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Initial Adaptation and Psychometric Evaluation of Teacher Efficacy for Inclusive Practices-Short Form (TEIP-SF) Indonesian Version

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Abstract: The present research was designed to carry out a preliminary adaptation and psychometric assessment of the Teacher Efficacy for Inclusive Practices–Short Form (TEIP-SF) translated into Indonesian for use with teachers in inclusive school settings. A quantitative methodology grounded in cross-cultural instrument adaptation was adopted. A total of 154 educators serving in inclusive educational environments participated, recruited via purposive sampling. The adaptation procedure encompassed forward translation, reverse translation, and a conceptual equivalence assessment. Confirmatory Factor Analysis (CFA) was employed to examine whether the three-factor configuration of the TEIP-SF held, and internal consistency was assessed through Cronbach's α and McDonald's ω. Results revealed that the Indonesian adaptation of the TEIP-SF yielded satisfactory internal consistency (Cronbach's α = 0.741; McDonald's ω = 0.751). Nonetheless, the CFA outcomes indicated that the hypothesized three-factor model fell short of achieving an acceptable fit (CFI = 0.615; TLI = 0.422; RMSEA = 0.189). Although every item produced statistically significant factor loadings, a number of items exhibited comparatively modest loading magnitudes. Moreover, substantial inter-dimensional correlations emerged, most notably between efficacy in inclusive instruction and efficacy in collaboration. These outcomes imply that the underlying construct organization of teachers' perceived competence in inclusive practices may be shaped by cultural specificities and features unique to Indonesia's educational landscape. This investigation offers a foundational step toward adapting and psychometrically assessing the TEIP-SF for Indonesian use, while also underscoring the necessity of cross-cultural scrutiny when developing psychological measurement tools.

Keywords: Teacher Efficacy, Inclusive Education, Instrument Adaptation, Psychometric Evaluation, TEIP-SF

INTRODUCTION

The philosophy of inclusive education centers on guaranteeing that every learner, regardless of ability or disability, receives equitable access to quality learning experiences free from exclusionary practices. At the international level, this agenda gained significant traction following the ratification of the Convention on the Rights of Persons with Disabilities and was further reinforced by UNESCO's Global Education Monitoring Report, which called on national education systems to respond meaningfully to the heterogeneous demands of their student populations (UNESCO, 2020). Within the Indonesian context, regulatory frameworks such as Permendiknas Number 70 of 2009 have formalized the commitment to inclusive schooling. Despite these policy advances, realizing inclusive education on the ground remains fraught with difficulties, particularly concerning educators' preparedness to navigate the wide-ranging characteristics and instructional requirements of students in inclusive classrooms (Syahrul et al., 2022).

Educators occupy a pivotal position in determining whether inclusive education succeeds, as they directly engage with instructional delivery and the complex social dynamics of heterogeneous classrooms. They are expected to tailor pedagogical approaches, address behavioral challenges, and forge partnerships with families and allied professionals to meet the needs of learners who require additional support (Sharma et al., 2012). Yet many teachers report feeling insufficiently equipped to carry out inclusive instruction, a concern that is especially pronounced in nations where educational infrastructure and specialized training opportunities remain scarce (Pit-ten Cate et al., 2018). Within Indonesia specifically, research has documented persistent barriers including a shallow grasp of the requirements of students with disabilities, insufficient exposure to inclusive pedagogy training, and diminished self-assurance when confronted with classroom diversity (Syahrul et al., 2022).

Among the psychological constructs recognized as central to the effective realization of inclusive education is teacher efficacy (Zee & Koomen, 2016). Drawing on Bandura's theoretical framework, self-efficacy denotes the personal conviction that one possesses the capacity to orchestrate and execute the behaviors required to attain designated outcomes (Bandura, 1997). When applied to inclusive educational settings, teacher self-efficacy captures the degree to which educators trust their own competence to facilitate inclusive instruction, regulate student conduct, and coordinate with stakeholders who contribute to the welfare of learners with additional needs. Empirical evidence suggests that educators who report elevated self-efficacy levels are more inclined to embrace inclusive principles, employ varied instructional techniques, and cultivate classroom environments that honor student diversity (Malinen et al., 2013).

In an effort to quantify this construct, Sharma and colleagues devised the Teacher Efficacy for Inclusive Practices (TEIP) scale, which captures three core facets: efficacy in inclusive instruction, efficacy in managing behaviour, and efficacy in collaboration (Sharma et al., 2012). This measure has been deployed across numerous cross-cultural investigations and has generally yielded sound psychometric properties. Recognizing the practical demand for a briefer assessment, Sharma et al. (2023) subsequently introduced the Teacher Efficacy for Inclusive Practices–Short Form (TEIP-SF), a nine-item version engineered to preserve the breadth of the original construct while permitting faster administration, thereby enhancing its utility for both research and applied evaluation purposes.

Notwithstanding the encouraging psychometric track record of the TEIP-SF in multiple nations, it cannot be assumed that the latent structure of a psychological construct transfers seamlessly across every cultural and educational milieu (Selenius & Ginner Hau, 2023). Comparative studies across countries have demonstrated that how teachers conceptualize inclusive practices is modulated by prevailing cultural norms, institutional support mechanisms, accumulated professional exposure, and collaborative traditions specific to each

national context (Sharma et al., 2023). Indonesia, characterized by a collectivistic cultural orientation and an inclusive education system that is still maturing, may exhibit distinctive patterns in how teachers construe inclusive teaching and collegial cooperation within school communities. Consequently, instrument adaptation demands more than linguistic conversion; it also requires rigorous psychometric scrutiny to verify that the constructs being measured align with the local cultural and educational reality.

To date, scholarly efforts directed at adapting the TEIP-SF for Indonesian use remain exceedingly sparse. Furthermore, there is an absence of evidence regarding whether the factorial architecture established in other cultural settings can be reproduced satisfactorily within Indonesia's inclusive education landscape. Against this backdrop, the current study set out to perform a preliminary adaptation and psychometric appraisal of the Indonesian rendition of the TEIP-SF among teachers serving in inclusive schools. It is anticipated that these findings will furnish an initial foundation for the refinement of self-efficacy measurement tools tailored to inclusive educational practice in Indonesia and will pave the way for subsequent validation endeavors and the formulation of measurement models better attuned to Indonesian cultural realities.

A substantial body of scholarship has investigated teachers' perceived competence in inclusive education by constructing and validating the TEIP instrument. Sharma, Loreman, and Forlin (2012) conceived the TEIP grounded in Bandura's self-efficacy theory as a means of gauging how confident teachers feel about enacting inclusive educational strategies. Their empirical work demonstrated that teacher self-efficacy in this domain is organized around three principal facets: the capacity to deliver inclusive instruction (efficacy in inclusive instruction), the capacity to handle student conduct (efficacy in managing behaviour), and the capacity to work cooperatively with diverse stakeholders (efficacy in collaboration). Building on this foundation, Malinen et al. (2013) reported that educators possessing robust self-efficacy exhibited more favorable dispositions toward inclusion, felt more assured when instructing learners with additional needs, and demonstrated greater readiness to deploy differentiated instructional approaches. Their findings also highlighted that classroom experience, participation in inclusion-focused professional development, and the availability of institutional support were key determinants of efficacy levels. Responding to the growing appetite for more streamlined assessment tools, Sahli Lozano et al. (2023) crafted the TEIP-SF through sequential exploratory and confirmatory factor analytic procedures administered to teacher samples spanning multiple nations. Their analyses confirmed that the nine-item TEIP-SF preserved the tripartite dimensional structure while maintaining commendable psychometric standards, rendering it a more efficient alternative for both scholarly and practical applications. Concurrently, a scoping review by Selenius and Ginner Hau (2023) revealed that while the TEIP consistently exhibits satisfactory reliability and validity indicators across diverse settings, factorial configurations do vary from one cultural context to another. These observations point to the influence of culture, educational governance, and workplace dynamics on how educators perceive inclusive practice demands. Corroborating evidence was provided by Jakubovic and Memisevic, who subjected the TEIP to confirmatory factor analysis with a sample of Bosnian and Herzegovinian teachers. Their study demonstrated that the three-factor model could be successfully reproduced, yet certain items displayed differential performance relative to earlier studies, thereby reinforcing the imperative of cultural adaptation and psychometric re-examination prior to deploying the instrument in novel contexts. Taken together, this literature establishes that the TEIP and its abbreviated form rest on a robust theoretical and empirical foundation for capturing teacher self-efficacy in inclusive education. However, the divergent validation outcomes observed across nations underscore the necessity of evaluating factorial congruence and psychometric attributes within specific cultural milieus, including Indonesia's inclusive education context.

Research consistently identifies teachers' perceived self-efficacy as a leading predictor of how effectively inclusive education is enacted. Educators who hold strong efficacy beliefs are more likely to welcome learners with additional needs into mainstream classrooms, to initiate instructional accommodations willingly, and to proactively seek solutions for the academic obstacles their students encounter (Savolainen et al., 2012; Malinen et al., 2013). Teacher self-efficacy has further been linked to proficiency in behavioral management, heightened student engagement, and the establishment of classroom atmospheres that celebrate heterogeneity (Zee & Koomen, 2016). Cross-national evidence indicates that educators who consider themselves capable practitioners of inclusion are better positioned to adopt learner-centered pedagogies and to maintain optimism when confronting the inherent complexities of inclusive schooling (Yada et al., 2018; Sharma et al., 2018). On the other hand, diminished self-efficacy has been associated with heightened apprehension, opposition to inclusion mandates, and a propensity to bypass adaptive instructional methods intended for students requiring specialized support (Forlin et al., 2014; Subban et al., 2022).

Furthermore, scholarship has established that teacher self-efficacy does not emerge spontaneously; rather, it is cultivated through accumulated teaching practice, structured professional learning, supportive institutional climates, and occasions for interdisciplinary collaboration (Bandura, 1997; Sharma et al., 2016). Well-designed training initiatives focused on inclusive pedagogy have been shown to bolster educators' confidence in implementing accommodative practices and in responding to the multifaceted needs of their students (Sokal & Sharma, 2017; Forlin et al., 2014). Nevertheless, certain investigations note that efficacy levels fluctuate across national boundaries and cultural settings, shaped by the particularities of each country's educational framework, societal values, and the extent of resource provisioning within schools (Yada et al., 2018; Selenius & Ginner Hau, 2023). This variability reinforces the demand for measurement instruments that possess not only general psychometric soundness but also demonstrated compatibility with the cultural milieu in which they are applied. Assessing the psychometric integrity of the TEIP-SF within the Indonesian context is therefore critical to ascertaining whether the scale can faithfully capture teacher self-efficacy as it manifests amid the evolving landscape of inclusive education in Indonesia (Sharma et al., 2023; Syahrul et al., 2022).

METHOD

This investigation adopted a quantitative research framework centered on measuring-tool adaptation and preliminary psychometric appraisal of the Indonesian rendition of the Teacher Efficacy for Inclusive Practices–Short Form (TEIP-SF). The overarching objective was to execute the linguistic adaptation process and to scrutinize the initial psychometric architecture of the TEIP-SF within Indonesia's inclusive education milieu.

Participants

A total of 154 educators who were actively teaching in schools operating under inclusive education mandates took part in this study. Purposive sampling guided participant selection, with the stipulation that each individual must be a practicing teacher who had accumulated at least one year of direct instructional experience with students possessing special educational needs. Questionnaire distribution took place electronically via the WhatsApp messaging platform, where survey links were shared with prospective respondents. Prior to completing the survey, every participant received a clear briefing on the study's objectives and provided informed consent. Engagement in the study was entirely voluntary, and all collected data were handled with strict confidentiality.

Instruments

The measurement tool employed was the Teacher Efficacy for Inclusive Practices–Short Form (TEIP-SF), originally constructed by Umesh Sharma et al. (2023). This abbreviated version comprises 9 items distributed across three core dimensions: efficacy in inclusive instruction, efficacy in managing behavior, and efficacy in collaboration. Responses are recorded on a Likert-type scale that gauges the extent of teachers' confidence in their capacity to execute inclusive educational practices.

The cross-cultural adaptation procedure adhered to established guidelines for translating psychological instruments (Beaton et al., 2000). During the initial phase of forward translation, two bilingual translators with backgrounds in psychology independently rendered the original English-language items into Indonesian. Beyond mere linguistic conversion, both translators scrutinized each item for terminological precision and cultural relevance. Their respective translations were subsequently reconciled through discussion with the research team to arrive at a version deemed optimal in both linguistic fidelity and conceptual accuracy.

The subsequent phase involved back translation, whereby two additional translators—who had not been exposed to the original instrument—independently translated the Indonesian version back into English. This step was undertaken to safeguard semantic parity between the source instrument and its adapted counterpart. The resulting back-translated versions were then juxtaposed with the original to assess the degree of meaning preservation for each item.

Data Analysis

Statistical analyses were conducted through Confirmatory Factor Analysis (CFA) using the JAMOVI software platform to assess the degree to which the Indonesian TEIP-SF's factorial configuration corresponded to the hypothesized structure. The primary analytical aim was to determine whether the instrument's items aligned with the three-factor model posited by the original authors. Model adequacy was adjudicated through several fit statistics, specifically the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA). Acceptable model fit was defined by CFI and TLI values at or above 0.90 and RMSEA values at or below 0.08 (Byrne, 2016). Alongside structural evaluation, the instrument's internal consistency was estimated via Cronbach's α and McDonald's ω coefficients.

RESULTS AND DISCUSSION

The internal consistency assessment revealed that the Indonesian adaptation of the TEIP-SF achieved a satisfactory level of reliability. Specifically, the Cronbach's α coefficient reached 0.741 and the McDonald's ω coefficient stood at 0.751. These figures suggest that the items composing the scale maintain a reasonably stable pattern of interrelatedness when measuring teachers' perceived competence in inclusive educational practice. The detailed reliability statistics appear in Table 1.

Table 1. Scale Reliability Statistics

	Cronbach's α	McDonald's ω
TEIP-SF	0.741	0.751

Subsequently, a CFA was executed to appraise how well the three-factor configuration held in the Indonesian TEIP-SF data. The analysis produced a chi-square statistic of $\chi^2 = 157$ with 24 degrees of freedom and a probability value below 0.001.

Table 2. Test for Exact Fit

χ^2	df	p
157	24	<.001

Additional fit indices included a CFI of 0.615, a TLI of 0.422, and an RMSEA of 0.189, with the 90% confidence interval for RMSEA spanning from 0.162 to 0.218. Collectively, these indices point to a suboptimal correspondence between the hypothesized three-factor model and the observed data from the Indonesian sample.

Table 3. Fit Measures

			RMSEA 90% CI	
CFI	TLI	RMSEA	Lower	Upper
0.615	0.422	0.189	0.162	0.218

The CFA encompassed all 9 items allocated across the three TEIP-SF dimensions: efficacy in inclusive instruction, efficacy in managing behavior, and efficacy in collaboration. Every item produced a statistically significant loading on its designated factor ($p < 0.001$), with standardized estimates ranging between 0.161 and 0.404. Item 8 registered the strongest loading ($\lambda = 0.404$), whereas item 4 recorded the weakest ($\lambda = 0.161$). Notably, several items—particularly those belonging to the inclusive instruction and managing behavior dimensions—displayed relatively modest loading magnitudes.

Table 4. Factor Loadings

				95% Confidence Interval			
Factor	Indicator	Estimate	OR	Lower	Upper	Z	p
Efficacy in using inclusive instructions	Item 1	0.164	0.0496	0.0670	0.262	3.31	<.001
	Item 2	0.233	0.0492	0.1369	0.330	4.74	<.001
	Item 3	0.286	0.0520	0.1841	0.388	5.50	<.001
Efficacy in managing behaviour	Item 4	0.161	0.0424	0.0776	0.244	3.79	<.001
	Item 5	0.356	0.0548	0.2490	0.464	6.50	<.001
	Item 6	0.231	0.0502	0.1323	0.329	4.59	<.001
Efficacy in collaboration	Item 7	0.237	0.0566	0.1265	0.348	4.19	<.001
	Item 8	0.404	0.0514	0.3036	0.505	7.87	<.001
	Item 9	0.359	0.0438	0.2733	0.445	8.19	<.001

The CFA further uncovered pronounced inter-factor correlations. The most substantial association emerged between efficacy in inclusive instruction and efficacy in collaboration ($r = 0.994$, $p < 0.001$), followed by the correlation linking inclusive instruction with managing

behavior (r = 0.853, p < 0.001). A comparatively weaker yet statistically significant correlation was observed between managing behaviour and collaboration (r = 0.424, p = 0.005). These patterns attest to a closely intertwined relationship among the self-efficacy dimensions within this particular sample of Indonesian educators.

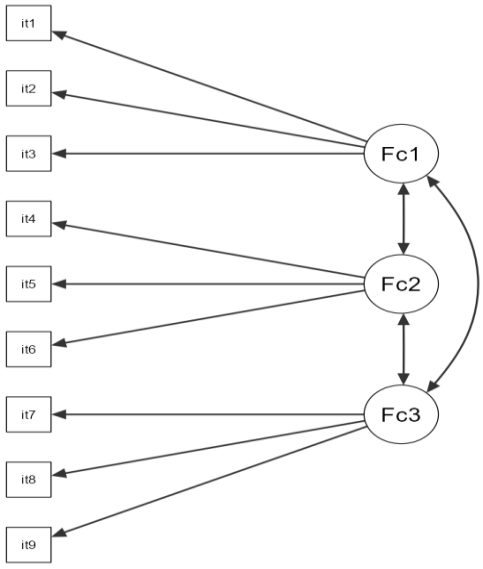


Figure 1. Path Diagram CFA

DISCUSSION

The central objective of this research was to undertake a preliminary adaptation and psychometric appraisal of the Indonesian-language Teacher Efficacy for Inclusive Practices–Short Form (TEIP-SF) among educators working in inclusive school environments. The data indicated that the Indonesian rendition of the TEIP-SF achieved a satisfactory degree of internal consistency, as evidenced by the Cronbach's α and McDonald's ω coefficients. This observation suggests that, on the whole, the instrument's items cohere reasonably well in capturing teachers' perceived competence regarding inclusive educational practice. Such a finding mirrors prior research demonstrating that the TEIP-SF sustains robust internal reliability across a variety of cultural backdrops (Sharma et al., 2023).

Nevertheless, the CFA outcomes revealed that the three-factor architecture of the Indonesian TEIP-SF did not fully achieve a satisfactory model fit. The obtained fit statistics indicate that the theoretical factorial organization proposed in the original instrument was not entirely corroborated within the present sample. This discrepancy intimates that the latent psychological organization of teachers' inclusive education self-efficacy is plausibly shaped by cultural milieu, the breadth and nature of professional experience, and the structural features of each country's educational apparatus.

A number of items in this investigation yielded comparatively low factor loading estimates, particularly within the efficacy in inclusive instruction and efficacy in managing behavior dimensions. Such outcomes may signal that certain items do not adequately capture the self-efficacy construct as experienced by Indonesian teachers in inclusive settings. Beyond linguistic considerations, these attenuated loadings may also stem from variations in how educators interpret inclusive pedagogical practices. Within the Indonesian milieu, inclusive education continues to grapple with multiple obstacles, among them restricted access to teacher training, inadequate professional support infrastructure, and uneven levels of institutional readiness for inclusive implementation (Syahrul et al., 2023). Such contextual realities can

shape how teachers mentally represent inclusive practices and appraise their own capability to manage classroom diversity.

A particularly noteworthy finding was the exceptionally high correlation between efficacy in inclusive instruction and efficacy in collaboration. This pattern raises the possibility that respondents did not distinctly differentiate these two facets as independent constructs. Within Indonesia's collectivist cultural milieu, the acts of teaching inclusively and collaborating with fellow educators, parents, and support professionals may be understood as deeply interwoven components of the broader schooling experience (Pivarč, 2024). Teachers may consequently regard their instructional competence in inclusive settings as inextricable from their ability to mobilize collaborative support from the wider school community. This observation points toward potential structural divergences relative to the cultural context in which the instrument was originally conceived.

These findings further underscore that the cross-cultural adaptation of measurement instruments extends well beyond the act of translating language; it equally concerns the alignment of social, cultural, and educational contexts with the constructs being assessed. Although the TEIP-SF has exhibited favorable psychometric characteristics in numerous countries (Sharma et al., 2023), the present results demonstrate that psychometric re-evaluation remains indispensable whenever the tool is introduced into a different cultural environment. Accordingly, the outcomes of this study are best interpreted as a preliminary psychometric portrait of the Indonesian TEIP-SF rather than a definitive validation of the instrument.

Several limitations of this work warrant acknowledgment. First, the participant pool was of modest size and drawn exclusively from a particular educational context, which counsels caution in generalizing the findings. Second, the adaptation process did not incorporate a formal expert panel or a quantitative content validity assessment. Third, the exclusive reliance on CFA means that alternative factorial configurations potentially better suited to the Indonesian context were not explored. Future research is therefore encouraged to recruit larger, more heterogeneous samples, to undertake Exploratory Factor Analysis (EFA), and to evaluate competing factorial models in order to derive a measurement structure that more faithfully reflects the realities of inclusive education in Indonesia.

CONCLUSION

The present investigation demonstrates that the Indonesian adaptation of the TEIP-SF achieves a satisfactory level of internal consistency for assessing teachers' perceived competence in inclusive educational practice. However, the CFA outcomes reveal that the instrument's three-factor architecture has not been fully validated in the Indonesian inclusive education context. These results suggest that the way teacher self-efficacy for inclusive practice is structured may be influenced by cultural dimensions, the nature of professional experience, and distinctive characteristics of an educational system that diverge from those prevailing where the original instrument was developed.

Despite these limitations, the present work constitutes an initial step in the adaptation and psychometric assessment of the Indonesian TEIP-SF. The findings highlight the critical role of cross-cultural appraisal when adapting psychological measurement instruments, particularly those pertaining to inclusive educational practice. Consequently, further research involving expanded and more diverse participant samples, alongside the testing of alternative factorial models, is warranted to arrive at a measurement framework that more closely corresponds to the distinctive features of inclusive education as practiced in Indonesia.

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