

NAVIGATING SELF-EFFICACY: CHALLENGES IN ADAPTING INCLUSIVE LEARNING FOR MADRASAH IBTIDAIYAH TEACHERS

NAVIGASI EFIKASI DIRI: TANTANGAN DALAM MENYESUAIKAN PEMBELAJARAN INKLUSIF BAGI GURU MADRASAH IBTIDAIYAH

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Abstract

This study was motivated by the challenges faced by Madrasah Ibtidaiyah (MI) teachers in adapting to inclusive learning, particularly related to self-efficacy. It aimed to analyze how teachers navigate their self-efficacy in responding to the complexity of inclusive classrooms. A qualitative approach with an intrinsic case study design was employed, utilizing in-depth interviews, participatory observation, and documentation. The findings indicated that teacher self-efficacy developed dynamically across cognitive, affective, and regulatory dimensions. Initially, teachers experienced doubt and emotional pressure; however, through practical experience, reflection, and social support, their self-efficacy was strengthened, as reflected in their ability to implement differentiated and contextual learning strategies. Thus, self-efficacy constitutes an adaptive process that plays a strategic role in the successful implementation of inclusive learning. The study implies the importance of strengthening teacher self-efficacy through reflective training and sustained institutional support.

Keywords: *Self-Efficacy, Inclusive Learning, Learning Adaptation, Inclusive Education*

Abstrak

Penelitian ini dilatarbelakangi oleh tantangan yang dihadapi guru Madrasah Ibtidaiyah (MI) dalam menerapkan pembelajaran inklusif, khususnya yang berkaitan dengan efikasi diri. Penelitian ini bertujuan untuk menganalisis bagaimana guru mengelola efikasi diri mereka dalam menanggapi kompleksitas kelas inklusif. Pendekatan kualitatif dengan desain studi kasus intrinsik digunakan, dengan memanfaatkan wawancara mendalam, observasi partisipatif, dan dokumentasi. Temuan menunjukkan bahwa efikasi diri guru berkembang secara dinamis di dimensi kognitif, afektif, dan regulasi. Awalnya, guru mengalami keraguan dan tekanan emosional; namun, melalui pengalaman praktis, refleksi, dan dukungan sosial, efikasi diri diperkuat, sebagaimana tercermin dalam kemampuan menerapkan strategi pembelajaran yang dibedakan dan kontekstual. Dengan demikian, efikasi diri merupakan proses adaptif yang memainkan peran strategis dalam keberhasilan implementasi pembelajaran inklusif. Studi ini menyiratkan pentingnya memperkuat efektivitas diri guru melalui pelatihan reflektif dan dukungan institusional yang berkelanjutan.

Kata Kunci: *Efikasi Diri, Pembelajaran Inklusif, Adaptasi Pembelajaran, Pendidikan Inklusif*

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1. Introduction

Inclusive education at the Madrasah Ibtidaiyah (MI) level represents a manifestation of the education for all concept, which is not merely a pedagogical trend, but rather a mandate for ensuring educational accessibility for all children without exception. Inclusive education constitutes a paradigm that guarantees every child's right to obtain equal and quality educational access, regardless of physical, social, intellectual, or emotional differences (Huda & Hafni, 2025). Inclusive education policy constitutes a form of educational governance that provides opportunities for all individuals, including those with special needs, to participate in the educational process (Tanjung, Supriani, Arifudin, & Ulfah, 2022). In this context, teachers play a central role as agents of change in managing the diversity of students' abilities, characteristics, and learning needs.

However, empirical realities indicate that many MI teachers still encounter significant challenges in adapting inclusive learning practices. These challenges include limited professional training in inclusive pedagogy, inadequate instructional resources, and the complexity of addressing diverse student needs within a single classroom. Furthermore, MI teachers often have more limited access to formal training and professional development programs in inclusive education compared to their counterparts in general primary schools, which may affect their readiness and confidence in implementing inclusive practices. This situation is further compounded by the fact that MI often serves students from diverse socio-cultural and religious backgrounds, adding layers of complexity in addressing not only academic diversity but also social and value-based differences in inclusive classrooms. This combination of structural and contextual challenges makes MI a particularly important setting for examining how teachers navigate inclusive learning.

This situation indicates that the challenges faced are not solely technical or pedagogical in nature, but are also closely related to teachers' internal beliefs about their own capabilities. According to You, Kim, & Shin (2019), the successful implementation of inclusive education is strongly influenced by teachers' beliefs in their ability to design and implement learning that is responsive to students' needs. These challenges are not solely technical or pedagogical in nature, but are also closely related to teachers' psychological aspects, particularly self-efficacy in dealing with complex learning situations. Self-efficacy, as defined by Bandura (1997), is a primary determinant that influences how individuals manage challenges through their beliefs in their personal capabilities. In the educational context, this concept serves as a foundation for teachers' professional performance. Teachers with high self-efficacy tend to be more innovative, flexible, and capable of developing differentiated instructional strategies (Wray, Sharma, & Subban, 2022). Conversely, low self-efficacy often leads to resistance toward inclusive practices and a tendency to maintain conventional instructional methods that are less responsive to student diversity.

Recent research developments, the teacher efficacy framework proposed by Tschannen-Moran and Woolfolk Hoy remains a primary reference in various empirical studies, for instance Entegro (2022) conducted a study using the Teachers' Sense of Efficacy Scale (TSES) to assess improvements in teacher efficacy following professional training, demonstrating that the construct of teacher efficacy remains highly relevant in contemporary educational contexts. Teacher self-efficacy is not only related to instructional competence, but also to the belief that the actions undertaken will have an impact on students' learning outcomes. In the context of inclusive education, this implies

that teachers must not only feel capable of teaching students with special needs but also believe that the interventions they implement will be effective.

Several previous studies have examined the importance of teacher self-efficacy in supporting the success of inclusive education. However, empirical realities indicate that its implementation still faces various limitations. A number of studies reveal that teacher self-efficacy is influenced not only by internal factors, such as teaching experience and pedagogical knowledge, but also by external factors, including institutional support, professional training, and interactions with students with special needs. Woodcock, Sharma, Subban, & Hitches (2022) indicate that teachers with high self-efficacy are more capable of implementing inclusive instructional strategies adaptively than those with low self-efficacy. Furthermore, Johnson (2023) emphasizes that institutional support and the school environment play a significant role in strengthening teachers' self-efficacy, particularly in addressing the complexities of inclusive classrooms. Another study by Gülsün, Malinen, Yada, & Savolainen (2023) also demonstrates that self-efficacy is correlated with teachers' attitudes and behaviors in managing inclusive classrooms, while Fairbrother, Specht, Delorey, Whitley, Ismailos, & Villella (2025) highlight the importance of training and practical experience in enhancing self-efficacy, especially among pre-service teachers. Furthermore, Krainer, Pinili, Espina, & Opingo (2024) found that even when teachers possess high levels of self-efficacy, challenges in the implementation of inclusive education remain unavoidable, particularly in relation to limited resources and the complexity of students' needs.

Nevertheless, most of these studies still focus on identifying the factors influencing teacher self-efficacy and its relationship with inclusive instructional practices in general, without providing an in-depth examination of how such self-efficacy is formed and operates within the specific context of religious-based primary education, such as MI. In addition, previous studies tend to position self-efficacy as an individual variable without comprehensively exploring the dynamic interaction between teachers' psychological factors and the institutional and cultural contexts in which they are embedded. Therefore, there exists a significant research gap that warrants further investigation, namely the need for a more contextual and integrative analysis of teacher self-efficacy in the implementation of inclusive education in MI, particularly in uncovering how internal and external factors interact simultaneously in shaping teachers' beliefs and pedagogical practices within religious-based educational settings.

Based on the aforementioned discussion, the research problem in this study is focused on a central question: how do MI teachers navigate their self-efficacy in addressing the challenges of adapting inclusive learning? This study is understood not merely as a static level of self-belief, but as a dynamic and contextual process of constructing, maintaining, and adjusting teachers' professional beliefs when confronted with the complexities of inclusive education, such as the diversity of students' needs, limited resources, and minimal institutional support. This study aims to comprehensively analyze the dynamics of such self-efficacy navigation, while also identifying adaptive strategies that enable teachers to optimize inclusive instructional practices effectively and sustainably within the madrasah ibtidaiyah context.

2. Research Method

This study employs a qualitative approach with an intrinsic case study design to examine in depth the navigation of teacher self-efficacy in addressing the challenges of

adapting inclusive learning at Madrasah Ibtidaiyah Ar Rohman Sukorame. This approach is selected as it allows for the exploration of complex, contextual, and meaning-laden phenomena, particularly those related to the psychological dynamics of teachers in inclusive pedagogical practices. The researcher served as the key instrument (human instrument), directly engaging in the field to elicit tacit knowledge through in-depth interviews, passive participatory observation, and document analysis. The study was conducted over one month, involving eight intensive visits. Data collection continued until data saturation was achieved, which was indicated by the repetition of themes, the absence of new information, and the consistency of participants' responses across interviews and observations.

Research participants were selected using a purposive sampling technique, involving six madrasah ibtidaiyah teachers. The selection criteria included teachers who had experience teaching in inclusive classrooms and interacting with students with special needs. In addition, participants were required to have at least three years of teaching experience and prior exposure to inclusive education practices, either through formal training or direct classroom experience, in order to ensure the relevance and depth of the data. The number of participants was considered sufficient for this study, as qualitative case study research prioritizes depth of understanding rather than generalization, and data saturation was achieved within the selected sample. Demographic characteristics of participants are presented in the following table.

Table 1. Participant Profile

Code	Teaching Experience	Inclusive Training	Description
M	5 years	Yes	Experienced in inclusive classroom teaching
IDR	7 years	Yes	Participated in inclusive education training
CN	3 years	No	Limited exposure to inclusive practices
AA	6 years	Yes	Regularly teaches students with diverse needs
JZ	4 years	No	Developing inclusive teaching strategies
IIW	5 years	Yes	Extensive experience in inclusive settings

To ensure participants' confidentiality, pseudonyms in the form of initials (e.g., M, IDR, CN, AA, JZ, IIW) are used throughout the study. The variation in participants' backgrounds was intended to provide diverse perspectives on inclusive teaching practices. Primary data were collected through in-depth interviews based on a semi-structured interview guide designed to explore three main dimensions of self-efficacy navigation: the cognitive dimension, which encompasses teachers' beliefs in their pedagogical abilities to manage inclusive classrooms; the affective dimension, which includes teachers' emotional responses to instructional challenges; and the regulatory dimension, which relates to adaptive strategies and decision-making in complex situations.

This multidimensional approach is supported by recent studies emphasizing that teacher self-efficacy in inclusive education is dynamic and formed through the interaction of cognitive, emotional, and contextual aspects. The data collection process was also complemented by passive participatory observation to capture teachers' actual practices

in managing inclusive classrooms, as well as document analysis in the form of instructional materials and teachers' reflective notes as secondary data.

To ensure data credibility, this study employed member checking by returning interview transcripts and initial interpretations to the participants for verification of their accuracy. In addition, source and technique triangulation were conducted to enhance the validity of the findings. Data analysis in this study employed a thematic analysis approach following Braun & Clarke (2021). The analysis was conducted through six phases: data familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The process began with data familiarization, which involved transcribing the interviews, repeated reading of the data, and identifying relevant information from interviews, observations, and documentation.

3. Results and Discussion

3.1 Results

Based on the results of data collection through interviews, participatory observation, and document analysis involving teachers at Madrasah Ibtidaiyah Ar Rohman Sukorame, the findings indicate that the navigation of teacher self-efficacy in inclusive learning occurs dynamically through three main dimensions: cognitive, affective, and regulatory. These three dimensions interact with one another in shaping teachers' adaptive responses to various challenges in inclusive learning.

3.1.1 Cognitive Dimension: Construction of Pedagogical Beliefs

The findings indicate that the teacher initially delivered the material in a classical manner without differentiation and had not provided specific support for students experiencing learning difficulties. The teacher also appeared hesitant when responding to diverse student reactions, for instance, when students with special needs did not immediately follow instructions.

However, in subsequent observations, changes in instructional practices began to emerge. The teacher demonstrated adaptive efforts, such as providing individualized explanations, using more concrete examples, and allocating additional time for certain students. These changes are consistent with the interview results, which indicate a development in the teacher's beliefs regarding their pedagogical competence. The first participant, M, stated:

"Initially, I felt incapable of teaching students with special needs, but after trying several strategies and observing their progress, I gradually became confident in my ability to adapt the instruction."

This statement indicates that the teacher's self-efficacy developed through direct teaching experience and reflective practice. The shift from initial self-doubt to growing confidence suggests that mastery experiences play a crucial role in shaping teachers' beliefs about their instructional capabilities, particularly in inclusive classroom contexts. This finding highlights how successful interactions with students can strengthen teachers' confidence in adapting instructional approaches. Another participant, IDR, expressed:

“Honestly, I was confused about where to start, especially when the student with special needs did not respond like the others. However, after several attempts, I began to understand how to approach them.”

This statement illustrates the dynamic interplay between the affective and regulatory dimensions of teacher self-efficacy. The participant’s initial confusion reflects emotional uncertainty when encountering unfamiliar classroom situations, particularly in responding to students with diverse needs. However, the progression toward greater understanding after repeated attempts indicates the development of adaptive strategies through experiential learning. This finding suggests that self-efficacy is gradually constructed through trial-and-error processes, where teachers refine their approaches based on direct interaction and reflection. It also highlights the importance of persistence in overcoming initial challenges and building confidence in inclusive teaching practices. Participant CN further explained:

“At first, I was very doubtful about whether I could teach them. But after repeatedly trying in the classroom, I began to recognize which approaches were effective. From that point, I became more confident.”

This statement indicates a gradual development of teacher self-efficacy through repeated instructional practice. The participant’s initial doubt reflects low confidence when facing unfamiliar teaching situations, particularly in inclusive settings. However, the process of continuous trial in the classroom enabled the teacher to identify effective strategies, which in turn strengthened their confidence. This finding suggests that experiential learning and repeated engagement play a critical role in enhancing teachers’ belief in their ability to manage inclusive classrooms effectively. It also reinforces the importance of practice-based learning in building sustainable self-efficacy.

These findings demonstrate that teachers’ pedagogical beliefs and self-efficacy develop progressively through direct teaching experience in inclusive classrooms. This development is reflected not only in their verbal expressions but also in their increasingly adaptive instructional practices in response to diverse student needs.

3.1.2 Affective Dimension: The Dynamics of Teachers’ Emotional Responses

The findings indicate that teachers experience complex and fluctuating emotional responses in addressing inclusive learning. At the initial stage, teachers expressed feelings of anxiety, concern, and low self-confidence, particularly when dealing with students with special needs who require differentiated approaches. These emotions were triggered by limited understanding, lack of experience, and uncertainty in responding to unpredictable learning situations.

Observations from several early sessions revealed expressions of confusion and tension among teachers, such as prolonged pauses before responding to students’ behavior, changes in tone of voice, and a tendency to avoid direct interaction with students requiring special attention. In addition, teachers appeared more focused on maintaining overall classroom order rather than providing individualized responses to specific student needs.

Over time, these emotional dynamics showed significant changes. Teachers began to demonstrate a greater ability to regulate their emotions more effectively, particularly when facing challenging situations. In subsequent observations, teachers appeared calmer

in responding to student behavior, were able to control negative emotional expressions, and began to establish warmer and more supportive interactions. They also demonstrated increased patience in assisting students, including those who experienced difficulties in following the learning process.

The interview findings provide deeper insights into teachers' emotional experiences, as expressed by participant AA:

“At the beginning, I felt worried and afraid that I would not be able to manage the classroom, especially when dealing with students who were difficult to handle. However, over time, I learned to be more patient and not to panic immediately.”

This statement reflects the affective dimension of teacher self-efficacy, particularly the presence of initial anxiety and fear when managing inclusive classrooms. The participant's concern about losing control highlights emotional vulnerability in facing challenging student behaviors. However, the transition toward increased patience and reduced panic indicates the development of emotional regulation over time. This result suggests that teachers gradually build emotional resilience through experience, enabling them to respond more calmly and effectively to classroom challenges. Another participant, M, added:

“At times, it is emotionally exhausting, but I try to understand the students' conditions. If we become emotional, it actually makes it more difficult to guide the students.”

This statement further emphasizes the role of emotional awareness and empathy in shaping teachers' self-efficacy. The participant's acknowledgment of emotional exhaustion reflects the demanding nature of inclusive teaching, while the effort to understand students' conditions demonstrates a conscious attempt to regulate emotional responses. This finding indicates that empathy serves as a key mechanism in managing emotional strain and maintaining effective teacher–student interactions. It also highlights that uncontrolled emotional reactions may negatively impact classroom dynamics, reinforcing the importance of emotional regulation in inclusive learning environments. Meanwhile, participant JZ emphasized the importance of self-reflection in managing emotions, stating:

“I often evaluate myself after teaching. Sometimes I feel that I was too harsh or not patient enough, so the next day I try to improve gradually. From that process, I learn and become better at controlling my emotions.”

This statement reflects the affective dimension of teacher self-efficacy, particularly in terms of emotional awareness and regulation. The participant's ability to critically reflect on their emotional responses, such as recognizing impatience or excessive strictness, indicates a high level of self-awareness in teaching practice. Furthermore, the effort to improve emotional responses in subsequent lessons suggests that reflective practice plays a key role in developing emotional control. This finding highlights that teachers' self-efficacy is not only shaped by instructional competence but also by their capacity to regulate emotions, which is essential for maintaining supportive and responsive interactions in inclusive classroom environments.

These findings highlight that teachers' emotional responses in inclusive classrooms are dynamic and continuously evolving, shifting from initial feelings of anxiety and pressure toward more stable and adaptive emotional states. Support from colleagues, including informal discussions and shared experiences, plays a significant role in helping teachers manage emotional challenges while simultaneously developing effective coping strategies. Furthermore, teachers' ability to cultivate patience, empathy, and engage in reflective practice emerges as a critical factor in maintaining emotional balance and sustaining inclusive instructional practices.

3.1.3 Regulatory Dimension: Instructional Adaptation Strategies

In addressing the limitations of inclusive learning, the findings indicate that teachers develop various adaptive strategies that are practical and contextual in nature. These strategies include modifying instructional materials according to students' abilities, employing differentiated instruction methods, providing individualized one-on-one support, and engaging in informal collaboration with fellow teachers. These efforts are carried out gradually as a response to the diverse learning needs of students within the classroom.

In the initial sessions, teachers tended to use the same instructional materials for all students without significant adjustments. However, in subsequent sessions, modifications began to emerge, such as simplifying instructions, utilizing visual media, and assigning tasks with varying levels of difficulty. In addition, teachers were observed to more frequently approach certain students to provide personalized explanations, particularly for those with special needs.

In terms of instructional methods, teachers began to implement differentiation in simple ways, for instance, by varying the ways in which content was delivered and allowing flexibility in task completion. Observations also revealed that teachers actively monitored students' progress and adjusted their approaches based on students' responses throughout the learning process. One participant IIW explained:

"I sometimes simplify the material so that students can understand it more easily, and at times I provide more concrete examples based on their daily experiences."

This statement demonstrates the regulatory dimension of teacher self-efficacy, particularly in the form of instructional adaptation strategies. The teacher's ability to simplify learning materials and provide contextually relevant examples reflects an ongoing process of monitoring and adjusting instruction based on students' needs. This finding indicates that teachers actively regulate their pedagogical practices through responsive decision-making, which is essential in inclusive classroom settings. Furthermore, the use of concrete and relatable examples highlights the importance of contextualization as a strategy to enhance students' understanding, especially for those with diverse learning needs. Another participant, JZ, stated:

"There are usually students who do not understand the material. In such cases, I provide special treatment and explain it again, step by step. It cannot be the same as with other students."

This statement highlights the regulatory dimension of teacher self-efficacy, particularly in terms of instructional differentiation. The teacher's decision to provide

individualized support and adjust the pace of instruction reflects an awareness of diverse learning needs within the classroom. This result indicates that effective inclusive teaching requires flexibility and the ability to modify instructional approaches based on students' levels of understanding. Furthermore, the emphasis on not treating all students the same underscores the importance of equity-oriented practices, where instruction is adapted to ensure that each student receives appropriate support to achieve meaningful learning outcomes. Meanwhile, participant IIW highlighted the importance of collaboration:

“At times, we have discussions with fellow teachers and share teaching strategies. From there, I gain many ideas and inspiration for dealing with students in the classroom.”

This statement emphasizes the role of social and collaborative processes in strengthening teachers' regulatory self-efficacy. The participant's engagement in peer discussions and knowledge-sharing reflects an active effort to seek alternative instructional strategies and refine teaching practices. This result indicates that collaboration among teachers serves as an important source of professional learning, enabling them to adapt more effectively to the diverse needs of students in inclusive classrooms. Furthermore, the exchange of ideas and experiences contributes to the development of more flexible and context-responsive instructional approaches.

These findings suggest that instructional adaptation in inclusive classrooms is a dynamic and iterative process, in which teachers continuously refine their strategies through experience, reflection, and collaboration. Teachers utilize their teaching experiences as a primary source of learning by trying various approaches, evaluating their effectiveness, and making necessary adjustments in subsequent instructional practices. This ongoing process reflects a strong sense of regulatory self-efficacy in responding to the diverse needs of students.

3.2 Discussion

Teacher self-efficacy in the context of inclusive education is a dynamic construct that develops through the interaction of practical experience, emotional conditions, and the institutional social context. Self-efficacy does not exist as a static attribute; rather, it is formed through an ongoing adaptive process as teachers engage in complex learning situations. This finding is consistent with the social cognitive theory framework proposed by Bandura (1977), which emphasizes that individual beliefs are constructed through mastery experiences, vicarious experiences, social persuasion, and emotional states. These findings are further supported by recent studies indicating that teacher self-efficacy serves as a key determinant in the successful implementation of inclusive learning, as it directly influences teachers' motivation, attitudes, and the quality of their pedagogical practices in the classroom (Sasanti, Mahmudah, & Anggraeny, 2025).

The findings within the cognitive dimension suggest that direct classroom experience is the main factor in shaping teachers' pedagogical beliefs. The transformation from doubt to confidence is reflected in instructional practices that evolve to become increasingly adaptive. The pedagogical competence of inclusive teachers is more effectively developed through reflective practice rather than through purely theoretical training.

Accordingly, a learning-by-doing approach becomes the primary mechanism in constructing self-efficacy, as it enables teachers to internalize experience as a source of

contextual knowledge. In line with this, teachers with high self-efficacy tend to be more willing to experiment with new strategies, engage in instructional innovation, and creatively develop differentiated approaches in responding to diverse student needs (Yuliani & Adri, 2025).

Teachers experience a wide range of emotions, from anxiety and stress to increased self-confidence, reflecting the complexity of the psychological burden associated with implementing inclusive education. These fluctuations indicate that self-efficacy is not solely determined by cognitive capacity, but also by individuals' ability to regulate their emotional responses. Teachers' emotional pressure tends to increase when it is not balanced by adequate social and professional support. Therefore, emotional regulation abilities, such as patience, empathy, and self-reflection, become essential components in maintaining the stability of teachers' self-efficacy in inclusive instructional practices. This study is supported by the findings of Muzdalifah & Billah (2017), which indicate that self-efficacy is closely related to teachers' positive attitudes toward inclusive education, where teachers with higher self-efficacy tend to be more open, adaptive, and responsive to student diversity.

Meanwhile, within the regulatory dimension, the adaptive strategies developed by teachers, such as differentiated instruction, material modification, and individualized approaches, demonstrate the presence of adaptive expertise, defined as the capacity to flexibly adjust practices based on situational needs. These findings underscore that the effectiveness of inclusive teachers lies in their ability to perform contextual adaptation, rather than merely implementing the curriculum procedurally. Accordingly, self-efficacy is not only reflected in beliefs but also in regulatory capacity as manifested through concrete actions in the classroom. This finding is supported by the study of Siron (2020), which indicates that self-efficacy also plays a role in enhancing teachers' ability to design individualized learning programs (Individualized Education Program/IEP) and to adapt instructional strategies to the specific needs of students with special needs.

Furthermore, this study reveals that external factors, such as institutional support, resource availability, and school culture, play a significant role in strengthening or weakening teachers' self-efficacy. A supportive school environment enables teachers to experiment, collaborate, and reflect on their practices more openly. Institutional support contributes positively to enhancing teachers' confidence in implementing inclusive education.

This study addresses a gap in the literature by showing that teacher self-efficacy in madrasah ibtidaiyah is shaped not only by individual and professional factors but also by institutional contexts and religious values. It further contributes by proposing the concept of "self-efficacy navigation," which conceptualizes self-efficacy as a contextual, adaptive, and multi-layered process rather than a purely individual psychological construct.

Overall, these findings affirm that strengthening teacher self-efficacy in inclusive education requires a holistic approach, encompassing sustained practical experience, the enhancement of emotional regulation capacity, and responsive institutional support. The integration of these three aspects becomes essential in developing adaptive and sustainable teacher self-efficacy in addressing the complexities of inclusive learning.

4. Conclusion

The navigation of teacher self-efficacy among madrasah ibtidaiyah teachers in adapting inclusive learning represents a dynamic process that develops through the interaction of cognitive, affective, and regulatory dimensions. In its initial phase, characterized by doubt and emotional pressure, teacher self-efficacy gradually transforms through practical experience, reflection, and social support into stronger pedagogical beliefs, greater emotional stability, and the capacity for contextual and differentiated instructional adaptation. Accordingly, self-efficacy is not static, but is adaptively constructed in response to the complexities of inclusive classrooms. Moving forward, the strengthening of teacher self-efficacy can be further developed through practice-based reflective training and systematic institutional support. It may serve as a foundation for the development of intervention models and future research aimed at enhancing the effectiveness of inclusive education in a sustainable manner.

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