



Teacher Self-Efficacy as the Key to Success Inclusive Education: Case Study at Madrasahs in Banten

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Abstract

Inclusive education aims to provide equal learning opportunities for all students, including those with special needs, by fostering collaboration and diversity within classroom environments. However, its successful implementation in Indonesia's madrasahs remains a challenge, particularly due to limited teacher readiness and lack of special education expertise. This study explores the role of teacher self-efficacy as a key factor in the success of inclusive education in four madrasahs in Banten Province. Using a qualitative approach, data was collected through in-depth interviews, participatory observation, and documentation analysis. Thematic analysis and triangulation methods were applied to ensure data validity and reliability. The findings reveal that teachers' self-efficacy strongly influences their motivation, classroom management, and responsiveness to the diverse needs of students with disabilities. Most assistant teachers lack formal training in special education and rely on self-directed learning or informal peer support, leading to varied implementation quality. Teachers with high self-efficacy demonstrate greater perseverance, creativity, and emotional resilience, while those with low self-efficacy tend to experience anxiety and reduced teaching effectiveness. The study highlights the importance of distributed leadership, continuous professional development, and institutional support in strengthening teacher self-efficacy. It concludes that enhancing self-efficacy among madrasah teachers is essential to sustaining inclusive education that aligns with both pedagogical goals and Islamic values of compassion and equality.

Abstrak

Pendidikan inklusif bertujuan untuk memberikan kesempatan belajar yang setara bagi semua siswa, termasuk mereka yang memiliki kebutuhan khusus, dengan mendorong kolaborasi dan keragaman dalam lingkungan kelas. Namun, implementasi yang sukses dari pendidikan inklusif di madrasah-madrasah di Indonesia masih menjadi tantangan, terutama karena keterbatasan kesiapan guru dan kurangnya keahlian dalam pendidikan khusus. Studi ini mengeksplorasi peran efektivitas diri guru sebagai faktor kunci dalam kesuksesan pendidikan inklusif di empat madrasah di Provinsi Banten. Menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumentasi. Metode analisis tematik dan triangulasi diterapkan untuk memastikan validitas dan reliabilitas data. Temuan menunjukkan bahwa kepercayaan diri guru secara signifikan mempengaruhi motivasi mereka, manajemen kelas, dan responsivitas terhadap kebutuhan beragam siswa dengan disabilitas. Sebagian besar guru pembantu tidak memiliki pelatihan formal dalam pendidikan khusus dan bergantung pada pembelajaran mandiri atau dukungan informal dari rekan sejawat, yang mengakibatkan kualitas implementasi yang bervariasi. Guru dengan tingkat kepercayaan diri yang tinggi menunjukkan ketekunan, kreativitas, dan ketahanan emosional yang lebih besar, sementara guru dengan tingkat kepercayaan diri yang rendah cenderung mengalami kecemasan dan penurunan efektivitas pengajaran.

Kata Kunci:

Efikasi Diri, Madrasah, Pendidikan Inklusif.

Studi ini menyoroti pentingnya kepemimpinan yang terdistribusi, pengembangan profesional berkelanjutan, dan dukungan institusional dalam memperkuat kepercayaan diri guru. Studi ini menyimpulkan bahwa meningkatkan kepercayaan diri guru madrasah sangat penting untuk mempertahankan pendidikan inklusif yang selaras dengan tujuan pedagogis dan nilai-nilai Islam tentang kasih sayang dan kesetaraan.

INTRODUCTION

Inclusive education represents a transformative approach that provides equal educational opportunities for all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. It emphasizes the right of children with disabilities to learn alongside their peers in the same educational environment, optimizing their potential and promoting social inclusion. As stated by Lisyawati, inclusive education is a system that acknowledges diversity and individual differences so that each child's potential can develop optimally (E. Lisyawati, 2025). The concept aligns with Tirocci and Reese's view that inclusion allows all students both with and without disabilities to acquire essential life and cooperative skills within a shared learning environment (Tanjung et al., 2022).

In Indonesia, inclusive education is formally mandated through the Ministry of Education Regulation No. 70 of 2009, which defines inclusive education as an educational system that enables students with disabilities and those with exceptional intellectual potential to learn together in general schools (Ashari, 2021). This regulation establishes the legal foundation for the national commitment to ensuring educational equity for children with special needs (Al-Nur, 2023). Implementation takes various forms, from full inclusion models where students with disabilities fully participate in regular classes to partial inclusion models involving pull-out sessions and specialized support. Some schools also experiment with the "reverse inclusion" model, where non-disabled students join classrooms primarily composed of children with special needs (Septyana et al., 2023). Regardless of the model, the central philosophy remains the same: all children have the right to access quality education in inclusive settings (Bahri & Nuryati, 2024).

National data highlight both progress and persistent challenges. Out of approximately 1.6 million children with special needs in Indonesia, only about 18 percent have accessed inclusive education services (Biantoro & Rahmatullah, 2024). Around 115,000 children attend special schools, while 299,000 attend inclusive regular schools (Sumarni, 2019). The limited participation results from barriers such as distance to schools, low parental awareness, and inadequate institutional readiness. Consequently, strengthening teacher capacity and commitment becomes critical for the successful realization of inclusive education goals (Sahna et al., 2024).

Teacher competence and confidence are key determinants of success in inclusive classrooms (Elis Lisyawati et al., 2022). Teachers not only deliver content but also play pivotal roles as motivators, facilitators, and agents of change. Their confidence in managing diverse learners referred to as teacher self-efficacy is essential in creating effective and inclusive learning environments (Setriani & Puspitasari, 2020). However, many madrasahs,

as part of Indonesia's Islamic education system, still face shortages of Special Assistant Teachers (GPK). Consequently, general teachers often handle students with special needs based only on limited training (Hanaa & Mia Evani, 2022; Muttaqya et al., 2025). In such contexts, strengthening self-efficacy among teachers becomes a strategic priority.

Self-efficacy, introduced by Albert Bandura within the social cognitive theory, refers to an individual's belief in their capacity to perform actions necessary to achieve specific outcomes. In education, teacher self-efficacy affects instructional quality, classroom management, and student outcomes (Wahyuni et al., 2024). Teachers with high self-efficacy demonstrate greater motivation, persistence, and creativity in responding to classroom challenges (Waddington, 2023). Conversely, low self-efficacy can hinder innovation and reduce responsiveness to diverse student needs. Empirical evidence indicates that teachers with strong self-efficacy exhibit higher professionalism, adaptability, and resilience (Sulastika et al., 2025).

Teacher self-efficacy consists of two interrelated components: outcome expectancy, the belief that one's actions produce meaningful results and outcomes value the perceived significance of one's professional role. When both components are strong, teachers develop intrinsic motivation, professional commitment, and perseverance. These psychological attributes are particularly crucial in inclusive classrooms, where patience, empathy, and flexibility are indispensable. Moreover, Baharun (2020) emphasize that self-efficacy contributes to professional behavior, organizational culture, and service-oriented attitudes among madrasah teachers, ultimately improving educational quality.

Despite the policy support and theoretical grounding, several implementation gaps remain in Indonesia's inclusive education landscape. Ernawati (2025) found that although inclusive education programs have relevant policy frameworks and objectives, many teachers have not yet received adequate training. Infrastructure, curriculum adaptation, and funding also remain suboptimal. The human resource dimension specifically teacher self-efficacy therefore emerges as a critical factor requiring reinforcement (Desiriani et al., 2023). Research suggests that self-efficacy can be strengthened through mastery experiences, social modeling, verbal encouragement, and emotional regulation (Ithriah et al., 2020; Sri Florina Laurence Zagoto, 2019).

The inclusive education context in madrasahs adds further complexity. Unlike public schools, madrasahs are religiously oriented institutions under the Ministry of Religious Affairs. Their dual mandate integrating general and Islamic education creates unique pedagogical dynamics. Inclusive education in madrasahs must therefore be understood not only as a pedagogical reform but also as a value-based transformation that integrates Islamic principles of justice, compassion, and equality (Mawarny et al., 2025). Effective inclusive education in madrasahs requires synergy between policy implementation, teacher competencies, institutional awareness, and community engagement. In this ecosystem, teachers' self-efficacy functions as the psychological foundation that drives innovation, consistency, and commitment.

Given these conditions, there is an urgent need to explore how teacher self-efficacy shapes the success of inclusive education in madrasahs, particularly in regions like Banten, where several institutions such as MI Al-Hamadiyah, MTs Yabika, MTs Riyadul Jannah, and MTs Misbahussudur have been designated as pilot projects for inclusive education by the Ministry of Religious Affairs. This study responds to the limited empirical research on self-efficacy within the Islamic education context, where teachers often face additional moral and spiritual expectations alongside pedagogical responsibilities.

Previous studies have widely explored teacher self-efficacy in general education settings; however, few have examined its role in inclusive madrasah contexts. Most existing research focuses on policy implementation, infrastructure, or curriculum adaptation, leaving psychological and motivational dimensions underexplored. Furthermore, few studies have analyzed the relationship between teacher self-efficacy and inclusive teaching success in Islamic educational institutions. This study seeks to fill that gap by investigating how self-efficacy operates as a key determinant in the implementation of inclusive education within madrasahs in Banten.

The novelty of this research lies in integrating Bandura's social cognitive theory with the socio-religious framework of Islamic education. It contextualizes self-efficacy not only as a psychological construct but also as a reflection of faith-driven professionalism among teachers. By linking self-efficacy to inclusive education success, this study contributes new insights into teacher development models that align with the values and realities of madrasah education.

This study aims to, 1) Analyze the level and dimensions of teacher self-efficacy among madrasah teachers implementing inclusive education in Banten, 2) Examine how teacher self-efficacy influences the success of inclusive education implementation, including pedagogical practices, student engagement, and classroom management, 3) Identify contextual factors such as training, institutional support, and religious motivation that contribute to strengthening teacher self-efficacy in inclusive madrasahs, 4) Formulate recommendations for policy and professional development strategies to enhance the sustainability of inclusive education in Islamic schools.

In conclusion, teacher self-efficacy stands as the psychological and professional backbone of inclusive education. In the context of madrasahs, where educational practice is intertwined with religious values, understanding and reinforcing self-efficacy are essential to achieving the goal of inclusive, equitable, and quality education for all.

RESEARCH METHOD

This study uses a qualitative approach, which is intended to describe an educational process based on what happens in the field as material for further study to identify shortcomings and weaknesses in education so that improvements can be determined.

The qualitative approach focuses on a deeper understanding of a phenomenon in a more complex social context that cannot be measured quantitatively. This approach emphasises

narrative and descriptive data analysis to explore individuals' perceptions, experiences, and views on a research topic (Rifa'i, 2023). In this study, a qualitative approach was used to understand how self-efficacy is applied in four different madrasahs.

The data collection method used was in-depth interviews with school leaders, teachers and students to explore their views, experiences and knowledge related to self-efficacy. Participatory observation was used to determine their understanding of self-efficacy, followed by a study of documentation collected through relevant documents.

Data analysis was conducted using thematic analysis, which included data reduction and data presentation, from which conclusions were drawn. To ensure data validity and reliability, the researcher used triangulation, which involved examining data from various sources, methods, and theories. Through triangulation, the researcher was able to compare the information obtained to ensure consistency and the truth of self-efficacy's role in the implementation of inclusive education and how it contributes to the success of inclusive education in madrasahs.

RESULTS AND DISCUSSION

The implementation of inclusive education at MI Al Hamdaniah is very limited. The learning process is going well, although the results are not yet optimal, due to the limited availability of competent educators. This is because most of the teachers who handle students with special needs are classroom teachers with no background in special education. Meanwhile, the training and mentoring provided by Madrasah Digital Care (MDC) is very limited, and there has been no follow-up from MDC after the completion of the inclusive education pilot project at madrasah, resulting in suboptimal implementation of inclusive education after the pilot project. Meanwhile, the curriculum is inadequate, and there are no technical guidelines for teachers in implementing inclusive education. Another significant obstacle is the lack of support from parents, which hinders learning outcomes.

Inclusive education at MTs Yabika is generally running quite well. The curriculum has been modified according to the conditions, needs and abilities of Students with Special Needs (PDBK). The number of Special Education Teachers (GPK) is not yet sufficient, with each teacher accompanying one PDBK and not having a background in special education. However, the learning facilities are still adjusted to the school's capabilities. Therefore, the implementation of inclusive education at MTs Yabika is not yet fully in accordance with the guidelines from the Directorate General of Islamic Education. Meanwhile, Mts Riyadul Jannah and MTs Misbahussudur have also not optimally managed inclusive education because the availability of GPK is not yet adequate and the special curriculum for PDBK has not been adjusted and still uses an adaptive curriculum.

All Students with Special Needs (PDBK) assistant teachers at pilot madrasahs do not have a background in special education, meaning that they have never received training on how to educate students with special needs. Education and training on educating students with

special needs was provided during the one-year pilot programme, after which they were left to work independently without further guidance or direction. It is therefore predictable that guidance for PDBK is not optimal. Teaching is based on information from available sources (colleagues, textbooks, social media, and waiting for policies).

The assistant teacher at the pilot madrasah was not convinced that the success of PDBK learning was the result of the education he taught, but rather from socialising with his peers. "I am actually worried when teaching PDBK, because I don't have the right understanding," he said, expressing his concern about teaching incorrectly and setting a bad example. This is understandable because PDBK is not their area of expertise, and they are only forced to become special assistant teachers because they are assigned by the principal. In fact, teachers should be aware of the need to foster students' self-confidence and be able to participate in learning and build good relationships between students as an inclusive force.

Teachers with high self-efficacy will approach difficult tasks as challenges to be mastered rather than threats to be avoided. Such teachers are sure to have a keen interest and enjoy carrying out activities, setting goals, and have a high level of commitment and can increase their efforts in the face of failure. Teachers with high self-efficacy recover their confidence more quickly after experiencing failure and demonstrate that the failure was due to insufficient effort and a lack of knowledge and skills. Teachers with high self-efficacy will guide students with special needs towards improving their performance, which ultimately increases their enthusiasm and confidence. Conversely, low self-efficacy is associated with a tendency to give up. Individuals will ensure failure, from low confidence and fighting spirit.

Findings in learning sometimes show that teachers lose patience when learning is mixed in the same class. This is where values and attitudes such as being responsive to all students are very important for the effectiveness of inclusive education, where teachers are more likely to modify their teaching approaches to provide the necessary support for each student to guide future learning and teaching success.

Focusing on inclusive actions is the task of teachers, especially at the level of student ability. Remember that all students have different strengths and obstacles in their learning and participation that must be considered and addressed fairly (Boyle et al., 2020).

Teachers with high self-efficacy are more confident in their ability to maintain their performance despite sources of stress and anxiety related to their work. Teachers with high self-efficacy use methods to prevent sources of stress and anxiety, such as planning their workload in advance to avoid confusion and working within tight deadlines. Essentially, high self-efficacy indicates that they believe they have the potential to deal with sources of anxiety and stress more effectively than those with low self-efficacy. Individuals with high self-efficacy will be able to deal with problems actively and tend not to avoid problems.

The head of the madrasah has involved assistant teachers in inclusive education training and education, but due to limitations in time, budget and human resources at the madrasah, this is rarely done thoroughly and in depth. Cooperation with relevant parties such as health centres, health offices and special schools is not carried out due to the same constraints. In fact, empowering teachers through the sharing of decision-making responsibilities through distributed leadership has proven to be effective in bringing about positive change in schools (Liu et al., 2023).

Educational institutions are like other organisations in that they have a hierarchical structure. Therefore, distributed leadership by the head teacher is an effective measure in addressing the alignment between teachers' needs and the allocation of madrasah resources. Evidence shows that distributed leadership has a positive effect on teachers' self-efficacy, which in turn improves work attitudes and morale. Self-efficacy, often considered a key characteristic of productivity, has been shown to not only increase employee satisfaction but also improve community cohesion and maintain community growth.

CONCLUSION

Madrasahs cannot refuse to accept students with special needs because this is in line with government policy and other considerations. This has led to inclusive education in madrasahs, where teachers play an important role in the learning process. High teacher competence and motivation are essential to support their duties, because when teachers are wholeheartedly committed to their work, it fosters creativity and innovation, making educational goals easier to achieve.

Teachers' ability to carry out their teaching duties in educational institutions is directly proportional to their competence. This competence is acquired through prior education and training, as well as motivation and innovation in developing scientific knowledge. Self-efficacy is needed to foster teachers' motivation and creativity, as several positive things can arise from within themselves, in addition to encouragement from their surroundings.

For inclusive education to be implemented more consistently and teachers' confidence to increase, additional support is needed. This support must foster their confidence in their ability to teach inclusively, tailored to their current level of self-efficacy and professional focus. Appreciation from the head of the madrasah, the foundation, and parents, according to their abilities and methods, will increase teachers' self-efficacy so that they can creatively teach inclusively and effectively, and all students have access to high-quality learning.

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