

THE EFFECTIVENESS OF TEACHER TRAINING IN TEACHING CHILDREN WITH SPECIAL NEEDS IN JUNIOR HIGH SCHOOL

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ABSTRACT

Previous research has identified supporting factors for increasing teacher efficacy in teaching children with special needs in inclusive schools. Effective training models have also been explored. This study aims to explore the impact of teacher training innovations on changes in the self-efficacy of inclusive school teachers. The results of this study will underlie efforts to improve the pedagogic competence of teachers in inclusive schools which have an impact on learning practices in inclusive schools. This study uses a mixed method approach to understand the impact after attending teacher training, especially teacher self-efficacy. To reveal the data, the data collection technique used includes 2 phases. The first phase focused on changes in teacher efficacy before (N=105) and after attending training (N=55) and supporting variables for changes in teacher efficacy. The results of the survey revealed changes in efficacy that occurred during and after teacher training $t(54) = -4.02$, $p < .05$ for behavior management, $t(54) = -4.60$, $p < .05$ for learning, and $t(54) = -3.58$, $p < .05$ for collaboration. Open-ended questions were asked to the trainee teachers to reveal the benefits gained during the training and mentoring. In the second phase, an exploration of the mentoring process was carried out in 3 schools with 4 teachers stating that mentoring further enhances the ability of teachers to serve students with special needs because the problems they face can be solved directly during the mentoring process. Changes in self-efficacy after training and success in assisting students with special needs during mentoring indicate that increasing teacher competence in schools can be built by increasing knowledge and mentoring during classroom teaching practices.

Kata Kunci: *Self-efficacy, teacher of children with special needs, junior high school level*