

## ABSTRACT

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### **TEACHER'S SELF-EFFICACY IN EDUCATING REGULAR SCHOOL STUDENTS WITH AUTISM SPECTRUM DISORDER IN INDONESIA**

(67 Pages: 1 Figure; 1 Appendix)

As of 2022 a statistic based on the Centers for Disease Control and Preventions shows that 1 in every 44 children are reported with ASD. This escalate the needs of proper education and supportive environment for the childrens, especially in developing countries including Indonesia. This phenomenon leads to teachers with no background in educating special needs students to educate them with limited knowledge. Therefore, may affect the teachers self-efficacy in educating students due to different factors corresponding the sudden changes. This paper derives from an in-depth study of regular teachers self-efficacy in Indonesian regular schools using semi-structured interview as data collection method with three participants each with no experience in educating student with ASD. The instrument used in this paper is based on modified NTSES (Norwegian Teachers Self-Efficacy Scale) with six different dimensions. And the results are analyzed using thematic analysis method. The results of the study founds that teachers self-efficacy in this study is diverse and every experience are different depending on the students itself and there are some factors that are highly affecting the teachers self-efficacy: teaching experience, the student needs, and external supports.

Reference: 25 (1968-2022).

*Keywords:* ASD, self-efficacy, regular school teachers, special needs students, Indonesia, educating.

Pada tahun 2022 sebuah statistik yang ditemukan oleh *Centers for Disease Control and Preventions* menunjukkan bahwa 1 dari 44 anak dilaporkan dengan *ASD*. Hal ini meningkatkan kebutuhan untuk edukasi dan lingkungan yang memadai bagi anak-anak tersebut, terlebih lagi dalam negara yang sedang berkembang termasuk Indonesia. Fenomena ini mengharuskan guru tanpa latar belakang dalam mengajar anak berkebutuhan khusus untuk mengedukasi dengan pengetahuan yang terbatas. Hal tersebut dapat mempengaruhi *self-efficacy* guru dalam mengedukasi murid tersebut dikarenakan banyak faktor yang disebabkan oleh perubahan yang cukup mendadak. Penelitian ini diperoleh dari studi yang mendalam mengenai *self-efficacy* guru sekolah umum di Indonesia menggunakan wawancara *semi-structured* dengan tiga partisipan tanpa latar belakang pelatihan khusus untuk mengedukasi murid dengan *ASD*. Instrumen yang digunakan adalah *NTSES (Norwegian Teachers Self-Efficacy Scale)* yang memiliki enam dimensi berbeda. Hasil dari penelitian ini dianalisa menggunakan metode *thematic analysis*. Ditemukan bahwa *self-efficacy* guru di dalam penelitian ini sangat beragam dan berbeda tergantung murid yang diajarkan dan beberapa faktor lain seperti: pengalaman mengajar, kebutuhan khusus murid, dan bantuan eksternal.

Referensi: 25 (1968-2022)

*Kata kunci:* ASD, *self-efficacy*, guru sekolah reguler, murid berkebutuhan khusus, Indonesia, edukasi.

