was found that young teachers lacked confidence in the USP, which in turn led to them being less aware of the role to be played in the USP, which had an impact on the vision of SE (Chirawu 2014; Louw & Chen 2014; Hunt et al. 2017). There are also studies to the contrary where it is found that NUT and NRT have a high vision in implementation SE (Nuñez et al., 2019). It was found that teachers with in-depth experience were more likely to show better and more effective SE teaching results (Wilson et al. 2015; Fisher & Cummings 2016; Clayton et al. 2018; San Martin et al. 2021).

This study's context assessment of the attitude aspect found no significant differences. However, EUT and ERT have a better attitude than NUT and NRT. Where more experienced teachers are more willing to run SE against MBK. Tsuda et al. (2017) also found that more experienced teachers positively favour SE for MBK. However, some studies contradict this study where it was found that teachers with more than 10 years of experience showed a negative and conservative attitude towards SE (Ionescu et al., 2019). However, Bannister-Tyrrell et al. (2018) and Ruppert et al. (2016) argue that teaching experience influences the attitude of teachers in the implementation of SE without taking into account the location where the teacher teaches. Found to be longer the experience of the teacher teaching MBK, the teacher is more open and willing than the teacher without or too little of his experience (Aldabas et al. 2020). This factor needs to be overcome by providing courses that enable NUT and NRT to gain exposure to the teaching strategy for implementation of SE (Alquraini & Rao 2017; Ballard & Dymond 2017).

The impact of interaction on the commitment aspect versus location and teaching experience shows no significant difference. However, when viewed more deeply, NUT and NRT have lower commitments than EUT and ERT. These findings contradict previous studies that reported commitments in SE by teachers no matter new or experience in urban or rural areas that had many drawbacks (Moult 2017). On the other hand, Xiong et al. (2021) agreed that NUT and NRT should undergo professional development in the aspect of the necessary

commitments from the administrators in the school, PPD, NRD or MOE. Teachers tend to face difficulties and thus find it challenging to give the best commitment in PSE (Huaynoca et al. 2014; Kivela et al. 2013; Razali et al. 2017).

7.0 Summary

The role of a special education teacher demands effort and time and even involves emotional and cognitive ability. The teacher's responsibility is to provide complete planning and pedagogy, preparation of the Individual Education Plan and dealing with parents and other professionals; it is an additional burden implemented for the benefit of MBK BP with patience and dedication (Rosman et al., 2017). Although all teachers have the same duties and responsibilities, there is a difference between the old teacher and the new teacher, who has the knowledge and skills of different teaching and learning methods.

A special education teacher needs special skills and expertise to fulfil and overcome the problems faced by his pupils. Instead of having a small number of pupils in the classroom, it is not easy to teach pupils with a range of disabilities compared to teaching pupils in regular classes. Each pupil at PPKI has different learning abilities, and the teaching method also varies according to the level of boredom of the pupil (Ang & Lee 2016). This situation requires a high level of trust in the ability to teach students with special needs to achieve the expected teaching goals.

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