

SELF-EFFICACY OF PRE-SERVICE TEACHER PROFESSIONAL ON THE PHYSICAL EDUCATION LEARNING PROCESS IN INCLUSIVE CLASS: IS IT DIFFERENT FROM REGULAR CLASS?

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Abstract: *Self-efficacy of physical education teachers is critical for maximizing learning in both regular and inclusive classes. The purpose of this study is to determine the difference in pre-service professional students' levels of self-efficacy for physical education learning in regular and inclusive classes.*

This is a comparative study employing a survey method. Purposive random sampling was used in this study. The sample includes pre-service physical education students. The questionnaire was distributed to 120 respondents, but only 62 were willing to complete it. The instrument employs a self-efficacy questionnaire in regular class and a self-efficacy questionnaire in inclusive class. Each questionnaire contains 15 statement items with response options ranging from 1 to 4. Based on the self-efficacy questionnaire in regular class, the Cronbach alpha score of 0.89 indicates that the questionnaire is reliable; in inclusive class, the same questionnaire yields a 0.92 Cronbach alpha value.

The Paired T Test is used to analyze the data, and the resultant sig value is 0.00. This score can be regarded as indicating a significant difference in pre-service students' self-efficacy in regular class physical education learning versus inclusive class physical education learning. Descriptively, the mean degree of self-efficacy in the regular class is 49.37, while in the inclusive class it is 44.03.

These findings show that compared to regular class, inclusive class have a mean self-efficacy level that is lower. Policymakers may want to take these findings into account when deciding what additional resources to offer pre-service students so they may benefit from inclusive class.

Keywords: *Self-Efficacy, Pre-Service, Teacher, Physical Education, Inclusive Class.*

INTRODUCTION

The provision of opportunity for children with special needs is leading to innovative advancements in schooling across multiple nations. Many countries are gradually transitioning their schools to inclusive education and integration (Avramidis & Kalyva, 2007). The implications of Article 31 paragraph 1 of the 1945 Indonesian Constitution for the advancement of education can be comprehended as a citizen's right, meaning that all citizens, including those with special needs, have the right to acquire education (Intifadha & Tuasikal, 2017). In the United States, students with special needs must be included in general education programs by law (Mrug & Wallander, 2002). Every provincial Ministry of Education in Canada has committed to an inclusive education model (Hutchinson & Specht, 2019). Special courses in public schools in Korea have grown significantly since the revision of the special education law was approved (Kwon & Block, 2017). Since 2005, the French education system has advocated for a transition aimed at enabling the integration of students with disabilities. For example, special classes are gradually diminishing (Vieira et al., 2024). Since the early 2000s, inclusive education services in Saudi Arabia have swiftly evolved, with increases in the quantity and quality of services offered to students with disabilities (Aldosari, 2022). The study was inspired by legislation promoting the transition from regular to inclusive education (Overton et al., 2017). The study's findings found that, despite difficulties, children with special needs received a variety of services, with minimum assistance from support staff and the school environment, as well as pedagogical adaptations to guarantee meaningful participation in Physical Education classes.

Prospective teachers, particularly those in physical education, must be prepared to provide inclusive classes. Teachers are acknowledged as the primary agents of inclusive education (Vieira et al., 2024). Globally, students with

disabilities are increasingly attending general education, including physical education (Campos et al., 2013)1995. Physical education teachers' activities have an essential role in making students with disabilities' learning experiences more relevant (Haegele & Sutherland, 2015). Unfortunately, teachers' lack of preparation in managing physical education with special needs students has a negative impact on students. One of the challenges in England is that the National Curriculum for Physical Education (NCPE) was specifically developed to support inclusive physical education. However, stated that some teachers were unable to meet NCPE objectives (Haycock & Smith, 2010)the central objective of this study is to examine the extent to which PE teachers have been able to achieve the government's inclusion policy goals articulated in the 2000 National Curriculum for Physical Education (NCPE. When the goals are not achieved, the learning experience of students with disabilities in Physical Education can suffer, regardless of the teacher's best intentions.

The success of physical education in inclusive classes is influenced by a teacher's self-efficacy. Self-efficacy is a socio-cognitive term defined as the belief in one's ability to deal with obstacles (Shoji et al., 2016). Self-confidence and a sense of responsibility can influence professional decisions and teaching approaches (Lauermaann & Berger, 2021). Individuals with low self-efficacy are more likely to give up easily, while those with high self-efficacy are motivated to persist, even after encountering a negative experience. However, self-efficacy has negative consequences, including burnout. According to research, teacher self-efficacy is a stronger predictor of burnout than well-being (An & Tao, 2024). The same study results reveal that teachers who have stronger self-efficacy and embrace a student-centered approach report experiencing less burnout (Friesen et al., 2023).

Several research investigate the experiences of physical education teachers during the physical education learning process with children with special needs (Gani et al., 2023; Hutzler et al., 2019; Suryobroto et al., 2022). Several studies on self-efficacy for inclusive learning were found to be useful. Research on self-efficacy for slow learner students was also conducted by (Putri & Fakhruddiana (2019). The study identified significant differences in self-efficacy among students from three universities in Serbia particularly in teaching students with disabilities (Jovanović et al., 2014). This study evaluated prospective teachers' self-efficacy for teaching intellectual disabilities, physical disabilities, and the blind. Several studies revealed minimal findings about prospective teachers' self-efficacy in teaching physical education to students with disabilities in Indonesia. Although the perspective of students with disabilities is essential, most research on physical education focuses on physical education teachers' beliefs and attitudes toward typical students (Beamer & Yun, 2014). Similar research is required in Indonesia due to the necessity of self-efficacy and the availability of relevant literature. Innovation in specialized research on physical education learning, as well as analysis by comparing self-efficacy in regular and inclusive classes. The purpose of this study is to find out the differences in students' levels of self-efficacy when learning physical education in normal classes and inclusive classes.

MATERIALS AND METHODS

Participants

This comparative study employed a survey method, targeting pre-service physical education students. A purposive random sampling technique was utilized, resulting in a sample of 120 respondents. However, only 62 participants (aged 20-25 years) completed the survey. The sample consisted of both male and female students, all of whom were in the final year of their education program. All participants provided informed consent before participating in the study. The inclusion criteria were pre-service physical education students currently enrolled in the program, while the exclusion criteria were those who had prior experience teaching in inclusive or regular classes.

Procedure

The study involved the administration of a self-efficacy questionnaire in two different contexts: regular class and inclusive class. The instrument is structured based on 3 dimensions of self-efficacy including level, generality, and strength (Bandura, 1997). The self-efficacy dimension is also cited in several studies (Jamil, 2018; Pinkerton, D & Cecil, 2000; Putri & Fakhruddiana, 2019). Each questionnaire consisted of 15 statement items with response options ranging from 1 (strongly disagree) to 4 (strongly agree). The questionnaire has been assessed by 5 expert judgments including 2 academics and 3 practitioners. Academics consist of psychology lecturers and adaptive physical education lecturers. Meanwhile, the 3 practitioners consist of 2 physical education teachers at inclusive schools,

and 1 teacher at a special school. All items have high content validation because the V value is higher than the Aiken standard value (>0.8) (Aiken, 1985). The average of all items has a V value of 0.92. This coefficient of 0.857 can be considered to have adequate content validity (Hendryadi, 2017).

The questionnaire distribution was conducted both online and offline to ensure a higher response rate. Participants were instructed to reflect on their experiences in regular and inclusive class settings before responding to the items. The data collection process took approximately two weeks. The Cronbach alpha reliability score for the self-efficacy questionnaire in the regular class was 0.894, indicating high reliability. Similarly, the questionnaire administered in the inclusive class setting yielded a Cronbach alpha value of 0.921.

Statistical Analysis

Data analysis was conducted using SPSS version 26 (IBM, Armonk, NY, USA). Descriptive statistics were first calculated to summarize the demographic characteristics of the participants. The primary analysis involved comparing self-efficacy scores between the regular class and the inclusive class using paired sample t-tests to determine if there was a significant difference. The significance level was set at $p < 0.05$.

- $H_0: \mu D=0$
- $H_a: \mu D \neq 0$

H_0 : There is no significant difference in the self-efficacy levels of pre-service professional students for physical education learning in regular and inclusive classes.

H_a : There is a significant difference in the self-efficacy levels of pre-service professional students for physical education learning in regular and inclusive classes.

We can conclude if our null hypothesis $H_0: \mu D=0$, should be rejected or retained by observing the p-value in the Paired Samples T Test table, if the p-value is less than .05 then we reject the null hypothesis but if p-value is >.05, then we retain the null hypothesis.

Ethical Considerations

This study was conducted following the ethical standards of the responsible institutional committee on human experimentation and in accordance with the 2008 revision of the Helsinki Declaration. Ethical approval was obtained from the Local Ethical Committee of the university. Participants’ confidentiality was strictly maintained throughout the study, and no identifying information was collected.

RESULTS

Prerequisite Test

The prerequisite test for normality was carried out and the findings indicated that all data is normally distributed because the sig value is more than 0.05. According to the Kolmogorov-Smirnov criterion, the level of self-efficacy of pre-service students in regular class physical education learning is 0.66. Pre-service students in inclusive class physical education learning have a self-efficacy rating of 0.20. The outcomes can be looked at in the table below.

Table 1. Normality Test

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
TotalSelfEfficacyReg	.1	62	.06
TotalSelfEfficacyInc	.1	62	.20

Paired T Test

Data analysis using the Paired T Test yielded a sig value of 0.00. This score can be regarded as indicating a significant difference in pre-service students’ self-efficacy in regular class physical education learning versus inclusive class physical education learning. According to statistical results, the mean level of self-efficacy in the regular class is 49.37, whereas in the inclusive class it is 44.03. These findings show that the mean level of self-efficacy in the normal class is higher than in the inclusive class. The results can be explained in the following table 2&3:

Table 2. Paired T Test

		t	df	Sig. (2-tailed)		Effect Size
Pair 1	SelfEfficacyReg - SelfEfficacyInc	7.46	61	.00	Cohen's d	0.809

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SelfEfficacyReg	49.37	62	5.85	.74
	SelfEfficacyInc	44.03	62	7.27	.92

The p-value in the Paired T Test table is 0.00, which is less than the standard significance level of 0.05. if the p-value is less than .05 then we reject the null hypothesis but if p-value is >.05, then we retain the null hypothesis, it provides strong evidence to reject the null hypothesis (H0). By rejecting the null hypothesis, we conclude that there is a significant difference in pre-service students' self-efficacy for physical education learning between regular and inclusive classes. The difference is in favor of the regular class, as the mean self-efficacy in regular classes (49.37) is higher than in inclusive classes (44.03), as indicated by the mean difference of 5.33. The findings also show that there is a difference in self-efficacy of prospective teachers in the learning process between regular classes compared to inclusive classes, $t(62) = 7.46, p = 0.00, \text{Cohen's } d = 0.80$. Self-Efficacy of prospective teachers in the learning process between regular regular classes ($M = 49.37, SD = 5.85$) compared to inclusive classes ($M = 44.03, SD = 7.27$). Based on the Cohen's d value (0.80), the difference is included in the high criteria.

DISCUSSION

The findings of this study show that there is a significant difference in pre-service students' self-efficacy in regular class physical education learning versus inclusive class physical education learning. Based on statistical findings, it is obvious that the level of self-efficacy in inclusive classes is lower than in regular classes. These findings are comparable to those of study (Cipkin & Rizza, 2003), which discovered that instructors with special education (PLB) or general education backgroundsoften prefer to work in general education settings rather than inclusive ones. As a result, inclusive learning environments rely heavily on teachers' motivation to achieve positive student learning outcomes. Limitations of self-confidence were also highlighted in a study of 180 international teachers who work with autistic students (Baek et al., 2024). The findings of this study indicates a strong desire to make accommodations in classrooms for autistic students; however, there is a notable lack of confidence in doing so. According to the study's findings, physical education teachers in various other nations are equally hesitant to educate students with disabilities (Hodge et al., 2009)Japan, the US and Puerto Rico. The research method was explanatory multiple-case study situated in the theory of planned behaviour. The primary data sources were attitude surveys and interviews. Survey data were analysed with descriptive statistics and the interview data were analysed using a constant comparative method. Results indicate that the teachers' beliefs tended to vary on inclusion and teaching students with disabilities. Paradoxically, they expressed compelling intrinsic motives while voicing a multiplicity of concerns on teaching students with disabilities. They all desired greater opportunities for relevant professional development, which should be made available more frequently by school districts. © 2009 Taylor & Francis.»»author»: [{ «dropping-particle»:» »»family»:»Hodge»,»given»:»Samuel»,»non-dropping-particle»:»»»»»»parse-names»:false,»suffix»:»»» } , { «dropping-particle»:»»»»family»:»Ammahb»,»given»:»Jonathan O.A.»»non-dropping-particle»:»»»»»»parse-names»:false,»suffix»:»»» } , { «dropping-particle»:»»»»family»:»Casebolt»,»given»:»Kevin M.»»non-dropping-particle»:»»»»»»parse-names»:false,»suffix»:»»» } , { «dropping-particle»:»»»»family»:»LaMaster»,»given»:»Kathryn»,»non-dropping-particle»:»»»»»»parse-names»:false,»suffix»:»»» } , { «dropping-particle»:»»»»family»:»Hersman»,»given»:»Bethany »»non-dropping-particle»:»»»»»»parse-names»:false,»suffix»:»»» } , { «dropping-particle»:»»»»family»:»Samalot-Rivera»,»given»:»Amaury»,»non-dropping-particle»:»»»»»»parse-names»:false,»suffix»:»»» } , { «dropping-particle»:»» »»family»:»Sato»,»given»:»Takahiro»,»non-dropping-particle»:»»»»»»parse-names»:false,»suffix»:»»» }],»container-title»:»International Journal of Disability, Development and Education»,»id»:»ITEM-1»,»issue»:»4»,»issued»: { «date-parts»: [[«2009»]] },»page»:»401-419»,»title»:»A diversity of voices: Physical education teachers' beliefs about inclusion and teaching students with disabilities»,»type»:»article-journal»,»volume»:»56»,»uris»: [«http://www.mendeley.com/documents/?uuid=ba9c75b5-dca3-40e5-8c32-3a75a66552cd»]],»mendeley»: { «formattedCitation»:»

»(Hodge et al., 2009. This finding is in line with earlier research, which found that physical education teachers are unprepared or lack understanding about adapting students who have disabilities in physical education (Qi et al., 2017) this study examined the perceptions of Hong Kong physical education (PE. A study conducted in Malaysia by (Bari et al., 2011) found that Physical Education teachers are less skilled in offering inclusive Physical Education. According to research findings, most Sri Lanka Physical Education teachers are hesitant to include children with disabilities in their regular Physical Education lessons (Nanayakkara, 2022).

Several factors can affect prospective teachers' self-efficacy in inclusive educational settings. One key factor of self-efficacy in inclusive classes is a lack of direct experience working with students with special needs. This remark is confirmed by research findings, which reveal that those with minimal experience show poorer self-efficacy than those with special education teaching experience (Baek et al., 2024). Consistent statements indicate that contact with people with disabilities has an impact (Wray et al., 2022). A comparable study found that the more pre-service physical education teachers engage with students with disabilities, the more likely they are to acquire attitudes and self-efficacy for inclusive physical education (Braksiek, 2022). Emotional intelligence is another factor that can influence prospective physical education teachers' self-efficacy in inclusive classrooms. Emotional intelligence also influences teachers' self-efficacy for inclusive practices, particularly when adjusting instruction for children with disabilities (Voulgaraki et al., 2023) obviating social inequalities and reducing social exclusion. In the direction of equal opportunities, empowerment and social inclusion, the emotional intelligence and emotional literacy of teachers plays a decisive factor. The study investigated the relationship between physical education teachers' emotional intelligence and their self-efficacy, regarding the inclusion of students with physical, sensory and intellectual disabilities. One hundred and fifty physical education (PE. Other elements influencing PE teachers' self-efficacy include their capacity to supervise students, time and space constraints, and institutional support (das Neves Salles et al., 2020). Further research is needed to identify additional elements that impact self-efficacy in inclusive physical education settings.

Self-efficacy is a key aspect in improving the physical education learning process in inclusive classrooms as it directly impacts teaching practices and can benefit students (Wray et al., 2022). Self-efficacy in teaching planning has been found to explain the majority of the variation in behavior (das Neves Salles et al., 2020). This conclusion is backed by study on 96 teachers, which found that self-efficacy influences attitudes toward inclusive education in Mataram City (Fitriatun, 2016). According to general education research, teacher self-efficacy improves student academic accomplishment (shahzad, khurram; Naureen, 2017). Self-efficacy and self-esteem have a significant impact on an individual's success and failure. They influence a person's attempts to achieve their objectives. People with high self-efficacy are more likely to attempt an activity than those with low self-efficacy (Kevin, 2020).

The low self-efficacy of prospective physical education teachers in inclusive physical education has a number of negative implications. According to research, teacher self-efficacy is a stronger predictor of burnout than well-being (An & Tao, 2024). The same study found that teachers who have stronger self-efficacy and promote a student-centered approach experience less burnout (Friesen et al., 2023). Similarly, research involving 400 teachers revealed a significant direct relationship between self-efficacy and burnout (Chen et al., 2024)»ISSN»:»18736297»,»abstract»:»Considering the essential role of teachers and their characteristics in language education, their emotions are the main focus of recent studies. Emotions such as burnout which usually happens due to stress, can hinder their career progress so it needs to be addressed as it affects both learners and teachers respectively. Another construct is self-efficacy which contemplates the teachers' confidence in their aptitudes and it may reduce the probability of burnout and prevent job stress. Also, Emotional intelligence (EI. According to research findings, self-efficacy influences the connection between burnout attitudes and personal achievement characteristics (Vieira et al., 2024). Educators who experience burnout tend to manifest a tendency to view themselves negatively, harbor beliefs about their inability to carry out their important tasks competently, and experience pessimistic affection towards their students and/or colleagues (Zhang et al., 2022) numerous studies have investigated antecedents of teacher burnout in order to provide recommendations to alleviate it. Although the studies pay attention to either the role of environmental factors, such as school culture, or individual factors, such as gender, in contributing to teacher burnout, they less frequently examine how teacher burnout is concurrently influenced by both factors. Thus, this study aims to understand the relationship between clan culture and burnout by examining the mediation effect of emotional labor and the moderating effect of gender. A sample of 467 primary and secondary schoolteachers from China participated in this study. The result demonstrated the following: (1.

Increasing the self-efficacy of aspiring physical education teachers in inclusive classrooms requires a special focus. Self-efficacy can be developed by arranging inclusive physical education training conducted by relevant parties. Knowledge of inclusive education policy boosts teachers' self-efficacy beliefs (Wray et al., 2022). Several research findings included examples of training to promote self-efficacy. Research found that pre-service teachers' self-efficacy in inclusive learning rose after taking in e-learning supplements (Kwon & Block, 2017). Similar improvements explain how brief online interventions boost teacher self-efficacy in educating autistic students (Baek et al., 2024). Furthermore, the infusion-based model is recommended for teacher education programs, as it has been demonstrated to effectively prepare physical education teachers for inclusive education (Healy et al., 2016). This model demonstrates that all disability ideas are interwoven throughout the curriculum, so that pre-service and in-service instructors build capabilities to educate students with disabilities, as well as a positive attitude.

Teacher Professional Education is designed to generate teacher candidates who are well-prepared and confident in handling inclusive physical education classrooms. The Pre-Service Teacher Professional Education Program represents a significant advancement in educating potential certified professional teachers (Arifa & Prayitno, 2019) secondary and early age levels must have competencies and qualifications that meet national education standards. The Pre-service Teacher Professional Education Programs is a breakthrough to prepare certified professional teacher candidates. Teacher's requirements for academic qualifications are at least bachelor and must also have an educator certificate obtained through a certification program. With the end of certification through Teacher Professional Education and Training Programs, the entire certification process is taken through Teacher Professional Education Programs. This study uses a qualitative approach with library research method to find out ways in which the Pre-service Teacher Professional Education Programs policy meet the needs of professional teachers in Indonesia. In the implementation of Pre-service Teacher Professional Education Programs, there are still some challenges, namely: (1. Sports teacher training programs, when developed properly and attentively, can be an important road to meaningful inclusive sports classes (Suryobroto et al., 2022). The literature has established the role of teacher training programs in fostering teacher attitudes towards inclusive education (Braksiek, 2022). In terms of the impact of prospective teachers' poor self-efficacy in inclusive physical education, greater attention should be directed to addressing this issue. Models and curricula for physical education teacher professional education might incorporate numerous models as well as relevant research findings, as stated in the preceding paragraph. The pre-service physical education teacher education curriculum should prioritize increasing potential teachers' awareness of inclusive education and providing hands-on experience with students with special needs.

CONCLUSIONS

This study shows that there is a substantial difference in pre-graduate students' self-efficacy for learning in regular classes versus learning in inclusive classes. Inclusive classes had lower self-efficacy for learning than regular classes. In the era of equitable education without student differentiation, prospective teachers play a crucial role in managing learning for students with special needs. The findings of this study can be utilized to support the need for solutions to improve teacher self-efficacy in physical education learning in inclusive classes. Policymakers should create more opportunities for pre-service students to participate in inclusive classes through curriculum designs, learning methodologies, and other relevant approaches. It is also hoped that the findings of this study will serve as the foundation for future research into the elements that influence prospective teachers' self-efficacy in dealing with physical education in inclusive classes.

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