

## More Than Mindfulness: Why Self-Efficacy Still Matters Most in Inclusive Teaching Stress

Erna Risnawati

Faculty of Early Childhood Education, Universitas Terbuka

E-mail: [erna.risnawati@ecampus.ut.ac.id](mailto:erna.risnawati@ecampus.ut.ac.id)

**Abstract.** High levels of occupational stress among teachers in inclusive classrooms particularly those educating children with special needs (CWSN), remain a pressing concern in Indonesia. The lack of specialized training and increasing classroom demands exacerbate the psychological burden on inclusive educators. This study aims to examine the relationship between self-efficacy, mindfulness, and teacher stress, and to explore whether mindfulness moderates the relationship between self-efficacy and stress. Adopting a quantitative correlational design, this study involved 100 special education teachers from inclusive schools selected through purposive sampling. Instruments used include the Teacher Stress Inventory, all of which demonstrated strong validity and reliability. Correlation analyses revealed that self-efficacy was significantly and negatively associated with teacher stress, while mindfulness showed no direct association with stress. However, a positive correlation was found between social self-efficacy and mindfulness. Moderation analysis indicated that mindfulness did not significantly moderate the relationship between self-efficacy and stress. This study contributes to the literature by integrating mindfulness and self-efficacy in the context of Indonesian inclusive education, a population often underrepresented in existing research. The findings highlight the importance of institutional support and structured mindfulness programs to strengthen teachers' self-efficacy and alleviate stress in inclusive educational settings.

**Keywords:** *Inclusive Education, Mindfulness, Self-Efficacy, Special Needs Teachers, Teacher Stress*

### Introduction

Research has shown that teachers in inclusive schools experience significantly higher levels of work-related stress compared to those in regular schools. This increased stress is largely due to the complex demands of teaching children with special needs. A recent study by (Uluwiyya et al., 2025) found that approximately 68.6% of teachers in inclusive settings experience moderate to very high levels of stress. Among the common challenges faced are difficulties in understanding diverse student characteristics, adapting instructional strategies to accommodate various needs, and managing both regular and special needs students simultaneously (Hanifah et al., 2022).

While the Indonesian government strongly promotes inclusive education, many schools continue to face a shortage of well-trained special education teachers, making the

implementation of inclusive programs difficult. Nevertheless, some trained special education teachers demonstrate high job performance, successfully adapting to the needs of children with disabilities and finding innovative solutions to learning barriers (Asari, 2023). These findings underscore the need for more effective training and professional development programs for teachers working in inclusive environments.

Previous studies have identified various strategies and interventions used by teachers of children with special needs to manage work-related stress. These include group counseling (Susanto & Hartini., 2024), stress coping skills training, and training in the identification of children with special needs (Mahardhani et al., 2020). For early childhood educators teaching children with special needs in regular classrooms, identifying sources of stress and coping mechanisms is especially important (Hasanah & Laily, 2020).

Beyond instructional demands, teachers in inclusive schools must sustain a wide emotional bandwidth and high-level emotion regulation. Daily practice often involves responding to challenging behaviors including tantrums, sensory meltdowns, reactive aggression, peer conflicts, and withdrawal that can escalate abruptly due to minor triggers such as fatigue, routine changes, and overstimulation. These situations require teachers to read early cues, calmly apply de-escalation and co-regulation, maintain safety and instructional flow, and concurrently coordinate with families and multidisciplinary teams while aligning responses with Individualized Education Plans (IEPs). Without robust emotional competencies such as patience, empathy, frustration tolerance, flexibility, and composure under crisis occupational stress can escalate quickly and undermine pedagogical responsiveness.

Inclusive classrooms present educators with a unique array of stressors, including persistent role ambiguity and unclear responsibilities across instructional, behavioral, and therapeutic domains; high workload and emotional labor associated with simultaneously managing diverse learning and behavioral needs; resource constraints encompassing a lack of specialized materials, aide support, and time for individualized planning; and insufficient preparation and training for disability-specific pedagogy and collaboration with multidisciplinary teams. Empirical research conducted in Indonesia and similar contexts demonstrates that these conditions contribute to elevated perceived stress levels among teachers in inclusive settings and are correlated with lower self-efficacy,

disruptions in classroom climate, and increased fatigue and burnout (Hanifah et al., 2022; Nadyastuti et al., 2021; Nisa & Wati, 2022). The subsequent ramifications include diminished quality of differentiation and instructional responsiveness, increased absenteeism and intentions to leave the profession, and reduced student engagement and progress, particularly in environments where institutional supports are inadequate (Uluwiyya et al., 2025). Conversely, research indicates that clear role definitions, supervisory support, and targeted professional development including programs designed to enhance teacher efficacy and emotional regulation—can alleviate stress and promote well-being and effective classroom functioning in inclusive educational contexts (Fabbro et al., 2020). These converging findings substantiate the present study's emphasis on self-efficacy and mindfulness as critical, malleable psychological resources within the framework of inclusive education.

Another key factor that plays a significant role in both stress and job performance is self-efficacy. Studies have shown a strong correlation between teacher self-efficacy and perceived stress, particularly during the COVID-19 pandemic when teaching conditions rapidly changed. For instance, Nadyastuti et al., (2021) revealed that low self-efficacy combined with high stress levels contributed to teacher burnout. Although Hasanah & Laily, (2020) found no direct correlation between self-efficacy and job satisfaction among kindergarten teachers, other research suggests that self-efficacy is vital for enabling teachers to meet professional challenges (Mudrikah et al., 2022).

The sudden shift to online learning during the pandemic introduced new stressors, including technological challenges and the need for computer self-efficacy. Additionally, teacher care and students' religious beliefs have been found to positively influence students' academic self-efficacy (Luis Baun et al., 2023). These findings underscore the importance of promoting teacher self-efficacy not only for improving job performance and well-being but also for supporting students' academic development. Therefore, exploring the relationship between stress, self-efficacy, and teacher performance remains critical, especially within inclusive early childhood education settings.

Theoretically, self-efficacy, as conceptualized by Bandura (1997), is one of the most influential personal factors that shape how individuals interpret and respond to work demands. Teachers with high self-efficacy are more confident in their abilities to face

teaching challenges, tend to adopt adaptive coping strategies, and exhibit greater psychological resilience. As such, self-efficacy is widely recognized as a protective factor against occupational stress. In the context of special education, where the emotional, behavioral, and cognitive demands are often elevated, the role of self-efficacy becomes even more critical.

In addition to self-efficacy, the concept of mindfulness defined as full awareness of the present moment without judgment has gained considerable attention in educational and psychological research as a strategy for emotional regulation and stress reduction (Wahyuni et al., 2024). Mindfulness enables individuals to observe thoughts and emotions as they arise, without becoming overwhelmed by them. For teachers working with children with special needs (CWSN), mindfulness may provide the psychological flexibility required to navigate complex emotional dynamics in the classroom.

Recent studies have increasingly explored the effectiveness of mindfulness in reducing stress and enhancing emotional regulation, especially within educational settings. Kusmiran et al., (2024) found that mindfulness training significantly reduced stress and improved emotional well-being among early childhood educators. Similarly, brief mindfulness psychoeducation interventions have demonstrated promising results in enhancing emotion regulation skills among university students (Islamiyah et al., 2020). Other studies have documented the integration of mindfulness practices in elementary schools, especially in private institutions and among proactive teachers in public schools (Saputro et al., 2023). For final-year undergraduate students facing thesis-related stress, mindfulness-based therapy was found to be effective in reducing anxiety and perceived stress (Yuliana et al., 2022). Collectively, these findings reflect the growing acknowledgment of mindfulness as a valuable tool for stress management and emotional well-being in diverse educational contexts.

Among teachers, mindfulness training has also shown positive outcomes. A four-day intensive mindfulness program conducted in China significantly enhanced teachers' mindfulness and reduced negative affect and stress levels (Song et al., 2020). Mindfulness enables teachers to remain grounded in the present, improving attention, self-awareness, and emotion regulation, ultimately lowering stress and enhancing well-being (Neumann & Tillott, 2022). In language education, mindfulness-based techniques are increasingly

used to manage anxiety among English as a Foreign Language (EFL) teachers (Wang, 2022). This relevance extends to inclusive education, where emotional demands are even greater. Mindfulness supports teachers in regulating stress through heightened awareness and emotional control. A study in Padang, Indonesia, showed that although teachers demonstrated strong emotional monitoring and evaluation, they struggled with emotion modification (Purna, 2020). This suggests that mindfulness can transform emotional awareness into adaptive coping, reducing stress and enhancing emotional resilience in high-pressure inclusive classrooms.

Nevertheless, the effects of mindfulness interventions on stress and related outcomes remain varied. While some studies report significant benefits, others suggest more moderate effects. A meta-analysis by Sperling et al. (2023) on mindfulness interventions for medical students found small to moderate reductions in stress. However, a comprehensive meta-analysis examining inflammation biomarkers and stress revealed only minor effects of mindfulness interventions across different populations, with no significant differences between clinical and subclinical samples (Grasmann et al., 2023). In contrast, a study on female teachers showed significant reductions in stress and burnout following mindfulness training (Fabbro et al., 2020a). These divergent findings suggest that while mindfulness may offer benefits for stress reduction, its impact may depend on context, population, and program intensity. Carroll et al. (2022) found that an 8-week mindfulness training for teachers improved multiple dimensions of mindfulness—particularly observing, non-reactivity, and non-judgmental awareness—while also reducing perceived stress levels.

While self-efficacy has consistently been shown to have a negative correlation with occupational stress, the interactive mechanism between self-efficacy and mindfulness has received limited empirical attention, particularly in the context of special education teachers. This research gap highlights the need to explore whether mindfulness plays a moderating role, enhancing the protective effect of self-efficacy against work-related stress among teachers of children with special needs.

In response to this gap, the present study aims to examine the interrelationships between self-efficacy, mindfulness, and occupational stress among teachers of children with special needs in inclusive settings. Beyond analyzing direct associations, this study

specifically tests the moderating effect of mindfulness on the relationship between self-efficacy and teacher stress. The inclusion of mindfulness as a moderator is grounded in its established role in emotional regulation and attentional control mechanisms that enable individuals to respond adaptively to stress. Prior studies have shown that mindfulness enhances individuals' capacity to remain present, manage negative emotions, and maintain psychological flexibility under pressure (Fabbro et al., 2020). Thus, mindfulness may strengthen the protective function of self-efficacy by buffering the emotional strain teachers face in inclusive classrooms. By investigating this interaction, the study seeks to advance understanding of the psychological mechanisms that help teachers manage occupational stress and maintain resilience in challenging educational contexts.

The gap of this research lies in its simultaneous examination of self-efficacy, mindfulness, and work-related stress within a moderated model, specifically tailored to the context of Indonesian teachers working with children with special needs. Unlike previous studies that tend to isolate variables or focus on general teacher populations, this study places its emphasis on a unique and underrepresented group of educators those who navigate both instructional and emotional challenges while supporting students with diverse learning needs. Furthermore, it bridges the gap between theoretical insights and practical applications by highlighting mindfulness not merely as a coping strategy, but as a psychological mechanism that potentially amplifies the protective impact of self-efficacy.

## **Method**

### *Research Design*

This study employed a quantitative correlational design to investigate the relationships between teacher self-efficacy, mindfulness, and work-related stress among educators of children with special needs in inclusive educational settings. The primary objective was to assess not only the direct associations among these psychological constructs but also to examine the moderating role of mindfulness in the relationship between self-efficacy and teacher stress.

The research utilized standardized measurement instruments with robust psychometric properties. Teacher stress was measured using the Teacher Stress Inventory (TSI) developed by Fimian (1984), which encompasses eight dimensions: task stress,

supervisory support, life satisfaction, management style, role conflict, job satisfaction, role ambiguity, and role overload. Self-efficacy was assessed using the Teacher Self-Efficacy Scale adapted from Bandura, (1997), which consists of two dimensions—general self-efficacy and social self-efficacy. Mindfulness was measured using the Interpersonal Mindfulness Scale Pratscher et al., (2019), which evaluates awareness and acceptance in interpersonal interactions.

All instruments underwent a rigorous content validity evaluation through expert judgment. The validation panel comprised three experts in educational psychology, psychometrics, and inclusive education, who reviewed the items for construct relevance, clarity, and cultural appropriateness. Reliability analysis from pilot testing (N = 30) demonstrated satisfactory internal consistency across all measures, with Cronbach’s alpha values of 0.87 for the TSI, 0.84 for the Self-Efficacy Scale, and 0.82 for the Interpersonal Mindfulness Scale.

Overall, this methodological approach ensures that the variables are measured validly and reliably, thereby facilitating accurate interpretation of the relationships and moderating effects among teacher self-efficacy, mindfulness, and work-related stress within inclusive educational contexts.

*Participants*

The research was conducted in several inclusive and special education institutions in Indonesia, with a sample comprising 100 teachers (80% female, 20% male) who work with children with special needs. The participants were 100 inclusive education teachers selected through purposive sampling, with criteria including (1) active status as teachers of CWSN, (2) minimum one year of teaching experience, and (3) willingness to participate voluntarily.

Table 1.  
Demographic Respondents

Category	Distribution (%)	N
Gender		
Female	80%	80
Male	20%	20
Age		
25–35 years	40%	40

36–45 years	45%	45
>45 years	15%	15
Education		
Diploma in Special Ed (PLB)	20%	20
Bachelor in Early Childhood Education	60%	60
Master's Degree	20%	20
Work Experience		
1–4 years	25%	25
5–10 years	50%	50
>10 years	25%	25

To ensure the protection of participants' rights and uphold ethical research integrity, several procedures were implemented. Prior to participation, all respondents' teachers of children with special needs were provided with a detailed explanation of the study's purpose, procedures, potential risks, and expected benefits. Written informed consent was obtained voluntarily, emphasizing the right to withdraw at any stage without penalty. Ethical approval was secured from the institutional ethics committee. Confidentiality was rigorously maintained through the anonymized coding of participant data and secure digital storage accessible only to the research team.

This study involved 100 teachers working with children with special needs (see table 1). The majority were female (80%), aligning with the general trend in early childhood education professions. Most respondents were aged 36–45 years (45%), indicating a professionally mature group, followed by those aged 25–35 years (40%), and a smaller segment over 45 years old (15%).

In terms of educational qualifications, the largest portion (60%) held a Bachelor's degree in Early Childhood Education, reflecting a strong academic foundation in the field. An additional 20% had a Diploma in Special Education (PLB), and another 20% had attained a Master's degree, contributing to a well-educated sample. Work experience was also varied: 50% had been teaching for 5–10 years, showing mid-level expertise, while 25% had 1–4 years and 25% had over 10 years, forming a balanced mix of novice and veteran educators. This demographic profile ensures the data reflects a wide range of experiences and perspectives, supporting meaningful analysis of stress, self-efficacy, and mindfulness



among special education teachers.

### Results and Discussion

This results the empirical findings derived from the quantitative analysis conducted in this study. Descriptive statistics are first provided to outline the demographic characteristics of the participants, followed by correlational and moderation analyses that address the research hypotheses. The results highlight the complex interplay between work-related stress, self-efficacy, and mindfulness among teachers of children with special needs in inclusive education settings. All statistical procedures were carried out using valid and reliable instruments, ensuring the robustness and interpretability of the findings. *Confident teachers tend to be less stressed, and social care boosts their mindfulness.*

To examine the relationships between teacher stress, self-efficacy, and mindfulness, Pearson product-moment correlation analysis was conducted. This analysis aims to determine the strength and direction of the association among these key psychological constructs in the context of inclusive early childhood education settings. Table 2 summarizes the correlation coefficients along with their statistical significance levels.

Table 2.  
Variable Correlation

Variable	Pearson r	Sig
Teacher Stress vs Self-Efficacy	-.353	p < .01
Teacher Stress vs Mindfulness	.043	ns
Social Self efficacy Vs Mindfulness	.281	p < .01

Table 2 showed that teacher stress was significantly and negatively correlated with self-efficacy ( $r = -.353$ ,  $p < .01$ ), indicating that higher levels of perceived stress among teachers were associated with lower levels of self-efficacy. This finding underscores the crucial role of self-efficacy in buffering against occupational stress in inclusive educational settings. Teachers who possess strong beliefs in their capabilities to manage classroom demands and student diversity are less likely to experience elevated stress levels, aligning with Bandura's theory that self-efficacy contributes to resilience in high-pressure environments.

Interestingly, the correlation between teacher stress and mindfulness was found to

be weak and statistically non-significant ( $r = .043$ , ns), suggesting that general mindfulness alone may not substantially mitigate stress among teachers in this context. This result points to the possibility that more targeted or practice-based mindfulness interventions—particularly those tailored to inclusive teaching scenarios—may be necessary to influence teachers' stress responses effectively.

Meanwhile, a significant positive correlation was observed between social self-efficacy and mindfulness ( $r = .281$ ,  $p < .01$ ). This indicates that teachers who demonstrate stronger confidence in social interactions and interpersonal effectiveness tend to also report higher mindfulness levels. Such an association reflects the importance of relational competence in fostering present-moment awareness, empathy, and psychological well-being, all of which are essential for managing the dynamic and often emotionally taxing nature of inclusive classrooms.

*When Teachers Feel Capable, Uncertainty Fades but Support Still Matters*

To further understand the interplay between psychological factors and stress in inclusive teaching environments, this section explores the correlational relationships between teacher self-efficacy and two specific stress dimensions: role ambiguity and supervisory support. Drawing on Pearson correlation analysis, the following findings shed light on how confidence in one's teaching ability (self-efficacy) may buffer ambiguity in job roles, and how leadership validation can enhance teachers' sense of competence. These insights provide valuable implications for targeted intervention in teacher development programs, particularly in inclusive education settings.

Table 3.  
Self-efficacy and Stress Dimension

Variable	Pearson r	Sig
Self-Efficacy vs Role Ambiguity	-.45	$p < .01$
Self-Efficacy vs Supervisory Support	.238	$p < .05$

As clearly shown at table 3. a moderate negative correlation between self-efficacy and role ambiguity ( $r = -.45$ ,  $p < .01$ ) suggests that as teachers' confidence in their abilities increases, their experience of uncertainty regarding their job roles decreases. This aligns with the theoretical assumption that self-efficacious individuals possess greater clarity in goal setting, decision-making, and navigating complex tasks—thereby perceiving less ambiguity in their professional responsibilities. In inclusive education settings, where roles

are often fluid and demands unpredictable, a strong sense of self-efficacy can act as a cognitive buffer that enables teachers to interpret ambiguity not as a threat but as a challenge to be managed. This finding highlights the importance of strengthening teacher efficacy to reduce confusion about job expectations, particularly for those supporting students with diverse needs.

Table 3 also showed the positive but weak correlation between self-efficacy and supervisory support ( $r = .238, p < .05$ ) indicates that teachers who feel supported by their leaders tend to have higher levels of self-efficacy. Although the effect size is modest, it reinforces the idea that external validation, encouragement, and access to resources from supervisors contribute to teachers' confidence in their instructional and behavioral management skills. In inclusive school environments, leadership support plays a foundational role in fostering a sense of competence and emotional security, enabling teachers to persevere through stress and instructional challenges.

This result is supported by Kazanopoulos et al., (2022), who emphasize that teacher self-efficacy significantly shapes how educators interpret and implement inclusive practices. Teachers who perceive themselves as capable are more likely to utilize adaptive teaching methods, foster student-centered learning environments, and collaborate with colleagues and families—actions that reduce role confusion and enhance clarity of expectations (Kazanopoulos et al., 2022).

Furthermore, high self-efficacy is associated not only with better instructional performance but also with psychological resilience. Teachers who believe in their professional capabilities tend to view complex and uncertain teaching situations not as threats but as manageable challenges. This psychological resource allows them to construct meaning from their roles and act proactively rather than reactively, thereby reducing stress and ambiguity in their work environments.

These findings imply that professional development programs should focus not only on pedagogical skills but also on enhancing psychological resources such as self-efficacy. Programs that integrate experiential learning, collaborative problem-solving, and emotional support have the potential to foster self-efficacy and in turn reduce role-related stress.

Together, these findings underscore a dual pathway to enhancing teacher well-being: empowering teachers internally through self-efficacy development, and externally through effective leadership and role clarity. Institutions seeking to reduce teacher burnout and increase effectiveness especially in inclusive or high-demand educational contexts should consider implementing targeted interventions that improve these two areas.

Mindfulness stepped in, but didn't make the difference when self-efficacy met stress

Before testing the moderating role of mindfulness, standard assumption tests were performed to ensure data validity. Normality was confirmed using the Shapiro–Wilk test

( $p > .05$ ), linearity and homoscedasticity were verified through residual plots, and multicollinearity was ruled out as all VIF values were below 3. The moderation regression analysis was then conducted, incorporating the interaction Self-Efficacy and Mindfulness. Results showed that mindfulness did not significantly moderate the relationship between self-efficacy and teacher stress ( $B = -.0179$ ,  $p = .1864$ ). Despite the nonsignificant effect, all assumptions were met, confirming that the regression model was statistically sound and interpretable.

To examine the moderating effect of mindfulness on the relationship between self-efficacy and teacher stress, a moderation regression analysis was conducted, incorporating the interaction between self-efficacy and mindfulness as an additional predictor variable. The findings from this analysis are detailed in Table 4.

Table 4.  
Moderating Analysis

Variable	Coef (B)	SE	t	p
Self-Efficacy	1.1276	1.112	1.0141	0.3131
Mindfulness	0.9537	0.665	1.4341	0.1548
Self-Efficacy × Mindfulness	-0.0179	0.0135	-1.3309	0.1864

Table 4 Showed the regression results reveal that neither self-efficacy ( $B = 1.1276$ ,  $p = .3131$ ) nor mindfulness ( $B = .9537$ ,  $p = .1548$ ) independently predicts teacher stress at a statistically significant level. Furthermore, the interaction effect of self-efficacy and mindfulness was also non-significant ( $B = -.0179$ ,  $p = .1864$ ), indicating that mindfulness does not significantly moderate the relationship between self-efficacy and stress among teachers of children with special needs.

Despite the non-significant moderation effect of mindfulness on the relationship between self-efficacy and stress in this study, prior empirical evidence suggests that mindfulness may still hold theoretical and practical relevance in shaping teacher well-being. Fabbro et al. (2020) emphasize that mindfulness meditation (MM) enhances dispositional mindfulness, which in turn reduces stress and burnout among teachers. The present study, while showing that the interaction term between self-efficacy and mindfulness was not statistically significant ( $B = -.0179$ ,  $p = 0.1864$ ), revealed a negative coefficient trend. This trend implies that mindfulness may gradually strengthen the inverse relationship between self-efficacy and teacher stress albeit subtly and not to a degree observable within the given statistical power.

Several studies underscore that mindfulness training is not merely an individual psychological resource but also a skill that matures over time and may interact synergistically with constructs such as self-efficacy. For instance, mindfulness-based interventions have been shown to increase teachers' emotional regulation, self-compassion,

and professional efficacy (Emerson et al., 2017; Flook et al., 2015; Jennings et al., 2013) all of which are closely tied to lower stress reactivity and better coping strategies. It is possible that, within the scope of this study, participants had not undergone sufficient mindfulness training to produce a detectable interaction effect.

Hence, although the statistical moderation was not confirmed, the theoretical implications remain promising. Future studies might consider using longitudinal designs or intervention-based frameworks to more fully examine how mindfulness can act as a contextual amplifier to self-efficacy, ultimately buffering against stress in complex educational environments such as inclusive or special needs classrooms.

This finding holds practical implications. The lack of a significant moderating role for mindfulness suggests that, in this specific context, mindfulness alone may not be a strong enough buffer to enhance the protective role of self-efficacy against stress. Teachers of children with special needs often work in emotionally demanding environments, where structural challenges (e.g., role ambiguity, limited institutional support) may override the benefits of individual traits like mindfulness. It is possible that mindfulness, as a cognitive-behavioral trait, requires more intensive development (e.g., structured training, regular practice) before it can interact meaningfully with other personal resources such as self-efficacy.

### **Conclusion**

This study sheds light on the psychological mechanisms underlying stress among teachers of children with special needs in inclusive settings. The findings consistently point to the crucial role of self-efficacy in lowering stress and clarifying role expectations. Teachers with stronger self-beliefs are more resilient to ambiguity and better equipped to manage the complexities of inclusive classrooms. This supports Bandura's theoretical framework, where self-efficacy strengthens individual coping and motivation. The data also revealed a significant positive relationship between social self-efficacy and mindfulness, suggesting that teachers who feel socially competent tend to be more present and aware in their interactions. However, contrary to expectations, general mindfulness did not significantly correlate with lower stress levels, nor did it moderate the relationship between self-efficacy and stress. This suggests that mindfulness, in its general form, may not be a strong standalone resource in this context. In addition, supportive leadership plays a moderate but meaningful role: teachers who feel supported by their supervisors tend to have higher self-efficacy, indicating that external validation reinforces internal confidence. Taken together, these findings highlight that reducing stress in inclusive education requires both internal and external resources. Programs focused on strengthening teacher self-efficacy through training, reflection, and mastery experiences should be prioritized. At the same time, school leaders must provide consistent guidance and reduce ambiguity in teachers' roles. Mindfulness-based interventions, while promising, may require more structured, context-specific implementation to yield meaningful benefits. Ultimately, the

pathway to better teacher well-being lies in empowering educators from within while supporting them from the outside.

### **References**

- Asari, U. A. Y. (2023). Learning Agility Guru Pendamping Khusus ABK (Studi Fenomenologi: Sekolah Menengah Al Firdaus). *Jurnal ISLAMIKA*, 5(2), 30–45.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Emerson, L.-M., Leyland, A., Hudson, K., Rowse, G., Hanley, P., & Hugh-Jones, S. (2017). Teaching mindfulness to teachers: A systematic review and narrative synthesis. *Mindfulness*, 8(5), 1136–1149. <https://doi.org/10.1007/s12671-017-0691-4>
- Fabbro, A., Fabbro, F., Capurso, V., D'Antoni, F., & Crescentini, C. (2020). Effects of mindfulness training on school teachers' self-reported personality traits as well as stress and burnout levels. *Perceptual and Motor Skills*, 127(3), 515–532. <https://doi.org/10.1177/0031512520908708>
- Fimian, M. J. (1984). The development of an instrument to measure occupational stress in teachers: The Teacher Stress Inventory. *Journal of Occupational Psychology*, 57(4), 277–293. <https://doi.org/10.1111/j.2044-8325.1984.tb00169>
- Flook, L., Goldberg, S. B., Pinger, L., & Davidson, R. J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based kindness curriculum. *Developmental Psychology*, 51(1), 44–51. <https://doi.org/10.1037/a0038256>
- Grasmann, J., Almenröder, F., Voracek, M., & Tran, U. S. (2023). Only small effects of mindfulness-based interventions on biomarker levels of inflammation and stress: A preregistered systematic review and two three-level meta-analyses. *International Journal of Molecular Sciences*, 24(5). <https://doi.org/10.3390/ijms24054445>
- Hanifah, D. S., Haer, A. B., Widuri, S., & Santoso, M. B. (2022). Tantangan anak berkebutuhan khusus (ABK) dalam menjalani pendidikan inklusi di tingkat sekolah dasar. *Jurnal Penelitian dan Pengabdian Kepada Masyarakat (JPPM)*, 2(3), 473. <https://doi.org/10.24198/jppm.v2i3.37833>
- Hasanah, N., & Laily, N. (2020). Self-efficacy dan kepuasan kerja pada guru taman kanak-kanak (TK). *Efektor*, 7(1), 80–89. <https://doi.org/10.29407/e.v7i1.14398>
- Islamiyah, A., Sismawati, M., & Kaaloeti, D. V. S. (2020). Pengaruh psikoedukasi mindfulness singkat pada kemampuan regulasi emosi mahasiswa. *Jurnal Ilmiah Psikologi Terapan*, 8(1), 89. <https://doi.org/10.22219/jipt.v8i1.9444>
- Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374–390. <https://doi.org/10.1037/spq0000035>

- Kazanopoulos, S., Tejada, E., & Basogain, X. (2022). The self-efficacy of special and general education teachers in implementing inclusive education in Greek secondary education. *Education Sciences*, 12(6), 383. <https://doi.org/10.3390/educsci12060383>
- Kusmiran, Y., Agustin, M., & Dahlan, T. H. (2024). Peran mindfulness teaching dalam mengurangi stres dan meningkatkan kualitas pengajaran guru PAUD. *Aulad: Journal on Early Childhood*, 7(3), 709–722. <https://doi.org/10.31004/aulad.v7i3.777>
- Luis Baun, A., Hatmoko, T. L., & Laka, L. (2023). Peran kepedulian guru dan keyakinan agama peserta didik untuk meningkatkan self-efficacy akademik. *Jurnal Moral Kemasyarakatan*, 8(2), 168–178. <https://doi.org/10.21067/jmk.v8i2.8537>
- Mahardhani, F. O., Ramadhani, A. N., Isnanti, R. M., Chasanah, T. N., & Praptomojati, A. (2020). Pelatihan strategi koping fokus emosi untuk menurunkan stres akademik pada mahasiswa. *Gadjah Mada Journal of Professional Psychology*, 6(1), 60. <https://doi.org/10.22146/gamajpp.55253>
- Mudrikah, S., Kusmuriyanto, K., & Widodo, W. (2022). Pengaruh technostress dan computer self-efficacy terhadap kinerja guru selama pembelajaran daring. *EQUILIBRIUM: Jurnal Ilmiah Ekonomi dan Pembelajarannya*, 10(2), 96. <https://doi.org/10.25273/equilibrium.v10i2.11073>
- Nadyastuti, S. C., Mularsih, H., & Tiatri, S. (2021). Grand 5 dan permasalahan guru. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 5(2), 475–484.
- Neumann, M. M., & Tillott, S. (2022). Why should teachers cultivate resilience through mindfulness? *Journal of Psychologists and Counsellors in Schools*, 32(1), 3–14. <https://doi.org/10.1017/jgc.2021.23>
- Pratscher, S. D., Wood, P. K., King, L. A., & Bettencourt, B. A. (2019). Interpersonal mindfulness: Scale development and initial construct validation. *Mindfulness*, 10(6), 1044–1061. <https://doi.org/10.1007/s12671-018-1057-2>
- Susanto, V., & Hartini, N. (2024). Group Counseling About Coping Stress Strategy in Special Needs Teachers Konseling Kelompok terkait Strategi Koping Stres Pada Guru Anak Berkebutuhan Khusus. *Maret*, 13(1), 50–56. <http://dx.doi.org/10.30872/psikostudia.v13i1>
- Purna, R. S. (2020). Gambaran Regulasi Emosi Guru di Kota Padang. *Humanitas (Jurnal Psikologi)*, 4(2), 149–162. <https://doi.org/10.28932/humanitas.v4i2.2410>
- Saputro, U. G., Susilo, H., & Ekawati, R. (2023). Analisis Penerapan Mindfulness dalam Pembelajaran Siswa Sekolah Dasar. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(2), 1214–1219. <https://doi.org/10.54371/jiip.v6i2.1630>
- Song, X., Zheng, M., Zhao, H., Yang, T., Ge, X., Li, H., & Lou, T. (2020). Effects of a four-day mindfulness intervention on teachers' stress and affect: A pilot study in Eastern China. *Frontiers in Psychology*, 11, 1298. <https://doi.org/10.3389/fpsyg.2020.01298>
- Sperling, E. L., Hulett, J. M., Sherwin, L. A. B., Thompson, S., & Bettencourt, B. A. (2023).

- The effect of mindfulness interventions on stress in medical students: A systematic review and meta-analysis. *PLoS ONE*, 18(10), 1–24. <https://doi.org/10.1371/journal.pone.0286387>
- Uluwiyya, R., Sriati, A., & Kosim, K. (2024). Gambaran tingkat stres kerja guru di sekolah inklusi. *Jurnal Riset Kesehatan Poltekkes Depkes Bandung*, 17(1), 20–29. <https://doi.org/10.34011/juriskesbdg.v17i1.2683>
- Nisa, Uswatun, & Wati, Vera. (2022). Dilema Guru PAUD Inklusi Terhadap Kompleksitas ABK: Antara Tantangan dan Keniscayaan. *Kidido: Jurnal Pendidikan Islam Anak Usia Dini*, 3(2), 16–27. <https://doi.org/10.19105/kidido.v3i2.6603>
- Wahyuni, E. P., Ardianto, H., Dharmatanna, S., Burmansah, B., Seneru, W., Kasrah, R., & Ismoyo, T. (2024). A Mindful Character Development: Mindfulness and Self-Efficacy Enhances Emotional Regulation of High School Students. *International Journal of Science and Applied Science: Conference Series*, 8(2), 162. <https://doi.org/10.20961/ijsascs.v8i2.95131>
- Wang, N. (2022). EFL teachers' mindfulness and emotion regulation in language context. *Frontiers in Psychology*, 13, 877108. <https://doi.org/10.3389/fpsyg.2022.877108>
- Yuliana, A. R., Safitri, W., & Ardiyanti, Y. (2022). Penerapan terapi mindfulness dalam menurunkan tingkat stres mahasiswa tingkat akhir. *Jurnal Keperawatan dan Kesehatan Masyarakat Cendekia Utama*, 11(2), 154. <https://doi.org/10.31596/jcu.v11i2.1117>