



Teachers' Readiness in Early Childhood Inclusion Education Reviewed from the Difference in Efficacy Values and Teachers' Teaching Experience

Isma Nasikhatin Nafiah^{1*}, Diana¹, Yuli Kurniawati Sugiyo Pranoto¹

¹Faculty of Education and Psychology, Universitas Negeri Semarang, Semarang, Indonesia.

Received: April 29, 2025

Revised: July 27, 2025

Accepted: September 25, 2025

Published: September 30, 2025

Corresponding Author:

Isma Nasikhatin Nafiah

ismanafiah24@students.unnes.ac.id

DOI: [10.29303/jppipa.v11i9.11198](https://doi.org/10.29303/jppipa.v11i9.11198)

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: The purpose of this study was to determine the readiness of teachers in inclusive education for early childhood in terms of differences in teacher efficacy values and teaching experience. This study uses a quantitative approach with a correlational design. The population in this study is 30 PAUD teachers in Semarang City. Data collection techniques using questionnaires. The statistical analysis process was carried out using the IBM Statistical Program for Social Science (SPSS) for windows version 26 computer program. The results of the study indicate that the level of teacher efficacy plays an important role in determining their readiness to implement inclusive education in PAUD in Semarang City. The novelty of this study lies in the focus of research on the readiness of early childhood teachers by considering differences in their efficacy and experience values. This can provide a deeper understanding of how early childhood educators face challenges in the environment.

Keywords: Early childhood inclusion education; Education; Efficacy values; Teacher experiences; Teacher readiness

Introduction

Inclusive education is an education delivery system that provides opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general. Education is the right of every Indonesian citizen (Noble, 2013). As this has been regulated in Law No. 20 of 2003 concerning the National Education System Chapter IV Part One Article 5 Paragraph 1 which states that "every citizen has the same right to obtain quality education". 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. Inclusive education requires special attention and management from many parties (Al Farisi et al., 2022). Inclusive

education is encouraged to be able to realize an education system that is free from discrimination (Rahardjo, 2018). The function of inclusive education itself is to ensure that all students who have specificities can get the same opportunities for educational services according to their potential (Firli et al., 2020).

Meeting the needs of children with special needs is certainly different from other children. Inclusive education also involves parents of children in various educational activities and processes. The right of children with special needs to get education must be the same as normal children in regular schools. Therefore, inclusive schools apply learning methods for children with special needs. This includes changes and adjustments to content, approaches, structures and strategies that can meet the needs of all children according to their age group. This shows that the inclusive education model is based on the concept of

How to Cite:

Nafiah, I. N., Diana, & Pranoto, Y. . K. S. (2025). Teachers' Readiness in Early Childhood Inclusion Education Reviewed from the Difference in Efficacy Values and Teachers' Teaching Experience. *Jurnal Penelitian Pendidikan IPA*, 11(9), 10-18. <https://doi.org/10.29303/jppipa.v11i9.11198>

education systems, processes and human resources. Early childhood education efforts are not only educational but also include efforts to provide activities that can stimulate, guide, care and learn that will produce children's abilities and skills to be developed (Madyawati & Zubaidi, 2020). In order for services to children with special needs to be successful, an early childhood educator plays an important role in inclusive education. The implementation of inclusion programs can be an alternative way to cultivate character in early childhood. The public still thinks that the government provides education for children with special needs, especially in special schools (SLB) not in public schools. Skill development is essential for educators. This is very important because children have the same rights in education (Firli et al., 2020).

The professional competence of educators can be improved through seminars, workshops and further training to equip PAUD educators in dealing with children with special needs (Adison & Suryadi, 2020). From this exposure to teachers who teach in inclusive schools, the researcher looks at how teachers understand children with special needs, and the preparation of teaching that must be done in schools. Most teachers have a positive attitude in placing students with special needs by teachers in the implementation of inclusive education.

Research conducted by Squalifying (2007), Teacher readiness needs facilities, curriculum adaptation, and intensive training. This shows that teachers are more adept at being ready to carry out inclusive education, which lies in learning ability. In accepting the diversity of students, there are many aspects and many things that must be prepared first, such as supporting infrastructure, the readiness of qualified human resources, adequate accommodation to the adaptation of the curriculum for the diversity of students in the classroom (Fili & Wahyuningsih, 2020). Curriculum adaptation involves schools, teachers and parents. Teachers' views on curriculum adaptation, teachers and schools must accommodate according to students' learning needs. Schools and teachers must collaborate and cooperate with parents to follow up on children's learning outcomes (Haryanto, 2019; Haryati, 2021). The implementation of the Inclusion Education program has an impact on several parties involved, such as in the implementation of the inclusion program for educators, parents of children with special needs, and regular students in inclusive education itself. Adequate support includes sharing information and strategies on learners with disabilities with other professionals such as special education teachers, teacher assistants and school psychologists. However, the implementation of inclusive education also has challenges. Trained

educators, adequate infrastructure, and public awareness of children with special needs are needed. In Indonesia, positive developments in inclusive education show a commitment to creating a more inclusive and equitable education system. However, improvements need to be made so that the goal of inclusive education can be fully achieved (Al Farisi et al., 2022; Adly et al., 2020).

This includes the ability of teachers to design appropriate learning strategies, teachers' willingness to teach children with special needs, efforts to improve their professional competence, and good cooperation between regular teachers and special teachers (Aminah & Wahyuni, 2018). Therefore, it is hoped that teachers will have the ability to provide interventions that are in accordance with the learning needs of each child with special needs. Inclusion school teachers need to have confidence or confidence in the understanding they have to be able to provide optimal action on the handling of ABK in schools. Learning will run optimally if a teacher is confident in his ability to educate his students, in teaching, regulating and influencing students during the learning process, so that teachers are able to predict the development of student learning achievement (Al Farisi et al., 2022). Teachers who have high self-efficacy are believed to be better able to manage the classroom, develop learning strategies, and create an effective learning environment.

The results of the research conducted by Perdana et al. (2023) showed that the majority of respondents had a level of self-efficacy in the medium category, with 18 teachers in the medium category and 10 teachers in the low category. The findings show that the majority of inclusive kindergarten teachers in Semarang City are in the category of moderate self-efficacy, with a distribution that varies based on the last education. This means that experience and educational background are not enough to educate children with special needs. One way to gain expertise and knowledge in the field of special education is through various training and education programs related to special education. Similarly, in this study, the limited experience in special education for kindergarten teachers in Semarang City inclusion schools resulted in no significant difference in teaching experience in providing a different level of efficacy value to teachers. Inclusive education learning activities in early childhood begin by accommodating children's needs, identifying children's special needs, and mapping potential developmental and obstacles for children today and in the future (Hadi & Yulianto, 2022; Setiyono, 2018). Inclusive education has the opportunity to be able to identify and learn a curriculum that is not much different, finding that children with special needs in inclusive early childhood education institutions are

more able to socialize than those in special education institutions (Alamsyah, 2020).

The implementation of inclusive education can be carried out from an early age, in early childhood education institutions. Research of Windarsih et al. (2017) found that the implementation of inclusive education in the city of Cimahi is in accordance with the guidelines for inclusive education of the central and regional governments, but in its implementation the need for infrastructure facilities needs to be the government's attention. This study explains that inclusive education requires adequate facilities and infrastructure, early childhood education institutions at least have expert teaching staff who have vocational education graduates of special needs children (ABK), have personnel Shadow Teacher, have adequate learning facilities, and have high planning in implementing inclusive education. In the learning that is carried out, it has followed the rules, both from the preparation, curriculum and implementation have been implemented although there are still difficulties for teachers to balance learning for inclusive PAUD, because there are various kinds of obstacles so that inclusive children are invited to cooperate and participate in learning as normal children should (Setiawan et al., 2022; Widyastutik et al., 2021). From the Cimahi City government, there is still very little support, especially the existing facilities and infrastructure are very minimal, there is no special learning support for inclusive PAUD children. One of the factors that is thought to be the cause of early childhood children not receiving educational services is the lack of early childhood education institutions that serve their education.

In addition, the attention of parents or the public about the importance of early childhood education for children with special needs is also still lacking. Services in inclusive PAUD institutions are in principle the same as in other PAUD (Kusuma et al., 2023). Quality inclusive early childhood education is characterized by a quality process, especially in the interaction of teachers and students in terms of emotional support, class organization, learning support; as well as quality institutional structures, especially infrastructure and program readiness (Rahayu & Putri, 2020). Other findings in the study conducted by Putra (2022) It was found that in the implementation of the inclusion education program, all teachers at Talenta Kindergarten were given various knowledge related to children with special needs until finally the teacher was able to provide guidance to children by adjusting what the child's needs were. In relation to this in the implementation of inclusive education, all teachers in regular schools and public schools need to be given

various kinds of knowledge related to children with special needs, for example understanding what is meant by a child with special needs and the characteristics found in each child with special needs and knowing how to identify the child (Hendayana, 2018; Mulyadi, 2020; Susanto, 2017).

Teachers' readiness to carry out inclusive education is very important, with the readiness of attitudes and emotions, teachers will be dedicated to educating their students, especially children with special needs and teachers are able to be positive about children in their learning process. On cognitive readiness, teachers can take appropriate training and training to determine appropriate assessments related to how to handle children with special needs (Mujiati & Yoenanto, 2023). The importance of training to prepare teachers in carrying out inclusive education so that later teachers are ready to teach children with special needs. However, the success of the implementation of inclusive education in PAUD is highly dependent on the readiness of teachers in managing inclusive classrooms. One of the important factors that affect teachers' readiness is their self-efficacy. Self-efficacy, defined by Bandura (1997) As a person's belief in their ability to organize and execute the actions necessary to achieve a particular goal, it has a crucial role in determining how well teachers can adapt and implement inclusive practices in their classrooms. In addition to self-efficacy, teaching experience is also an important factor that affects teachers' readiness in implementing inclusive education. Teachers with longer teaching experience tend to have more in-depth skills and knowledge in handling a variety of classroom situations, including managing inclusive classrooms (Zee & Koomen, 2016). However, there have not been many studies that have specifically examined how the difference in self-efficacy values and length of teaching experience affects the readiness of PAUD teachers in implementing inclusive education.

Self-efficacy is the belief that a person can master a situation and produce various positive results. Self-efficacy helps people in unsatisfying situations by encouraging them to believe that they can be strong. High self-efficacy needs to be possessed by a teacher, because self-efficacy in teachers will have a great effect on the quality of student learning. This means that in the teaching and learning process, teachers must first be confident in their abilities, in order to provide quality learning for students. Teachers' self-efficacy, or teachers' confidence in their ability to teach students with special needs, plays an important role in the success of inclusive education. Teachers who have high self-efficacy tend to be more confident and effective in managing inclusive classrooms. In addition, long teaching experience can improve teachers' skills and knowledge in facing the

challenges of inclusive education. However, there is still little research that analyzes how the difference in efficacy values and teachers' long teaching experience affects the readiness of inclusive education in PAUD (Tschannen-Moran & Hoy, 2001). Teachers in inclusive schools are important to have high self-efficacy. Self-efficacy in teaching is an important factor that affects teachers' ability to teach students with disabilities (Muzdalifah & Billah, 2017). Self-efficacy found to be closely related to teachers' attitudes towards inclusive education. Self-efficacy A high teacher can make success in the practice of inclusion by creating a conducive learning environment for children with special needs and the use of various appropriate learning strategies.

The implementation of inclusive education in the field still faces many obstacles, very limited resources and inadequate school environment. Thus, the education of children with special needs in inclusive schools has not received various services that meet their needs (Adjitama et al., 2022; Cahyani, 2020). The problem that early childhood educators face in inclusive education organizations is the lack of sufficient knowledge and capacity to identify and treat children with special needs. In the school operational order, in its implementation, there are still those who are not in accordance with the underlying concept (Mariani & Dewi, 2021; Sari & Rahayu, 2020; Yuliana, 2023). Inclusive education organizing units use an education unit-level curriculum that meets the needs and abilities of student participants in accordance with early childhood talents and interests.

Learning in inclusive education pays attention to learning principles with the learning characteristics of students, including learning management must adjust to the child's personality and needs. Planning of learning activities includes identifying and evaluating, Learning Program Plans and Personal Learning programs. Weaknesses in learning planning affect learning activities carried out by teachers (Gunawan, 2020; Sutarto et al., 2018). With limited preparation and the capacity of teachers alone to achieve such normal learning. So, learning services for children with special needs are not optimal.

Research by Aini (2019) mentioned that training and Workshop successfully improving knowledge and skills in early detection of developmental barriers and special needs of early childhood, as well as early intervention in inclusive early childhood education services. These knowledge and skills are needed for the readiness of PAUD managers in inclusive education. Increased knowledge and skills in training materials and Workshop. This shows that PAUD managers have moved towards readiness for the implementation of inclusive PAUD (Mariani & Sari, 2021). It is also

mentioned that the improvement of knowledge and skills in training materials and Workshop shows that PAUD managers have met the readiness for the implementation of inclusive PAUD. The strategic knowledge and skills needed for the implementation and development of inclusive early childhood education are materials that lead to Skill school management and learning management. Other research findings, Musyafira & Hendriani (2021) explained that the experience and length of teaching to teachers affect the attitude shown by teachers towards inclusive education.

The teaching experience and length of teaching owned by teachers are negatively correlated with teachers' attitudes towards inclusive education. Teachers with less teaching experience and length of time show a more positive attitude towards inclusive education. This is because younger teachers receive newer knowledge and prepare to teach on inclusive education. Teachers who have experience teaching special needs students are more supportive and have a more positive attitude towards inclusive education. Meanwhile, teachers with minimal training express uncertainty about whether they can master some of the important competencies needed for inclusion education (Viratama et al., 2025; Kurniawan, 2023). Teacher training needs to be carried out in order to develop and support the implementation of inclusive education. Teacher training allows teachers to modify classroom learning practices according to the individual learning needs of all students.

This study aims to further explore the readiness of early childhood educators in facing inclusive education, with a focus on the difference in effectiveness and long experience of teaching educators. Through measuring teacher readiness and analyzing differences in efficacy scores and their experiences, this study seeks to develop knowledge about early childhood inclusion education and strengthen efforts to create a learning environment that suits children's needs. The novelty of this study lies in the focus of research on the readiness of early childhood teachers by considering differences in their efficacy and experience values. This can provide a deeper understanding of how early childhood educators face challenges in the environment. From some of the descriptions above, the researcher conducted research related to the Readiness of Early Childhood Education Inclusion reviewed from the Difference in Efficacy Values and Long Experience of Teaching Teachers.

Method

This study uses a quantitative approach with a correlational design. The population in this study is 30 PAUD teachers in Semarang City. From the 2024 data

obtained by researchers from the Semarang City Education Office, there are 119 inclusive PAUD institutions. The determination of the population was carried out by taking inclusion PAUD schools in Semarang City. The number of samples in this study was 36 inclusion PAUD teachers in the city of Semarang, the researcher used the purposive sampling technique to collect subject data in accordance with the criteria. The teaching experience of PAUD teachers in Semarang varies. There are teachers who have been in the world of early childhood education for a long time, but there are also those who are still new. This experience greatly affected their ability to manage classrooms and provide an inclusive education (Muhibbin & Hendriani, 2021). Data collection techniques using questionnaires. The statistical analysis process was carried out using the IBM Statistical Program for Social Science (SPSS) for windows version 26 computer program.

Result and Discussion

Research Results

Data Description

This research was conducted at PAUD Semarang City. Based on the results of the research by the researcher, the data obtained. The results of the research conducted that the gender comparison of PAUD Inclusion teachers in Semarang City are as follows.

Table 1. Gender

	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Male	3	8.3	8.3	8.3
Female	33	91.7	91.7	100
Total	36	100.0	100.0	

Table 1 shows that the respondents who participated in the study on teacher readiness in PAUD inclusion education were reviewed from the difference in the value of efficacy and long teaching experience of teachers were male and female with a percentage value of 3 men (8.3%) and 33 women (91.7%).

Education Level

For an educator, the level of education is a standard that must be met and one of the significant aspects in the context of education. Based on the research, data on the education level of the respondents was obtained as follows.

Table 2. Education levels

	Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
High School	5	13.9	13.9	13.9
S1	31	86.1	86.1	100.0
Total	36	100.0	100.0	

Table 2 shows that the level of education of PAUD teachers in Semarang City consists of high school and S1 levels. Based on the data from the table above, the number of educators who graduated from high school was 5 people (13.9%) and educators who graduated from S1 as many as 31 people (86.1%). From the results of the data, it is known that most of the respondents in this study are PAUD educators with a S1 education level.

Long Teaching Time

Long experience teaching teachers in the field of education is one of the important factors in building the competence and readiness of teachers in carrying out education. This experience is the key that teachers have experienced challenges and success in the learning process. Based on the results of the research, the data on the length of teaching teachers in educating students was obtained as follows.

Table 3. Teaching time

	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
1-5	24	66.7	66.7	66.7
6-10	12	33.3	33.3	100.0
Total	36	100.0	100.0	

In Table 3, the data shows that 24 people with long teaching experience of PAUD teachers in Semarang City are 24 people with 1-5 years of teaching experience (66.7%) and as many as 12 people with long teaching experience 6-10 years (33.3%).

Data Analysis

The assumption test in this study consists of a normality test and a homogeneity test. Data analysis was carried out using multiple regression analysis. In carrying out the test, there are a number of assumptions that must be met, namely the normality test and the homogeneity test, so it is necessary to test these assumptions. In the study, it was carried out using SPSS Version 23 for Windows.

Normality Test

In order for the hypothesis test to be carried out, there are several prerequisite tests that must be met, namely the normality test of teacher readiness to see whether the data is normally distributed or not, if the

value of Sig. (2-tailed) > 0.05 then the Residual Standard value is distributed normally, then hypothesis testing using two-path ANAVA can be carried out, if the value of Sig. (2-tailed) < 0.05 , the Residual Standard value is not distributed normally, then the data is tested with a non-parametric statistical test. The following are the output results of the normality test using SPSS for windows (Table 4).

In Table 4 which is the result of the normality test with Kolmogorov-Smirnov to find out whether the data is distributed normally or not. From the data, it was determined that the value of sig. (2-tailed) of $0.126 > 0.05$, then the Residual Standard value is declared to be distributed normally.

Table 4. Normality test output

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Teachers Readiness	.131	36	.126	.959	36	.203

a. Lilliefors Significance Correction

Homogeneity Test

The homogeneity test was used on a sample of PAUD teachers in Semarang City. This test aims to determine whether the sample used has homogeneity or not. If homogeneity is met, then the researcher can proceed to test the hypothesis using two-way variance analysis (Two Way Anova). The data needed for this homogeneity test is related to teachers' readiness in PAUD inclusion education.

This homogeneity test uses the SPSS 25.0 for Windows program with the provision that if the Based on Mean at the Sig. $>$ value of 0.05 then the variant in the data is homogeneous and if the Based on Mean value at the Sig. value < 0.05 then the data variant is not homogeneous. The following are the output results of the homogeneity test using SPSS 25.0 for Windows.

Table 5. Homogeneity test output

Levene's Test of Equality of Error Variance, b					
Teacher readiness	Living	Statistic	df1	df2	Sig.
Based on Mean		2.153	6	22	.088
Based on Median		1.286	6	22	.304
Based on Median and with adjusted df		1.286	6	14.461	.323
Based on trimmed mean		1.989	6	22	.111

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Teacher readiness.

b. Design: Intercept + Long Teaching + Teacher Effectiveness * Teacher Effectiveness.

Based on the data from the output of the homogeneity test on teacher readiness, it can be concluded that the Based on Mean value at the Sig value of $0.088 > 0.05$ then it is stated that the data variant is homogeneous.

Hypothesis testing is carried out through the two-way ANAVA test (Two Way ANOVA) which aims to test the validity of the hypothesis that has been formulated. Provided that if the value of Sig. (2-tailed) < 0.05 , there is a significant difference and if the value of Sig. (2-tailed) > 0.05 , then there is no significant difference. The following is the output of the results of the two-lane ANAVA test with SPSS 25.0 for Windows.

Table 6. Two-track ANAVA output

Variable	Teacher Readiness Category	Teacher Readiness			
		M	SD	F	P
Teacher Efficacy	-	45.821	3.972	2.919	< 0.05
Teaching Time	1-5 years	66.7	0.478	6.669	< 0.05
	6-10 years	33.3			
Teacher Efficacy*Teaching Time	-	-	-	21.026	< 0.00

Table 6 shows the results of the two-path ANAVA test that the value of $M = 45.821$ and SD is 3.972 which shows that there is a difference in the level of teacher efficacy. The result was $F = 2.919$, $P < 0.05$ which showed that there was a significant difference in the efficacy of teachers on the readiness of inclusive education. Thus, the findings of this study prove that the hypothesis is accepted. The results of the two-path anava test showed that there was a significant difference between the value of self-efficacy and long teaching experience on the readiness of inclusive education in early childhood education, namely the value of $F = 21.026$, $P < 0.00$, thus the findings of this study prove that the hypothesis is accepted.

In the long teaching experience, the distribution of teacher data based on teaching time is 66.7% have 1-5 years of teaching experience, while at 33.3% have more than 5 years of teaching experience. The results of $F = 6.669$ with $P < 0.05$ showed a significant difference in inclusion education readiness based on the teacher's teaching time. This means that teachers with longer experience have higher readiness compared to teachers who have only been teaching for 1-5 years. This means that teachers with 1-5 years of teaching experience have more mature readiness compared to teachers who teach for 6-10 years. Thus, feeding hypotheses is acceptable.

Discussion

This research was conducted with the aim of finding out how Teacher Readiness in Early Childhood Education Inclusion is Reviewed from the difference in

Efficacy Value and Teacher Teaching Experience. The results of the analysis showed that teachers who had a high level of effectiveness tended to feel more confident in handling children with special needs. This is in line with the research of Acharya et al. (2015), who explain that teacher efficacy plays an important role in inclusive education.

The results of the study show that the level of teacher efficacy plays an important role in determining their readiness to implement inclusive education in PAUD Semarang City. This finding is in line with a study conducted by Bandura (1997), which revealed that teachers' self-efficacy affects teaching effectiveness and readiness to face various challenges in inclusive classrooms. Teachers with high efficacy demonstrate strong confidence in their ability to educate children with special needs in an inclusive environment.

Research conducted by Schunk & DiBenedetto (2021) revealed that there is a positive relationship between teachers' self-efficacy and their readiness to teach in an environment that demands adjustment of learning methods. This finding is further strengthened by the results of ANAVA's analysis in this study, which showed an F value of 2.919 with $p < 0.05$, indicating a significant difference in inclusion education readiness based on the level of teacher efficacy.

The results of research conducted by researchers on teachers in Semarang City show that there is an interaction between the level of teacher efficacy and long teaching experience in inclusive education. Teachers who have high efficacy with more than 5 years of teaching experience are considered to be more prepared to face learning challenges in inclusive early childhood education. This is in line with research conducted by Hoy & Spero (2005) which states that a combination of professional confidence and work experience can improve the quality of learning in an inclusive classroom environment.

In addition, research by Paju et al. (2013) also confirms that readiness in inclusive education is the result of the interaction of various factors, not just depending on one specific aspect, including teaching experience and self-efficacy. The findings in this study are strengthened by the results of statistical tests that show a significant interaction between the two variables on teachers' readiness to implement inclusive education.

Conclusion

The results of the study indicate that the level of teacher efficacy plays an important role in determining their readiness to implement inclusive education in PAUD in Semarang City.

Acknowledgments

We would like to thank everyone who has helped with this research.

Author Contributions

Conceptualization, methodology, software, validation, formal analysis, investigation, resources, data curation, writing—original draft preparation, writing—review and editing, visualization, supervision, project administration, I.N.N., D., and Y.K.S.P. All authors have read and agreed to the published version of the manuscript.

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

References

- Acharya, C., Sharma, A., & Kantharia, N. (2015). Involvement of Oxidative Stress in Patients of Gout and Antioxidant Effect of Allopurinol. *International Journal of Medical Science and Public Health*, 4(2), 168. <https://doi.org/10.5455/ijmsph.2015.0310201435>
- Adison, J., & Suryadi, S. (2020). Peranan Keluarga dalam Membentuk Kedisiplinan Anak Kelas VII di SMP Negeri 1 Koto XI Tarusan Kabupaten Pesisir Selatan. *Jurnal Inovasi Penelitian*, 1(6), 1131-1138. <https://doi.org/10.47492/jip.v1i6.213>
- Adjitama, M. A., Purnamasari, W. D., & Rukmi, W. I. (2022). Keterkaitan Faktor yang Mempengaruhi Penggunaan Jalur Pejalan Kaki Jalan Jenderal Sudirman Jakarta. *Planning for Urban Region and Environment*, 11(2), 127-136. Retrieved from <https://purejournal.ub.ac.id/index.php/pure/article/viewFile/239/200>
- Adlya, S. I., Yusuf, A. M., & Effendi, M. (2020). The Contribution of Self Control to Students' Discipline. *Journal of Counseling and Educational Technology*, 3(1), 1. <https://doi.org/10.32698/0791>
- Aini, N. (2019). Hubungan Kadar Gula Darah dengan Pengendalian Emosi pada Pasien Diabetes Mellitus Rawat Inap. *Jurnal Kesehatan Hesti Wira Sakti*, 7(1). Retrieved from <https://core.ac.uk/download/pdf/291657687.pdf>
- Al Farisi, S., Fasa, M. I., & Suharto, S. (2022). The Role of MSMEs (Micro, Small and Medium Enterprises) in Improving Community Welfare. *Journal of Sharia Economic Dynamics*, 9(1), 73-84. <https://doi.org/10.53429/jdes.v9ino.1.307>
- Alamsyah, S. (2020). *Grounding Accounting Lessons as a Social Science Cluster*. Google Books, 11. Retrieved from https://www.google.co.id/books/edition/Membumikan_Pelajaran_Akuntansi_Sebagai_R/zWsyE

- AAAQBAJ?hl=id&gbpv=1&dq=akuntansi+adalah
&pg=PA12&printsec=frontcover
- Aminah, N., & Wahyuni, I. (2018). Pedagogic Content Knowledge (PCK) Ability of Prospective Mathematics Teachers in the Field Experience Program at Cirebon City State Junior High School/High School. *JNPM (National Journal of Mathematics Education)*, 2(2), 259. <https://doi.org/10.33603/jnpm.v2i2.1291>
- Bandura, B. (1997). Self-Efficacy: The Exercise of Control. *Choice Reviews Online*, 35(03), 1826-35-1826. <https://doi.org/10.5860/choice.35-1826>
- Cahyani, N. (2020). Scientific Paper on Nursing Care on Mrs. C's Client with a Medical Diagnosis of Hypertension in the Tulip Room of Tk III Brawijaya Hospital Surabaya. *Unite the Determination Towards a Healthy Indonesia*.
- Fili, M., & Wahyuningsih, D. (2020). The Effect of Return on Assets, Current Ratio, and Debt to Equity Ratio on the Timeliness of Financial Report Submission. *JCA Economics*, 1(1), 12. Retrieved from <https://digilib.esaunggul.ac.id/pengaruh-return-on-assets-current-ratio-dan-debt-to-equity-ratio-terhadap-ketepatan-waktu-penyampaian-laporan-keuangan-22046.html>
- Firli, I., Widyastono, H., & Sunardi, B. (2020). Analysis of Teachers' Readiness for Inclusion Programs. *BEST Journal (Biology Education, Science and Technology)*, 3(1), 127-132. <https://doi.org/10.30743/best.v3i1.2488>
- Gunawan, E. (2020). *Classroom Learning Planning Management*. Yogyakarta: Laksana Publisher.
- Hadi, S., & Yulianto, R. (2022). Pengaruh Latihan Otot Inti Terhadap Stabilitas dan Performa Atlet. *Jurnal Olahraga dan Kesehatan*, 27(3), 114-127.
- Haryanto, H. (2019). Supporting and Inhibiting Factors of the Kediri Regency Government's Long-Term Policy in the Development of the Central Business District. *Journal of Social Media: Journal of Social Sciences and State Administration*, 1(2). <https://doi.org/10.30737/mediasosian.v1i2.197>
- Haryati, S. (2021). Analisis Pengaruh Kepuasan Kerja dan Motivasi Terhadap Loyalitas Karyawan dengan Khidmad sebagai Variabel Intervening (Studi Kasus pada Pegawai Tetap Yayasan Serba Bakti Pondok Pesantren Suryalaya). *Jurnal Ekper*, 6(1), 36-52.
- Hendayana, H. (2018). *Inclusive Education: Theory and Practice in Regular Schools*. Bandung: Alfabeta.
- Hoy, A. W., & Spero, R. B. (2005). Changes in Teacher Efficacy During the Early Years of Teaching: A Comparison of Four Measures. *Teaching and Teacher Education*, 21(4), 343-356. <https://doi.org/10.1016/j.tate.2005.01.007>
- Kurniawan, A. (2023). The Definition of Students According to Experts Along with Their Roles and Functions. *Gurupendidikan.Co.Id*, 2. Retrieved from <https://www.gurupendidikan.co.id/pengertian-mahasiswa/>
- Kusuma, R. P., Kusnadi, K., Subagio, R. T., Sokibi, P., & Ilham, W. (2023). Prototype of Automatic Earthworm Nutrition with Solar Panels Using the Fuzzy Logic Method. *Journal of Digits*, 13(1), 89. <https://doi.org/10.51920/jd.v13i1.324>
- Madyawati, L., & Zubaidi, H. (2020). Pelayanan Anak Berkebutuhan Khusus di PAUD Inklusi. *Insania: Jurnal Pemikiran Alternatif Kependidikan*, 25(1), 1-13. Retrieved from <http://ejournal.iainpurwokerto.ac.id/index.php/insania/article/view/3291>
- Mariani, L., & Dewi, T. (2021). Inclusive Classroom Dynamics: The Influence of Teaching Experience and Self-Efficacy of Early Childhood Education Teachers. *Journal of Education and Inclusion Policy*, 8(1).
- Mariani, L., & Sari, D. (2021). *Inclusion Education: Implementation and Evaluation in Early Childhood Schools*. Surabaya: Alfabeta.
- Muhibbin, M. A., & Hendriani, W. (2021). Tantangan dan Strategi Pendidikan Inklusi di Perguruan Tinggi di Indonesia: Literature Review. *JPI (Jurnal Pendidikan Inklusi)*, 4(2), 92-102. <https://doi.org/10.26740/inklusi.v4n2.p92-102>
- Mujiati, K. A., & Yoenanto, N. H. (2023). Teacher Readiness in the Implementation of Inclusive Education. *Educational: Journal of Educational Sciences*, 5(2), 1108-1116. <https://doi.org/10.31004/edukatif.v5i2.4918>
- Mulyadi, A. (2020). *Inclusion education: Concept and Implementation*. Yogyakarta: Deepublish Publisher.
- Noble, N. (2013). *Development and Implementation of Curriculum Thinking*. Teenager Rosdakarya.
- Musyafira, I. D., & Hendriani, W. (2021). Teachers' Attitudes in Supporting the Success of Inclusive Education. *Journal of Education: Journal of Research and Literature Review in the Field of Education, Teaching and Learning*, 7(1), 75. <https://doi.org/10.33394/jk.v7i1.3105>
- Muzdalifah, F., & Billah, H. Z. (2017). The Effect of Efficacy on Teachers' Attitudes to Inclusive Education. *JPPP - Journal of Psychological Research and Measurement*, 6(1), 26-34. <https://doi.org/10.21009/jppp.061.04>
- Paju, N., Yamlean, P. V., & Kojong, N. (2013). Uji Efektivitas Salep Ekstrak Daun Binahong (*Anredera cordifolia* (Ten.) Steenis) pada Kelinci (*Oryctolagus cuniculus*) yang Terinfeksi Bakteri *Staphylococcus aureus*. *PHARMACON*, 2(1), 51-61. <https://doi.org/10.35799/pha.2.2013.885>

- Perdana, C., Liftiah, L., & Pranoto, Y. K. S. (2023). Self-Efficacy of Inclusion Kindergarten Teachers Reviewed from the Factors of Last Education, Teaching Time, and Age. *Journal of Obsession: Journal of Early Childhood Education*, 7(6), 7171-7180. <https://doi.org/10.31004/obsesi.v7i6.5621>
- Putra, W. (2022). Identify Learning Models for Children with Special Needs in Early Childhood Education. *PAJAR JOURNAL (Education and Teaching)*, 6(2), 590. <https://doi.org/10.33578/pjr.v6i2.8620>
- Rahardjo, M. (2018). *What is Ethnomethodology Studies?* Repository UIN, 1-6. Retrieved from repository.uin-malang.ac.id/2435
- Rahayu, E., & Putri, M. (2020). Efektivitas Program Inklusi di Sekolah Menengah Atas: Evaluasi dan Rekomendasi Kebijakan. *Jurnal Pendidikan dan Kebijakan*, 12(3).
- Sari, E. K., & Rahayu, E. (2020). The Influence of Teaching Experience and Self-Efficacy on Teacher Readiness in Inclusion Education in Early Childhood Education. *Journal of Inclusive Education*, 4(2), 100-115.
- Schunk, D. H., & DiBenedetto, M. K. (2021). Self-Efficacy and Human Motivation. *Advances in Motivation Science*, 8, 153-179. <https://doi.org/10.1016/bs.adms.2020.10.001>
- Setiawan, R., Syahria, N., Andanty, F. D., & Nabhan, S. (2022). Development of Independent Curriculum Teaching Module for English Subjects at Vocational High School Surabaya. *Journal of Grammar*, 2(2), 49-62. <https://doi.org/10.21776/ub.gramaswara.2022.002.02.05>
- Setiyono, W. P. (2018). Fundamentals of Corporate Financial Management. *Fundamentals of Corporate Financial Management*. <https://doi.org/10.21070/2018/978-602-5914-38-6>
- Squalifying, S. (2007). *Academic Learning for the Blind*. Yogyakarta: FIP UNY Yogyakarta.
- Susanto, A. (2017). *Early Childhood Education*. Jakarta: PT Bumi Aksara.
- Sutarto, S., Mayasari, D., & Indriyani, R. (2018). Stunting, Faktor Resiko dan Pencegahannya. *Jurnal Kesehatan dan Agromedicine*, 5(1), 540-545. Retrieved from <https://joke.kedokteran.unila.ac.id/index.php/agro/article/view/1999>
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher Efficacy: Capturing an Elusive Construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Viratama, I. P., Samriana, S., Kamilah, S. K., Nur, S. P., & Khotimah, K. (2025). Tantangan dan Solusi dalam Pelatihan Guru untuk Menghadapi ABK di Kelas Multikultural. *Sindoro: CENDIKIA PENDIDIKAN*, 17(1). <https://doi.org/10.9644/sindoro.v3i9.252>
- Widyastutik, D., Ernawati, E., Pratiwi, E. N., & Wulandari, R. (2021). Efforts to Improve Postpartum Maternal Behavior Through Family Centered Maternity Care (FCMC) Education on Postpartum Care in the Working Area of the Gambirsari Surakarta Health Center. *Journal of Community Health Salam (JSSM)*, 2(2), 43-50. <https://doi.org/10.22437/jssm.v2i2.13616>
- Windarsih, C. A., Jumiadin, D., Efrizal, E., Sumini, N., & Utami, L. O. (2017). Implementation of Inclusive Early Childhood Education in Cimahi City, West Java. *P2M STKIP Siliwangi*, 4(2), 7. <https://doi.org/10.22460/p2m.v4i2p7-11.636>
- Yuliana, S. (2023). *Inclusive Education in Early Childhood Education: Challenges and Implementation Strategies*. Jakarta: Pustaka Mandiri Publishers.
- Zee, M., & Koomen, H. M. (2016). Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment. and Teacher Well-Being: A Synthesis of, 86(4), 981-1015. <https://doi.org/10.3102/0034654315626801>