



The Effect of Class Teachers' Self-Efficacy on Inclusive Education Services for Special Needs Children in Inclusive Schools

Devina Rahmadiani Kamaruddin Nur^{1*}, Danis Ade Dwirinsanda², Ni Made MarlinMinarsih³,
Diah Ekasari⁴, Wiwik Widajati⁵, Siti Mahmudah⁶
^{1,2,3,4,5,6} Universitas Negeri Surabaya, Surabaya, Indonesia
devina_rahmadiani_kamaruddin_nur@unesa.ac.id

Abstract. This study aims to compare the level of self-esteem between male and female students at Universitas Negeri Surabaya. This research is quantitative by using a comparative method. The instrument used is the Rosenberg Self-Esteem Scale (RSES). Participants in this study were 1156 students from various departments at the university. Data analysis was carried out using a t-test to compare the average self-esteem scores between men and women. The results of the data analysis showed that the average self-esteem in the male group was 26.32 (SD = 4.45), while the average self-esteem in the female group was 26.64 (SD = 4.79). The findings of this study indicate that there is no significant difference in the level of self-esteem between male and female students at Universitas Negeri Surabaya. Although there is a slight difference in the mean score, this difference does not have sufficient statistical significance to suggest that there is a significant difference in self-esteem between men and women. So it can be said that the level of self-esteem in male and female students at Universitas Negeri Surabaya tends to be similar. These results can provide additional insight regarding self-esteem in the student context.

Keywords: Gender, Higher Education, Self Esteem

1 Introduction

Education is the right of every Indonesian citizen. As this has been regulated in Law No. 20 of 2003 concerning the National Education System CHAPTER IV Part One Article 5 Paragraph 1. This shows that education does not discriminate between social and economic status, gender, ethnicity, religion, race and is no exception for citizens with special needs. For citizens with special needs it is also mentioned in Law No. 20 of 2003 CHAPTER IV Part One Article 5 Paragraph 2. Inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to participate in education or learning in an educational environment together with students in general (Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 article 1). These educational services are expected to increase interaction between students in general and students with special needs, realize equal rights for ABK, and overcome various forms of discriminatory treatment of ABK so that they can be more openly accepted by society.

In Indonesia, as of 2021, there are already 17,134 inclusive schools that have been established (Directorate of Primary Schools, Ministry of Education and Culture). The increasing number of inclusive primary schools does not guarantee an increase in quality, as the implementation of inclusive education is not easy. Various preparations must be made so that its implementation can run according to the appropriate mechanism. Based on research conducted by Tarnoto (2016) and Muzdalifah (2017), the problems often experienced by regular teachers are a lack of competence in handling special needs children, a lack of understanding of special needs children, educational backgrounds that are not suitable, a lack of patience in handling special needs children, a lack of knowledge about classroom management in inclusive schools, an imbalance ratio of special needs students and teachers, and other obstacles in implementing inclusive education in primary schools.

Without a positive attitude towards special needs children, it is impossible for them to receive appropriate education (www.unescobkk.org). Although special needs children are often more difficult to handle than regular children and may trigger negative emotions in

teachers, it is hoped that these challenges will not lead to negative attitudes towards inclusive education services that involve special needs children learning in regular classrooms.

Self-efficacy is the belief that one can master a situation and produce various positive outcomes (King, 2012). According to King, self-efficacy helps people in unsatisfying situations by encouraging them to believe that they can be strong. A teacher needs to have high self-efficacy because it greatly affects the quality of student learning (Santrock, 2007). In other words, in the teaching and learning process, a teacher must be confident in their abilities first to provide quality learning for their students.

If a teacher is not confident in their ability to handle classroom conditions, it cannot be denied that the learning process of students in inclusive schools will not be maximally served. As Bandura (1977) also stated, self-efficacy is important to be developed by teachers who teach in inclusive classrooms because it plays a role in regulating the implementation of teaching in the classroom (Loreman, Sharma & Forlin, 2013).

Based on what the author has discussed about the self-efficacy of teachers that plays a role in the attitude of teachers towards inclusive education, the author will conduct research on the influence of the self-efficacy of class teachers on services for children with disabilities in inclusive schools.

2 Methods

The research on the Effect of Class Teachers' Self-Efficacy on Inclusive Education Services for Special Needs Children in Inclusive Schools will analyze the relationship between teacher efficacy and inclusive education services for children with disabilities. Therefore, the researcher will use a quantitative research method. This method is chosen because it can be used to examine and analyze the relationship between teacher self-efficacy and the education services provided to children with special needs.

According to Creswell (2012), the quantitative survey research method is a research procedure that aims to collect data from a group or the entire population of humans to explain attitudes, opinions, behavior, or characteristics of those human beings. Data in this type of research is collected quantitatively, and it can come in the form of questionnaires and interviews. The data obtained is analyzed statistically to show the trend of responses given by the target population about the phenomenon being discussed.

The advantage of quantitative methods is that measurement results will help to observe the fundamental relationship between empirical observers and quantitative data results (Sugiyono, 2007: 31). The framework of quantitative research is logical with the aim of verifying hypotheses to test the truth of statements factually (Priadana and Sunarsi, 2021:213-214).

The population of this research consists of class teachers and subject teachers in public inclusive elementary schools in Surabaya city. The sampling technique used in this research is probability sampling, specifically cluster sampling. Cluster sampling is used because Surabaya city is a vast area, and the clusters are chosen based on representative samples from each district in Surabaya city. This research will involve 12 inclusive public elementary schools representing the western, eastern, northern, southern, and central parts of Surabaya city. The research subjects consist of 3 representative schools from West Surabaya, 3 representative schools from South Surabaya, 2 representative schools from East Surabaya, 2 representative schools from Central Surabaya, and 2 representative schools from North Surabaya. The selection of the number of schools is based on considerations of the number distribution data of inclusive schools in Surabaya. Due to the large number of research subjects, a quantitative method is considered to be the most effective way to collect complete data within an efficient time frame.

One step in the quantitative research procedure is to develop research instruments and test them (Priadana and Sunarsi, 2021: 212). In this research, the researcher adapts an instrument that has been previously used and does not go through the stage of instrument development and testing because the instrument used has been tested in previous studies.

Data collection in this research is conducted using a questionnaire as an instrument.

The distribution of questionnaires is carried out by directly approaching the selected schools for the research sample. In this research, two instruments are used: the Multidimensional Attitude toward Inclusive Education Scale (MATIES) research instrument developed by Mahat (2008) and the Teacher Efficacy for Inclusive Practice (TEIP) designed by Sharma, Loreman & Forlin (2011).

The research questionnaire contains 36 questions consisting of 18 questions on the MATIES scale and 18 questions on the TEIP scale. The questions in this questionnaire are intended to obtain data related to the efficacy of class teachers towards the services for special needs children in inclusive schools.

The data processing and analysis are conducted using statistical formulas with the following steps: data tabulation, categorization of teacher attitudes towards inclusive education scores, categorization of teacher self-efficacy scores, product-moment correlation test, and linear regression analysis with one predictor.

3 Findings and Discussion

Data are categorized depending on the theories used in this research after being analyzed.

Based on the description of the research subjects, it is known that the respondents in this study were predominantly female, with a total of 50 research subjects (71.4%), while male subjects accounted for 20 research subjects (28.6%).

Then based on age, the research subjects were predominantly teachers in the age range of 51-60 years, with a total of 22 people (31.4%), followed by subjects in the age range of 31-40 years, with a total of 20 people (28.6%), 16 people in the age range of 41-50 years (22.9%), and 12 people in the age range of 21-30 years (17.1%).

Meanwhile, the description of the subjects based on their highest education level shows that the research subjects are predominantly teachers with a Bachelor's degree (S-1), totaling 59 people (84.2%). There is 1 person (1.4%) with a Diploma 3 (D-3) degree, and 10 people (14.3%) with a Master's degree (S-2).

The categorization calculation of attitude scores towards inclusive education shows that 59 subjects (84.29%) have a positive attitude towards inclusive education, while the subjects with a negative attitude towards inclusive education are fewer, totaling 11 people (15.71%).

Meanwhile, based on the categorization calculation of teacher efficacy scores, it is found that subjects with high self-efficacy dominate, totaling 63 people (90.00%), while those with low self-efficacy are only 7 people (10.0%). It can be said that the research respondents are dominated by teachers who have a positive attitude towards inclusive education and most of them also have high self-efficacy.

The product moment correlation indicates a correlation value of 0.532 between the teacher efficacy variable and the teacher's attitude towards inclusive education service. This significance value (p) is 0.000. Here are the results of the *product moment* correlation calculation:

Correlations

		efikasi	layan
efikasi	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
	N	70	70
layan	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the above image, the value of sig. (2-tailed) is 0.000, which is smaller than 0.05 according to the rules. This means that there is a positive and significant correlation between the self-efficacy of the class teacher and the teacher's attitude towards education services for students with disabilities in Surabaya's Inclusive schools.

The constant value for the teacher efficacy variable and the teacher's attitude towards inclusive education services is 36.655, and the regression coefficient is 0.510. Here are the results of the regression analysis coefficient calculation:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.655	7.081		5.176	.000
	layanan	.510	.098	.532	5.187	.000

a. Dependent Variable: efikasi

Based on the data above, the regression equation can be determined as follows: $Y = a + bX$
 $Y = 36,655 + 0,510X$.

The teacher's attitude towards inclusive education = $36.655 + 0.510$ Teacher Efficacy.

Based on the equation, it can be inferred that if the teacher's attitude towards inclusive education (Y) increases by one unit, then the teacher efficacy variable (X) will also increase by 0.510. Additionally, the direction of the influence is positive, meaning that the changes in the teacher's attitude towards inclusive education are directly proportional to changes in the teacher efficacy variable. It can be concluded that if the teacher's efficacy is high, then their attitude towards inclusive education will also be positive.

The Anova test shows a $p = 0.000$, which is smaller than the $\alpha = 0.05$. Based on the testing criteria, H_a is accepted and H_0 is rejected if the p-value is less than 0.05, while H_a is rejected and H_0 is accepted if the p-value is greater than 0.05. The following is the result of the Anova test for regression analysis:

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	592.489	1	592.489	26.907	.000 ^b
	Residual	1497.354	68	22.020		
	Total	2089.843	69			

a. Dependent Variable: efikasi

b. Predictors: (Constant), layanan

Based on the table above, it can be concluded that H_a (alternative hypothesis) is accepted, and H_o (null hypothesis) is rejected, meaning that there is a role of teacher efficacy in the teacher's attitude towards inclusive education services.

The contribution of the teacher efficacy variable to the teacher's attitude towards inclusive education (*Adjusted R Square*) is 0.284 (28%). This means that teacher efficacy affects the teacher's attitude towards inclusive education services by 28%. The calculation result can be seen in the following table:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 ^a	.284	.273	4.69254

a. Predictors: (Constant), layanan

The results of regression analysis indicate that there is an influence of teacher efficacy on the teacher's attitude towards inclusive education services. In this study, teacher efficacy contributes to the teacher's attitude towards inclusive education services by 28%.

In this research, teachers' self-efficacy contributes to 28% of the influence on teachers' attitudes towards inclusive education. This study is in line with research conducted by Vaz, Wilson, Falkmer, Sim, Scott, Cordier, and Falkmer (2015) which states that one of the predictors of teachers' attitudes towards inclusive education is teachers' self-efficacy in teaching. The factor of teachers' self-efficacy in this study contributes to 28% of the influence on teachers' attitudes towards inclusive education, meaning that 72% is influenced by other factors. The current research findings also confirm that teachers' self-efficacy can be considered a multidimensional concept. This finding is consistent with the results of several other studies (Chan, 2008a, 2008b; Klassen et al., 2009; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' beliefs or self-efficacy in education are one of the factors that influence inclusive education services. This is in line with other studies that state that teachers' self-efficacy significantly contributes to teachers' attitudes towards inclusive education (Dewi, Tiartri & Mularsih, 2020: 304).

Based on the results of statistical analysis, it is known that the direction of the relationship between variables shows a positive direction, and the results of categorizing teachers' self-efficacy show that more teachers with high self-efficacy are dominated by respondents who have a positive attitude towards inclusive education. This indicates that teachers' self-efficacy is one of the factors that can predict teachers' attitudes towards inclusive education services. The results of this study show that as many as 59 people (84.29%) have a positive attitude towards inclusive education, while 11 people (15.71%) have a negative attitude towards inclusive education. This indicates that more teachers have a positive attitude towards inclusive education, meaning that teachers will show more accepting behavior towards inclusive education (Sharma, Loreman & Forlin, 2011).

Furthermore, based on the results of categorizing teachers' self-efficacy, it can be seen that there are 63 respondents (90.0%) who belong to the category of high self-efficacy, while there are 7 respondents (10.0%) in the low self-efficacy category. This indicates that more teachers have high self-efficacy in implementing inclusive education. In other words, the majority of teachers feel confident in their ability to use inclusive teaching strategies effectively, feel confident in working with parents, other professionals, and colleagues, and feel confident in preventing and managing disruptive student behavior in the classroom. According to Gibson & Dembo (1984), teachers who have high self-efficacy will be able to use better teaching strategies (Gibson & Dembo, 1984).

This study adds a new element to most previous studies on teachers' self-efficacy because

the data was collected by an instrument that measures efficacy towards inclusive education services. Although teachers working in inclusive and less inclusive environments require similar competencies, successful implementation of inclusive education may require a special emphasis on certain sub-areas of teachers' self-efficacy. This study is in line with inclusive education literature and some previous studies (e.g. Savolainen, Engelbrecht, Nel, & Malinen, 2011) in suggesting that collaboration may have a special interest in making attitudes towards inclusion more desirable. Teachers' efficacy has an impact on job engagement, as mentioned, the higher the self-efficacy, the higher the job engagement. Similarly, the lower the self-efficacy, the lower the job engagement (Tanurezal & Tumanggor, 2020: 393). Thus, teacher efficacy not only has a positive impact on educational services in inclusive schools but also has an impact on the school organization. Teachers with high job engagement certainly have high responsibility towards the school institution. This will not only have an impact on students but will also have an impact on the progress of the school institution.

Improving teacher efficacy is one of the important things that needs to be done in preparing for and implementing inclusive education services. There are four aspects that can enhance teachers' self-efficacy in the implementation of inclusive education, namely: 1) School culture, 2) Teacher behavior/attitude, 3) Teacher competency, 4) Participation and collaboration. Cooperation between teachers and all stakeholders, including the community, can continuously build teacher self-efficacy (Minsih, Faufik & Tadzkiroh, 2021:191). The research results showing that teacher efficacy has a positive impact on inclusive services in schools can be used as the basis for implementing improvements in the four aspects that drive teacher efficacy, such as fostering a disability-friendly school culture, conducting socialization efforts to improve teachers' disability-friendly attitudes, providing inclusive training for teachers, and participating in inclusion-related events held locally and nationally. Thus, it is hoped that inclusive education services can continue to evolve, supported by an increasing teacher efficacy towards inclusive education services.

4 Conclusion

Based on the results of the research "The Effect of Class Teachers' Self-Efficacy on Inclusive Education Services for Special Needs Children in Inclusive Schools" conducted on 12 State Elementary Schools in Surabaya, East Java, it is known that class teachers' self-efficacy in SDN in Surabaya affects teachers' attitudes towards inclusive education services by 28%

References

1. Aiello, P., Pace, et al. (2018). A study on the perceptions and efficacy towards inclusive practices of teacher trainees. *Italian Journal of Educational Research*, 19, 13–28.
2. Cardona-Molto, C. Maria., et al. (2020). The Spanish Version of the Teacher Efficacy for Inclusive Practice (TEIP) Scale: Adaptation and Psychometric Properties. *European Journal of Educational Research*, 9, 209-823.
3. Chan, D. W. (2008a). Dimensions of teacher self-efficacy among Chinese secondary school teachers in Hong Kong. *Educational Psychology*, 28, 181-194.
4. Chan, D. W. (2008b). General, collective, and domain-specific teacher self-efficacy among Chinese prospective and in-service teachers in Hong Kong. *Teaching and Teacher Education: An International Journal of Research and Studies*, 24, 1057-1069
5. Chao, C.N.G., Forlin, C. & Ho, F.C. (2016). Improving teaching self-efficacy for teachers in inclusive classrooms in Hong Kong. *International Journal of Inclusive Education*, 20, 1142–1154.
6. Devellis, F.R., & Carolyn T. Thorpe. (2022). *Scale Development Theory and Applications (Fifth Edition)*. London: Sage Publications Ltd.
7. Dewi, Surtika Rikha. (2017). Pengaruh Pelatihan Efikasi Diri Sebagai Pendidik Terhadap

8. Penurunan *Burnout* Pada Guru Di Sekolah Inklusi. *Jurnal Kajian Penelitian dan Pendidikan dan Pembelajaran*, 2, 155-167.
9. Dewi, T.T.U., S. Tiartri & H. Mularsih. 2020. Peran Pengetahuan Awal tentang Anak Berkebutuhan Khusus dan Efikasi Guru terhadap Sikap Guru pada Pendidikan Inklusif. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 4, 304-314.
10. Gibson, S., & Dembo, M. (1984). Teacher Efficacy: A Construct Validation. *Journal of Educational Psychology*, 76, 569-582.
11. Hidajat, Graciani H. (2022). Efikasi Diri Guru Sekolah Dasar Inklusi. *Jurnal PGSD Musi*.
12. 5, 1-21.
13. Loreman, T., Sharma, U., & Forlin, C. (2013). Do Pre-Service Teacher Feel Ready to Teachin Inclusive Classrooms? A Four Country Study of Teaching Self Efficacy. *Australian Journal of Teacher Education*, 38, 27-44.
14. Lozano, S.C., et all. (2022). Development and validation of short form of the Teacher Efficacy for Inclusive Practices Scale (TEIP-SF). *Journal of Research in Special Education Needs*, 23, 375-388.
15. Mahat, M. (2008). The Development of a Psychometrically-Sound Instrument to Measure Teachers' Multidimensional Attitudes Toward Inclusive Education. *International Journal of Special Education*, 23, 82-92.
16. Malinen, O.P., & Hannu, S. (2013). Dimensios of Teacher Self-Efficacy for Inclusive Practices among mainlad Chinese Pre-Service Teachers. *Journal of International Special Needs Education*, 16, 82-93.
17. Malinen, O.-P., et al. (2013). Exploring teacher self-efficacy for inclusive practices in threediverse countries. *Teaching and Teacher Education*, 33, 34-44.
18. Malinen, O.-P., Savolainen, H. & Xu, J. (2012) Beijing in-service teachers' self-efficacy andattitudes towards inclusive education. *Teaching and Teacher Education*, 28, 526-534. Minsih, M. Faufik & U. Tadzkiroh. 2021. Urgensi Pendidikan Inklusif dalam MembangunEfikasi Diri Guru Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 8 , 191-204.
19. Minsih., & Muhammad, T. (2021). Urgensi Pendidikan Inklusif Dalam Membangun EfikasiDiri Guru Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 8, 191-204.
20. Muzdaliah, F., & Huzna, Z. (2017). Pengaruh Efikasi Pada Sikap Guru Terhadap PendidikanInklusif. *Jurnal Penelitian dan Pengukuran Psikologi*, 6 , 26-34.
21. Park, Mi-Hwa., et all. (2016). The teacher efficacy for inclusive practices (TEIP) scale: dimensionality and factor structure. *Journal of Research in Special Education Needs*, 16, No. 1, 2-12.
22. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 Tahun 2009. (n.d.).Bersumber dari <http://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/11/Permen-No.-70-2009-tentang-pendidiaan-inklusif-memiliki-kelainan-kecerdasan.pdf>. Diakses pada tanggal 18 Maret 2023.
23. Priadana, Sidik & Denok Sunarsi. (2021). *Metode Penelitian Kuantitatif*. TangerangSelatan: Pascal Books
24. Putri, Yunita. (2021). Sikap dan Kompetensi Guru pada Pendidikan Inklusi di SekolahDasar. *Jurnal Pendidikan Inklusi*, 4, 146-160.
25. Santrock, J.W. (2007). *Psikologi Pendidikan* (2nd ed.). Jakarta: Kencana.
26. Savolainen, H., et all. (2012). Understanding Teachers' Attitudes and Self-Efficacy in Inclusive Education: Implications for Pre-Service and In-Service Teacher. *EuropeanJournal of Special Needs Education*, 27, 51-68.
27. Sugiyono. (2007). *Metodologi Penelitian Bisnis*. Jakarta: PT. Gramedia.
28. Tanurezal, N. & Tumanggor, R.O., (2020). Hubungan Efikasi Diri dengan Keterikatan Kerja pada Guru di Sekolah Inklusi di Jakarta. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 4, 393-401
29. Tarnoto, N. (2016). Permasalahan-Permasalahan yang Dihadapi Sekolah Penyelenggara Pendidikan Inklusi pada Tingkat SD. *Humanitas*, 13, 50-61.
30. Undang-Undang Republik Indonesia No.20 tahun 2003 tentang Sistem Pendidikan Nasional.(n.d.).Bersumber dari <http://pendis>.

31. kemenag.go.id/file/dokumen/uuno20th2003ttgsisdiknas.pdf. Diakses pada tanggal 5 Maret 2023.
32. UNESCO. *Barriers to inclusive education*. Retrieved from <http://www.unescobkk.org/education/inclusive-education/what-is-inclusive-education/barriers-to-inclusive-education/>. Diakses pada tanggal 18 Maret 2023.
33. Vaz, S., Wilson, N., Falkmer, M., Sim, A., Scott, M., Cordler, R., & Falkmer, T. (2015). Factors Associated with Primary School Teachers' Attitudes Toward the Inclusion of Students with Disabilities. *Inclusion of Students with Disabilities in School*, 1-12.
34. Yada, Akie, et al. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education*, 105, 1-11.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

