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Article

The mediating role of self-efficacy in the relationship between pedagogical competence and teacher performance in inclusive elementary schools

Marina Indriasari, Rubini B, Suhardi E
Program Magister Manajemen Pendidikan, Sekolah pasca Sarjana, Universitas Pakuan, Indonesia

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ABSTRACT

Teacher performance in inclusive learning remains a critical issue, particularly in relation to pedagogical competence and teachers' psychological readiness. This study examined the relationship between pedagogical competence and teacher performance in inclusive learning, with self-efficacy as a mediating variable. A quantitative cross-sectional survey was conducted involving 161 public elementary school teachers selected through proportional random sampling. Data were collected using validated questionnaires measuring teacher performance and self-efficacy, as well as a pedagogical competence test. The data were analyzed using path analysis, and the SITOREM method was used to determine priority areas for improvement. The findings showed that pedagogical competence positively influences teacher performance both directly and indirectly through self-efficacy. Self-efficacy was found to partially mediate the relationship between pedagogical competence and teacher performance in inclusive learning. These results indicate that improving teacher performance requires strengthening pedagogical competence while simultaneously enhancing teachers' confidence in managing inclusive classrooms.

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Corresponding Author:

Marina Indriasari,
Universitas Pakuan,
Email: marinaindriasari1@gmail.com

Introduction

Education plays a fundamental role in national development by enabling individuals to acquire knowledge and skills necessary to respond to social change, globalization, and technological advancement (Amadi, 2023; Tejena et al., 2022). In Indonesia, this right is guaranteed by Article 31 Paragraph (1) of the 1945 Constitution, which affirms that every citizen is entitled to education regardless of physical, mental, or social differences. Despite this constitutional guarantee, access to quality education for students with special needs remains uneven due to limitations in educational resources, teacher preparedness, and the practical implementation of inclusive education policies (Septiano & Sasono, 2025; Wardany & Ulfa, 2022). Historically, these students were primarily educated in segregated settings such as Special Schools (SLB) or Extraordinary Elementary Schools (SDLB) (Nabila, 2020). To promote educational equity, Indonesia has increasingly implemented inclusive education policies that allow students with and without disabilities to learn together in

regular schools through instructional adaptations and appropriate educational support (Marantika et al., 2024).

In practice, however, the success of inclusive education largely depends on teachers, who are central actors in the learning process (Hidayat et al., 2025). Teaching in inclusive classrooms requires specific pedagogic competence because it involves diverse student characteristics, adaptive learning strategies, differentiated instruction, and appropriate assessment systems (Masrifah, 2025). Understanding the characteristics of students with special needs is particularly crucial given their more complex learning needs (Vino, 2024).

Teacher performance in learning refers to the ability to plan, implement, and evaluate instruction effectively. It is a determining factor in achieving educational goals and improving overall educational quality (Muspawi, 2021). In inclusive settings, effective teacher performance also includes the capacity to create a supportive and equitable learning environment that accommodates diverse learners (Joen et al., 2022; Afandi et al., 2021). Pedagogic competence plays a critical role in shaping teacher performance. It enables teachers to understand student characteristics, design adaptive learning, and apply strategies aligned with diverse abilities (Muspawi, 2021). In inclusive education, pedagogic competence becomes a key factor in ensuring that learning is responsive, humane, and equitable (Natalie & Purwanti, 2026).

In addition to pedagogic competence, self-efficacy is an important psychological mechanism that influences teacher performance. Teachers who possess strong pedagogic competence but lack confidence in their abilities may struggle to implement inclusive practices effectively. Conversely, high self-efficacy strengthens teachers' confidence in applying differentiated instruction, modifying curricula, and providing individualized support for students with special needs (PDBK) (Yada et al., 2021). Previous empirical studies have highlighted the importance of self-efficacy in inclusive education. Malinen et al. (2023) reported that teachers' self-efficacy significantly influences their willingness and readiness to implement inclusive practices, while Savolainen et al. (2022) found that teacher competence contributes to inclusive teaching effectiveness through increased confidence in instructional decision-making. However, these studies primarily focused on teachers' attitudes and readiness toward inclusion rather than on measurable teacher performance in classroom practice.

Although previous studies have examined the relationships among teacher competence, self-efficacy, and teaching performance, limited research has specifically investigated the mediating role of self-efficacy in strengthening the effect of pedagogical competence on teacher performance in inclusive learning contexts, particularly in Indonesia. Furthermore, empirical findings regarding teacher readiness and performance in inclusive classrooms remain inconsistent, suggesting the need for a more integrative explanatory model.

Field evidence also indicates that teacher performance in inclusive learning continues to face challenges, including limited understanding of inclusive curricula, suboptimal use of learning media, and insufficient collaboration in providing guidance services. These conditions highlight the urgency of strengthening both pedagogic competence and psychological readiness to improve teacher performance in inclusive settings. Therefore, this study aims to examine the effect of pedagogic competence on teacher performance in inclusive learning, with self-efficacy serving as an intervening (mediating) variable. Based on the theoretical framework and previous empirical findings, the following hypotheses are proposed:

H1: Pedagogical competence has a positive direct effect on teacher performance in inclusive learning.

H2: Pedagogical competence has a positive effect on teachers' self-efficacy.

H3: Self-efficacy has a positive effect on teacher performance in inclusive learning.

H4: Self-efficacy mediates the relationship between pedagogical competence and teacher performance in inclusive learning.

Methods

This study employed a quantitative, cross-sectional survey design to examine the influence of pedagogic competence on teacher performance in inclusive learning, with self-efficacy acting as an intervening variable. The research was conducted in August 2025 at State Elementary Schools in Cigombong District, Bogor Regency. The population consisted of 269 teachers with State Civil Apparatus (ASN) status. A sample of 161 teachers was selected using proportional random sampling to ensure representation from each school. This technique provided equal opportunity for all population members to participate in the study and ensured a proportional distribution of respondents across schools.

The variables investigated in this study were pedagogic competence as the independent variable, self-efficacy as the intervening (mediating) variable, and teacher performance as the dependent variable. Teacher performance and self-efficacy were measured using structured questionnaires developed from established theoretical frameworks. Teacher performance was assessed based on indicators of instructional planning, implementation of learning activities, and evaluation of learning outcomes (Muspawi, 2021). Self-efficacy was measured based on Bandura's concept of teacher self-efficacy, including confidence in managing learning activities, applying instructional strategies, and engaging students (Yada et al., 2021). Responses were recorded on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Pedagogic competence was assessed using a multiple-choice test constructed according to indicators such as understanding learner characteristics, designing instructional strategies, implementing adaptive learning, and conducting learning assessments (Vino, 2024). Each correct answer was scored 1, while incorrect answers received a score of 0.

Before data collection, the instruments were pilot-tested on 30 respondents outside the research sample to examine their validity and reliability. The validity of the questionnaire instruments (teacher performance and self-efficacy) was tested using Pearson product–moment correlations, while the validity of the pedagogical competence test was assessed using the point-biserial correlation. Reliability testing for the questionnaire instruments employed Cronbach's alpha coefficient, whereas the reliability of the test instrument was measured using the Kuder–Richardson Formula 21 (KR-21).

The pilot results indicated satisfactory measurement quality. The teacher performance scale consisted of 35 valid items ($\alpha = 0.91$), the self-efficacy scale contained 36 valid items ($\alpha = 0.95$), and the pedagogical competence test included 31 valid questions with a reliability coefficient of 0.89, indicating high internal consistency. Data analysis was conducted using descriptive statistics to describe respondent characteristics and the distribution of research variables. Path analysis was then employed to examine the direct effect of pedagogic competence on teacher performance and the indirect effect through self-efficacy as a mediating variable. Hypothesis testing was conducted using regression-based path modeling, with a significance level of $p < 0.05$. All statistical analyses were performed using SPSS software.

To complement the statistical analysis, the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) approach was applied to identify priority indicators requiring improvement. This method evaluates indicators based on criteria such as importance, urgency, cost, and potential benefits, enabling the identification of aspects that should be prioritized for intervention or maintained in order to strengthen teacher performance in inclusive learning.

Results and Discussion

This study involved 161 State Civil Apparatus (ASN) teachers from public elementary schools in Cigombong District, Bogor Regency. The main objective was to examine the direct and indirect effects of pedagogic competence on teacher performance in inclusive learning, with self-efficacy acting as a mediating variable.

Direct Effect of Pedagogic Competence on Teacher Performance

The regression coefficient (B = 1.885) indicates that each one-unit increase in pedagogic competence increases teacher performance by 1.885 units. The coefficient is positive, demonstrating a direct positive relationship between pedagogic competence and teacher performance in inclusive learning contexts. The Model Summary shows an R value of 0.379, indicating a positive relationship in the low category. The R^2 value of 0.144 suggests that 14.4% of the variance in teacher performance is explained by pedagogic competence, while 85.6% is influenced by other factors not examined in this study. The regression results are statistically significant ($t = 5.168$, $p < 0.001$), confirming that pedagogic competence significantly predicts teacher performance.

These findings support the first hypothesis that pedagogic competence positively influences teacher performance in inclusive learning. In inclusive classrooms, pedagogical competence is particularly important because teachers must simultaneously address diverse cognitive abilities, behavioral characteristics, and learning needs. Competent teachers are better able to apply differentiated instruction, adapt learning materials, and design flexible learning activities that allow students with varying abilities to participate meaningfully in the same classroom environment.

This relationship can be explained through the practical demands of inclusive teaching. Teachers who possess strong pedagogical competence are more capable of identifying individual learning barriers, adjusting instructional strategies, and providing appropriate learning support (Isfiastuti et al., 2024). These instructional behaviors contribute directly to improved teaching performance because they enable teachers to manage heterogeneous classrooms more effectively. The present finding is consistent with Siswandari et al. (2025), Jorg et al. (2024), and Sartika et al. (2020), who report that pedagogical competence contributes significantly to teaching effectiveness. However, rather than merely improving general instructional quality, pedagogical competence in inclusive settings also supports the implementation of adaptive learning practices, which are essential for accommodating students with diverse educational needs.

Despite the statistical significance, the relatively low R^2 value (0.144) indicates that pedagogical competence explains only a limited proportion of teacher performance variance. This suggests that teacher performance in inclusive education is influenced by a broader set of structural and contextual factors beyond individual competence. For example, institutional support, school leadership, availability of inclusive teaching resources, and access to professional development opportunities may play equally important roles. Therefore, the current model should be interpreted as identifying one important component of teacher performance rather than a comprehensive explanatory framework.

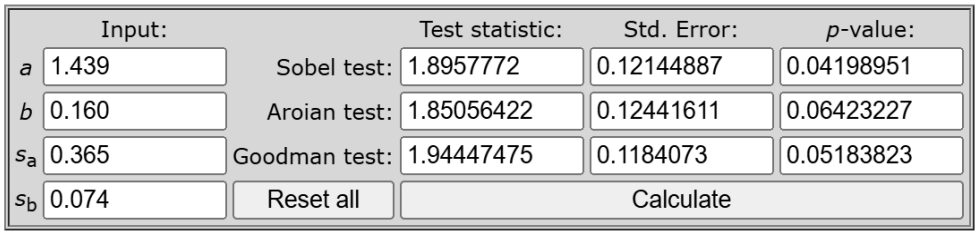
Indirect Effect: The Mediating Role of Self-Efficacy

Path analysis revealed that pedagogic competence significantly influences self-efficacy ($\beta = 0.252$, $p = 0.001$), and self-efficacy significantly influences teacher performance ($\beta = 0.372$, $p < 0.001$).

Table 1. Calculation of Indirect Effect of X2 (Pedagogical Competence) on Y (Teacher Performance) Mediated by X3 (Self-Efficacy)

Path Coefficient X2 (Pedagogical Competence) → X3 (Self-Efficacy)	Correlation Coefficient X2 (Pedagogical Competence) → Y (Teacher Performance)	Calculation	Indirect Effect
0.252*	0.379*	0.252 x 0.379	0.096

The Sobel test yielded a p-value of 0.041 tabel (< 0.05), confirming that self-efficacy significantly mediates the relationship between pedagogic competence and teacher performance. The standardized indirect path coefficient ($\rho y32 = 0.186$) falls within the low category but remains statistically significant.



Input:			Test statistic:	Std. Error:	*p*-value:
a	1.439	Sobel test:	1.8957772	0.12144887	0.04198951
b	0.160	Aroian test:	1.85056422	0.12441611	0.06423227
s_a	0.365	Goodman test:	1.94447475	0.1184073	0.05183823
s_b	0.074	Reset all	Calculate		

Figure 1. The results of the Sobel test on the mediation effect of self-efficacy on the influence of pedagogical competence on teacher performance

These results indicate partial mediation, meaning that pedagogic competence influences teacher performance both directly and indirectly through self-efficacy. This finding highlights the psychological mechanism through which competence translates into effective teaching practice. Possessing pedagogical knowledge alone does not automatically lead to improved classroom performance. Teachers must also believe in their capability to apply that knowledge in real instructional situations, particularly in inclusive classrooms where teaching conditions can be unpredictable and complex (Perdana et al., 2023).

Teachers with strong pedagogical competence but low self-efficacy may hesitate to apply differentiated instruction, modify learning materials, or manage diverse student behaviors due to uncertainty about their ability to succeed. This hesitation may limit the practical implementation of inclusive teaching strategies despite adequate professional knowledge. Conversely, teachers with higher self-efficacy are more likely to experiment with adaptive teaching approaches, persist when facing instructional challenges, and actively engage students with different learning needs. This confidence encourages teachers to translate pedagogical knowledge into concrete instructional practices, thereby improving teaching performance.

These findings are consistent with O′Meara and Faulkner (2022), Sasson and Malkinson (2021), and Hidayat and Patras (2024), who report that professional competence strengthens teachers′ self-efficacy, which in turn enhances teaching effectiveness. The present study extends these findings by demonstrating that self-efficacy functions as a mediating psychological mechanism linking pedagogical competence to observable teacher performance in inclusive learning contexts (Ulum et al., 2024).

SITOREM Analysis and Indicator Prioritization

SITOREM analysis was conducted to identify priority indicators for improvement based on correlation strength, average scores, and weighted criteria (cost, benefit, urgency, and importance).

Table 2. Research Variable Indicator Score Teacher Performance

Indicator	Average Score Indicator
Performance Achievement	4.7
Lesson Planning	4.6
Instructional Implementation	4.5
Supervision of Learning Programs	4.4

For teacher performance, the highest mean score was found in performance achievement (4.7), followed by lesson planning (4.6) and instructional implementation (4.5). The lowest score was in supervision of learning programs (4.4), indicating that monitoring and evaluation processes may require strengthening.

Table 3. Research Variable Indicator Score Pedagogic Competence

Indicator	Average score for correct answers	Average score for incorrect answers
As Educators in Understanding Student Characteristics	89,37%	10,63%
Learning Management	97,03%	2,97%
Actualization of Professional Values and Ethics	89,56%	10,44%
Ability to Explore Potential	87,78%	12,22%

For pedagogic competence, classroom management showed the highest percentage of correct responses (97.03%), while the ability to explore student potential had the lowest (87.78%). This suggests that teachers are relatively strong in managing instruction but may need further development in identifying and nurturing diverse student potentials, which is critical in inclusive settings.

Table 4. Research Variable Indicator Score Self-Efficacy

Indicator	Average Score Indicator
Task Completion	4.4
Goal Achievement	4.4
Self-Confidence	4.2

For self-efficacy, task completion and goal achievement recorded the highest means (4.4), whereas self-confidence showed the lowest (4.2). Although overall scores were high, strengthening teachers' confidence in handling inclusive classrooms could further enhance performance outcomes. The SITOREM findings provide practical guidance for targeted professional development programs, particularly in improving teachers' capacity to explore student potential and strengthen confidence in inclusive teaching practices.

Implications of the Findings

The findings have both theoretical and practical implications. Theoretically, this study clarifies the mediating role of self-efficacy in the relationship between pedagogic competence and teacher performance, thereby advancing understanding of the psychological mechanisms underlying effective inclusive teaching. Practically, improving teacher performance in inclusive education should not rely solely on enhancing pedagogic competence through training. Interventions should also focus on strengthening teachers' self-efficacy through mentoring, collaborative learning, reflective practice, and sustained professional development programs.

Limitations and Future Research

Although the mediation model was statistically significant, the explanatory power of the model remains relatively limited. The R^2 value of 0.144 indicates that the majority of variance in teacher performance (85.6%) is explained by variables not included in the current analysis. This suggests that teacher performance in inclusive education is influenced by a complex combination of individual, institutional, and contextual factors. Future studies should therefore incorporate additional variables such as school climate, leadership support, availability of inclusive teaching resources, collaboration among teachers, and the intensity of professional training in inclusive education. Including these factors may provide a more comprehensive understanding of how teacher performance develops within inclusive school environments.

Conclusions

This study examined how pedagogic competence influences teacher performance in inclusive learning and whether self-efficacy mediates this relationship. The findings show that pedagogic competence improves teacher performance both directly and indirectly through self-efficacy, indicating that teachers' confidence in their instructional abilities plays an important role in

translating professional competence into effective classroom practice. These results clarify the psychological mechanism linking competence and performance in inclusive teaching contexts. Practically, efforts to improve inclusive education should combine pedagogical training with strategies that strengthen teachers' self-efficacy, such as mentoring, collaborative learning, and reflective professional development. However, the relatively low explanatory power of the model and the focus on a single district suggest that other contextual factors, such as institutional support and leadership, should be explored in future research to provide a more comprehensive understanding of teacher performance in inclusive education.

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