Self-Efficacy In Teachers Who Teach Children With Special Needs (Abk) At Smp N 3 Ngaglik

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ABSTRACT

The self-efficacy of elementary school teachers in inclusive education encompasses the preparation process, the teaching process, addressing student diversity, solving teaching problems, and evaluating both regular students and those with special needs in a shared educational setting, with the goal of providing valuable insights for both teachers and school management to enhance the implementation of inclusive education. This study aims to comprehensively examine the self-efficacy of teachers who teach students with special needs at SMP N 3 Ngaglik using a qualitative case study approach. Participants include four teachers and four informants. The findings reveal that the self-efficacy of teachers in teaching students with special needs at SMPN 3 Ngaglik is predominantly characterized by the third dimension, which is efficacy in collaboration. The formation of teachers' self-efficacy in teaching students with special needs tends to be based on their teaching experience, both in frequency and duration, with contributing factors primarily arising from the school environment and family.

Keywords: *Inclusive school, self-efficacy, students with special needs, teachers*

Introduction

According to Surat Edaran No.380/C.C6/MN/2003 from the Directorate General of Primary and Secondary Education, establishing inclusive education requires that each district/city provides inclusive education services in certain schools. Currently, the equal distribution of inclusive education can be observed in nearly all schools across every province in Indonesia, offering inclusive services at the elementary, junior high, and senior high/vocational school levels. As of 2017, out of 514 districts/cities in Indonesia, 62 do not have special schools (SLB), and approximately 32,000 regular schools have become inclusive (Ministry of Education and Culture of the Republic of Indonesia, 2017). This reform requires the education sector to adapt, both in terms of curriculum and the role of teachers. Teachers help students develop by optimizing their talents and abilities, in line with Law No. 14 of 2015 Article 1 Paragraph 1, which states that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal early childhood education, primary education, and secondary education.

Kusmaryono (2023) explains several challenges teachers face in delivering inclusive education, including the severity and type of student disabilities, the ability to create activities involving all students, the limited number of assistant teachers for individual instruction, the availability of resources for classroom supervision, and external demands from parents. These challenges present difficulties for teachers, as they must handle multiple responsibilities, including addressing students' academic

needs, emotional well-being, and behavioral issues (Bracha & Hoffenbartal, 2015). One reason for teachers' struggles with these challenges in inclusive schools is a lack of self- efficacy (Akanni & Oduaran, 2018). Alwilsol (2014) defines self-efficacy as an individual's belief in their capabilities. In this context, it refers to teachers' confidence in teaching inclusive students. Setiawan (2018) further explains that self-efficacy is the belief in one's ability to organize and execute the actions required to achieve specific goals. Widyasari and Novara (2018) note that a teacher's belief in their teaching abilities significantly impacts their effectiveness in educating special needs students in inclusive classrooms, a concept known as self-efficacy.

Sharma, Loreman, and Forlin (2012) categorize teacher efficacy in inclusive education into three dimensions: efficacy in using inclusive instructions, efficacy in collaboration, and efficacy in managing behavior. The first dimension relates to teachers' perceptions and beliefs about teaching in inclusive classrooms. The second dimension concerns teachers' confidence in collaborating with parents and professionals. The third dimension pertains to teachers' self-perception of their ability to manage disruptive behaviors. Teachers are considered to have self-efficacy in inclusive education if they fulfill these three dimensions. The more strong the sense of efficacy in the pre-service teacher, the greater the chance for them to succeed in implementing inclusive education in the classroom (Damayanti, et. Al, 2022). Additionally, self-efficacy helps inclusive school teachers manage the anxiety associated with supporting both special needs and regular students (Wolf, 2018). Teaching and supporting these diverse students is a continuous learning process for inclusive teachers, often causing anxiety. High self- efficacy can reduce this anxiety and enable teachers to manage the education of special needs students effectively (Dewi, et.al, 2020).

In addition, prior research indicates that teachers' self-efficacy can positively contribute to: (a) a willingness to engage in various helping behaviors, including prosocial behavior (Manuaba & Marheni, 2023); (b) an enhancement in teachers' psychological well-being (Assyva & Hanoum, 2022); (c) an improvement in teachers' ability to understand each student's background, character, and needs, thereby enabling the design of teaching methods that align with each student's characteristics (Hidajat, 2022); (d) increased job engagement (Tanurezal & Tumanggor, 2020); and (e) an influence on the interaction between teachers' awareness of their teaching activities and aspects of self-achievement in relation to burnout within the context of inclusive education (GD & Widyasari, 2020). Another significant benefit of self-efficacy for teachers in inclusive schools is its potential to minimize several issues, including reducing burnout (Nurwahyuni & Widyana, 2024) and lowering stress levels (Nisa & Fitri, 2024).

However, Hashim et al. (2014) found that regular teachers often lack high self-efficacy in inclusive education. Similarly, a preliminary study conducted on August 24, 2023, at SMP N 3 Ngaglik involving four teacher respondents revealed a tendency for low self- efficacy among teachers of inclusive students. The interviews indicated limited training on inclusive education implementation, with training typically provided to a single representative teacher who did not teach inclusive classes. Teachers also tended to rely on assistant teachers for handling inclusive students and lacked regular evaluations, conducting assessments only during report card periods. These findings align with the dimensions of self-efficacy described by Sharma, Loreman, and Forlin (2012). This study aims to comprehensively examine the self-efficacy of teachers instructing special needs students at SMP N 3 Ngaglik, with the hope of providing insights for teachers and

school management to improve inclusive education implementation in the institution.

Methods

The method used in this study is qualitative with a case study approach. The primary data collection instrument employed in this study is an interview. The interview guide was meticulously crafted in accordance with the self-efficacy dimensions delineated by Sharma, Loreman, and Forlin (2012). These dimensions encompass: (1) Efficacy in employing inclusive instructional strategies; (2) Efficacy in collaborative practices; and (3) Efficacy in managing classroom behavior. A comprehensive outline of the interview guide utilized in this study is presented in Table 1.

Table 1. Interview Guidelines

No.	Dimension	Behavioral Indicators	Questions
1.	Efficacy in Inclusive Teaching	Perceptions of teachers' efficacy in inclusive teaching are marked by the presence of programs and teaching strategies	a. How long have you been teaching in an inclusive school? b. Was your previous education related to teaching children with special needs? c. What preparations have you made to implement the inclusive program? Were there any specific training sessions beforehand? d. What strategies are necessary for effectively implementing the inclusive program?
2.	Efficacy in Managing Behavior	The teachers' belief in their ability to manage disruptive behavior.	a. During your teaching, have you encountered any challenging behaviors from inclusive students? What are those behaviors like? b. How do you address or prevent challenging behaviors from inclusive students? c. What steps do you take if you experience difficulties managing impulsive behaviors that may arise from children with special needs during the learning process?
3.	Efficacy in Collaboration	The teachers' belief in their ability to establish relationships with parents and other professional	a. If a less conducive situation is caused by inclusive students, do you tend to handle it on your own or seek assistance from other

| colleagues | teachers? |
| | b. Is there a regular schedule for discussing the progress of inclusive students with other teachers as well as with parents? |

There are four respondents and four informants, varying in age, teaching experience, and position. Both respondents and informants are teachers at SMPN 3 Ngaglik. The research is conducted using a naturalistic method, maintaining the original setting without alterations. Data analysis is performed using the Open Coding system.

Results and Discussion

The self-efficacy of teachers instructing students with special needs is the teachers' belief in their ability to prepare, implement, and evaluate lessons according to these students' needs. Several studies highlight the importance of teacher self-efficacy in inclusive education. The significance of self-efficacy for teachers teaching students withspecial needs includes helping optimize their teaching (Andiny, 2008).

According to the interview results, the first dimension, efficacy in inclusive teaching, requires preparation for teaching. Moreover, the interviews revealed that none of the participants had received specialized training in handling special needs students at SMPN 3 Ngaglik. Research has shown that self-efficacy training can increase teachers' persistence in inclusive schools (Kurniasari et al., 2013). Additionally, self-efficacy training is linked to enhanced self-efficacy in educating special needs students (Riza, 2019). Training in planning, implementation, and assessment of learning can contribute to increased teacher self-efficacy (Khairunnisak, 2018). Moreover, the study indicate that the inclusive education system can encourage teachers, including the class, to have good self-efficacy in educating and guiding children with special needs. Good self- affection will also affect good results (Minsih, et.al, 2021). Therefore, training plays a significant role in improving teachers' self-efficacy in teaching special needs students. Through proper training, teachers can acquire the necessary skills, knowledge, and confidence to face the challenges of inclusive education, thereby creating a supportive and inclusive learning environment for all students.

The second dimension relates to efficacy in managing behavior. Participants provided varied responses, with one participant admitting to relying on shadow teacher intervention and feeling unprepared to manage student behavior. In contrast, others felt prepared to face the challenges, including handling impulsive behavior. The ability to manage student behavior significantly impacts teacher self-efficacy. Teachers who effectively manage student behavior tend to have higher self-efficacy, particularly in inclusive education. A study found that the dynamics with students and teaching experience mastery learning, teacher professionalism, positive belief in students, strategies for teaching methods and media, inclusive attitudes and outcomes of student achievement and motivation are the factors that influence the self-efficacy of inclusive primary school teachers (Hidajat, 2022).

Teachers who create supportive learning environments and implement effective

classroom management strategies feel more confident in their ability to teach and guide special needs students. Training and skill development in classroom management can help teachers enhance their self-efficacy in dealing with the complex challenges of teaching special needs students.

The third dimension concerns efficacy in collaboration. All participants agreed that they would discuss with colleagues as needed, both formally and informally. Most participants stated they would use their abilities to resolve issues and seek help when reaching their limits. Teacher collaboration is crucial in enhancing self-efficacy, especially when teaching special needs students. Studies highlight the relationship between teacher collaboration and increased self-efficacy in facing the complexities of inclusive teaching. Research shows that teacher collaboration can strengthen self- efficacy and foster innovative behaviors in their work (Sholihah et al., 2021). In inclusive schools, collaboration can address competency gaps and enhance self-efficacy (Tanurezal & Tumanggor, 2020). Through collaboration, experience sharing, and mutual support, teachers' self-efficacy in teaching special needs students can be improved, creating a more inclusive and supportive learning environment for all students.

Finally, regarding the processes influencing teacher self-efficacy, participants indicated that their confidence in teaching special needs students was shaped by their experiences. The adaptation process made them ready to teach special needs students. Teachers with competency and experience in teaching special needs students tend to have higher self- efficacy (Sholihah, et.al, 2021)

Conclusion

Based on the findings from the interviews, it can be concluded that the self-efficacy of teachers in teaching students with special needs at SMPN 3 Ngaglik is predominantly characterized by the third dimension, which is the efficacy in collaboration. The development of teacher self-efficacy in teaching special needs students at SMPN 3 Ngaglik tends to be based on each teacher's experience in teaching these students, both in terms of frequency and duration of teaching. The factors contributing to the development of teacher self-efficacy in teaching special needs students at SMPN 3 Ngaglik are primarily related to the school environment and family.

This study is limited to the scope of SMPN 3 Ngaglik. The uniqueness of these findings cannot be generalized to other research settings. It is recommended that the school facilitate specialized training to enhance the teachers' abilities in teaching students with special needs.

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