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IMPLEMENTING INTERCULTURE TO IMPROVE SELF-CONFIDENCE OF CHILDREN WITH SPECIAL NEEDS

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Abstract. Observations in several Inclusive Elementary Schools in Kudus Regency show that students with special needs still experience significant challenges in participating in the learning process. The urgency of this research lies in the need to improve the self-confidence of students with special needs. This study aims to assess the effectiveness of the Interactive Educational Game Media Based on Ethnic Culture (INTERCULTURE) in enhancing the self-confidence of students with special needs. The research method employed is quantitative, with a Pre-Experimental One-Group Pretest–Posttest Design. In this design, students are given a pretest to assess their self-confidence, followed by treatment through INTERCULTURE media-based learning activities, and then a posttest to determine whether there is a significant change after the intervention. Data collection was conducted using test instruments to assess students' self-confidence. Data analysis was conducted using the Paired Sample t-Test and the N-Gain Test. The results of this analysis indicate a significant improvement in the self-confidence of students with special needs after using the INTERCULTURE media.

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INTRODUCTION

A nation's success in building its civilization and improving societal welfare is strongly determined by the quality of its education. A country's progress and welfare can be seen through its education system (Fahrudin, 2019). Education is an individual need in the form of an effort to humanize humans through learning activities between students and educators (Firdaus, 2019) . Education is a right for every citizen. Under Law No. 20 of 2003, every citizen has the right to obtain quality education, including those with physical, emotional, mental, or social disabilities, who are entitled to pursue special education pathways (Lubis et al., 2023). Children with special needs have the right to receive quality education supported by adequate facilities and infrastructure. These facilities support children's development, enabling effective learning activities that cultivate an excellent generation (Andriani et al., 2024). According to Law No. 70 of 2009, inclusive schools provide opportunities for students with physical, mental, and social limitations, as well as those with higher-than-average intelligence, to learn alongside regular students in the same environment (Jauhari, 2019). This helps realize learning equality for children with special needs (CSN).

Data from the Ministry of Education and Culture shows that the number of Inclusive Education Providers (SPPPI) has reached 17,134 at the elementary school level, with approximately 57,155 students with special needs (Hanifah et al., 2021). Through inclusive schools, CSN can learn without fear of discrimination. However, discrimination still occurs in inclusive schools through bullying (Tika Ribbany & Wahyudi, 2016; Kurniasih et al., 2020). Bullying causes depression and leads to low self-confidence among CSN. This issue must be addressed immediately because self-confidence is a primary requirement for an individual to be accepted by others and is an essential aspect of one's personality (Ghufron & Risnawita, 2010; Ardianti & Wanabuliandari, 2022). Individuals who lack self-confidence are more likely to face various problems, as confidence is a personality trait that enables individuals to actualize their potential (Fahmi & Slamet, 2016; Rosidin et al., 2019). Building self-confidence requires

opportunities and support from families and the environment (Ardianti et al., 2023). Many CSN experience a crisis of self-confidence because they feel unable to keep up with the achievements of other students. Moreover, CSN's low learning outcomes in inclusive classrooms are also due to a lack of learning media that meet their needs. This becomes a serious challenge in sustaining quality, inclusive education.

The results of observations conducted in several inclusive elementary schools in Kudus Regency indicate that students with special needs experience challenges related to self-confidence. These challenges are influenced by factors such as discrimination, bullying, limited exposure to local culture, and inadequate facilities and infrastructure to support CSN. Consequently, these conditions contribute to low levels of content comprehension, which, in turn, lead to decreased self-confidence. Furthermore, CSN encounters difficulties in achieving optimal learning outcomes due to the limited availability of instructional media that align with their learning characteristics. The utilization of instructional media in classroom settings has been shown to enhance student engagement and participation during learning activities (Putri, 2023). However, conventional media commonly used in regular classrooms are often insufficient in addressing the learning needs of CSN, who require visual, contextual, and interactive approaches. As a result, CSN tend to become passive, experience learning delays, and gradually lose confidence in the learning process.

In this study, the instructional media employed incorporate video, audio, and elements of local culture. Media that integrate local cultural wisdom have been found to enhance students' learning motivation, deepen their understanding of the material, foster cultural values, and strengthen local identity (Gunawan et al., 2024). Additionally, local wisdom-based learning is considered an effective strategy for shaping students' character while reinforcing cultural identity (Purwani & Mustikasari, 2024). Moreover, the use of interactive multimedia grounded in local wisdom not only improves learning outcomes but also increases students' motivation, interest, and engagement in the learning process (Rusfriyanti & Rondli, 2023). The use of instructional media can optimally integrate elements of local culture without compromising alignment with the curriculum and pedagogical quality, thereby fostering students' critical, creative, and independent thinking skills and enhancing their self-confidence (Oktavianti et al., 2026). Furthermore, improvements in students' self-confidence and comprehension can be achieved through culturally responsive approaches, as these are closely related to students' lived experiences (Ardianti et al., 2019). Therefore, an appropriate problem-solving approach is required to enhance CSN's self-confidence, namely through the development of an Interactive Educational Game Media Based on Ethnic Culture (INTERCULTURE). This media is specifically designed as an interactive educational tool that integrates local cultural values, enabling CSN to learn in an engaging, accessible, and contextually relevant manner aligned with their daily experiences.

Given CSN's low self-confidence, an appropriate solution is needed through INTERCULTURE media. This media is designed as an educational adventure game that integrates local cultural values and character-building elements related to self-confidence. In the game, the main character is portrayed as a child who often experiences bullying and lacks confidence. A series of adventures within the game helps build the character's self-confidence. Each adventure is presented across seven levels, each containing missions to improve self-confidence, educational questions about local culture, and challenges that represent psychological and social barriers. To make it more engaging and suitable for CSN, the game includes audio-visual features, interactive instructions, and a reward system or verbal praise after completing missions. Students' progress and achievements in each level provide positive experiences that encourage confidence. Teachers also have access to monitor students' development through comment and assessment features, ensuring optimal pedagogical interaction within an inclusive setting. This media also serves as a tool to teach cultural values in an enjoyable, meaningful, and contextual way. It is hoped that this interactive culture-based adventure game will serve as an adaptive solution to these challenges.

The strength of this study lies in the implementation of INTERCULTURE, an educational game media-based on local culture, designed to support CSN's learning process in an enjoyable

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manner that enhances their self-confidence. INTERCULTURE offers a learning experience distinct from conventional media, combining humanistic, contextual, and participatory approaches aligned with CSN's characteristics. Using local cultural strengths in the learning content can help students understand the material more concretely (Ardianti & Raida, 2022). The findings of this study show that improving self-confidence through INTERCULTURE enhances CSN learning outcomes. INTERCULTURE not only serves as an adaptive learning medium but also functions as a strategic instrument for fostering inclusive human advancement.

RESEARCH METHODS

This study employed a quantitative approach to test predetermined hypotheses within a specific population and sample, utilizing research instruments for data collection and quantitative methods for data analysis (Sugiyono, 2019). A pre-experimental one-group pretest–posttest design was adopted to examine the effectiveness of the INTERCULTURE media in improving both learning outcomes and self-confidence among students with special needs (CSN).

The study was conducted over a six-month period, from July to November 2025. The population comprised all students with special needs enrolled in inclusive elementary schools. The sample consisted of students with special needs at SD 1 Rendeng, Kudus Regency, Indonesia, one of the institutions implementing inclusive education. A saturated sampling technique was employed, with the following inclusion criteria: (1) students are administratively identified as having special needs, (2) able to participate in learning activities with assistance, and (3) willing to participate in all stages of the study, including the pretest, treatment, and posttest.

The research procedure was systematically and structurally implemented to ensure the achievement of the study objectives. The process began with problem identification through field observations and communication with teachers in inclusive elementary schools. This stage aimed to identify key issues, particularly those related to low learning outcomes and self-confidence among students with special needs. Subsequently, a literature review and further observations were conducted to strengthen the theoretical foundation and to align the instructional media design with students' needs and contextual conditions.

In the subsequent stage, the researcher developed and validated the research instruments, consisting of a learning outcomes test and a self-confidence questionnaire. These instruments were constructed based on relevant indicators and validated by experts in educational media, subject matter, and inclusive education to ensure their validity and reliability. Following validation, a pretest was administered to assess students' baseline abilities prior to the intervention.

The treatment phase involved implementing the INTERCULTURE media within the instructional process. The media was designed as a culture-based educational game with multiple levels, incorporating self-confidence enhancement tasks and audiovisual features tailored to the characteristics of students with special needs. A posttest was subsequently administered to evaluate improvements in learning outcomes and changes in students' self-confidence following the intervention. The collected data were analyzed using a paired-samples t-test to determine the statistical significance of differences between pretest and posttest scores.

The findings were interpreted with reference to relevant theories and previous studies, supported by observational data obtained during the learning process. The final stage of the study involved drawing conclusions and formulating recommendations for implementing INTERCULTURE media in inclusive education settings. All stages of the study were conducted with an emphasis on inclusivity, participation, and adaptability to students with special needs' learning characteristics. This study is expected to contribute to improving learning outcomes and strengthening students' self-confidence in inclusive educational contexts.

RESULTS AND DISCUSSION

This study involved a population consisting of all students with special needs (CSN) in the inclusive elementary school environment. The research subjects were CSN enrolled at SD 1 Rendeng, Kudus Regency, in the 2025/2026 academic year, which is one of the schools

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implementing inclusive education. The subjects were selected using saturated sampling, with the following criteria: (1) students are administratively categorized as CSN, (2) able to participate in learning activities with assistance, and (3) willing to take part in all stages of the pretest, treatment, and posttest. The pretest and posttest questions given to CSN at SD 1 Rendeng aimed to measure their self-confidence before and after the implementation of Interculture. The pretest and posttest self-confidence scores of CSN at SD 1 Rendeng are presented in Table 1.

Table 1. Recapitulation of Pretest and Posttest Self-Confidence Scores of CSN at SD 1 Rendeng

Data Size	Pretest	Posttest
Number of Data Points	37	37
Total Scores	1.145	1.482
Average	30,94	40,05
Lowest Score	22	34
Highest Score	38	48

Based on the data presented in Table 1, the pretest and posttest scores for self-confidence of students with special needs (CSN) at SD 1 Rendeng indicate improvement from pretest to posttest, as evidenced by the highest and lowest scores. The number of participants in both the pretest and posttest was 37 students. In the pretest, the total score was 1.145, with a mean of 30.94, a minimum of 22, and a maximum of 38. Meanwhile, in the posttest, the total score was 1.428, with a mean of 40.05, a minimum of 34, and a maximum of 48. These findings demonstrate an increase in both the minimum and maximum scores, indicating an overall improvement in students' self-confidence following the intervention. Furthermore, the mean posttest score is higher than the mean pretest score, with an increase of 9,11 points. Therefore, it can be concluded that there is a difference between the mean pretest and posttest scores.

The pretest and posttest self-confidence scores were tested for normality to determine whether the data were normally distributed, as required for hypothesis testing. The results of the normality test are presented in Table 2.

Table 2. Normality Test Results of CSN Self-Confidence Scores

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.168	37	.010	.951	37	.108
Posttest	.095	37	.200*	.977	37	.618

a. Lilliefors Significance Correction

Based on Table 2, the results of the normality tests using the Kolmogorov–Smirnov and Shapiro–Wilk tests indicate the following: For the pretest data on the self-confidence of students with special needs, the Kolmogorov–Smirnov significance value is 0.010 (< 0.05), suggesting that the data are not normally distributed. However, the Shapiro–Wilk test yields a significance value of 0.108 (> 0.05), indicating that the data are normally distributed. Given that the sample size in this study is 37 students (n < 50), the Shapiro–Wilk test is more appropriate for interpretation; therefore, the pretest data can be considered normally distributed. Furthermore, for the posttest data, the Kolmogorov–Smirnov p-value is 0.200 (> 0.05), and the Shapiro–Wilk p-value is 0.618 (> 0.05), both indicating that the data are normally distributed. Based on these results, it can be concluded that both the pretest and posttest data are normally distributed, thereby satisfying the assumptions required for hypothesis testing using parametric statistical methods.

Hypothesis testing is conducted to determine whether the proposed hypothesis is accepted or rejected. The Paired Sample t-Test was performed on the pretest and posttest self-confidence scores of CSN at SD 1 Rendeng. This test was carried out to examine whether there is a difference in the mean pretest and posttest scores following the implementation of INTERCULTURE to improve CSN's self-confidence at SD 1 Rendeng. The Paired Sample t-Test in this study was conducted using SPSS version 26, and the output results are presented in Table 3.

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Table 3. Paired Sample t-Test Output of CSN Self-Confidence Scores

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-9.108	4.189	.689	-10.505	-7.712	-13.227	36	.000

Based on Table 3, the results of the paired-samples t-test indicate that the mean difference between pretest and posttest scores is -9.108, with a standard deviation of 4.189 and a standard error of the mean of 0.689. The 95% confidence interval for the difference is -10.505 to -7.712. The obtained t-value is -13.227 with 36 degrees of freedom (df), and the significance value (Sig. 2-tailed) is 0.000 (< 0.05). This indicates a statistically significant difference between the pretest and posttest scores. Therefore, it can be concluded that students with special needs (CSN) show a significant improvement in self-confidence after the intervention.

Based on the t-test results, there is a significant difference in CSN's self-confidence before and after the treatment. Furthermore, the N-Gain test for self-confidence was used to examine improvement in pretest and posttest scores following the implementation of INTERCULTURE for CSN at SD 1 Rendeng.

The N-Gain analysis was conducted to test the second hypothesis, namely, the improvement in CSN's self-confidence at SD 1 Rendeng following the implementation of INTERCULTURE. The data used in this analysis were the pretest and posttest self-confidence scores of CSN at SD 1 Rendeng. The N-Gain test in this study was conducted using SPSS version 26, and the output results are presented in Table 4.

Table 4. N-Gain Output Results for CSN Self-Confidence

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Skor	37	.15	.83	.4310	.18564
Valid N (listwise)	37				

Based on Table 4, the results of the analysis of the improvement in pretest and posttest scores in self-confidence for students with special needs (CSN) at SD 1 Rendeng, involving 37 students, show that the minimum value is 0,15 and the maximum is 0,83. The mean N-Gain score is 0,43, with a standard deviation of 0,18564. According to the N-Gain criteria, a score of 0,43 (< 0,7) falls into the moderate category. Therefore, it can be concluded that an N-Gain score of 0,43 can be considered effective. Overall, this study indicates that the treatment provided is sufficiently effective in improving students' learning outcomes.

In this study, the implementation of the Interactive Educational Game Media Based on Ethnic Culture (INTERCULTURE) improved students' self-confidence compared with their pre-treatment scores. The INTERCULTURE game media, through a local cultural approach, provides materials and questions related to inclusive education for children with special needs and features six levels of adventure activities across various locations in Kudus. The INTERCULTURE game features visual and audio elements that make the learning experience enjoyable and meaningful, especially as it introduces students to local Kudus culture. The game displays various elements of local culture, including Kudus traditions, traditional foods, local fruits, and iconic buildings. The INTERCULTURE game is an attractive medium for students because, in addition to presenting elements of local culture, it offers a challenging structure that requires students to complete one level before moving on to the next. Students' confidence increases when they face challenges and complete them within their own abilities (Hadawiya & Wijiastuti, 2024; Putri & Palupi, n.d.). Students' self-confidence influences their learning outcomes, and conversely, learning outcomes also impact students' self-confidence (Hidayati et al., 2022). Learning outcomes will improve when students' self-confidence increases (Indriani et al., 2025). The level of self-confidence and learning outcomes can be influenced by the use of interactive media as a supporting tool in the teaching and learning process between teachers and students (Mudiana et al., 2022; Ariffah & Rusnilawati, 2023; Ijirana et al., 2024). The learning model that utilizes interactive media is effective in improving students' academic achievement, self-confidence, and motivation in

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learning activities (Hung et al., 2014).

This study demonstrates that using the INTERCULTURE game media can improve CSN's learning outcomes and self-confidence by presenting distinctive elements of Kudus local culture. The use of local culture, which is familiar to students, can increase their self-confidence (Ardianti et al., 2019). Learning media based on local wisdom can serve as an effort to preserve Indonesian culture, including local cultures surrounding students (Widyaputri & Agustika, 2021). Interactive technology that incorporates local cultural elements can promote cultural awareness, preserve cultural heritage, and foster students' interest in learning, ultimately affecting their academic performance (Andira & Akbar, 2025). Learning materials grounded in local culture also offer an alternative way to understand the content by providing students with firsthand experiences of the culture in their environment (Meilana & Aslam, 2022). Digital technology that draws on local wisdom can foster more meaningful learning and help students learn independently (Wanabuliandari & Purwaningrum, 2018). Therefore, the INTERCULTURE game media can positively influence learning outcomes, self-confidence, and cultural awareness by embedding elements of Kudus local culture.

Based on the explanation above, the results indicate that there was a change in the average self-confidence scores of CSN at SD 1 Rendeng before and after the implementation of the pre-experimental one-group pretest–posttest design using the INTERCULTURE game media. The Paired-Samples t-Test was used to test the hypothesis by examining differences in pretest and posttest scores after the implementation of INTERCULTURE, using SPSS version 26, with the results shown in Table 3. The test results were significant, as indicated by the Sig. (2-tailed) value of $0.000 < 0.05$, meaning H_0 was rejected and H_1 was accepted, demonstrating a significant difference between the pretest and posttest self-confidence scores. This confirms that students' self-confidence changed before and after the treatment.

Furthermore, the improvement in students' self-confidence was evident in the N-Gain score, calculated after the one-group pretest–posttest design using the INTERCULTURE media, as shown in Table 4. The N-Gain value of 0.43 falls within the moderate category, indicating an improvement in both learning outcomes and self-confidence after the intervention. Based on the results of both the Paired Sample t-Test and the N-Gain analysis, this study successfully improved CSN's self-confidence through a pre-experimental one-group pretest–posttest design using the INTERCULTURE game media based on Kudus local culture.

CONCLUSIONS AND SUGGESTIONS

Based on observations and data analysis, this study demonstrates that the implementation of the Interactive Educational Game Media Based on Ethnic Culture (INTERCULTURE) is effective in improving the self-confidence of students with special needs at SD 1 Rendeng, Kudus Regency. Using a Pre-Experimental One Group Pretest-Posttest design, a significant increase in students' self-confidence scores was observed after the intervention using the INTERCULTURE media. The results of the Paired Sample t-Test and N-Gain analyses confirm that the observed changes indicate a real impact of using the INTERCULTURE learning media. Thus, the INTERCULTURE media can serve as a relevant and potential alternative to support the development of self-confidence among students with special needs in the learning process. This research also opens opportunities for the development of similar media and their application in broader inclusive education contexts, particularly in Kudus Regency.

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