

THE INFLUENCE OF PEDAGOGICAL COMPETENCE AND TEACHER SELF- EFFICACY ON INCLUSIVE EDUCATION SERVICES

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ABSTRACT

The purpose of this study is to examine the direct effects of: (1) teachers' pedagogical competence on inclusive education services, (2) teachers' self-efficacy on inclusive education services, and (3) pedagogical competence on teachers' self-efficacy at the elementary school level in Tangerang City. This research used a causal survey method with path analysis. The population consisted of 183 inclusive school teachers in Jati uwung and Periuk Districts, with a sample of 126 selected through proportional random sampling. The results show that: (1) pedagogical competence has a positive and significant effect on inclusive education services ($t = 8.378 > 1.979$, path coefficient = 0.407, correlation = 0.601, $p = 0.000$), with a weak relationship; (2) teacher self-efficacy has a positive and significant effect on inclusive education services ($t = 7.962 > 1.979$, path coefficient = 0.366, correlation = 0.582, $p = 0.000$), with a very strong relationship; and (3) pedagogical competence has a positive and significant effect on teacher self-efficacy ($t = 6.962 > 1.979$, path coefficient = 0.530, $p = 0.000$), with a moderate relationship.

Keywords: *Pedagogical Competence, Teacher Self-Efficacy, Inclusive Education Services*

INTRODUCTION

Inclusive education is a modern form of education designed for children with special needs. Essentially, an inclusive education system must be willing to accept all students regardless of their circumstances, including their weaknesses and limitations. The philosophical foundation for implementing inclusive education is Bhineka Tunggal Ika (Unity in Diversity), which states that the diversity and differences within society are a national treasure that must be upheld. One of the legal foundations for implementing inclusive education is Law Number 20 of 2003 concerning the National Education System, Article 5, paragraph 2, which states that citizens with physical, emotional, mental, intellectual, and/or social disabilities have the right to receive special education.

This foundation clearly states that all citizens with any disability have the right to attend school, whether in special schools or regular schools, without exception. However, in practice, the

implementation of inclusive education has encountered many problems. The problems that arise are caused by various factors, including teachers, parents, students, school management, government, community, and so on (Tarnoto, 2017).

Regarding teacher factors, the problem experienced is a lack of understanding of children with special needs. This is because teachers do not meet educational competency standards (Aprilia, 2019). Competence is a key requirement for every teacher, as it is a crucial element in carrying out their professional duties, ensuring the successful achievement of educational goals. A lack of professionalism in teachers is evident in their lack of friendliness toward children with special needs. This can occur because teachers do not meet competency standards. Therefore, inclusive schools require a special assistant teacher (Aurina & Zulkarnaen, 2022).

In addition to teacher competency, varying levels of knowledge and personality, including attitudes of tolerance, friendliness, and patience, as well as low teacher self-efficacy, also impact inclusive education services (Shu & Ng, 2015). Melanie (2015) suggests that one factor influencing the success of inclusive practices is self-efficacy. Teacher efficacy is the teacher's level of confidence, indicating their ability to complete tasks. Teacher confidence, derived from self-efficacy, motivates them and influences their students' learning environment.

Teachers must be confident that they are capable of providing instruction to their students appropriate to their backgrounds and developmental levels. Educators/instructors with high self-efficacy are able to solve academic problems and will exert significant effort in the face of difficulties while fulfilling their duties (Shu & Ng, 2015).

Based on initial observations conducted by researchers at public elementary schools in Tangerang City, several problems were identified, including: 1) Lack of teacher understanding of inclusive education. This is evident in teachers' lack of comprehensive understanding of the concepts, principles, and practices of inclusive education. This makes it difficult for teachers to design and implement learning that is appropriate to the needs of children with special needs. For example, teachers lack knowledge of appropriate learning strategies for teaching children with autism or how to modify the curriculum to meet the needs of children with visual impairments. 2) Teachers' lack of teaching skills for children with autism, as evidenced by a lack of differentiated learning skills and collaboration skills with various stakeholders. This results in teachers being unable to provide quality educational services to children with autism.

Another finding researchers uncovered is low teacher self-efficacy in teaching children with autism, as evidenced by teachers' lack of confidence in their ability to teach children with autism. This leads to anxiety and frustration in teaching children with autism, which can negatively impact the quality of learning for children with autism. For example, teachers feel unsure how to handle tantrums or feel incapable of helping children with complex learning difficulties.

Research shows a positive relationship between pedagogical competence and teacher self-efficacy and effective inclusive education services (Heward & Schlosser, 2011). Teachers with high pedagogical competence and self-efficacy are more likely to implement effective inclusive education practices in their classrooms (Heward & Schlosser, 2011). A study by Fithroni et al. (2018) showed that counselors' pedagogical competence can be improved through the Job Embedded Professional Development model, which allows counselors to develop their learning and classroom management skills. This can help improve inclusive education services at the public elementary school level. In another study, Laily Nurmalia and Dewi Setiyaningsih (2018) found that teacher pedagogical competence and motivation have a significant effect on teacher self-efficacy. Teachers with strong pedagogical competence and high motivation are more likely to have high self-efficacy, which can help them develop more inclusive learning strategies. Although previous studies have concluded a significant influence, gaps remain in the optimal delivery of pedagogical competence and teacher self-efficacy in the field. Therefore, this study aims to further examine the influence of pedagogical competence and teacher self-efficacy on inclusive education services, as well as identify influencing

factors and strategies for optimizing both aspects, particularly in public elementary schools in Tangerang City.

METHOD

This research employed a quantitative research method with a causal study approach. A causal study aims to examine the causal relationship between variables and the object under study, thus including independent and dependent variables (Sugiyono, 2021). This study aimed to establish the influence of pedagogical competence and teacher self-efficacy on inclusive education services. The population consisted of 183 elementary school teachers participating in the inclusive school program in the Jatiuwung and Periuk Districts of Tangerang City. The calculation yielded a sample size of 125.6, rounded up to 126, resulting in a total of 126 students. Random sampling was used for the sampling.

The data collection technique used was a questionnaire. A questionnaire is a data collection technique that involves providing respondents with a set of questions to answer (Sugiyono, 2021). Data collection was conducted by providing respondents with questions about pedagogical competence, teacher self-efficacy, and quality, also known as primary data. The questionnaire was used to obtain the necessary information and support the research.

The questionnaire used in this study was a Likert-scale questionnaire, which is used to capture individuals' attitudes, opinions, and perceptions about social phenomena. On a Likert scale, the variables to be measured are broken down into indicator variables, which then serve as the starting point for compiling instrument items in the form of questions or statements. Responses to each item ranged from very positive to very negative, such as: strongly agree (SS), agree (S), sometimes (KD), disagree (TS), and strongly disagree (STS).

FINDINGS AND DISCUSSION

Based on the statistical analysis described above, the statistical values for each variable and the level of influence between them can be identified. These results serve as the basis for the research discussion, as follows:

1. The Influence of Pedagogical Competence on Inclusive Education Services

The results indicate that pedagogical competence has a positive and significant influence on inclusive education services, as evidenced by a path coefficient of 0.407 and a correlation of 0.601. Statistically, this relationship is significant because the calculated t value is greater than the t table ($8.378 > 1.979$) with a Sig. (2-tailed) of 0.000, indicating that the higher a teacher's pedagogical competence, the better the inclusive education services provided.

Pedagogical competence encompasses a teacher's ability to manage learning, understand student characteristics, design effective learning strategies, and objectively assess learning outcomes. In the context of inclusive education, teachers with strong pedagogical competence are able to adapt the curriculum, implement diverse learning methods, and create a conducive learning environment for students with special needs (Kadriu et al., 2024). Therefore, improving pedagogical competence is crucial for supporting the success of inclusive education.

In practice, strong pedagogical competence enables teachers to employ a differentiation-based learning approach, where teaching methods are tailored to individual student needs. For example, for students with sensory impairments, such as those with visual or hearing impairments, teachers can use tactile or sound-based learning media, thus maintaining effective learning (Alnahdi et al., 2022). This demonstrates that pedagogical competence not only impacts teaching effectiveness but also contributes

to increasing the participation of students with special needs in the regular school environment.

Based on these findings, it can be concluded that improving pedagogical competence is an effective strategy for improving inclusive education services. With high pedagogical competence, teachers are not only able to provide more adaptive teaching but also contribute to creating more inclusive and welcoming schools for all students, including those with special needs.

2. The Effect of Teacher Self-Efficacy on Inclusive Education Services

This study found that teacher self-efficacy has a positive and significant effect on inclusive education services, as evidenced by a path coefficient of 0.366 and a correlation of 0.582. Statistically, this relationship is significant because the calculated t value is greater than the t table ($7.962 > 1.979$) with a Sig. (2-tailed) of 0.000, indicating that teachers with high self-efficacy are better able to provide better inclusive education services.

Self-efficacy refers to teachers' confidence in their ability to teach, manage the classroom, and overcome challenges that arise in inclusive learning. Teachers with high self-efficacy are more likely to use innovative strategies and persevere when dealing with students with diverse needs (Code, 2020). Thus, self-efficacy is a crucial factor in improving teacher motivation and performance in inclusive education settings.

In the context of inclusive education, teachers with high self-efficacy are more confident in adapting teaching methods, providing emotional support to students, and creating a more supportive classroom environment (Nur et al., 2023). For example, a teacher with high self-efficacy will be more proactive in seeking solutions when facing challenges in working with students with intellectual disabilities or those on the autism spectrum.

Based on the results of this study, it can be concluded that improving teacher self-efficacy is a strategic step in strengthening inclusive education services. With high self-efficacy, teachers are better prepared to face challenges, more flexible in adapting learning methods, and more solution-oriented in addressing the diverse needs of students.

3. The Effect of Pedagogical Competence on Teacher Self-Efficacy

The results of the study indicate that pedagogical competence has a positive and significant influence on teacher self-efficacy, with a path coefficient of 0.530 and a correlation of 0.530. Statistically, this relationship is significant because the calculated t value $>$ t table ($6.962 > 1.979$) with a Sig. (2-tailed) of 0.000, indicating that the higher a teacher's pedagogical competence, the higher their teaching self-efficacy.

Pedagogical competence reflects a teacher's ability to design, implement, and evaluate learning effectively, which is closely related to their confidence in managing a classroom. Teachers with strong pedagogical competence will be more confident in developing learning strategies, managing heterogeneous classes, and adapting teaching methods to student needs, particularly in inclusive education (Schunk & DiBenedetto, 2021). This demonstrates that pedagogical competence not only improves teaching quality but also strengthens teacher self-efficacy.

In the context of inclusive education, teachers who have a deep understanding of learning theory, classroom management, and differentiation-based learning strategies will be more confident in facing various challenges. Teachers who are able to adapt their teaching methods to the needs of students with special needs are more likely to feel competent and prepared to face challenges in the classroom (Honicke et al., 2023). For example, a teacher who has skills in using assistive technology to support students with hearing impairments will be more confident in teaching them than a teacher who lacks such competencies.

Based on the results of this study, it can be concluded that pedagogical competence plays a crucial

role in enhancing teacher self-efficacy. With strong pedagogical competence, teachers are not only more confident in managing their classrooms but also better prepared to face the challenges of inclusive education. Therefore, investing in teacher professional development should be a top priority in inclusive education policies.

CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a direct, positive, and significant influence of pedagogical competence on inclusive education services in public elementary schools in Tangerang City. This is also evidenced by the calculated $t > t$ table ($8.378 > 1.979$) and the path coefficient value of 0.407. Furthermore, the correlation coefficient analysis shows a value of 0.601 with a Sig. (2-tailed) of 0.000. This indicates a significant, but weak, relationship between pedagogical competence and inclusive education services.
2. There is a direct, positive, and significant influence of teacher self-efficacy on inclusive education services in public elementary schools in Tangerang City. This is also evidenced by the calculated $t > t$ table ($7.962 > 1.979$) and the path coefficient value of 0.366. Furthermore, the correlation coefficient analysis shows a value of 0.582 with a Sig. (2-tailed) of 0.000. This means that teacher self-efficacy and inclusive education services have a significant and very strong relationship.
3. There is a direct, positive and significant effect of pedagogical competence on teacher self-efficacy among inclusive elementary school teachers in Tangerang City. This is evident from the calculated t value $> t$ table ($6.962 > 1.979$) and the path coefficient value of 0.530 with a Sig. (2-tailed) of 0.000. This means that pedagogical competence and teacher self-efficacy have a significant and moderate relationship.

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