Self-Efficacy and Social Support: Two Predictors of Teachers Resilience in Inclusive Elementary School

Ratna Yanita Kusuma*, Kartika Nur Fathiyah
Universitas Negeri Yogyakarta, Indonesia
*Email correspondence: ratnayanitakusuma@gmail.com

Abstract

The implementation of inclusive education is still not balanced with the availability of supporting facilities, which is one of the biggest challenges for teachers. The inability to overcome these challenges can increase risk factors, leaving teachers vulnerable to psychological problems. Resilience is suspected to be one of the supporting factors for teachers to overcome various problems. Studies that identify various predictors that affect resilience are needed to optimize teachers’ ability to deal with existing problems. This study aims to determine the role of self-efficacy and social support as predictors of teacher resilience in inclusive elementary schools. This study uses a quantitative approach with an ex post facto method. One hundred fifty-six inclusive elementary school teachers in Bantul Regency participated in this study. Data analysis uses structural equation modeling (SEM) techniques with partial least squares (PLS) modeling. The results showed that teachers’ self-efficacy and social support could predict teacher resilience and its dimensions in inclusive elementary schools in Bantul Regency, contributing to the predictive relevance value (Q2) of 30.1%.

INTRODUCTION

Teachers who carry out inclusive education must treat students with special needs and regular students optimally (Rahmawati et al., 2020). However, in practice, this has not been balanced with the availability of supporting facilities, thus increasing teachers’ workload (Agustin, 2019). As a result, teachers often feel stressed and sad, have difficulty controlling their emotions, feel conflicted, and are willing to complain while learning (Rahmawati et al., 2020). Teachers’ inability to overcome their challenges can increase risk factors, make them vulnerable to psychological problems, and suppress the formation of resilience (Botou et al., 2017; Faradina & Rosdiana, 2022).

Resilience is one of the supporting factors for teachers to maintain positive attributes in the face of various demands, challenges, and pressures related to work (Daniilidou & Platsidou, 2018). The various challenges faced make teachers vulnerable to low resilience; found that 22.2% of elementary school teachers in Athens (Botou et al., 2017), 42 of the 65 teachers in Iran (Ghaslani et al., 2023), 38.4% of teachers in Serengan subdistrict of Surakarta (Warawu et al., 2024), and the majority of SLB X teachers in...
Sidoarjo (Pristiarawati et al., 2021) had low resilience. Resilient teachers will be able to maintain the quality of their teaching performance in changing contexts and situations in the workplace (Amin et al., 2022) so that they can survive and bounce back in overcoming difficulties and producing positive results even in unpleasant events or situations (Vella & Pai, 2019).

Daniilidou and Platsidou (2018) explain the four dimensions of building resilience: First, personal competence and persistence are related to the individual's personal qualities in acting and behaving in a workplace environment so that they can provide effective and efficient teaching, become diligent individuals, do not delay work, and responsible (Bakhru, 2017). Second, family cohesion is related to individuals' firm and healthy relationships with their families, where families always support each other (Upa & Mbato, 2020). Third, social and peer skills are related to the individual's ability to build relationships with coworkers and the surrounding environment (Suryaratri et al., 2020). Fourth, spiritual influences are related to the individual's need to seek and receive Allah's help so that they have insight and a positive outlook on life and can survive in overcoming problems (Nasrollahi et al., 2020).

Finding the various predictors that affect resilience and its dimensions is essential to optimize teachers' abilities and minimize risk factors to be resilient in the face of existing problems. Preliminary studies were conducted at SDN Brajan, one of the inclusive education schools in Bantul Regency—interviews and observations were conducted with grade 2 (IE) and grade 5 (ST) teachers. The study results found that IE and ST teachers are resilient because they can survive and respond well to various challenges faced during the implementation of inclusive education. Two main factors, both internal and external, were found to help IE and ST teachers become resilient, namely self-efficacy and social support.

Research related to the initial findings showed that self-efficacy and social support as predictors of teacher resilience, especially in inclusive schools, are still minimal. Some previous studies have focused more on testing to understand resilience factors and the role of self-efficacy in inclusive education practices. For example, a study by Yada et al. (2021) tested the role of teachers’ self-efficacy in implementing inclusive education practices and resilience using a sample of 105 pre-service teachers at a university in Finland, analyzed using structural equation modeling. This shows that teachers’ self-efficacy is the strongest variable related to resilience. This is supported by the findings of Wray et al. (2022), which show that the belief in self-efficacy related to inclusive education has an impact on teachers teaching practices and has a positive effect on students. Teachers' self-efficacy is supported by knowledge of inclusive education policies, confidence in teaching in inclusive classrooms, professional learning, education pre-service, and experiences with individuals with disabilities.
In providing inclusive education, IE and ST have confidence in their ability to solve their problems and strive to provide the best teaching to all students, even through different approaches. This belief is known as self-efficacy, defined as teachers' confidence in their ability to implement inclusive school practices and a high confidence that inclusive students can be taught effectively in regular classrooms (Sharma et al., 2012). Self-efficacy helps teachers handle their professional activities' tasks, responsibilities, and challenges (Barni et al., 2019). In addition, self-efficacy is critical in bringing about behavioral change and influencing important academic outcomes such as student achievement, motivation, and well-being (Finch et al., 2023).

Sharma et al. (2012) explained three aspects of building teachers' self-efficacy in inclusive schools: Efficacy for using inclusive instruction (EII) relates to teachers' confidence in their ability to understand and implement inclusive learning strategies, Efficacy in collaboration (EC) relates to teachers' trust in their ability to form cooperation and interact with colleagues, and Efficacy in managing behavior (EMB) relates to teachers' confidence in their ability to manage, teach, and handle student behavior.

Teachers with high self-efficacy tend to choose more challenging actions and demonstrate their commitment to achieving goals (Riswantyo & Lidiawati, 2021). They are better equipped to deal with stressors related to their work, such as high workloads, difficult students to manage, and challenging classroom environments (S. Li, 2023). A higher perception of self-efficacy is associated with increased resilience, which affects better physical and mental health, resulting in fewer psychological problems (Baluszek et al., 2023).

In addition to self-efficacy from within, IE and ST also receive support from colleagues, supportive principals who always provide motivation and discussion space, and regular students who are always willing to accompany inclusive students. This support is known as social support, defined as psychological support and various other sources (emotional, administrative, material, and professional) that teachers receive and feel from the surrounding environment, thus helping promote professional development and inclusive education (Xie et al., 2023). In the school and home environment, teachers feel supported, valued, and cared for by others from their social networks (family, friends, colleagues, supervisors, organizations, and communities) (Virtanen et al., 2022; Berhe et al., 2022).

Xie, Deng, and Ma (2023) explained four aspects of building teachers' social support in inclusive schools: Emotional support related to support in the form of positive attitudes and stakeholder assistance in implementing inclusive educational practices, Material support related to support of necessary facilities and environmental adjustments, Professional support related to support from experts specializing in inclusive education, and lastly Administrative support related to support of school policies, systems, and actions to achieve the goal of implementing inclusive education.
Teachers who receive social support from the surrounding environment and have positive relationships with others, such as coworkers, principals, staff, and family, will experience emotional satisfaction, thus creating a pleasant work atmosphere (Akbar & Tahoma, 2018). In this environment, teachers tend to value themselves, develop positive attitudes, and optimize various sources of support, allowing them to bounce back and adapt more easily to the problems they face (Akbar & Tahoma, 2018; Li et al., 2021; Yildirim & Tanriverdi, 2021).

In addition to the initial findings obtained by researchers, Li et al. (2019) conducted tests on the direct and indirect impacts of school environment support, working conditions, and relational trust among peers in predicting teachers' capacity to maintain resilience in the classroom. Moreover, Wang and Lo (2022) conducted tests to understand teacher resilience through the interactions between various situational factors and interactions between different ecosystems, resulting in a series of cumulative effects on the development of teacher ecosystem resilience. They recommend further research that explores the role of self-efficacy and social support as predictors of teacher resilience.

Furthermore, the study by Faradina and Rosdiana (2022) examined the dynamics and factors that affect teacher resilience when teaching in inclusive schools through interviews and observations of two teachers, analyzed using three stages: data reduction, presentation, and data verification. This shows that both teachers in the inclusive school are resilient, as demonstrated by their strong sense of responsibility towards their students and the alignment of all aspects of resilience with their daily lives. The factors that affect teacher resilience are risk factors (difficulty teaching during the pandemic in inclusive classrooms) and protective factors (good interpersonal relationships, high self-competency development, and sufficient support from the surrounding environment).

The novelty of this study is that the researcher combines two variables, self-efficacy and social support, as predictors of resilience and conducts additional analysis on each dimension of resilience among teachers in inclusive schools. Based on the initial findings obtained in the field and recommendations from previous researchers, the researcher concluded that there are indications of teacher self-efficacy and social support as predictors of teacher resilience. Thus, researchers are motivated to investigate whether self-efficacy and social support are predictors of teacher resilience. Based on the problem formulation above, this study hypothesizes that self-efficacy and social support predict teacher resilience in inclusive elementary schools.

Additional analysis hypotheses for each dimension of teacher resilience are as follows: self-efficacy and social support as predictors of personal competence and persistence among teachers in inclusive elementary schools, self-efficacy and social support as predictors of family cohesion among teachers in inclusive elementary schools, self-efficacy and social support as predictors of social skills and peer relationships among teachers in inclusive elementary schools, and self-efficacy and social support as predictors of spiritual influences among teachers in inclusive elementary schools.
METHOD

Design

This study uses a quantitative approach, using the ex-post facto method, to accurately understand the observed phenomenon. It tests hypotheses and provides evidence based on existing theories to determine whether self-efficacy and social support are predictors of teacher resilience.

Participants

One hundred fifty-six teachers from 22 inclusive elementary schools in Bantul Regency participated in this study. The sample was determined using the simple two-stage cluster random sampling method. Data collection was carried out from August to September 2023. Participants who agreed to participate in this study signed an informed consent form. Participants were dominated by females (74.4%), aged between 20 and 30 years old (32.7%), serving as classroom teachers (75.6%), having worked between a month to 10 years (55.1%), and most of them were from Banguntapan district (20.5%).

Measurement

Self-Efficacy

Teachers’ self-efficacy was measured using the Teacher Efficacy for Inclusive Practice (TEIP) scale, which consisted of 18 preferred items and used a six-point scale ranging from 1 to 6 for alternative answers, with higher total scores indicating better teacher efficacy. Developed by Sharma, Loreman, and Forlin (2012), the TEIP scale is based on teacher efficacy in inclusive practice, including efficacy in using inclusive instruction, collaboration, and managing behavior. The TEIP scale shows a validity score of 0.939 and a reliability score of 0.890, which is very high.

Social Support

Social support was measured using the Social Support of Inclusive Education Teacher Questionnaire (SSIETQ), comprising 15 beneficial items. A five-point scale ranging from 1 to 5 for alternative answers, with higher total scores indicating better social support, was used. Developed by Xie, Deng, and Ma (2023), SSIETQ is based on social support in inclusive education environments, including emotional, material, professional, and administrative support. The SSIETQ scale shows a validity score of 0.933 and a reliability score of 0.868, which is very high.

Teacher Resilience

Teacher resilience was measured using the Teachers' Resilience Scale (TRS), which consists of 25 beneficial items and uses a five-point scale ranging from 1 to 5 for alternative answers, with higher total scores indicating high resilience in teachers. Daniilidou and Platsidou (2018) developed TRS based on resilience dimensions, including personal competence and persistence, family cohesion, social skills and peer relationships, and spiritual influences. The TRS scale shows a validity score of 0.965 and a reliability score of 0.881, which is very high.
Data Analysis

Before the hypothesis test, a descriptive analysis was carried out to describe the research subjects, namely inclusive elementary school teachers in 9 sub-districts of Bantul Regency, and to determine a certain measure of the central tendency to provide an overview of the research variables. Hypothesis testing uses the structural equation modeling (SEM) technique with the partial least squares (PLS) model, which is an SEM model based on variations or components intended for prediction. The path coefficient, determination coefficient (R2), and predictive relevance (Q2) were carried out using the SmartPLS 4 program.

RESULTS

Participant Characteristics

This study consisted of 156 participants, consisting of 116 female and 40 male teachers. The majority were between the ages of 20 and 30 years old (32.7%), with 118 serving as classroom teachers (75.6%) and 38 as subject teachers (24.4%). Dominated by teachers with work experience between months and ten years, totaling 86 people (55.1%), most came from Banguntapan district (20.5%). Further details are provided in Table 1.

Table 1
Participant Characteristics Overview

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>40</td>
<td>25.6%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>116</td>
<td>74.4%</td>
</tr>
<tr>
<td>2.</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-30 years old</td>
<td>51</td>
<td>32.7%</td>
</tr>
<tr>
<td></td>
<td>31-40 years old</td>
<td>46</td>
<td>29.5%</td>
</tr>
<tr>
<td></td>
<td>41-50 years old</td>
<td>27</td>
<td>17.4%</td>
</tr>
<tr>
<td></td>
<td>51-60 years old</td>
<td>32</td>
<td>20.4%</td>
</tr>
<tr>
<td>3.</td>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kretek</td>
<td>17</td>
<td>10.9%</td>
</tr>
<tr>
<td></td>
<td>Srandakan</td>
<td>5</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td>Banguntapan</td>
<td>32</td>
<td>20.5%</td>
</tr>
<tr>
<td></td>
<td>Sanden</td>
<td>7</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>Pajangan</td>
<td>16</td>
<td>10.3%</td>
</tr>
<tr>
<td></td>
<td>Imogiri</td>
<td>26</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>Kasihan</td>
<td>16</td>
<td>10.3%</td>
</tr>
<tr>
<td></td>
<td>Bantul</td>
<td>23</td>
<td>14.7%</td>
</tr>
<tr>
<td></td>
<td>Jetis</td>
<td>14</td>
<td>9.0%</td>
</tr>
<tr>
<td>4.</td>
<td>Type of Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class teacher</td>
<td>118</td>
<td>75.6%</td>
</tr>
<tr>
<td></td>
<td>Subject teacher</td>
<td>38</td>
<td>24.4%</td>
</tr>
</tbody>
</table>
5. **Years of Service**

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Empirical</th>
<th>Hypothetical</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 years</td>
<td>86</td>
<td>55,1%</td>
<td></td>
</tr>
<tr>
<td>11-20 years</td>
<td>51</td>
<td>32,7%</td>
<td></td>
</tr>
<tr>
<td>21-30 years</td>
<td>12</td>
<td>7,6%</td>
<td></td>
</tr>
<tr>
<td>31-40 years</td>
<td>7</td>
<td>4,5%</td>
<td></td>
</tr>
</tbody>
</table>

Note: N = 156

Self-efficacy, social support, teacher resilience, and teacher resilience of the participant dimension

Descriptive analysis was carried out on the research variables: self-efficacy, social support, teacher resilience, and teacher resilience dimensions. Based on the results, an overview of data distribution between research subjects in inclusive schools can be obtained by comparing empirical and hypothetical average values achieved through the measurement instruments used for each variable. Further details are provided in Table 2.

**Table 2**

Self-Efficacy, Social Support, Teacher Resilience, and Dimensions of Teacher Resilience

<table>
<thead>
<tr>
<th>No.</th>
<th>Variable</th>
<th>Empirical Mean</th>
<th>Empirical SD</th>
<th>Hypothetical Mean</th>
<th>Hypothetical SD</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self-efficacy</td>
<td>91.80</td>
<td>6.009</td>
<td>63</td>
<td>15</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>Social Support</td>
<td>59.88</td>
<td>6.705</td>
<td>45</td>
<td>10</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher resilience</td>
<td>106.03</td>
<td>7.857</td>
<td>75</td>
<td>17</td>
<td>High</td>
</tr>
<tr>
<td>4.</td>
<td>Personal competencies and persistence</td>
<td>35.05</td>
<td>3.956</td>
<td>27</td>
<td>6</td>
<td>High</td>
</tr>
<tr>
<td>5.</td>
<td>Family Cohesion</td>
<td>28.32</td>
<td>2.206</td>
<td>18</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>6.</td>
<td>Social Skills and Peer</td>
<td>33.53</td>
<td>3.139</td>
<td>24</td>
<td>5.3</td>
<td>High</td>
</tr>
<tr>
<td>7.</td>
<td>Spiritual Influences</td>
<td>9.13</td>
<td>1.125</td>
<td>6</td>
<td>1.3</td>
<td>High</td>
</tr>
</tbody>
</table>

Note: N = 156

Table 2 shows that the self-efficacy scale has an empirical mean of 91.80 > a hypothetical mean of 63, which is in the high category, thus indicating a high level of self-efficacy. The social support scale has an empirical mean of 59.88 > a hypothetical mean of 45, which is in the high category, thus indicating a high level of social support. The teacher resilience scale has an empirical mean of 106.03 > a hypothetical mean of 75, which is in the high category, thus indicating a high level of teacher resilience.

The results of descriptive analysis for each dimension of teacher resilience can also be seen in Table 2. The dimension of personal competence and persistence has an empirical mean of 35.05 > a hypothetical mean of 27, which is in the high category, thus showing a high level of personal competence and persistence among teachers. The family cohesion dimension has an empirical mean of 28.32 > a hypothetical mean of 18, which is in the high category, thus showing a high level of family cohesion among teachers. The social skills and peer dimension have an empirical mean of 33.53 > a hypothetical mean of 24, which is in the high category, thus showing a high level of social skills and peer relationships among teachers. The dimension of spiritual influences has an empirical
mean of 9.13 > a hypothetical mean of 6, which is in the high category, thus showing a high level of spiritual influence among teachers.

**Hypothesis Testing**

This study argues that self-efficacy and social support are predictors of teacher resilience and its dimensions. Hypothesis testing was carried out on the exogenous variables of self-efficacy and social support for the endogenous variable of teacher resilience, and additional analysis on hypothesis testing on the exogenous variables of self-efficacy and social support for the dimensions of teacher resilience.

Hypothesis 1: Self-efficacy and social support as predictors of teacher resilience in inclusive elementary schools

This study found that self-efficacy and social support are predictors of teacher resilience in inclusive elementary schools (Table 3). Self-efficacy and social support directly showed significant results on teacher resilience. A detailed analysis of the first hypothesis can be seen in Table 3.

**Figure 1**

*SEM-PLS Test Result with Smartpls*

<table>
<thead>
<tr>
<th>Hypothesis Testing Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Self-efficacy &amp; Social Support</td>
</tr>
<tr>
<td>Teacher Resilience</td>
</tr>
</tbody>
</table>

Table 3 shows the results of the hypothesis one test, obtained t-statistic values of 4.480 and 6.778 > t-table 1.975 with a significance level of p-value of 0.00 < 0.05. The result of the determination coefficient (R²) was 0.357 or 35.7%, and the result of predictive relevance (Q²) was 0.301 > 0. This calculation proves that the variables of self-efficacy and social support can explain 35.7% of the variance in teacher resilience, and the model studied has a predictive relevance of 30.1%. This shows that the first hypothesis, self-efficacy and social support as predictors of teacher resilience, is accepted. This study also carried out additional analysis on each dimension of teacher resilience. Details of hypotheses two to five can be seen in Table 4.
Hypothesis II: Self-efficacy and social support as predictors of personal competence and teacher persistence in inclusive elementary schools

This study found that self-efficacy and social support are predictors of personal competencies and persistence in inclusive elementary schools (Table 4). Self-efficacy and social support directly showed significant personal competence and persistence results. A detailed analysis of the second hypothesis can be seen in Table 4.

Table 4 shows the results of hypothesis two testing, obtained t-statistic values of 4.796 and 6.016 > *t*-table 1.975 with a significance level of *p*-value of 0.00 < 0.05. The result of the determination coefficient (*R*²) is 0.352. This calculation proves that self-efficacy and social support variables can explain 35.2% of the variance in the personal competencies and persistence dimension. This suggests that the second hypothesis, self-efficacy and social support as predictors of the personal competencies and persistence dimension, is accepted.

Hypothesis III: Self-efficacy and Social Support as predictors of family cohesion among teachers in inclusive elementary schools

This study found that self-efficacy and social support are predictors of the family cohesion dimension in inclusive elementary schools (Table 4). Self-efficacy and social support directly showed significant results in the dimension of family cohesion. A detailed analysis of the third hypothesis can be seen in Table 4.

Table 4 shows the results of hypothesis three testing, obtained t-statistic values of 2.893 and 4.282 > *t*-table 1.975 with a significance level of *p*-value of 0.00 < 0.05. The result of the determination coefficient (*R*²) is 0.169. This calculation proves that the variables of self-efficacy and social support can explain 16.9% of the variance in the family cohesion dimension. This suggests that the third hypothesis, self-efficacy and social support as predictors of the family cohesion dimension, is accepted.

Hypothesis IV: Self-efficacy and social support as predictors of social skills and peer relationships among teachers in inclusive elementary schools

This study found that self-efficacy and social support predict social skills and peer dimension in inclusive elementary schools (Table 4). Self-efficacy and social support directly showed significant results regarding social skills and peer dimension. A detailed analysis of the fourth hypothesis can be seen in Table 4.

Table 4 shows the results of hypothesis four testing, obtained t-statistic values of 2.532 and 6.396 > *t*-table 1.975 with a significance level of *p*-value of 0.00 < 0.05. The result of the determination coefficient (*R*²) is 0.264. This calculation proves that self-efficacy and social support variables can explain 26.4% of social skills and peer dimension variance. This suggests that the fourth hypothesis, self-efficacy and social support as predictors of the social skills and peer dimension, is accepted.

Hypothesis V: Self-efficacy and social support as predictors of spiritual influences among teachers in inclusive elementary schools
This study found that self-efficacy and social support are predictors of the dimension of spiritual influence in inclusive elementary schools (Table 4). Self-efficacy and social support directly showed significant results on the dimension of spiritual influences. A detailed analysis of the fifth hypothesis can be seen in Table 4.

Table 4 shows the results of hypothesis five testing, obtained $t$-statistic values of 2.342 and 6.584 > $t$-table 1.975 with a significance level of $p$-value of 0.00 < 0.05. The result of the determination coefficient ($R^2$) is 0.190. This calculation proves that the variables of self-efficacy and social support can explain 19% of the variance in the dimension of spiritual influences. This suggests that the fifth hypothesis, self-efficacy and social support as predictors of the dimension of spiritual influence, is accepted.

### DISCUSSION

This study investigates the role of self-efficacy and social support as predictors of teacher resilience in inclusive elementary schools. The findings suggest that self-efficacy and social support can indeed predict teacher’ resilience, suggesting that higher levels of self-efficacy and social support can enhance their resilience. This finding aligns with the results of research conducted by Narayanan and Onn (2016) and Vadivel et al. (2022), suggesting that increased social support and self-efficacy can increase resilience in individuals. This is because the support individuals receive and their confidence in their abilities can help improve resilience, allowing teachers to continue their work professionally and reducing the likelihood of falling into the low resilience category.

Resilience helps teachers in inclusive elementary schools to cope and protect themselves from stressful situations, challenges, and psychological problems often encountered in the workplace, thereby reducing the severity of psychological symptoms (Mirchandani, 2021; Chang et al., 2023). As adults, teachers will strive to adapt and solve problems as best as possible by utilizing various internal and external resources, making resilience a vital asset (Vadivel et al., 2022), especially for teachers in inclusive schools.

Resilient teachers can demonstrate high cognitive function by maintaining a positive attitude, such as feeling satisfied with their lives and being able to reduce...
perceived stress (Mckay et al., 2018). Teachers become persistent by not easily giving up on problems related to students and become more adept at managing the school environment by being able to adapt to changes in teaching-learning systems and challenging classroom environments (Lunga et al., 2022; Chang et al., 2023; Li, 2023). A positive work environment supports each other and always tries to communicate the problems faced with colleagues so that teachers do not feel alone (Vinkers et al., 2020).

This study found that teachers in inclusive elementary schools had very high self-efficacy, where they had a strong balance between inclusive teaching, collaboration, and managing behavior, allowing them to maximize their efforts in overcoming obstacles. Li (2023) and Hussain & Khan (2022) found that self-efficacy helps teachers to be more confident and able to reduce negative emotions (Lazarides & Warner, 2020). This is consistent with Bandura's theory (1977) that individuals with high self-efficacy believe in their abilities, have high motivation, clear goals, stable emotions, and can perform well.

In addition, the high level of social support teachers receive can be seen from the positive relationships established with colleagues, principals, parents, students, staff, and the school environment. The significant support teachers receive can increase their resilience, allowing them to face various challenges (Suryaratni et al., 2020). Additionally, teachers can avoid negative feelings that pose a risk to resilience, such as pessimism, anxiety, depression, and isolation (Widiantoro et al., 2019; Hamza & Kadhem, 2022).

These findings show that inclusive elementary school teachers have a very high level of resilience. This shows that in organizing inclusive education, teachers can continue to work professionally and maintain their performance by managing existing obstacles as learning experiences and seeing challenges positively (Reivich & Shatte, 2002; Muhaimin & Rofiqoh, 2022). In addition, an additional analysis of each dimension of resilience among inclusive elementary school teachers showed high levels of personal competence and persistence, family cohesion, social skills, and peer and spiritual influence.

Personal competence and teacher persistence in inclusive elementary schools are relatively high, where higher self-efficacy and social support help improve teachers' competence and persistence. Self-efficacy helps increase confidence in performing and completing tasks according to their competencies, improving their teaching skills (Gaib et al., 2023). The support received from colleagues, employers, and family maximises personal competency and persistence (Novitasari et al., 2021), fostering confidence that their efforts will lead to achieving inclusive education goals (Attoriq, 2020). Teachers who implement inclusive education tend not to give up easily and earnestly look for alternative solutions by utilizing their competencies.

Family cohesion among inclusive elementary school teachers is relatively high, with higher self-efficacy and social support that teachers have helped improve family cohesion. Self-efficacy and social support are the strongest predictors of parental function and family performance; where when teachers have internalized a sense of competence
in their role in the family, it will help increase satisfaction and enjoyment in fostering positive bonds among families (Wen et al., 2022). Teachers tend to strive to make their immediate environment as positive as they are from their environment, and positive family cohesion helps teachers maintain a commitment to teaching (Upa & Mbato, 2020).

Teachers’ social skills and peer dimensions in inclusive elementary schools are considered high, where teachers’ higher self-efficacy and social support help improve social skills and peer relationships. Self-efficacy, as the main mediator in individual behavior change, is characterized by the individual's ability to control himself and his behavior (Alibakhshi et al., 2020), thus creating positive communication to help improve their social skills (Kheirkhah, 2020). Additionally, the support teachers receive from their environment helps increase confidence to begin socializing, communicating, and building social bonds in their environment (Yunita, 2023). It positively impacts and plays a vital role in developing individual social skills and abilities (Khan, 2019; Laksmiwati et al., 2022). The high level of social skills and peer relationships that teachers have in inclusive elementary schools allows them to interact well with the environment, help form new relationships, and effectively optimize the resources available in the school environment (Suryaratri et al., 2020).

The dimension of teachers’ spiritual influence in inclusive elementary schools is highly rated, where the higher self-efficacy and social support teachers have helped increase spiritual influence. These findings contrast previous studies that found no effect between self-efficacy and social support on spiritual influence (Rahmanian et al., 2018). Research conducted by Dogohar et al. (2020) and Kasapoğlu (2022) found that self-efficacy can increase when individuals can benefit from spiritual resources, allowing them to better cope with uncertainty and reduce negative expectations in the future. In addition, teachers with high spiritual influence have positive insights and views on life, making them less susceptible to psychological problems (Nasrollahi et al., 2020).

CONCLUSION

The study results show that self-efficacy and social support can predict and are among the most critical predictors of teacher resilience and its dimensions. Self-efficacy helps inclusive elementary school teachers to be more confident in their abilities, manage challenging situations, and reduce negative emotions, thus avoiding various risk factors for resilience. The social support teachers receive from their environment, and the positive relationships among colleagues help teachers become resilient, allowing them to strive to provide the best possible teaching to students in an inclusive classroom. The findings of this study are expected to provide theoretical implications for developing resilience interventions that can help teachers build resilience and overcome challenges in implementing inclusive education.

Recommendations for further research are expected to involve developing and implementing studies related to the new findings obtained in this study, namely self-efficacy and social support as predictors of the spiritual influence dimension and self-
efficacy and social support as predictors of social skills and peer relationships. In addition, expanding this research by utilizing various subjects, regions, and levels of education will result in more diverse research results.

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