

PERCEPTION AND READINESS OF PRE-SERVICE TEACHERS IN IMPLEMENTING INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) IN INCLUSIVE EDUCATION

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Abstract

This study aimed to analyze: (1) pre-service teachers' perceptions of the urgency of the IEP, (2) their readiness (cognitive, affective, and skills) to design and implement it, and (3) the influence of internal and external factors on this readiness. A quantitative approach using descriptive and correlational survey methods was employed. The research subjects were 38 seventh-semester prospective teachers at universities in East Java, Indonesia. The universities were Jember Islamic University, State Islamic University (UIN Kyai Haji Ahmad Shiddiq), and Nurul Jadid University, which were selected through purposive sampling. Data were collected using a valid and reliable Likert scale questionnaire. The data analysis used was descriptive analysis and multiple linear regression. Descriptive analysis revealed that 64.5% of participants had positive readiness and perceptions. While perception of IEP urgency was high (73.7% positive), external factors like institutional support showed the lowest positive percentage (57.9%). Multiple Linear Regression indicated that internal and external factors together significantly influenced readiness ($R^2=0.794$), with internal factors ($\beta=0.512$) being more dominant than external ones ($\beta=0.387$). The novelty of this finding underscores that while personal competence development is foundational, systemic support from teacher education institutions is equally critical for successful IEP implementation, highlighting a necessary dual focus in teacher preparation programs.

Keywords

Individualized Educational Program, Inclusive Education, Teacher Readiness, Internal Factors, External Factors.



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INTRODUCTION

Inclusive education in Indonesia constitutes a strategic effort to ensure equitable and non-discriminatory educational access for all students, including those with special needs. This commitment is fortified through regulatory frameworks such as the Minister of National Education Regulation No. 70 of 2009 and Law No. 8 of 2016 (Kartiko et al., 2025). However, at the higher education level, particularly within institutions like Jember Islamic University (UIJ), Nurul Jadid University (UNUJA), and UIN Kiai Haji Ahmad Shiddiq (UINKHAS), the implementation of inclusive curricula continues to encounter fundamental challenges. The root of these curricular issues lies in the insufficient preparedness of pre-service teachers, stemming from frequent curriculum revisions and a lack of profound, practice-oriented training in inclusive pedagogical practices (Diny Sujannah et al., 2025; Efendi et al., 2022; Muafiah et al., 2025). Although Indonesian higher education institutions have begun adopting disability support services, persistent obstacles, such as the provision of appropriate accommodations and adequate physical accessibility, remain embedded within their curricular structures.

For pre-service teachers, mastery of the Individualized Educational Program (IEP) is critically important as it serves as the primary instrument for navigating the heterogeneity of students with special needs (Fauziyah et al., 2025). Pre-service teachers at these three universities are being prepared to enter professional environments characterized by highly complex and diverse learning needs. Without proficient command of the IEP, they will face significant difficulties in modifying instruction and providing suitable individual accommodations. The IEP facilitates a flexible instructional approach, aligning with the Universal Design for Learning (UDL) framework, which is increasingly being integrated into higher education to accommodate diverse learning needs through flexible content presentation and interaction modes (Diny Sujannah et al., 2025).

The imperative for IEP mastery among students at UIJ, UINKHAS, and UNUJA is intrinsically linked to these institutions' strategic role in preparing educators who must possess robust professional competencies to address socio-cultural barriers (Syafiulia & Maadad, 2026). Within the broader societal context, stigma towards persons with disabilities remains a significant challenge; consequently, pre-service teachers' mastery of the IEP is essential for fostering greater acceptance and community support (Rofiah et al., 2023; Utami, 2025). Through continuous professional development in IEP design and implementation, these universities can ensure their

graduates are not only theoretically familiar with relevant regulations but are also capable of applying them in authentic practice to enhance the quality of life for learners with special needs. Therefore, strengthening IEP-related competencies represents a crucial step for these institutions in bridging the persistent gap between government policy and the on-the-ground realities of implementation in inclusive school settings.

Previous research efforts have made substantial contributions to understanding the antecedents of pre-service teachers' attitudes. Key influencing factors identified include self-efficacy (Miesera et al., 2019), empathy (Jiang et al., 2025), the quality and quantity of special education coursework (Rakap et al., 2017; Varcoe & Boyle, 2014), and direct contact with individuals with disabilities (Abellán & Sáez-Gallego, 2020; Kunz et al., 2021). Furthermore, studies have highlighted cultural and regional variations in perceptions, suggesting that the context of teacher training programs plays a crucial role (Sharma et al., 2006; Subban & Mahlo, 2017). In response to these findings, recommendations have universally called for enhanced training programs that integrate both theoretical and practical components. However, these studies possess a significant limitation: their focus is predominantly broad, centering on "inclusive education" as a general concept. They often fail to drill down into the specific, high-leverage practices that constitute effective inclusion, with the IEP process being a notable omission. Consequently, we have a wealth of data on pre-service teachers' sentiments about inclusion, but a scarcity of insight into their readiness to execute its most critical operational tool.

This lack of specific knowledge has direct and indirect consequences. Directly, it leads to a situation where newly qualified teachers, despite their positive intentions, are unprepared to navigate the complexities of the IEP process, resulting in poorly formulated plans, inconsistent implementation, and ultimately, inadequate educational outcomes for students with special needs. Indirectly, this unpreparedness can erode the very self-efficacy and positive attitudes that initial training sought to build, leading to burnout, increased attrition rates among teachers, and the perpetuation of a cycle where inclusion is perceived as an unattainable ideal rather than a practicable reality.

Therefore, a clear and critical knowledge gap exists. We do not yet sufficiently understand the nexus between pre-service teachers' *perception* of their role in inclusive education and their specific *readiness* to implement an IEP. Guided by a conceptual framework that links perceived self-

efficacy and Bronfenbrenner's Ecological Systems Theory to implement a specific behavior: Individualized Educational Program (Bandura, 1997; Bronfenbrenner, 1986), this study seeks to fill this gap. It moves beyond general attitudes to investigate the concrete competencies and confidence levels related to the IEP process. Building upon the foundational work of scholars like Nketsia and Saloviita on views of inclusion and Li and Cheung on self-efficacy (Li & Cheung, 2021; Nketsia & Saloviita, 2013), this research differentiates itself by focusing with precision on the IEP as the unit of analysis. The central research question is: What are the perceptions and the state of readiness of pre-service teachers regarding the implementation of Individualized Educational Programs in inclusive settings?

By investigating this under-explored nexus, this study will provide a more nuanced diagnostic of the weaknesses in current teacher preparation programs. The findings are expected to yield critical insights for curriculum developers and teacher educators, enabling them to design targeted interventions that bridge the gap between positive intention and competent action, thereby ensuring that the promise of inclusive education is fulfilled through the effective implementation of its most vital instrument: the Individualized Educational Program.

METHOD

This study employed a quantitative approach with a survey research design. The primary data source was obtained directly from the research participants through a structured questionnaire. The participants were 7th-semester pre-service teachers enrolled in three higher education institutions in East Java, Indonesia. There are Jember Islamic University (UIJ), Nurul Jadid University (UNUJA), and State Islamic University (UIN Kyai Haji Ahmad Shiddiq). The selection of these three locations was based on their representation of different institutional typologies (Islamic private university, Islamic boarding school-based university, and Islamic state university) that actively prepare teacher candidates, thereby allowing for a more diverse sample within the regional context. The survey instrument was designed to capture data aligned with the research problems, measuring variables such as perception of urgency of IEP, readiness (knowledge, attitude, skills), and influencing factors (internal and external).

Based on the formulated research questions, the study proposes the following hypotheses:

(1) Pre-service teachers generally hold a positive perception regarding the urgency of the Individualized Educational Program (IEP) for supporting the success of children with special needs in inclusive schools. (2) The readiness level of pre-service teachers in designing and implementing IEPs, assessed from the aspects of knowledge, attitude, and skills, is at a moderate level. (3) Internal factors (knowledge and interest) and external factors (practical experience and institutional support) significantly influence the readiness of pre-service teachers, with practical experience being hypothesized as the most significant contributing factor.

The participants were 38 seventh-semester pre-service teachers from various education programs, selected through purposive sampling. The key criteria for selection were that they had completed an inclusive education course and had undertaken a teaching practicum (PPL), ensuring they possessed the foundational knowledge and practical experience relevant to the research context. The demographics of the respondents in this study are described in the following table:

Table 1. The Demographics of the Respondents

Pseudonym	Gender	Age	Department	Semester
R 01	Male	23	Islamic Religious Education	7
R 02	Male	22	Islamic Religious Education	7
R 03	Female	21	Islamic Religious Education	7
R 04	Female	22	Islamic Religious Education	7
R 05	Female	37	Islamic Religious Education	7
R 06	Male	22	Islamic Religious Education	7
R 07	Female	22	Guidance and Counseling	7
R 08	Female	23	Islamic Religious Education	7
R 09	Female	22	Elementary School Teacher Education for Madrasahs	7
R 10	Female	21	Biology Education	7
R 11	Female	22	Islamic Religious Education	7
R 12	Female	23	Islamic Educational Management	7
R 13	Male	24	Biology Education	7
R 14	Female	20	Biology Education	7
R 15	Female	22	Islamic Religious Education	7
R 16	Female	21	Islamic Religious Education	7
R 17	Female	22	Islamic Religious Education	7
R 18	Female	21	Islamic Religious Education	7
R 19	Female	21	Islamic Religious Education	7
R 20	Male	22	Islamic Religious Education	7
R 21	Female	22	Islamic Religious Education	7
R 22	Female	23	Biology Education	7
R 23	Female	21	Guidance and Counseling	7

R 24	Female	22	Social Studies Education	7
R 25	Female	21	Islamic Educational Management	7
R 26	Male	23	Islamic Religious Education	9
R 27	Male	22	Islamic Religious Education	7
R 28	Female	21	Islamic Religious Education	7
R 29	Female	21	Islamic Religious Education	7
R 30	Female	23	Islamic Religious Education	7
R 31	Male	22	Islamic Religious Education	7
R 32	Female	21	Islamic Religious Education	7
R 33	Male	21	Islamic Religious Education	7
R 34	Male	21	Islamic Religious Education	7
R 35	Male	23	Islamic Religious Education	7
R 36	Male	23	Social Studies Education	9
R 37	Female	21	Islamic Religious Education	7
R 38	Male	23	Islamic Religious Education	7

The primary instrument for data collection was a closed-ended questionnaire based on a 5-point Likert scale. The instrument was rigorously validated through expert judgment and empirical testing, resulting in all 53 items being deemed valid. Furthermore, the instrument demonstrated excellent reliability, with Cronbach's Alpha coefficients exceeding 0.9 for all measured variables, which included perceptions of IEP urgency, readiness (cognitive, affective, and skill), and influencing internal and external factors. Below is a table of research instruments.

Table 2. The Research Instrument

Variable	Indicator	Item Number
Perception of IEP Urgency (X)	Perception of IEP as an essential and mandatory curriculum.	1,2
	Perception of IEPs' importance for student development and rights.	3,4,5
	Perception of the teacher's professional responsibility.	6,7
	Perception of the need for collaboration.	8
Cognitive Readiness (Y)	Understanding of the IEP concept and components.	1,2
	Knowledge of the assessment and goal-setting process.	3,4,5
	Knowledge of curriculum differentiation and teaching strategies.	6,7
	Knowledge of evaluation techniques.	8
	Understanding of the IEP's function.	9,10
Affective Readiness (Z)	Belief in the potential of SSN.	1,2
	Confidence in the effectiveness of the IEP.	3,4
	Positive attitude towards inclusion and SSN.	5,6

	Self-confidence in interaction and communication.	7,8
Skills Readiness (R)	Readiness to design and implement differentiated strategies.	1
	Ability to modify curriculum and identify student needs.	2,3
	Classroom management and assessment skills.	4,5
	Readiness to provide accommodations and modify facilities.	6,7
Internal Factors (A)	Readiness for collaboration.	8
	Perception of the relevance of inclusive education courses.	1,2,3
	Change in perspective and intrinsic motivation.	4,5,6
External Factors (B)	Knowledge and proactive behavior.	7,8,9
	Adequacy of field practice experience (PPL/Internship).	1,4,5
	Experience in collaboration.	2,3
	Institutional training and support.	6,9
	Adequacy of facilities and socio-environmental support.	7,10
	Perception of the importance of collaboration.	8

The data analysis was conducted in two stages. First, descriptive statistics were used to describe the levels of perception and readiness. Second, Multiple Linear Regression analysis was applied to examine the simultaneous and partial influence of internal and external factors on implementation readiness. This involved testing classical assumptions and calculating the coefficient of determination (R^2), F-test, and t-test to build a robust predictive model.

FINDINGS AND DISCUSSION

Findings

Demographic Profile of Respondents

The study involved 38 seventh-semester pre-service teachers from three universities, namely Jember Islamic University (UIJ), Nurul Jadid University (UNUJA), and State Islamic University of Kyai Haji Ahmad Shiddiq (UIN KHAS Jember). The respondents were mostly female (71.1%), with an average age of 22.4 years. The majority (68.4%) were from the Islamic Education Program, and almost all (94.7%) were in their final year of study, having completed their teaching practicum.

Pre-service Teachers' Perception of IEP Urgency

Descriptive analysis was conducted to understand pre-service teachers' perception of the urgency of the Individualized Educational Program (IEP). The results, as shown in Table 1, indicate that the Perception of IEP Urgency variable received the highest positive score among all variables.

Table 3. Categorization of Perception and Readiness Variables

Variable	Positive (Very Good + Good)	Moderate (Enough)	Negative (Poor + Very Poor)
X - Perception of IEP Urgency	73.7%	21.1%	5.3%
Y - Cognitive Readiness	65.8%	23.7%	10.5%
Z - Affective Readiness	60.5%	31.6%	7.9%
R - Skills Readiness	60.6%	26.3%	13.2%
A - Internal Factors	68.4%	23.7%	7.9%
B - External Factors	57.9%	23.7%	18.4%
Overall Average	64.5%	25.0%	10.5%

Source: Author's Research, 2025

With a mean score of 3.97 (on a 5-point scale) and 73.7% of respondents in the "Positive" category (a combination of "Very Good" and "Good"), it is evident that the majority of pre-service teachers strongly recognize the critical importance of the IEP as a fundamental tool for supporting Students with Special Needs in inclusive schools. The findings demonstrate a strongly positive outlook. With 73.7% of respondents in the positive category and the highest mean score (3.97) among all variables, it is clear that the vast majority of pre-service teachers recognize the Individualized Educational Program as a crucial and necessary tool for supporting the success of Students with Special Needs in inclusive schools.

Pre-service Teachers' Readiness to Design and Implement IEP

The readiness of pre-service teachers was measured across three dimensions: cognitive (knowledge), affective (attitude), and skills. The overall readiness, calculated as an average of these three dimensions, shows that 64.5% of participants demonstrated a positive level of readiness.

As illustrated in Table 3, the breakdown of readiness is as follows:

1. Cognitive Readiness (Knowledge): 65.8% positive, with a mean score of 3.80.
2. Affective Readiness (Attitude): 60.5% positive, with a mean score of 3.63.
3. Skills Readiness: 60.6% positive, with a mean score of 3.65.

Table 4. The Results of Readiness Dimensions

Readiness Dimensions	Percentage (%)
Cognitive Readiness	65,8%
Affective Readiness	60,5%
Skills Readiness	60,6%
Overall Readiness	64,5%

Source: Author's Research, 2025

This data indicates that while their theoretical knowledge (cognitive) is relatively higher, their confidence in attitude and practical ability to implement the IEP is moderately positive, suggesting a gap between understanding the concept and feeling fully prepared to execute it.

The results indicate a moderately positive but varied readiness. Overall, 64.5% of students showed positive readiness. However, a closer look reveals that cognitive readiness (65.8% positive) was higher than affective (60.5%) and skills readiness (60.6%). This suggests that while pre-service teachers understand the concept of an IEP, they feel less confident in their attitudes and practical ability to design and implement it effectively.

Factors Influencing Readiness for IEP Implementation

To determine the factors that significantly influence readiness, a Multiple Linear Regression analysis was performed. The model incorporated Internal Factors (A) and External Factors (B) as independent variables, with overall Readiness as the dependent variable.

The model was statistically significant (F-test significance = 0.000) and explained 79.4% ($R^2 = 0.794$) of the variance in implementation readiness, indicating a very strong explanatory power. Both internal and external factors were found to have a significant positive influence, as detailed in table 5.

Table 5. Multiple Linear Regression Analysis Results

Variable	Coefficient (β)	t-value	Significance (p)	Influence
Constant	0.351	2.145	0.039	-
Internal Factors (A)	0.512	7.452	0.000	Significant Positive
External Factors (B)	0.387	5.632	0.000	Significant Positive

Source: Author's Research, 2025

The regression coefficients (β) reveal that Internal Factors ($\beta = 0.512$) have a stronger dominant influence on readiness compared to External Factors ($\beta = 0.387$). This means that a pre-service teacher's personal knowledge, attitude, and interest are the primary drivers of their readiness

to implement an IEP. However, the significant contribution of external factors, such as institutional support and practical experience, underscores that a conducive environment is also critically important. The resulting regression equation is: $\text{Readiness} = 0.351 + 0.512 * (\text{Internal Factors}) + 0.387 * (\text{External Factors})$.

The Multiple Linear Regression analysis provides a clear answer. Both internal factors (knowledge, attitude, interest) and external factors (practical experience, institutional support) have a significant positive influence, together explaining 79.4% of the variance in readiness. However, internal factors ($\beta=0.512$) were identified as the dominant predictor, indicating that a pre-service teacher's personal competence is the primary foundation for readiness, even though systemic support from teacher education institutions remains critically important.

Discussion

This study examines the perceptions and readiness for implementation of the Individual Education Programme (IEP) among prospective teachers at three universities in Jember, Indonesia, namely Jember Islamic University, Nurul Jadid University, and UIN Kyai Haji Ahmad Shiddiq. The results show that the urgency of IEP is accompanied by moderate levels of practical and affective readiness. Further regression analysis identified internal factors (knowledge, intrinsic motivation) as dominant predictors of readiness, while external factors (institutional support, resources) played a significant but secondary role.

The dominance of internal factors provides strong empirical support for Bandura's theory of self-efficacy as the main foundation of professional readiness in the specific context of teaching children with special needs (Bandura, 1997). Prospective teachers in Jember and Probolinggo demonstrated that they had strong beliefs about the importance of IEPs for children with special needs. These positive perceptions indicate a higher level of readiness, consistent with the theory that belief in personal competence is a strong driver of behavioral intent (Ajzen, 1991). These findings are consistent with global research identifying self-efficacy as a key predictor of inclusive practices (Li & Cheung, 2021; Miesera et al., 2019). However, the data reveal an important gap: although perceptions of IEP urgency ($X=3.97$) are high, readiness in skills ($R=3.65$) and affective ($Z=3.63$) is significantly lower. This pattern reflects the "deep sense of unpreparedness" reported by prospective teachers in other regions (Alazemi & Larkins, 2025; Tiwari, 2024), indicating a widespread theory-practice gap. The strength of internal factors suggests that bridging this gap

requires more than policy mandates; it necessitates direct interventions that build personal competence and confidence in actual practice.

The significant influence of external factors, although secondary, places this challenge within Bronfenbrenner's ecological framework (Bronfenbrenner, 1986). The fact that external support received the lowest positive response (57.9%) and the highest negative assessment (18.4%) indicates weaknesses in the mesosystem (university-school relationships) and exosystem (university resource policies). These findings indicate that these three universities lack practical support, such as direct practice in inclusive schools and access to assistive technology, a globally recognized barrier (Alazemi & Larkins, 2025; Mueller et al., 2019). In the Indonesian context, this mesosystem is characterized by an acknowledged yet often under-realized need for collaborative university-school partnerships to bridge theory and practice in inclusive education (Humaira et al., 2021; Rasmitadila et al., 2022). While such collaborations are deemed mutually beneficial for mentoring and practical training, their implementation remains inconsistent. For the three universities in Jember, this suggests that formal, structured partnerships with local inclusive schools are likely underdeveloped, directly limiting opportunities for the authentic practicum experiences essential for mastering complex skills like IEP implementation.

Simultaneously, constraints within the exosystem exacerbate this gap. Indonesian higher education policy, while mandating educational budget allocations and promoting research output, can create uneven burdens and resource constraints, particularly for private institutions (Fu et al., 2024; Rozikin et al., 2021). This can manifest in insufficient institutional investment in critical areas such as assistive technology labs, specialized training materials, and the logistical support needed for sustained school-based fieldwork, deficits that align with globally recognized barriers (Alazemi & Larkins, 2025; Mueller et al., 2019). Consequently, pre-service teachers face a dual systemic barrier: limited access to real-world settings (a mesosystem failure) compounded by a lack of practical resources and enabling institutional policies (an exosystem's failure). This creates a cyclical dynamic where even strong internal competence among pre-service teachers is stifled by an ecosystem that does not provide the necessary scaffolding for its application and further development (Rasmitadila et al., 2022). Thus, the external factor scores are not merely a reflection of perceived support but are diagnostic of structural weaknesses that actively inhibit the translation of competency into readiness, perpetuating a cycle of under-preparation.

Our discussion of the findings with existing literature reveals both crucial reinforcements and antitheses. Our findings strongly align with and reinforce studies from contexts such as Kuwait, India, and Ethiopia, which identify insufficient practical training and a lack of hands-on experience as primary barriers to teacher readiness for inclusion (Alazemi & Larkins, 2025; Alhammadi, 2024; Zegeye, 2022). This reinforcement extends to the dynamic interplay between internal and external factors; our finding that self-efficacy is paramount yet mediated by external support resonates with the established understanding of how teacher confidence interacts with a supportive school environment and adequate resources (Ahsan, 2012; Van Staden-Payne & Nel, 2023). The documented importance of cognitive factors (knowledge), affective factors (attitudes, emotional readiness), and skill factors as primary internal drivers in our study is extensively corroborated by global research (Nissim & Shamma, 2025; Nketsia & Saloviita, 2013; Rojo-Ramos et al., 2022).

However, our study presents a clear antithesis to a prevalent strand of Western-centric literature that often positions systemic, institutional, and external factors as the primary factors for transformative change in inclusive education (Forlin et al., 2009; Sharma et al., 2008). In the specific socio-cultural and institutional ecology of teacher education programs at universities in Jember, the *internal factors*, encompassing personal knowledge, self-efficacy, and affective readiness, emerged as a more salient and powerful predictor of preparedness than the perceived strength of external support systems. This distinction may be attributed to the collectivist cultural context, where, paradoxically, high value is placed on personal resourcefulness and internal resilience in navigating systemic constraints. Furthermore, as noted in studies from developing nations, when experiential factors like direct training and contact with students with special needs are limited, and sociocultural factors such as community stigma persist (Adams et al., 2023; Darwish et al., 2025), the individual teacher's internal conviction and self-perceived competency become the critical frontline assets. This antithesis underscores a critical theoretical and practical implication: dominant models of teacher readiness developed in well-resourced, systemically robust contexts cannot be uniformly applied. They must be fundamentally adapted and recalibrated to account for the specific dynamics of local cultural and institutional ecologies, where internal readiness may not just be an outcome but a necessary precondition for engaging with and ultimately strengthening the external system.

In addition, the profile of respondents, most of whom came from the Islamic Education study program, added nuance to the gap between theory and practice. The positive perception of the urgency of IEP likely stemmed from a strong alignment with Islamic values of justice and equality (Abdillah et al., 2025; Bakti et al., 2025). However, lower practical readiness scores indicate deficiencies in Pedagogical Content Knowledge (PCK) for inclusion (Shulman, 1986). These prospective teachers may understand the moral imperative (content knowledge) and general teaching methods (pedagogical knowledge), but lack specific knowledge about how to adapt specific Islamic education content for diverse students. This lack of PCK has also been reported in conducting Functional Behavioral Assessments (FBAs) or designing differentiated instruction that requires the integration of theory and practice (Alimuddin et al., 2021; Boedeker et al., 2025; Rashid & Wong, 2023). Therefore, addressing the readiness gap requires specific steps beyond generic calls for 'more practice' towards PCK-specific training designs, such as simulating an Individualized Education Program (IEP) for religious education contexts or adapting Qur'an reading methods for students with learning disabilities (Sarkim, 2020).

This study suggests that curriculum reform in the three universities should strategically integrate practical experiences driven by PCK, such as structured micro-teaching and teaching practice in inclusive schools. The main limitations are the relatively small sample size (N=38) and its concentration on a single study program, which necessitates avoiding excessive generalization. Reliance on self-reported data also risks social desirability bias. Future research is recommended to use mixed methods, involving observational data from teaching practices across faculties, to verify perceptions of readiness with actual performance. Longitudinal studies tracking the development of PCK and confidence throughout the training program are also recommended to understand the dynamic nature of readiness in the unique context of Jember.

CONCLUSION

Based on the findings, it can be conclusively proven that although prospective teachers at the three universities, namely Jember Islamic University, Nurul Jadid University, and State Islamic University, have a positive perception of the urgency of IEP, their readiness to implement this understanding in practice remains a complex challenge. This readiness is mainly influenced by internal factors, namely knowledge and intrinsic motivation, as well as external factors, namely

institutional support and supporting facilities. The findings of this study indicate the importance of universities collaborating with inclusive schools so that prospective teachers can carry out structured and supervised teaching practices to improve their readiness to teach children with special needs in real settings.

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