



CHALLENGES AND SELF-EFFICACY OF PRIMARY SCHOOL TEACHERS IN SUPPORTING LEARNING OF STUDENTS WITH AUTISM SPECTRUM DISORDERS IN INCLUSIVE CLASSROOM IN LOMBOK TIMUR

Oleh:

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Abstract

There is general support among teachers for the inclusion of students with special educational needs, but many lack the confidence and knowledge to support students with autism spectrum disorder (ASD). This can be harmful and detrimental to their education. A qualitative study of teachers' perceptions of inclusion found that teachers' views influenced the way in which inclusive practices were implemented. This research used semi-structured interviews and interview transcripts to facilitate data analysis with eight teachers in mainstream and special schools. Questions explore school-based provision for students with ASD, including strategies related to classroom learning. Thematic analysis identifies themes that describe teachers' challenges and self-efficacy in supporting students with ASD, the supports they use to facilitate success, and the influence of factors such as trust, empathy, praise, caring, guidance and pedagogical support. The results showed that most teachers felt anxious and lacked confidence about the early prospects of teaching students with ASD. The results showed that most teachers felt anxious and lacked confidence about the early prospects of teaching pupils with ASD. Most teachers who responded to the questionnaire also described feelings of insecurity about managing the behaviour of students with ASD. These findings were analysed in relation to teachers' perceptions of learning problems such as lack of access to resources, learning support and training in ASD-specific approaches.

Keyword : School, Teacher, Learning, Inclusive.

1. INTRODUCTION

Inclusive education (IE) is a strategy to encourage effective universal education because it can create schools that are responsive to students' real needs. Thus, IE guarantees access and quality. One of the main goals of inclusion is to educate children with special needs due to disabilities in general classes with other typical children, with support according to their needs, at school and in their home environment (Abdullah, 2018). It is important to note that child-centered teaching is at the core of IE it self. A flexible curriculum must be adapted to the needs of learning students, not the other way around. In addition, it also requires adequate and sufficient resources and support. In addition, it is essential to human dignity and the full realization of human rights. Therefore, inclusive schools benefit all students by contributing to an inclusive society. Where they have the same rights as other people to live a perfect life with education that makes their lives easier. Hence, IE is something that the world needs to realize for all nations.

Autism spectrum disorder is disturbance development nerves in children especially in the function domain social, communication and behavior. Disturbances marked by existence deficit persistent in ability communication and interaction social, as well pattern restricted and repetitive



behaviors, interests, and activities. Symptom generally start appears at the age of 12-24 months (Supriyanto, 2023). According to I, students with ASD are not accepted in their environment, because they are different from their peers. ASD students often experience discrimination from their environment stay Alone. In fact, ASD students require special attention from the environment and society. Many students with ASD do not receive a proper education because they are deemed unable to obtain it at school. Another statement was reinforced by Chasanah (2023) which states that the view to people with ASD still classified negative and sad, where are they often looking autistic as abnormal or abnormal default.

The challenge for all teachers in teaching ASD students in inclusive elementary school classes is very large. Being a teacher for students with ASD is one of the duties of a teacher who must be prepared for various challenging challenges, considering that some of them have characteristics such as tantrums that can suddenly hurt themselves and others, for example throwing everything in their hands, attacking, biting, scratching. These situations require teachers to be alerted to overcome this emerging behavior without having to physically harm them (Yanty, 2021). The average teacher has his own challenges in teaching students ASD, one of which is the large number of inclusive class teachers in Lombok, West Nusa Tenggara who do not have the knowledge and skills to teach ASD students in in inclusion classroom.

Various factors become obstacles to the completion of the work. These factors are internal to the teacher and external to the teacher or environment. Personality factors are characteristics that a person possesses that are reflected in daily behaviour, including the person's ability to deal with the problems they face. Therefore, you are confident that you will be able to cope with various tasks and problems. Moon & Reginasari (2020) state that self-efficacy is the ability and desire stemming from intrapersonal forces that drive individuals to engage in certain activities or goals. A person's perception of self-efficacy influences their view of life.

Teachers involved in educating or teaching students with ASD also face various challenges in the learning process. One of the biggest challenges for teachers in teaching autistic students is that teachers feel unable to teach with appropriate learning methods and strategies because teachers do not have the knowledge and experience to teach ASD students. Teachers who have no experience and knowledge in their field will certainly panic when faced with this situation. Of course, it is impossible for teachers to take the same actions as the students, for example a teacher hitting back at a student, which is not the right solution (Yanty, 2021).

It has been explained above that teachers who teach in inclusive schools need to have special skills to deal with students with ASD. Selong Primary School is one of the inclusive schools in Selong County that has four students with ASD. To deal with these students, special staff or teachers who are experts in their field are needed. Not only class teachers or subject teachers, but also Special Assistance Teachers or at least experts in their field. With the presence of Special Assistance Teachers, they will be able to focus more on providing learning or implementing appropriate learning methods for ASD students.

In inclusive schools, self-efficacy as a teacher will have a major impact on the quality of learning experienced by students (Santrock, 2017). Someone with high efficacy believes that he can do something to change events around him, while someone with low efficacy believes that he is basically unable to do everything he faces. In difficult situations, people with low self-efficacy tend to give up easily. Meanwhile, people who have high self-efficacy will try harder to overcome existing challenges. Intisari also expressed the same thing as quoted by Ghufroon and Risnawita (2018) who showed evidence that feelings of self-efficacy play an important role in motivating employees to complete challenging work in relation to achieving certain goals. So that high self-efficacy can motivate teachers to be better able to provide maximum learning to children with special needs.

From this explanation, the teacher's job is not just to provide material, but also to educate, guide, direct, train and evaluate. Therefore, educators are needed who are professional and have high self-efficacy, to support the smooth teaching and learning process. Apart from that, with the students faced



in inclusive schools, teachers are also faced with students who have certain limitations. So, educators or teachers who teach in inclusive schools must have more skills in dealing with students who have certain limitations, therefore in inclusive schools' teachers or educators who have high efficiency are needed to educate these special students (Ghufron, Risnawati 2018).

Based on these issues, the researchers are interested in exploring the extent of the challenges faced and the self-efficacy of primary school teachers in supporting the learning of students with ASD in inclusive classrooms. The researchers hope that this research can help stakeholders to provide guidance or learning guidelines so that students with ASD can receive good learning with good methods from the teacher at school.

2. METHODOLOGY

According to Sugiyono (2019), qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings). Apart from that, in qualitative research, the data source sample is selected purposively. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2019). This is very appropriate to use in this research, because researchers only use special education teachers who have taught for more than 5 years as sample data sources. Therefore, the author chooses use method study qualitative research order can directed more appropriate according to purpose study that is for explore challenges 57 and self-efficacy schoolteacher himself base in support learning ASD students in inclusive classrooms.

Population, according to Sugiyono (2019), is a generalised area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population is not just people or humans but also objects and other objects. Population also includes all over characteristics and properties possessed by a subject or object the. Determine population important before do study. Population in this research is all education teachers specifically in the East Lombok area, West Nusa Tenggara, Indonesia.

Study location is Two public schools and two special schools were selected by the researchers to conduct this research. These schools are Dua Selong Primary School and Enam Masbagik Primary School as well as Muhammadiyah Kelayu Special School and Cinta Harapan Aikmel Special School, these four schools are in East Lombok area, West Nusa Tenggara Province, Indonesia. The research site was chosen because this school meets the requirements and objectives of this research.

The data collection method used in this research is collection data by interviews. According to Sugiyono (2019), an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic. Sugiyono (2019), also suggests several types of interviews, namely: structured interviews, semi-structured interviews, and unstructured interviews. Structured interviews are used as a data collection technique, if the researcher or data collector knows exactly what information will be obtained.

3. RESULTS AND DISCUSSION

For ease of reading and comprehension, findings are presented first, followed by discussion. It should provide a concise and precise description of the experimental results, the interpretation, and the conclusions that can be drawn. The Findings subtitle and Discussion subtitle are presented separately. This section should occupy a minimum of 60% of the whole body of the article.

Findings

This research involved four schools in East Lombok, West Nusa Tenggara, Indonesia. The four schools are Dua Selong State Primary School (SDN2S), Six Masbagik State Primary School (SDN6M), Kelayu Special Primary School (SDLBK) and Aikmel Special Primary School (SDLBA).

The researcher has received permission from the school to mention the name of the school in this research. Researchers used anonymous names of all teachers to maintain the confidentiality of their



data, they have agreed to be recorded in carrying out this research and have been approved by the principal and all teachers involved from each different school. They were very happy because the researchers wanted to keep the actual teacher data confidential.

A total of eight teachers as research participants were involved in studying the challenges and self-efficacy of elementary school teachers in supporting the learning of students with ASD in inclusive classes. T1 (Teacher 1) works at SDN2S, T2 at SDN2S, T3 at SDN6M, T4 at SDN6M, T5 at SDLBK, T6 at SDLBK, T7 at SDLBA and T8 also works at SDLBA.

This research involved eight research participants, so the research participants in this research were:

Table 1 Demographics Respondent

Name Respondent	School Name	Educational Status	Age	Gender	Position	Length of Teaching
T1	SDN2S	S1	41	M	Teacher	18 years
T2	SDN2S	S1	35	F	Teacher	13 years
T3	SDN6M	S1	29	F	Teacher	8 years
T4	SDN6M	S1	32	F	Teacher	10 years
T5	SDLBK	S1	37	M	Teacher	15 years
T6	SDLBK	S1	28	F	Teacher	6 years
T7	SDLBA	S1	34	F	Teacher	12 years
T8	SDLBA	S1	30	F	Teacher	7 years
Number of Teachers as Research Participants					8 Teachers	

The researchers will analyse twenty questions that have been answered according to the views of eight special education teachers in both state primary schools and special primary schools. The questions have four main parts that follow the research objectives. These four parts are the challenges teachers face in supporting the learning of students with ASD, the factors that influence teachers' self-efficacy, how teachers use learning strategies for pupils with ASD, and the form of teacher support for the learning of students with ASD in inclusive classroom.

The Challenges Faced by Teachers in Supporting Learning of Students with Autism Spectrum Disorders in Inclusive Classrooms

The first section presents five questions that discuss the challenges teachers face in supporting the learning of students with ASD in inclusive classrooms, as they see them. Teachers' understandings that the researchers explored included challenges teachers face, how teachers overcome challenges, less than optimal learning, feeling uncomfortable when teaching, and not being able to provide optimal learning.

Research findings related to the challenges teachers face in supporting the learning of students with ASD in inclusive classrooms. In terms of the challenges faced by teachers, the research data shows that teachers believe that supporting the learning of pupils with ASD presents them with many challenges, challenges that are grouped into five themes, namely the challenges faced by teachers, the ways in which teachers overcome challenges, less than optimal learning, feelings of being wrong when teaching and not being able to provide maximum learning.

Theme 1: Teachers' Challenges While Teaching

Teacher challenges are challenges that teachers face when teaching students with ASD in an inclusive classroom. According to T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they face many challenges in supporting the learning of students with ASD in the inclusive classrooms in which they learn. This can be seen in the teacher's statement during the interview, namely:



"The challenge of the moment I teach students with ASD is that students cannot be quiet while learning, have difficulty concentrating on learning, get emotional, are difficult to control and mood changes quickly." (T1-SDN2S)

"When in class, students with ASD are in class tend difficult to sit still while learning ongoing and trending make the classroom atmosphere is not conducive." (T2-SDN2S)

"Students have difficulty focusing, cannot sit still and emotions change quickly during the learning process taking place in an inclusive class." (T3-SDN6M)

"Education teacher special indeed own lots very challenging moment teach students need special, esp current ASD students learning ongoing the teacher must more in care and attention to them." (T4-SDN6M)

"In fact all teachers have various different challenges moment teaching students with ASD, however I own challenge only on emotional processes difficult child very regulated which results in the learning process No walk good and conducive." (T5-SDLBK)

"Students have a very difficult time calming down and if they do, it won't last long, and it will be difficult for them to calm down again." (T6-SDLBK)

"ASD students currently taught in class, they often run and create commotion in class, according to I that 's one a must challenge faced in the Inclusive class." (T7-SDLBA)

"Teaching students with ASD is not an easy thing for teachers, I experience various challenges when teaching them, for one that is often not noticed by ASD students themselves when teaching in an inclusive classroom." (T8-SDLBA)

A total of eight research participants agreed that supporting the learning of ASD students in inclusive classes had many challenges that research participants in the four schools had to face, ranging from students having difficulty paying attention to on the volatile emotions of students with ASD.

Theme 2: Coping Various Challenges from Students with ASD

Overcoming various challenges of students with ASD itself is how teachers can overcome various challenges of their own students in teaching in inclusive classes by using certain strategies to face the challenges they face. According to T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA who agreed that in facing various challenges, they have their own ways and strategies in facing these challenges. Addressing the different challenges faced in supporting the learning of pupils with ASD in inclusive classrooms. This can be seen in the statements of all the current teachers interviewed:

"Patience is very necessary in the continuous guidance of ASD students in order to provide good learning for all current ASD students in an inclusive classroom." (T1-SDN2S)

"Always try to be patient, diligent, disciplined and firm with all our ASD students who are taught so that they can be Can concentration in Study." (T2-SDN2S)

"Patience to guide Keep going continuously for give habituation with discipline and firmness to all ASD students." (T3-SDN6M)

"As an education teacher specifically, I always continue to try to be patient, moment teach and stay, keep going, give good learning for all ASD students." (T4-SDN6M)

"My way of overcoming various challenge moment teaching students with ASD ie usually I always give games and entertainment to ASD students when learning is currently not conducive." (T5-SDLBK)

"Teacher is source Study a first for ASD students, however various challenge I face when teaching ASD students. Overcome continued challenges be patient and try is method best in give learning for ASD students." (T6-SDLBK)

"As a schoolteacher specifically, I always give guidance to ASD students order them Keep going experience development in learning in inclusive classrooms." (T7-SDLBA)

"Many of the challenges that I face, one of them is that ASD students do not pay attention to the teacher when teaching, however I still persistent and patient in overcoming mislearning." (T8-SDLBA)



All the research participants felt that to overcome all the challenges faced in supporting the learning of pupils with ASD in inclusive classrooms, teachers need to have patience and perseverance in continuously guiding them to provide discipline and firmness to all pupils with ASD to achieve the learning goals in the classroom.

Theme 3: Less Than Optimal Learning

Sub-optimal learning is when teachers feel that they are not providing optimal learning for all pupils with ASD in the classroom because of the teacher's lack of skills in implementing learning methods or strategies in the classroom. This can be seen in the statements of several teachers at the time of the interviews:

"Students with ASD find it difficult to control their moods, have difficulty concentrating and don't understand the teacher's instructions." (T1-SDN2S)

"Because ASD students are difficult to organize and have difficulty focusing, this results in less than optimal learning in the classroom." (T2-SDN2S)

"In fact, teaching students with ASD requires patience and understanding. This is essential for optimal learning." (T3-SDN6M)

"Sometimes when teaching, I do not master enough strategies and methods, possible learning outcome, learning suboptimal, no variety of learning media, so ASD students get bored and do not notice moment learning is going on." (T4-SDN6M)

"Good learning is achieved when the teacher understands the learning method to be used and focuses the ASD student's attention on study or anywhere else." (T5-SDLBK)

"ASD students always disrupt their friends in class, making the classroom noisy and unsupportive." (T6-SDLBK)

"When I teach, one of the reasons for suboptimal learning is that students with ASD don't always concentrate deeply, or don't pay attention to the teacher when he or she is explaining in the classroom." (T7-SDLBA)

"Lots of ASD students in frequent classes very a fight with his friend resulted in commotion in class and make the class atmosphere is not peaceful and safe." (T8-SDLBA)

In fact, six out of eight research participants felt that the difficulty of managing ASD students who lacked concentration and could not follow instructions well resulted in less-than-optimal learning when learning did take place. Meanwhile, only T6-SDLBK and T8-SDLBA do not mention the components involved and are, in his view, incomplete.

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Theme 4: Feeling Everything Wrong When Teaching

Always feeling wrong when teaching is a feeling that teachers face in their hearts, always feeling unable to provide good learning for ASD students in the classroom because of the teacher's lack of competence and ability. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA that they agree in supporting the learning of students with ASD in inclusive classrooms, teachers always feel that something is wrong appropriately because it is not possible to apply good and effective learning methods to all students with ASD as a result of students lacking focus in learning and students not understanding what is said by the teacher. This can be seen in the statements of several of the teachers interviewed:

"According to I think we don't understand what ASD students want at the moment learning happens, so the teacher always feels like he is learning wrong No Walk Good." (T1-SDN2S)

"Teaching ASD students is not as easy as others think, teachers need to be able to enter their world so that we can teach them in a way that maximises their learning." (T2-SDN2S)

"When I teach ASD students in the classroom, feelings I always make mistakes because often confusion moment The ASD student grabbed and screamed in the classroom." (T3-SDN6M)

"Teachers must always be focused on the moment of teaching so that students with ASD can learn well and have an understanding of learning." (T4-SDN6M)

"One of reason why do teachers always feel wrong when teach that is because on average, we don't have enough teachers control materials and methods good learning for ASD students." (T5-SDLBK)

"Ability I as a teacher indeed No too a lot, especially what we teach is ASD students which results in the teacher going awry and the teacher must the more control material learning and methods." (T6-SDLBK)

"Failing to communicate learning objectives correctly makes the teacher feel guilty at the moment of teaching." (T7-SDLBA)

"It feels wrong at the moment of teaching, it's always me feeling it at the moment of teaching, it was caused by myself lacking good and effective moment of teaching and that's me feeling it at the moment of teaching ASD students." (T8-SDLBA)

As many as seven out of eight research participants felt that not understanding pupils' wishes during the learning process in the classroom led to feelings of guilt in the teacher's heart. Meanwhile, the T4-SDN6M does not mention the components that cause confusion when teaching ASD students in the classroom.

Theme 5: Not Yet Maximising Learning

Not being able to maximise learning, i.e. supporting the learning of students with ASD in inclusive classrooms, always makes teachers feel that they are not able to maximise learning for all students with ASD. Failure to communicate learning objectives makes teachers feel inadequate in their teaching. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T7-SDLBA and T8-SDLBA, they agree that the lack of optimal learning for students with



ASD is caused by several things, namely students lack of concentration when learning, students like to make noise when learning and sometimes we teachers also don't understand good learning methods and strategies for students with ASD which results in less than optimal learning. This can be seen in the statements of several of the teachers who were interviewed:

"It is very difficult to maximise learning for students with ASD. Students with ASD are always disengaged during learning and often fight in class." (T1-SDN2S)

"Learning is not optimal That's because I feel like I haven't prepared and mastered appropriate learning methods and strategies for ASD students in inclusive classroom." (T2-SDN2S)

"When I teach in class, one reason Why learning not enough maximum given to ASD students viz because atmosphere and conditions learning that is not conducive." (T3-SDN6M)

"My learning process do it in class you can said to be not optimal because objective occasional learning no achieved in the learning process." (T4-SDN6M)

"I was when teach ASD students in the class, always giving they method new in every learning, so learning will fun and maximum accomplished." (T5-SDLBK)

"When I teach, I am always optimistic will succeed teach ASD students well and brilliantly." (T6-SDLBK)

"I think teachers need it control various learning methods and strategies, so that teachers will capable make learning is maximized in the learning process." (T7-SDLBA)

"Teaching ASD students is not easy, the moment I become a teacher for ASD students, a lot of very matter that 's a must I learn and understand in order to learn maximum." (T8-SDLBA)

As many as seven out of eight research participants thought that it was impossible to provide maximum learning for ASD students in inclusive classes, because ASD students have difficulty concentrating and sometimes teachers do not master methods and strategies learned in teaching students with ASD. Meanwhile, the T6-SDLBK does not specify the components that play a role in providing maximum learning for students with ASD.

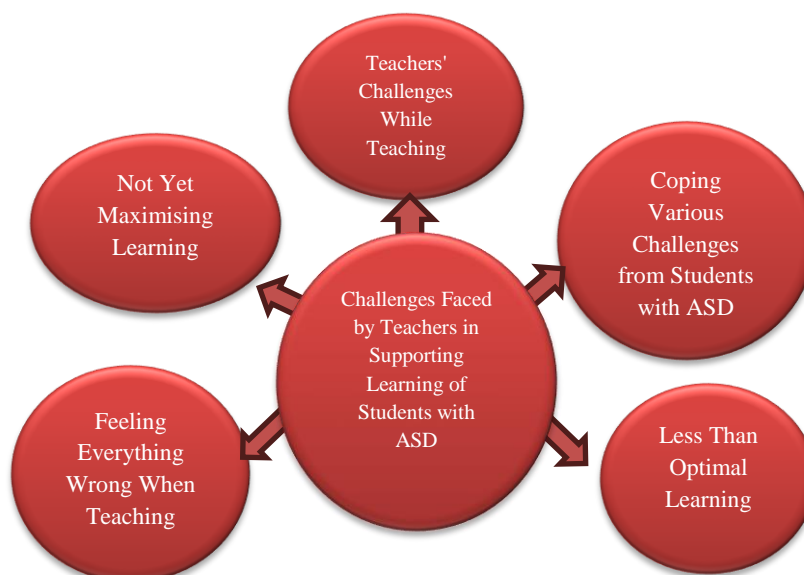


Figure 1. Thematic challenges teachers face in supporting learning of students with ASD in inclusive classrooms.

The Factors Influencing Teachers' Self-Efficacy in Supporting the Learning of Students with Autism Spectrum Disorder in Inclusive Classrooms



The second part contains five themes that discuss what factors influence teachers' self-efficacy in supporting the learning of students with ASD in inclusive classrooms. Teachers' understandings that the researchers investigated are about teachers' self-efficacy in teaching, whether teachers have high self-efficacy in teaching, factors that influence teachers' self-efficacy, teachers' inability to teach and being able to provide maximum education.

The research findings relate to the teacher efficacy component of the factors that influence primary school teachers' self-efficacy in supporting the learning of students with ASD in an inclusive classroom. In terms of teacher self-efficacy factors, the research data shows that teachers have different teacher self-efficacy factors when teaching, which are divided into five themes, namely teaching experience factors, performance experience factors, social persuasion factors, emotional state factors and other teacher experience factors.

Theme 1: Teaching Experience Factors

Teaching experience is a factor that influences a person's performance in carrying out tasks to achieve goals. A teacher who is equipped with a lot of experience can perform relatively well, and conversely, someone is very likely to fail in performing their tasks if the experience is insufficient. Previous or long-term experience as a teacher makes it easier to perform activities. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agreed that all teachers have experience in teaching highly complex ASD students in an inclusive classroom, with each teacher having a different experience. This can be seen in the statements of all teachers interviewed:

"With the teaching experience I have from year to year, it will be easier for me to continue to be creative when teaching ASD students in inclusive classroom." (T1-SDN2S)

"My current teaching experience has greatly influenced my confidence when teaching in an inclusive classroom." (T2-SDN2S)

"According to I, year-on-year teaching experience is very necessary in the developmental learning process of ASD students." (T3-SDN6M)

"Teachers must indeed have their own experience of teaching, when teaching ASD-prone students do not have enough focus and pay attention to the teacher when teaching, which causes teacher experience is very necessary." (T4-SDN6M)

"Experience from year then continue become a learning strategy I when teach ASD students and beyond be creative." (T5-SDLBK)

"As a teacher at school specifically, me Already teach long enough and with experience it can be done Keep going give habituation in the learning process to ASD students to continue develop in education." (T6-SDLBK)

"According to I, the teacher's experience is source best in innovate and deliver good learning for ASD students." (T7-SDLBA)

"As a teacher at the school in particular, I'm always learning from the experience of previous teachers who used to teach for each other to communicate about how to system good learning for ASD students." (T8-SDLBA)

The view that teachers have different teaching experiences so that they can provide good learning for all students with ASD in inclusive classes. With the experiences that teachers have and the experiences of other teachers who can provide these teachers with motivation and learning strategies for ASD students.

Theme 2: Achievement Experience Factors

Teachers have achieved in the past. As a source, past performance has the strongest influence on teachers' self-efficacy. This source has a strong influence on teacher self-efficacy because it is based on the teacher's real personal experience of success and failure. Having experiences of success can make teachers confident that they are able to provide good and effective learning for all students with ASD in an inclusive classroom. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M,



T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that a teacher's performance experience can make students with ASD able to change and make students smart in learning. This can be seen in the statements of all current teachers who were interviewed:

"Teacher achievement greatly influences the continuity of learning of students with ASD, both in the learning process and the mentoring process." (T1-SDN2S)

"My achievements are not many, but I think teacher achievements are very important for the educational progress of ASD students." (T2-SDN2S)

"According to I, in continuity of the learning process ASD students, teacher achievement during teach need also be attention, because the teacher has performance will tend maximum in teach." (T3-SDN6M)

"As a teacher of ASD students, indeed I do not own a lot of performance like any other teacher, however I study from existing teachers who are successful and able to get different strategies in learning ASD students in the classroom." (T4-SDN6M)

"Good learning is not free from a good teacher in process, good teacher with good methods will capable presenting atmosphere study well and optimally." (T5-SDLBK)

"I have an opinion that teacher achievements during teaching ASD students are also affected to continuity of good and quality learning processes for ASD students in the classroom." (T6-SDLBK)

"Teacher success in teaching ASD students can become an example for other teachers and that's good for me." (T7-SDLBA)

"During my time as a teacher at this particular school, there are a number of achievements and successes that I get when teaching ASD students and they become guidelines I follow in carrying out learning." (T8-SDLBA)

A total of eight research participants felt that the teacher's experience of performance could change and progress all ASD students over time and still provide a good and high-quality learning system for all ASD students in the classroom.

Theme 3: Social Persuasion Factors

Self-Efficacy The teacher can also be gained, strengthened, or weakened through social persuasion. The impact of these resources is limited, but under the right conditions the self-perception of others can influence self-efficacy. This is defined as a process whereby individuals are given advice and guidance to increase their confidence in their abilities, whereas self-efficacy is the belief that a person can perform tasks, achieve goals or overcome obstacles. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that social persuasion factors are very necessary for a teacher to have efficacy. self which will become evaluation material for him to improve the progress of the learning process in inclusive classroom. This can be seen in the statements of several teachers who were interviewed at the time:

"As a teacher, I really need input and guidance from other people regarding my confidence in the learning process that I have carried out in class." (T1-SDN2S)

"Opinions or corrections from other teachers really help me in convincing myself to continue learning in all things." (T2-SDN2S)

"According to I, as it is input and suggestions from other teachers related to the learning process that the teacher carries out will can increase quality education and progress learning ASD students." (T3-SDN6M)

"I often given input by other teachers when learning finished in related classes method teach ASD students, input from another teacher that was me make it material evaluation for better again." (T4-SDN6M)

"Be a good teacher will can increase results Study ASD students when Study in the classroom." (T5-SDLBK)

"When teaching, I always try to believe self-moment give learning to all ASD students. Trust inner teacher self-Teaching has a big influence on the learning process." (T6-SDLBK)



"Persuasion social media that teachers get it is very useful for all teachers as material evaluation for increase results learn better and more quality." (T7-SDLBA)

"Input and suggestions provided to the teacher, according to me it is normal thing as a pusher for repair quality internal teacher teaching" (T8-SDLBA)

A total of seven of the eight research participants believed that the factors that influence teacher self-efficacy are social persuasion factors that can change a teacher's beliefs through input and suggestions. Meanwhile, only T5-SDLBK does not mention the components of social persuasion factors that influence teacher self-efficacy when teaching ASD students in inclusive classrooms.

Theme 4: Emotional Factors

Participation in an activity will influence the effectiveness of that activity. Strong emotions, fear, anxiety, stress can reduce teacher self-efficacy. However, heightened emotions (which are not excessive) can increase teacher self-efficacy. Behavioural changes occur when the source of efficacy expectations changes. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that a teacher's emotional state can influence his or her confidence in teaching students with ASD in the inclusive classroom. This can be seen in the statements of several of the teachers interviewed:

"Emotions have an influence when I teach, emotions have an influence on the teacher's effectiveness when teaching." (T1-SDN2S)

"I got emotional several times when teaching, because I was emotional, my self-confidence when teaching was very low and made me lack concentration in teaching." (T2-SDN2S)

"When teaching in class, when ASD students are very noisy and quarrelsome moment learning takes place, which results sometimes emotion I get a little upset and angry." (T3-SDN6M)

"Learning will be implemented well, if teachers and students with ASD can work together well during the learning process." (T4-SDN6M)

"According to I, the moment I own atmosphere moderate heart emotional or not calm can resulting in trust the teacher's self will reduce and create situation learning that is not conducive." (T5-SDLBK)

"Confidence current teacher teach fast very influenced by factors emotion, me often feel matter That's where the confidence is self-reduce moment I in circumstances emotional or not calm." (T6-SDLBK)

"Teach ASD students indeed need Lots very challenge, fine in circumstances physique or circumstances emotional, everyone I live it to the fullest responsibility and patience." (T7-SDLBA)

"To give good learning for my ASD students is outside thing normal for me because whatever circumstances emotions." (T8-SDLBA)

As many as seven out of eight research participants thought that the teacher's emotional state greatly influenced the continuity and process of internal learning class, especially the decline in teacher confidence in teaching. Meanwhile, T 4-SDN6M does not mention any components that influence the teacher's emotional state when teaching students with ASD inclusive classroom.

Theme 5: Other Teacher Experience Factors

Observing the success of others with comparable abilities in performing a task will increase the teacher's self-efficacy in performing the same task. Effectiveness will increase when observing the success of others, whereas it will decrease when observing people whose abilities are the same as one's own. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that other people's experiences can change teachers' self-efficacy when teaching students with ASD in inclusive classrooms. This is because teachers see the experiences of other teachers who have been successful, which makes the teacher more confident that they can be successful. This can be seen in the statements of all the current teachers who were interviewed:



"I have learnt a lot from other teachers' experiences in convincing myself to teach ASD students in the classroom. By learning from successful teachers, you can increase your own effectiveness." (T1-SDN2S)

"I always seek guidance and direction from other teachers in the learning process, because I believe input from those with experience will make me more confident in teaching." (T2-SDN2S)

"According to me, by sharing experiences and telling stories with other related teachers experience during teach ASD students will add knowledge I and can increase learning." (T3-SDN6M)

"Teacher indeed need encouragement motivation from existing teachers experienced in teach ASD students, so We can add knowledge and experience moment teach ASD students." (T4-SDN6M)

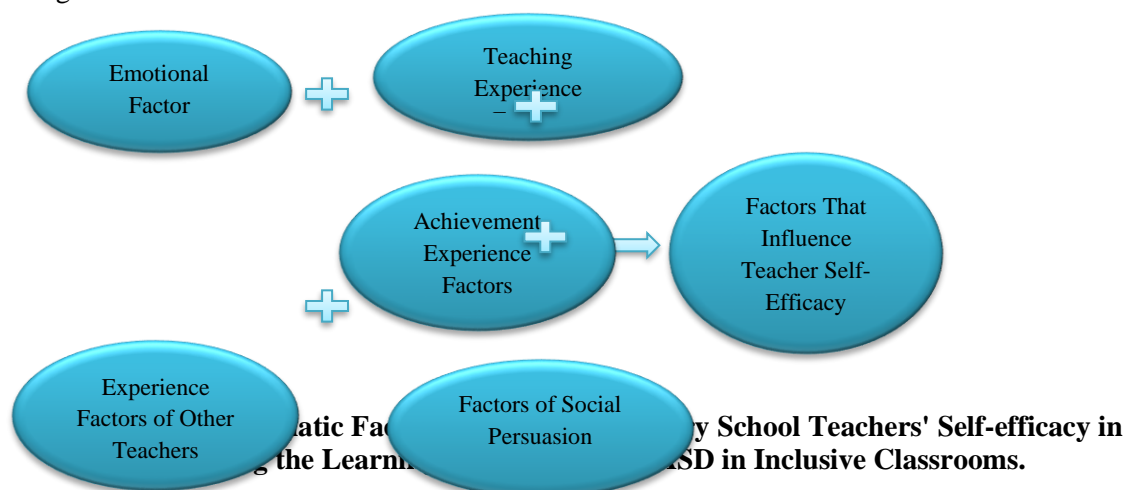
"I become a teacher in this inclusive classroom and teach ASD students caused by the motivation provided from experienced teachers." (T5-SDLBK)

"Self- efficacy I increase when already discussing and sharing experiences with teacher training, especially those who teach ASD students in their schools and make them I believe more myself again teach ASD students in the classroom." (T6-SDLBK)

"Learning from the success of existing teachers are common steps I use to replicate quality learning for ASD students in the classroom." (T7-SDLBA)

"Experiences from other teachers are very helpful to me in imitating good learning methods and strategies for students with ASD in the school I teach and serve." (T8-SDLBA)

A total of eight research participants felt that with experience other teachers were able to provide good learning for ASD students in inclusive classes. As an experience is emulated by all educational teachers especially at school, they will increase quality more education good and can promote quality learning ASD students in the classroom.



How Teachers Use Learning Strategies for Students with Autism Spectrum Disorders in Inclusive Classrooms

This third section contains five themes that discuss learning planning, learning processes, learning motivation, learning outcomes, and learning assessment in inclusive classrooms for students with ASD. Research findings on the components of teachers' learning strategies show how teachers use learning strategies to support the learning of students with ASD in inclusive classrooms. In terms of teachers' learning strategies, research evidence shows that teachers have different learning plans, learning processes, learning motivations, learning outcomes and assessments of student learning when implementing learning strategies for students with ASD in inclusive classrooms.



Theme 1: Learning Planning

The learning planning process for students with ASD needs to be tailored to the needs of the student with ASD itself. Of course, the planning process requires things that support the continuity of the learning process, namely the availability of learning materials, learning objectives, learning media and the size of the learning space. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that learning planning should be equipped with clear learning objectives, learning materials and appropriate media for pupils and spacious learning spaces for pupils with ASD in the inclusive classroom. This can be seen in the statements of all current teachers interviewed, i.e:

"Usually, before I start learning in class, I first prepare a learning plan and media that I will use to make it easier for me to teach later in class." (T1-SDN2S)

"In my opinion, planning before the learning process begins is very important in conveying the learning objectives in class to all students." (T2-SDN2S)

"Before teach in class, I always prepare plan learning For achieved objective learning." (T3-SDN6M)

"Planning learning is always mine do, for example prepare material learning, preparing learning media and objectives learning for ASD students." (T4-SDN6M)

"I always try to create appropriate learning media for ASD students, because the media for ASD students are very different from student media, usually it will sharpen inner teacher intelligence to create learning media." (T5-SDLBK)

"According to me, all teachers indeed must prepare plan learning before start learning in the classroom." (T6-SDLBK)

"Teaching ASD students requires the necessary readiness from the facet of planning, making, arriving to apply learning media in the classroom." (T7-SDLBA)

"When teaching ASD students in the classroom use learning media with good planning is something happiness for me, moreover if the media that I use can understood by ASD students." (T8-SDLBA)

A total of eight teachers believed that implementing effective and enjoyable learning planning for students was something that teachers often did in the classroom. This learning planning is more about the teacher's intelligence in choosing good learning objectives and media for the students so that the learning objectives can be realised.

Theme 2: Learning Process

The learning process is carried out according to the plan that has been created and adapted to the development of the ASD students themselves. For example, in the floor time learning process, students are asked to do activities on the floor such as crawling, climbing stairs, playing with a ball in a basket. Psychomotor activities include climbing, sliding, pushing small cars, and walking on small rocks. According to T1-SDN2S, T2-SDN2S, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, the learning process needs to be adapted to the development of each student with ASD in order for learning to take place. purposeful learning. This can be seen in the statements of all the current teachers interviewed, i.e:

"The learning process will take place in accordance with the learning objectives if all learning materials and media are available." (T1-SDN2S)

"I always prepare media before the learning process takes place, media that suits the needs of each ASD student." (T2-SDN2S)

"Learning will be implemented, if all ASD students are always silent and not noisy when Study in the classroom." (T3-SDN6M)

"According to I, good learning process will can implement, if all media and materials learning available." (T4-SDN6M)



"While teaching in the classroom using good learning media, good learning methods and processes, I Certain will produce results good study for learning ASD students." (T5-SDLBK)

"I usually carry out the learning process using existing media I adapt to the needs of each ASD student." (T6-SDLBK)

"My advice is that teachers must be wise in choosing learning media that are good and appropriate for the cognitive development of each ASD student. Teachers should also wisely see the continuity of the learning process." (T7-SDLBA)

"The learning process is very important for success conveyed it objective learning to ASD students." (T8-SDLBA)

This component was only endorsed by seven research participants who felt that the learning process would be successful if the teacher was able to communicate learning objectives, learning materials and media fully and appropriately. Meanwhile, T3-SDN6M does not specify the components involved in the learning process of students with ASD in inclusive classrooms.

Theme 3: Learning Motivation

Learning motivation in learning strategies is an encouragement that arises consciously or unconsciously in students with ASD during ongoing learning activities to achieve the goals they want to achieve so that behavioural changes occur. Teachers are expected to be able to provide learning motivation to their students so that students are enthusiastic about learning more actively and diligently. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that providing learning motivation to all students is very necessary to increase students' learning motivation to be more focused and enthusiastic about learning. This can be seen in the statements of several teachers at the time of the interviews, i.e:

"ASD students, asking what difficulties they face and what they want in the learning process." (T1-SDN2S)

"I give motivation to students before they start studying and when they come home from school, I usually give motivation study." (T2-SDN2S)

"When teaching, usually I always tuck in motivation to ASD students in the form of deed Good in life daily." (T3-SDN6M)

"Motivation study after I am very much needed by ASD students as form support teachers' morale in the development process them, I hope we as teachers you need to give ASD students motivation more often." (T4-SDN6M)

"Teach ASD students should be full of perseverance and patience in every developmental process they in the classroom." (T5-SDLBK)

"Giving motivation and engaging every learning ASD student in the class is a good and ongoing learning process I do in the classroom". (T6-SDLBK)

"Teachers need to be able to increase the achievement and results of ASD students by giving motivation to ASD students continuously throughout the learning process." (T7-SDLBA)

"I'm on to become a teacher for ASD students, my first teach to them is How about landlady for achieving the future they later and on to give motivation to study." (T8-SDLBA)

As many as seven out of eight research participants thought that learning motivation in learning strategies could take place at the beginning of learning or after learning in the classroom has been completed. Meanwhile, only T5-SDLBK does not mention the learning motivation component of learning strategies in inclusive classrooms.

Theme 4: Learning Outcomes

Learning outcomes are the process of determining student learning values through assessment activities or the measurement of learning outcomes. Learning outcomes can clarify the main objective, which is to find out the level of success achieved by students with ASD after participating in a learning activity, where the level of success is then marked with a value scale in the form of letters or words or



symbols. According to T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that student learning outcomes are obtained by the extent to which students understand the learning material and successfully answer questions given by the teacher and get good marks. This can be seen in the statement of all teachers interviewed at the time, that is:

"In improving the learning outcomes of ASD students, I always provide training in every lesson, this is because for ASD students we really need to provide a lot of training and use learning media." (T1-SDN2S)

"I always use the strategy of learning while playing so that all my students are happy and easily understand the lesson and get good learning results." (T2-SDN2S)

"When I teach ASD students, which I think is the first time, is how they can process well in learning without having to feel there are shortcomings in themselves." (T3-SDN6M)

"Learning outcomes Actually only deciding success a learning process goes well and correctly, as long as I teach ASD students, outcomes I'm always learning make it point reference development cognitive ASD students." (T4-SDN6M)

"ASD students find it difficult to understand what the teacher is teaching, so the result is less good and maximum learning. That's because, of course, they are students with special needs that need to be given more attention." (T5-SDLBK)

"I'm of the opinion that teaching ASD students is very difficult and must be adapted to the learning needs of each of them, so teachers must always be creative and innovative in teaching." (T6-SDLBK)

"According to I, results Study it's not things that must be done Preferred for ASD students, only just We as a teacher is necessary measure to what extent ability our ASD students in accept and understand learning." (T7-SDLBA)

"Teachers need to ensure outcomes Study ASD students already to what extent in the development process them, so we can ensure success rate them in the learning process." (T8-SDLBA)

A total of eight research participants felt that teachers who are creative and always innovative, and students who are always compliant and understand what they are learning, are the keys to success. He achieved good learning outcomes for students with ASD in inclusive classrooms.

Theme 5: Learning Assessment

The process of assessing the learning of students with ASD is very different from that of normal students, because the way in which ASD students are assessed is different, namely whether ASD students are able to or succeed in concentrating on what is being taught, are able to recognise objects around them well, are able to communicate with other people even when their eyes are not focused, are aware that there are people around them. Assessment is very important in learning to ensure the level of success and deficiencies in the learning process carried out. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agreed that teacher and student assessment of the learning process is essential for sustainable learning. This can be seen in the statements of all current teachers interviewed, i.e:

"At the end of the learning process, I always carry out an evaluation to improve our successes and shortcomings in the classroom learning process." (T1-SDN2S)

"Assessment for me is very important, not only in class, we also often carry out assessments together with the entire school community and students in learning assessment meetings." (T2-SDN2S)

"As a teacher, sometimes give evaluation to ASD students are very difficult, because plan learning that has not been achieved and various constraint other related to the learning process." (T3-SDN6M)

"I assume that this assessment process is done very necessary to give direction and input in accordance with the learning objectives to create quality learning." (T4-SDN6M)



"Evaluation of this learning is a must, involving teachers, parents and ASD students themselves to achieve this goal, mutual learning, giving input and suggestions to all involved." (T5-SDLBK)

"When I see results study ASD student, I give adequate assessment good, however still need to carry out the assessment process as a creation process more learning good." (T6-SDLBK)

"According to I, good learning process is a learning process that has stages evaluation learning." (T7-SDLBA)

"Teachers and parents must be involved in the process of evaluating this learning, because everyone must be involved in creating good learning and quality education in the future." (T8-SDLBA)

A total of eight research participants believed that good learning assessment is an assessment that involves teachers, students, and parents to create appropriate learning goals. In this assessment process it must involve all elements of schools and society for the sake of creating a system of good and quality learning for all students with ASD at school.

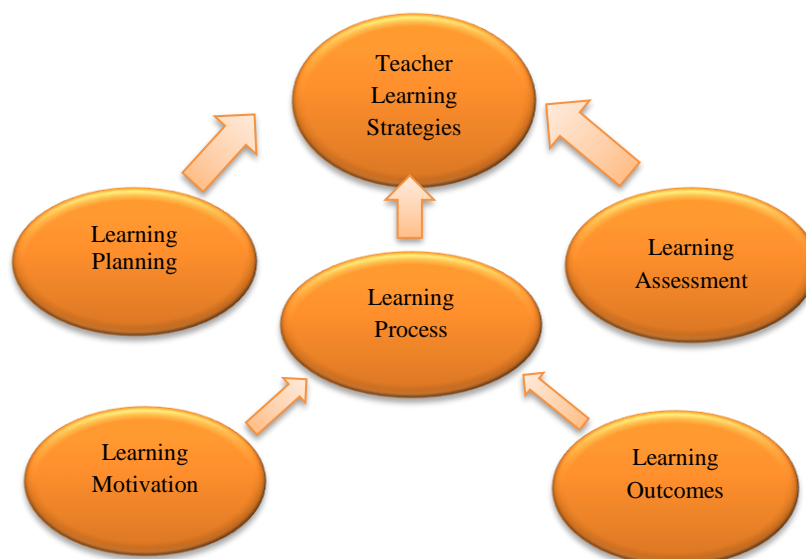


Figure 3. Thematic How teachers use learning strategies for students with autism spectrum disorders in inclusive classrooms.

How is The Form of Teacher Support for Learning of Students with Autism Spectrum Disorders in Inclusive Classrooms

The fourth section contains five themes that discuss forms of teacher support in supporting the learning of pupils with ASD in inclusive classrooms, namely support in the form of trust and opportunities, support in the form of attention or empathy, support in the form of appreciation, support in the form of concern, support in the form of guidance and instructional delivery in the classroom.

Research findings related to the teacher support component of learning to support the learning of students with ASD in inclusive classrooms. In terms of teacher support, the research evidence shows that teachers provide different types of support, namely support in the form of trust and opportunity, support in the form of attention or empathy, support in the form of appreciation, support in the form of caring, support in the form of guidance and instruction to students with ASD in inclusive classrooms.

Theme 1: Support in The Form of Trust and Opportunity



Support in the form of trust and opportunity is how teachers are able to give their pupils responsibility in the form of trust given by the teacher and equal opportunities in all learning in the class without differentiating them from other friends. For example, being entrusted with the role of class president and being given the opportunity to compete with other friends in achieving. According to the views of T1-SDN2S, T2-SDN2S, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that providing support in the form of trust and opportunities for pupils with ASD in inclusive classes can increase their achievement and motivation to learn. This can be seen in the statements of several teachers in the interviews, namely:

"I usually give the ASD students confidence by asking them to keep the classroom clean, giving them the opportunity to express their opinions in the learning process." (T1-SDN2S)

"I am sometimes confused about what to entrust students with special needs, but I try small things such as giving trust by giving assignments at home, I always provide opportunities for all ASD students." (T2-SDN2S)

"ASD pupils sometimes very quickly change his feelings, so that learning does not take place." (T3-SDN6M)

"As a teacher, sometimes I'm always confused give trust What to these ASD students, however I try give task House in the form of writing that can be done hone ability cognitive." (T4-SDN6M)

"According to me, gift opportunity to ASD students in share school activity must always be applied, so they are trained in matter not quite enough answer in all things to do." (T5-SDLBK)

"Getting used to it, ASD students will be able to give matter new to them and full support from the teacher according to me is very important thing in the learning process they are going through." (T6-SDLBK)

"I always give opportunities for my ASD students to express his opinion related to my teaching and I always try to give the best for education." (T7-SDLBA)

"ASD students actually really need it given not quite enough answer for him Can responsible answer and get used to it independent in every activity carried out at school or at home." (T8-SDLBA)

In fact, seven out of eight research participants felt that giving trust and opportunities to students with ASD needs to be done and made a habit, whether they are learning or not, so that they get used to being independent and responsible. Meanwhile, only T3-SDN6M did not mention the components involved in providing learning support in the form of trust and opportunities for students with ASD in inclusive classroom.

Theme 2: Caring or Empathetic Support

Support in the form of attention or empathy is the power teachers have to understand or feel what their pupils are experiencing from their point of view, i.e. the power to put themselves in their shoes. Teachers always need to talk to their pupils to find out what is needed and what can be helped, especially in terms of learning. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that giving more attention to students with ASD can increase their confidence in learning and further support the learning process. This is reflected in the statements made by all teachers when interviewed, namely:

"I often talk to students with ASD after class to ask what problems they are having and how I can help to improve their learning. If there aren't any, we often play in the school garden to teach through play." (T1-SDN2S)

"Students are sometimes very unfocused when they are studying and tend to make a lot of noise in class, but after they have finished studying, I go and talk to them and ask them what their learning problems and what help they need." (T2-SDN2S)



"I always try give attention more to ASD students, because he more need Lots attention compared to other normal students in the classroom." (T3-SDN6M)

"As a teacher at a mainstream school, but teaching in inclusive classes for ASD students, I always try to give full support and attention to them for the learning they are doing." (T4-SDN6M)

"While teaching ASD students in the classroom, they really need the attention and empathy that the name implies, because those with special needs require special conditions." (T5-SDLBK)

"When I am in class, then there are students who ask questions about the lesson, then I will usually always pay more attention to ASD students to provide support." (T6-SDLBK)

"I often see it ASD students especially struggle in the classroom that results in them not being able to understand learning, so as a teacher you need to pay more attention to help the ASD student understand the lesson." (T7-SDLBA)

"To be a teacher indeed No some are easy, different students we have to face in different circumstances, students with ASD are the most special students because practice being a teacher for being a person who is patient and has empathy for his students." (T8-SDLBA)

A total of eight research participants felt that support in the form of attention or empathy was very necessary for students with ASD in inclusive classes. Support or empathy from the teacher is very helpful in the learning process and activities of ASD students in the setting.

Theme 3: Support in The Form of Appreciation

A prize is a form of recognition or reward given by teachers to students for good behaviour, excellence, achievement, contribution or successful completion of assigned tasks according to predetermined objectives. Pupils with ASD are very happy to receive prizes for doing tasks well and this can support the learning of students with ASD in inclusive classrooms. According to the views of T1-SDN2S, T2-SDN2S, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that giving awards to students with ASD increases their enthusiasm for learning and can support their cognitive development, even though they have many limitations, especially in the learning process. This is reflected in the statements made by several of the teachers interviewed, namely;

"In my class, when students with ASD manage to answer my questions, I usually give them a prize in the form of a star pin or a good grade." (T1-SDN2)

"In my opinion, awards for students with ASD who excel deserve to be given prizes from teachers or schools, this is done to increase enthusiasm for learning so that they are more active and able to be consistent in learning." (T2-SDN2S)

"Students with ASD must always focus in learning, so that the learning delivered by the teacher can be achieved and implemented." (T3-SDN6M)

"Giving awards to students with ASD who can complete assignments from teachers is something I really agree with." (T4-SDN6M)

"When I teach students with ASD in class, usually if my student answers correctly, I will give him a gift in the form of an item to increase his enthusiasm for learning." (T5-SDLBK)

"Even though the students with ASD I teach have many limitations, I always try to give them appreciation for the learning outcomes they have achieved." (T6-SDLBK)

"Teaching students with ASD is not easy, teaching them must use appropriate learning methods and media so that learning objectives can be achieved when implementing education for students with ASD." (T7-SDLBA)

"When I give them assignments and exercises, when students with ASD are able to answer correctly and in accordance with the questions, then I usually give the students with ASD prizes and good grades." (T8-SDLBA)

A total of seven research participants felt that giving respect was very necessary for ASD pupils in inclusive classes. Awards given by the teacher is very helpful in the learning process and activities students with ASD learn in inclusive environment. Meanwhile, only T3-SDN6M did not mention the



supporting component for student learning in the form of support in the form of awards for students with ASD.

Theme 4 : Caring Support

Support in the form of caring is the teacher's attitude to getting involved in problems or situations that arise around students with ASD. Teachers who care are those who are called to do something that brings inspiration, change and goodness to the learning environment around them. Teachers who care will be able to provide support and motivation to learn for all students. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that a teacher's caring is the love they have for all students and this is very necessary to motivate students to learn, especially students with ASD in inclusive classrooms. This can also be seen in the statements made by all teachers when interviewed, namely;

"Whenever my students with ASD are less fortunate, I always try to show they care by asking and helping what we as teachers can do." (T1-SDN2S)

"Students with ASD have an accident, usually I will immediately ask questions and provide solutions and offer them help." (T2-SDN2S)

"According to I, give concern to student is something a must for all teachers and a must still executed in environment school." (T3-SDN6M)

"Care to current students with ASD no understand learning and medium experience something accidental There is in heart a teacher when teach and guide student moment study or play." (T4-SDN6M)

"As a teacher in the classroom, that sense of caring is always there when I'm teaching in the classroom, when I see something that's not OK with a student, there I am as a helpful person presenting the problem." (T5-SDLBK)

"According to I am, an ASD student does indeed need support, especially when learning takes place in the classroom." (T6-SDLBK)

"While teaching, teachers need to be involved in all situations and conditions of learning carried out with ASD students in order to create an atmosphere conducive to learning and achievement." (T7-SDLBA)

"According to I teach ASD students indeed need to be more enthusiastic than teaching students usually because besides it needs method Good teaching also requires a great sense of caring from the teacher when teaching the ASD student." (T8-SDLBA)

A total of eight research participants felt that support in the form of caring was very necessary for students with ASD when they were learning in class or outside the classroom. All study participants also agree that there needs to be a sense of caring for students with ASD, in fact there needs to be a teacher in self.

Theme 5: Support in The Form of Guidance and Teaching

Support in the form of guidance and teaching that enables students with ASD to develop themselves in terms of good learning attitudes and habits, learning materials that suit their learning speed and difficulty, and various aspects of other learning objectives and activities in line with developments in science. Teachers have a very important role in guiding and teaching students with ASD because they are different from other students. According to the views of T1-SDN2S, T2-SDN2S, T3-SDN6M, T4-SDN6M, T5-SDLBK, T6-SDLBK, T7-SDLBA and T8-SDLBA, they agree that all students with ASD need good instructional guidance and support from their teachers to achieve their learning goals. This is also reflected in the statements made by all teachers when interviewed, namely;

"When I teach students with ASD in the classroom, I feel that they really need support in the form of guidance and teaching with good methods when learning takes place." (T1-SDN2S)

"In teaching, I always guide and educate all ASD students with love and joy in order to achieve the dreams of the nation's children, especially my students with special needs." (T2-SDN2S)



"Students with ASD must be guided when teaching, if they are not guided they will tend to be noisy and will play a lot in class, therefore teachers must be good at creating a good and enjoyable teaching atmosphere for students with ASD." (T3-SDN6M)

"In my opinion, good teaching to be given to students with ASD is to continue to provide continuous learning guidance for the continued development of their knowledge." (T4-SDN6M)

"As a teacher at a special school, I always provide regular guidance to students in the learning process and provide good teaching that is beneficial to their knowledge and skills." (T5-SDLBK)

"I always apply guidance and teaching in every meeting in class students with ASD, giving them good teaching with the right methods is a matter of pride for me." (T6-SDLBK)

"In my opinion, in the class that I teach, students with ASD are taught, good guidance and teaching must be given to them by continuing to prioritize good learning." (T7-SDLBA)

"When teaching, I always try to provide guidance to students with ASD during the learning process in the classroom." (T8-SDLBA)

A total of eight research participants felt that support in the form of guidance and teaching was very necessary for all pupils, especially those with ASD in inclusive classes, in order to carry out the learning process in accordance with the learning objectives.

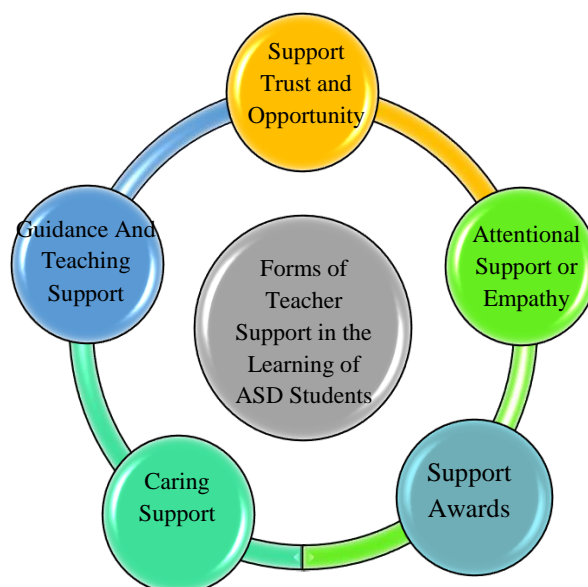


Figure 4. Thematic How do teachers support the learning of students with ASD in inclusive classrooms.

Discussion

This section summarises the research findings based on the objectives set at the outset of the research. It is hoped that the discussion of the research findings will provide an explanation to all parties involved in the research

Discussion of the Challenges Teachers Face in Supporting Learning of Students with Autism Spectrum Disorders in Inclusive Classrooms

According to the research findings, the challenges teachers face in supporting the learning of students with ASD in inclusive classrooms are largely caused by the students with ASD themselves. The research findings were obtained from eight research participants, all of whom stated that the most dominant challenges teachers face when teaching in the classroom come from the students with ASD



themselves. For example, the child's mood changes, often doesn't concentrate on learning, is always noisy in class, likes to shout and cry. Apart from the above, challenges also come from the teacher's own feelings, for example teachers who always feel that something is wrong when teaching, feel unable to facilitate optimal learning and feel unable to teach well in class.

Therefore, it can be concluded that the main challenge teachers face in supporting the learning of students with ASD in inclusive classrooms is that students' emotions change and they cannot focus on learning. The results of this research are in line with the research of Anglim, (2018), who studied the challenges and self-efficacy of primary school teachers in supporting the learning of students with ASD, where they stated that the influence of students is very dominant in the success of the learning process in inclusive classes.

The results of this research also suggest that teachers need to be able to deal with challenges that come from their own students, which sometimes make things difficult for teachers. A child's volatile emotional state is the most important part of the challenges teachers face, and teachers need to be able to experience this in order to support the learning of students with ASD. This statement can be further supported by the views Cook & Ogden (2022) who investigated the challenges, strategies and self-efficacy of teachers in supporting ASD pupils in different school settings, where they stated that the ability of teachers to support the learning of ASD pupils is determined by the extent to which they are able to manage ASD pupils during the learning process.

There will always be challenges in any learning process, sometimes challenges come from the teacher themselves, from the students or from other people. However, with the different challenges that exist, teachers need to be sure that they can teach all students with ASD well and are able to support all types of learning for students with ASD. Teachers' confidence and sense of responsibility are very important in meeting any future challenges, especially challenges from the students with ASD themselves. It is hoped that teachers will continue to be able to provide moral and material support to all students with ASD to enable them to learn in inclusive classes. Teachers also need the support of all school members and parents to implement good learning for all students with ASD.

Discussion of Factors Influencing Teacher Self-Efficacy in Supporting Learning of Students with Autism Spectrum Disorders in Inclusive Classroom

The research findings suggest that the factors influencing teachers' self-efficacy in supporting the learning of students with ASD in inclusive classrooms are mainly due to teaching experience. The research findings from eight research participants all stated that the main factor influencing teachers' confidence in supporting the learning of students with ASD was the teachers' lack of teaching experience. In order to overcome this problem, several teachers stated that they would continue to practice and learn in order to increase their experience in supporting the learning process of students with ASD in inclusive classrooms.

Apart from this, this research also emphasises that teachers' self-efficacy mostly has problems with teaching experience factors, which were explained by all research participants. Teachers' lack of knowledge and experience in teaching causes them to lack confidence in teaching in inclusive classes. The findings of this research are in line with the research of Abigail (2019), who studied teaching students with ASD and investigated teacher self-efficacy with an increasing number of students, where they stated that the biggest difficulty affecting a teacher's self-efficacy is related to their teaching experience, whether they are confident that they can teach well or vice versa.

Teachers will increase their self-efficacy over time, although there are many factors that influence their self-efficacy. Some of these factors are teaching experience factors, performance experience factors, social persuasion factors, emotional state factors and other teacher experience factors. Of all these factors, all the teachers surveyed responded that teaching experience was the factor that most influenced their self-efficacy when teaching students with ASD in inclusive classrooms. The findings of this study are in line with Nurjanah's (2018) study on the self-efficacy of teachers teaching in F-inclusion schools, where she stated that teaching in regular and F-inclusion schools is very different.



There are many challenges that will be faced, especially in terms of teachers' self-efficacy in teaching, because teaching students with ASD will be more difficult than teaching regular students.

Discussion of How Teachers Use Learning Strategies to Support the Learning of Students with Autism Spectrum Disorders in Inclusive Classrooms.

The study of teachers' learning strategies to support the learning of students with ASD in inclusive classrooms includes five main features, namely learning planning, learning processes, motivation to learn, learning outcomes and assessment of learning. Findings from eight research participants showed that of the different levels of learning strategies, the one that teachers considered to have the most influence on the success of learning strategies was learning planning, although teachers also considered learning outcomes and assessment to be very influential.

The results of the data also show that eight research participants stated that the learning planning stage was indeed difficult for them because in the learning planning stage the teacher had to adapt learning to the needs of each individual pupil with ASD. Teachers also need to be able to facilitate learning by providing learning materials, learning objectives, and learning media that are appropriate for students with ASD. According to Kasih (2019), who studied the strategies and self-efficacy of teachers teaching children with special needs in primary schools, the thing that most supports the learning of ASD students is a well-designed and appropriate learning plan by the teacher. For example, with learning media created directly by teachers to meet the learning needs of each student with ASD.

Overall, teachers' learning strategies for supporting the learning of students with ASD in inclusive classrooms are strongly influenced by the learning plans that teachers themselves create, where teachers need to be able to innovate and be creative in creating interesting and appropriate learning media for the needs of each student with ASD. When creating learning media, teachers must also pay attention to learning objectives to achieve success in each lesson for all students with ASD. Apart from good and appropriate learning planning, teachers also need to pay attention to other stages, namely the learning process stage, the learning motivation stage, the learning outcome stage, and the learning evaluation stage, which will also play an important role in the implementation of the process successful learning in inclusive classrooms. School support is also very important for the success of this learning strategy.

Discussion How is the Form of Teachers' Support in Learning of Students with Autism Spectrum Disorders in Inclusive Classrooms.

Based on the research findings obtained from eight research participants, the elements of attention or empathy support and tutoring support are dominant in the form of teacher support in supporting the learning of students with ASD in inclusive classrooms. This was because when teachers were interviewed and responded to the interview questions given, all teachers indicated that the most influential form of support in supporting the learning of students with ASD was attention or empathy support and guidance and instructional support. It can be concluded that attention or empathy support and guidance and instructional support have a strong influence on teacher support and learning support for students with ASD in inclusive classrooms. The results of this research are in line with the opinion of Johanna Anglim, et al. (2018), who researched the self-efficacy of primary school teachers in supporting the learning of students with ASD, where she also found that the attention and teaching support given by teachers to students with ASD had a big influence on the learning process. learning of all students with ASD.

The data results also show that all teachers in both mainstream and special schools always provide attention and learning support to all students with ASD in the classroom. They said that students with ASD really need more attention and learning guidance to improve their learning outcomes and cognitive development. Overall, teacher support is needed to support the learning of students with autism spectrum disorders in inclusive classrooms. Teachers should try to give more attention or empathy to students with ASD so that they can focus more on learning. Teachers should also continue to guide and teach students with ASD during the learning process in class so that learning outcomes can be achieved. Support from schools and parents is also important for the educational progress of students with ASD in inclusive classrooms.



4. CONCLUSION

In conclusion, the research provides evidence that challenges, self-efficacy, learning strategies and forms of teacher support influence the learning of students with ASD in inclusive classrooms. Our research aims and questions were developed at the beginning of the study. Based on the research findings, the challenges and self-efficacy of primary school teachers in supporting the learning of students with ASD in inclusive classrooms can be used as a guide for teachers to be more responsible and work hard in supporting the learning of all students with ASD.

Teachers are required to have good character when educating students with ASD, as teachers are one of the role models that students with ASD emulate. In dealing with problems students with ASD, teachers need to be patient and instill in teachers that students with ASD are a gift entrusted by God, parents and schools that a teacher has the ability to guide and educate students to achieve the goal of becoming good students. Teachers who teach students with ASD have high self-efficacy.

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