



## The Effect of Individual Learning Programs on Self-Efficacy and Learning Motivation of Students with Special Needs at Inclusive Schools

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Paper received: 7-4-2023; revised: 18-5-2023; accepted: 27-5-2023

### Abstract

The study's objectives were as follows: 1) to identify the difference between self-efficacy of students with special needs before (pretest) and after (post-test) being taught with the PPI; 2) to determine the difference in learning motivation of students with special needs before (pretest) and after (post-test) being taught with the PPI; and 3) to determine the effect of the Individual Learning Program in inclusive schools. The research method used is a pre-experimental design of the type One Group Pretest-Posttest Design. Further, non-probability sampling is used in this particular study with the sample consisted of ten students with special needs from Srikandi Elementary School. This study used a questionnaire to measure student self-efficacy and motivation as a non-test data collection technique. The results indicate a significant increase in self-efficacy and learning motivation among children with exceptional needs after being taught using the PPI. These findings suggest that the PPI is an effective instructional approach for enhancing the self-efficacy and learning motivation of children with exceptional needs. Furthermore, the value of  $F_{count}$  is 101.871 larger than the value of  $F_{table}$  2.90, hence,  $H_a$  is acceptable. Individual learning programs can be shown to have an effect on the self-efficacy and learning motivation of children with special needs.

**Keywords:** individual learning program; self-efficacy; motivation to learn

### INTRODUCTION

Regulation No. 70 of 2009 of the Minister of National Education (Permendiknas) defining inclusive education as a system of implementing education that allows students with disabilities and special abilities to participate in learning and education in an educational environment alongside regular students. The Minister of National Education issued Regulation No. 70 of 2009 regarding the objectives of inclusive education, which are as follows: (1) To provide the greatest possible opportunity for all students or students with physical, emotional, mental, and social disabilities or the potential for intelligence and/or special talents to obtain a quality education, based on their individual needs and abilities. (2) Providing an education that values diversity while not discriminating against any student. This law ensures that children with special needs receive an appropriate education and are able to participate in the same educational environment as other students without being discriminated against.

In the preliminary observations on September 2<sup>nd</sup> 2021, the researcher found that Lhokseumawe City has nine inclusive schools, including four elementary schools, two junior high schools, and three senior high schools. Srikandi Private Elementary School is one of the inclusive schools. There are nine special needs students at Srikandi Private Elementary School, including children with mental retardation, physical disabilities, and autism. Srikadi Private Elementary School is constantly innovating and refreshing in order for every student to participate in effective

learning. There are numerous challenges to implementing inclusive education, including these institutions' learning programs' inability to meet the educational needs of children with special needs. An inclusive education must use a curriculum that is relatively adaptable. The Individualized Learning Program is the name given to their learning curriculum. The Individualized Learning Program (PPI) is a Special Assistant Teacher-created program that specifies the goals or accomplishments that students with special needs must achieve in one semester, as well as the media and methods used to achieve these goals. This program is a formulation of an assessment to determine the description and features of children with special needs in the form of strengths/weaknesses and developmental needs of children with special needs. Unlike the learning plan that is a customized and structured approach to learning that outlines the objectives, resources, activities, and timelines for achieving specific learning goals, which is frequently developed and implemented by the instructor for all students in a given class, the PPI is developed and implemented by a special assistant teacher for a single student with special needs or based on their level of ability.

In the classroom teaching and learning process, one of the significant barriers identified is the lack of self-confidence and motivation among children with special needs (Folostina et al., 2015); (Kosmas et al., 2018); (Akbari & Sahibzada, 2020). This can stem from their feelings of insecurity about their abilities and social interactions (Parker et al., 1995). However, research has shown that children with special needs who have high self-efficacy can overcome educational barriers and learn alongside their peers (Ben-Naim et al., 2017); (Rhew et al., 2018). Moreover, research has shown that self-efficacy can also enhance students' cognitive processing and problem-solving skills, further improving their learning outcomes (Boujut et al., 2017); (Anglim et al., 2018). In contrast, low self-efficacy can result in learned helplessness, where students may give up on learning and become disengaged from the educational process. Therefore, by increasing students' self-efficacy, educators can promote their learning motivation and create a positive learning environment that fosters their academic success.

Therefore, with proper supports and a strong desire to learn, students with special needs can study attentively and complete their assignments successfully, achieving good grades, and ultimately fostering a desire to learn in the classroom. Therefore, it is essential to address both motivation and learning requirements to help students with special needs achieve their learning objectives. The novelty of this research is the emphasis on self-efficacy and its impact on the learning and motivation of children with special needs, highlighting the need for support and a strong desire to learn to overcome barriers in the inclusive classroom.

## **METHODS**

The study method used is a pre-experimental design of the type One Group Pretest-Posttest Design. The sample for this study consisted of ten special needs students from Srikandi Private Elementary School. The method used is non-probability sampling. A saturation sampling strategy is used in this investigation. The saturation sampling technique is a sampling method in which all population members are used as sample (Sugiyono, 2013). When the population is small, less than 30 people, this is a common practice. A census is also known as a saturated sample because it samples every member of the population. As a result, there are ten samples of children with special

needs. To assess student self-efficacy and motivation, this study used a questionnaire as a non-test data collection method.

The Product moment formula published by Pearson was used to examine the validity of the self-efficacy questionnaire items and the motivation of students with special needs on children with special needs from several schools, including SD Negeri 7 Muara Dua, an inclusive school (Arikunto, 2006). Furthermore, using  $n = 8$  samples, the value of  $r$  count was compared to  $r$  table at a significance level of  $= 0.05$ . If  $r$  count  $>$   $r$  table, the non-test instrument item is considered "valid," otherwise it is considered "invalid."

Calculations were performed on questionnaire data pertaining to students with special needs' self-efficacy and learning motivation. Hypotheses are tested using one-way ANOVA and the t-test. It is critical to assess the analytical requirements, including the normality and homogeneity tests, before performing the one-way ANOVA test. Because the sample size is less than 50, the Shapiro-Wilk test is used for normality, and the Levene test is used for homogeneity. The Tukey test was performed following the one-way ANOVA test.

## RESULT AND DISCUSSION

The validity and reliability of the data were investigated prior to the beginning of investigation. The validity and reliability of the self-efficacy and learning motivation questionnaire were evaluated using eight students with special needs from SD Negeri 7 Muara Dua, Lhokseumawe. if  $r_{\text{count}}$  exceeds  $r_{\text{table}}$ , the non-test instrument item is declared "valid," and if  $r_{\text{count}}$  falls below  $r_{\text{table}}$ , the non-test instrument item is declared "invalid."

While the Alpha Cronbach formula is used for the reliability test, 5 invalid questions and 20 valid questions were identified for the self-efficacy validity test, whereas 2 invalid questions and 20 valid questions were identified for the learning motivation questionnaire. The self-efficacy and learning motivation reliability tests yield moderately high results of 0.47 and 0.51, respectively. Furthermore, pre-test data is gathered, followed by treatment and a post-test with the same number and types of questions as the pre-test.

The normalcy test for pre- and post-test self-efficacy and learning motivation scores for students with special needs who received the PPI. The normality test is the Shapiro-Wilk test with a test criterion of 5% when using IBM Statistic SPSS 25 and the test criteria accept  $H_0$  if sig.  $>$  at a significant level Tables 1 and 2 show the results of the pre- and post-test normalcy tests for self-efficacy and the pre- and post-test normalcy tests for learning motivation.

**Table 1. Normality Test Pretest and Posttest Self-Efficacy of Students With Special Needs**

		Shapiro Wilk			Description
		Statistic	df	Sig	
Self-efficacy	Pre	0,973	10	0,914	Data is normally distributed
	Post	0,949	10	0,652	Data is normally distributed

From table 1 above we can get the value of Sig. The self-efficacy pretest of students with special needs is Sig.  $0.914 \geq 0.05$  and the post-test self-efficacy with special needs is sig.  $0.652$

$> = 0.05$  It means that  $H_0$  is accepted. It can be concluded that the distribution of pretest and post-test self-efficacy data for students with special needs is normally distributed.

**Table 2. Normality Test Pretest and Posttest Learning Motivation of Students With Special Needs**

		Shapiro Wilk			Description
		Statistic	df	Sig	
Learning	Pre	0,973	10	0,921	Data is normally distributed
Motivation	Post	0,905	10	0,246	Data is normally distributed

From Table 2 above we can get the value of Sig. pretest motivation of students with special needs is Sig. 0.921  $> = 0.05$  and the post-test motivation of students with special needs is sig. 0.246  $> = 0.05$  It means that  $H_0$  is accepted. It can be concluded that the distribution of pretest and post-test data on the learning motivation of students with special needs is normally distributed.

The homogeneity test was continued using the Levene test with test criteria = 5% and IBM Statistic SPSS 25 with the test criteria of accepting  $H_0$  if significant due to the normal distribution of pre- and post-test data on self-efficacy and learning motivation. Tables 3 and 4 show the results of the self-efficacy and learning motivation homogeneity test:

**Table 3. Homogeneity Test Self-efficacy of Students with Special Needs**

Self-efficacy	Uji Levene				Description
	Statistic	df 1	df 2	Sig	
	1,600	1	18	0,222	homogeneous data

From T able 3 above we can get the value of Sig. self-efficacy of students with special needs is Sig. 0.222  $> = 0.05$  It means that  $H_0$  is accepted. It can be concluded that the distribution of self-efficacy data for students with special needs has a homogeneous variance.

**Table 4. Test the Homogeneity of Learning Motivation Of Students With Special Needs**

Learning Motivation	Uji Levene				Description
	statistic	df 1	df 2	Sig	
	2,566	1	18	0,127	homogeneous data

From Table 4 above, we can get the value of Sig. learning motivation of students with special needs is Sig. 0.127  $> = 0.05$  It means that  $H_0$  is accepted. It can be concluded that the distribution of learning motivation data for students with special needs has a homogeneous variance.

The first hypothesis is, "There is a difference between the self-efficacy of students with special needs prior to (pretest) and subsequent to (posttest) instruction using the PPI." Because the two samples are paired, the paired sample test t-test is used to test hypothesis 1, "There is a difference between the self-efficacy of children with special needs prior to (pretest) and subsequent to (posttest) instruction using the PPI." The paired sample test t-test decision-making guideline is test criteria = 5% and IBM Statistic SPSS 25 with test criteria of accept  $H_a$  if sig. Significant level (2 tailed). Table 5 displays the results of the paired sample test t-test.

**Table 5. t-test Paired Sample Test Self-Efficacy**

	Paired Sample Test				
	mean	Std Deviasi	t	df	Sig. (2-tailed)
Pre dan post-test Self efficacy	34,500	10,491	10,400	9	0,000

From Table 5 above we can get the value of Sig. (2-tailed) self-efficacy of students with special needs is  $0.000 \leq 0.05$ . This means that  $H_a$  is accepted. In addition, it can be seen from the t-count value, namely t count  $10.400 > t$  table 1.833. Therefore,  $H_a$  is accepted. It can be concluded that there is an average difference between the self-efficacy of students with special needs before (pretest) and after (post-test) being taught with the PPI, indicating that the Individual Learning Program has an effect on the self-efficacy of students with special needs due to the value of self-efficacy. The efficacy of students taught with PPI is greater than the value of students' self-efficacy prior to PPI instruction.

Self-efficacy is an individual's perception of his or her ability to handle or complete a specific situation or activity (Haro-Soler & Kiraly, 2019). Children with special needs are children with physical, mental, emotional, or social aberrations, anomalies, or disabilities, or a mix of these, some of which are congenital while others are the result of accidents. Children with special needs are children who have unique or distinguishing qualities that set them apart from other children.

Students with special needs are limited in their participation in normal classrooms at inclusive schools (Paseka & Schwab, 2020). This restriction hinders the learning process in the conventional classroom. If a child has great self-efficacy or self-confidence that they can learn together despite the limits within the purview of inclusive education, he or she will easily overcome all of these restrictions (Muhtarom, 2016).

On the basis of field research, it was determined that students with special needs felt inferior when forced to attend inclusive schools with their peers. Children are often concerned about making hostile acquaintances and having teachers who do not comprehend their deficiencies. All of these fears and concerns can be alleviated via the implementation of a customized Education program for children with special needs. Individual Learning Program is a program that is tailored to the needs of each student. PPI is a learning program focused on children's learning styles, strengths, and specific needs. The PPI modifies the child's condition and circumstance, not the other way around. This curriculum allows students with special needs to learn in accordance with their individual requirements and abilities (Rochyadi & Alimin, 2005). PPI can therefore influence the self-efficacy of students with special needs because it is centered on student needs and learning success. PPI is a strategy that aims to address the difficulties faced by children with special needs.

The second hypothesis states "there is a difference between the learning motivation of students with special needs before being taught (pretest) with the PPI and after being taught (post-test) with the PPI". To test hypothesis 2 which states that "there is a difference between the learning motivation of students with special needs before being taught (pre-test) with the PPI and after being taught (post-test) with the PPI" then the paired sample test t-test is used because the two samples are paired. The guideline for decision making on the paired sample test t-test is with the test criteria = 5% using IBM Statistic SPSS 25 with the test criteria is accept  $H_a$  if sig. (2

tailed) < significance level. For the results of the paired sample test t-test, it will be presented in table 6 below:

**Table 6. t-test Paired Sample Test Learning Motivation**

	Paired Sample Test				Sig. (2-tailed)
	mean	Std Deviasi	t	df	
<b>Pre dan post-test Learning motivation</b>	41,800	7,627	17,330	9	0,000

From Table 6 above, we can get the value of Sig. (2-tailed) self-efficacy of students with special needs is  $0.000 \leq 0.05$ . This means that  $H_a$  is accepted. In addition, it can be seen from the t-count value, namely t count  $17.330 > t$  table  $1.833$ . Therefore,  $H_a$  is accepted. It can be concluded that there is an average difference between the learning motivation of students with special needs before being taught (pretest) with the PPI and after being taught (post-test) with the PPI, which means that there is an influence of the Individual Learning Program on the learning motivation of students with special needs due to the value of students' learning motivation. already taught with PPI is higher than the value of students' learning motivation before being taught with PPI.

Motivation is sometimes viewed as a mental force that drives and directs human conduct, such as learning behavior (Dimiyati & Mudjiono, 2013). Individual learning is motivated by a desire that activates, moves, channels, and drives attitudes and behaviour (Dörnyei & Ushioda, 2021; Eriyanto, et al., 2021). The essence of learning motivation is the internal and external encouragement of students who are learning to alter their behavior in general, as indicated by a number of signs and factors. If these are present: 1) the desire and want to achieve; 2) encouragement and need in learning; 3) the existence of hopes and goals for the future; 4) appreciation in learning; 5) exciting activities in learning; 6) a favorable learning environment that enables a student to study successfully (Uno, 2011).

Therefore, the Individual Learning Program will be of great assistance in positively affecting the learning motivation of children with specific needs. This is due to the fact that the individual learning program component consists of three components: 1) the child's level of aptitude; 2) an assessment of the needs of children with special needs; and 3) the child's degree of motivation. Through this information, it is intended that teachers would be able to determine with certainty the learning needs of the student in question. 2) Annual program objectives, this element can estimate the long-term program during school activities and can be divided down into a number of objectives as described in the semester program. 3) Short-term goals, which were established by the teacher prior to the implementation of PPI so that they could be used as a reference during the learning process and honed to acquire more particular skills. Prior to the construction of the PPI, the needs of the students were examined, so that this specific skill is tailored to their needs (Reid, 2019).

The third hypothesis states "there is an influence of the Individual Learning Program on the self-efficacy and learning motivation of students with special needs", then the one-way Anova is used. The decision-making guideline for the one-way Anova test is with the test criteria = 5% using IBM Statistic SPSS 25 with the test criteria being accept  $H_a$  if sig. (2 tailed) < significance level. For the one-way Anova test results, they will be presented in Table 7.

**Table 7. Anova One Way Test**

	Sum of square	df	Mean of square	F	Sig
<b>Between group</b>	14843,475	3	4947,825	101,871	0,000
<b>Within group</b>	1748,500	36	48,569		
<b>Total</b>	16591,975	39			

From Table 7 above we can get the value of Sig. (2-tailed) self-efficacy and learning motivation of students with special needs is  $0.000 \leq 0.05$ . Hence,  $H_a$  is accepted. In addition, it can be seen from the value of F count, which is  $101.871 > F$  table 2.90. This means that  $H_a$  is accepted. It can be concluded that there is an influence of individual learning programs on self-efficacy and learning motivation of students with special needs.

Individualized learning programs can positively affect the self-efficacy and learning motivation of special education pupils (Love et al., 2020). This is because PPI can help children with special needs overcome their anxiety and feelings of inadequacy in inclusive education (Levene, et al., 2022; Street & Cooper, 2023). In typical classrooms, children with special needs do not feel discriminated against and are not discriminated against by their peers (Mayori et al., 2021). Unconsciously, pupils' learning motivation will develop alongside the emergence of self-assurance and confidence in one's own talents. This is consistent with research suggesting that self-efficacy in kids with special needs can boost their motivation to attain success in the field of sports. Support from the educational environment, such as the implementation of the PPI, gives students with special needs with the excitement, motivation, and self-assurance necessary to continue to thrive in both academic and non-academic sectors.

The self-efficacy dimension most strongly influenced by the PPI is the strength dimension (Bil haq, 2016). With PPI, kids with special needs have the stability-related strength and confidence in their skills. Students with special needs are able to complete work without feeling inferior or concerned that they are different from their classmates in the general education classroom (Reaves & Cozzens, 2018). This indirectly influences learning motivation positively as well (Shin, 2018). Because  $H_a$  is accepted, further testing is carried out using the Tukey test. The Tukey test was chosen because the amount of data in each sample is the same. The summary of the Tukey test is as shown in Table 8.

In statistical analysis, the asterisk sign \*) refers to a statistically significant difference in self-efficacy and learning motivation among students with special needs before and after receiving instruction using the PPI method. The significance level is determined by the probability column, also known as the p-value or Sig. value, which indicates the likelihood of obtaining the observed results by chance. A p-value less than 0.05 is commonly used as the threshold for statistical significance, indicating that the results are unlikely to have occurred by chance and are therefore considered significant. This means that there is a meaningful difference in self-efficacy and learning motivation among the students, which can be attributed to the use of the PPI method. By identifying the significance of the results, researchers and educators can draw valid conclusions from the data and make informed decisions about how to improve the educational outcomes of students with special needs.

**Table 8. Tukey Test Summary**

		Multiple comparison Dependent variable				
		Mean Difference	Tukey HSD Std Error	Sig.	95% Confidence Interval	
					Lower bound	Upper Bound
<b>Self pre</b>	Self-post	34,500*	3,117	0,000	42,89	26,11
	Motivation	0,300	3,117	1,000	8,69	8,09
	pre Motivation	42,100*	3,117	0,000	50,49	33,71
<b>Self-post</b>	Self pre	34,500*	3,117	0,000	26,11	42,89
	Motivation	34,200*	3,117	0,000	25,81	42,59
	pre Motivation	7,600	3,117	0,088	15,99	0,79
<b>Motivation Pre</b>	Self pre	0,300	3,117	1,000	8,09	8,69
	Self-post	34,200*	3,117	0,000	42,59	25,81
	Motivation	41,800*	3,117	0,000	50,19	33,41
<b>Motivation Post</b>	post Self pre	42,100*	3,117	0,000	33,71	50,49
	Self-post	7,600	3,117	0,088	0,79	15,99
	Motivation	41,800*	3,117	0,000	33,41	50,19
	pre					

The data presented in the Table 8 suggests that there are no significant differences between pre-test and post-test self-efficacy and motivation levels among the students with special needs who participated in the study. Specifically, the analysis showed that there was no significant difference between pre-test self-efficacy and pre-test motivation levels, as indicated by a p-value of 1.000, which is greater than the standard threshold of 0.05 used to determine significance. Similarly, there was no significant difference between post-test self-efficacy and post-test motivation levels, with a p-value of 0.088, which is also greater than 0.05. Additionally, the analysis showed that there was no significant difference between pre-test motivation and pre-test self-efficacy levels, as well as post-test motivation and post-test self-efficacy levels, as evidenced by p-values of 1.000 and 0.088, respectively, both of which are greater than 0.05. These findings suggest that there may not be a strong relationship between self-efficacy and motivation levels among students with special needs, and that other factors may play a role in determining their educational outcomes.

## CONCLUSION

### Conclusion

In conclusion, the effect of PPI (Individual Learning Program) has a positive impact on the self-efficacy of students with special needs in inclusive schools. The observed changes in learning motivation of students with special needs occurred prior to and during PPI instruction, indicating that PPI may also influence the learning motivation of students with special needs in inclusive schools. These results highlight the importance of implementing effective instructional approaches, such as PPI, in enhancing the self-efficacy and learning motivation of students with



special needs in inclusive classroom settings. By providing targeted support and interventions that address the unique learning needs of students with special needs, educators can help to promote their academic success and overall well-being. The study's findings may also have broader implications for the design and implementation of inclusive education policies and practices that aim to promote equitable access to quality education for all students, regardless of their abilities or backgrounds.

### Suggestion

Further, inclusive schools must be equipped with the necessary resources and training to effectively support the unique learning needs of students with special needs. This includes providing classroom teachers and support staff with adequate training in the preparation and implementation of individualized learning programs that cater to the diverse learning needs of students with special needs. Further, given the variability in students' learning abilities and needs, it is essential that inclusive educational institutions devote significant time and resources to the preparation and implementation of individualized learning programs. These programs should be tailored to meet the unique learning needs of each student with special needs, and should incorporate evidence-based practices that have been shown to be effective in enhancing their learning outcomes.

By prioritizing the development of individualized learning programs, inclusive schools can create a more supportive and inclusive learning environment for all students. This can help to promote their academic success and overall well-being, while also fostering a sense of belonging and community among students with special needs. Additionally, the provision of high-quality individualized learning programs may also have broader implications for the broader education system, by promoting more inclusive and equitable education policies and practices that benefit all students.

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