



# Validating the Physical Educators' Attitude Toward Teaching Individuals with Disabilities III (PEATID III) Instrument for Physical Education Teachers: Supporting Inclusive Education in Indonesia

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## Abstract

**Objectives.** This study aimed to validate the Physical Educators' Attitude Toward Teaching Individuals with Disabilities III (PEATID III) instrument in the context of physical education in Indonesia, especially in Pekanbaru City.

**Materials and methods.** This study involved 120 physical education teachers in Pekanbaru City who were selected by purposive sampling. Inclusion criteria for respondents included teachers who had experience teaching students with disabilities in regular classes and were willing to participate in this study. To examine Physical Educators' Attitudes Toward Teaching Individuals with Disabilities III (PEATID III) in the context of physical education, this instrument consists of 12 statements that measure three aspects of teacher attitudes, namely: (i) outcomes of teaching students with disabilities, (ii) impact on student learning, and (iii) need for additional training.

**Results.** All items' Content Validity Ratio (CVR) values were over 0.60, indicating high relevance to Indonesian social and cultural environment. Construct validity was tested using confirmatory factor analysis (CFA) and found a satisfactory model fit ( $\chi^2/df = 2.31$ ; CFI = 0.93; RMSEA = 0.06). The instrument's Cronbach's alpha coefficient was 0.88, indicating strong internal consistency. Descriptive analysis showed that physical education teachers' attitudes towards teaching students with disabilities tended to be positive ( $M = 3.87$ ;  $SD = 0.64$ ). Teachers with more than five years of experience and additional training had more inclusive attitudes.

**Conclusions.** This study makes a significant contribution in providing a reliable instrument to evaluate teachers' attitudes towards inclusive education, supporting the development of policies and training programs relevant to local needs. The findings also provide a basis for further research that focuses on strengthening inclusive education in Indonesia through a more comprehensive and representative approach.

**Keywords:** validation, PEATID III, physical education, inclusive education.

## Introduction

Inclusive physical education has become a crucial component in creating an equal and supportive learning environment for all students, including those with disabilities (Nurul et al., 2024; Zhang, 2024). The principle of inclusion demands collaboration between policy, infrastructure, and

educator readiness (Donaire, 2024). Physical education teachers play a strategic role in creating meaningful learning experiences for students with diverse abilities (Al Yaqoubi, 2024). However, challenges such as a lack of training, unprepared facilities, and negative attitudes toward students with disabilities are often significant barriers to the implementation of inclusive physical education (Greguol et al., 2018; Rekaa et al., 2019). Teachers also often feel unprepared and lack confidence in their ability to effectively include students with disabilities (Greguol et al., 2018; McGrath et al., 2019).

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Teachers' attitudes toward teaching students with disabilities are one of the factors that influence the success of inclusive education (Bandyopadhyay & Dhara, 2021; Van Steen & Wilson, 2020). However, attitudes can vary based on factors such as gender, age, training, and experience with students with disabilities (Amka, 2020; Vaz et al., 2015). Teacher self-efficacy, perceived school support, and religious beliefs also play a role in shaping attitudes (Amka, 2020; Vaz et al., 2015). Training in inclusive education has been shown to positively influence teacher attitudes (Lika, 2016). The type and severity of disability can affect teachers' attitudes, with some disabilities being viewed more favorably than others (Bandyopadhyay & Dhara, 2021). Researchers emphasize the importance of providing teachers with ongoing support and resources to promote positive attitudes toward inclusive education (González-Rojas & Triana-Fierro, 2018).

Positive attitudes can encourage the implementation of adaptive and participatory learning strategies (Bertills & Björk, 2024), while negative attitudes can be a barrier for students to have an optimal learning experience (Yolak et al., 2020). Therefore, measuring teachers' attitudes is an important step to understand and improve their readiness to face these challenges. One widely used instrument in measuring physical education teachers' attitudes towards teaching students with disabilities is the Physical Educators' Attitude Toward Teaching Individuals with Disabilities III (PEATID III) (Casebolt & Rizzo, 2004). This instrument has been widely used by researchers in various countries (Antala et al., 2022; Reina et al., 2021). The use of PEATID III helps in identifying attitudinal aspects that need to be improved through training and professional development. In addition, the measurement results can be used to design more effective interventions in creating an inclusive and supportive learning environment.

The PEATID III instrument developed by Rizzo (1993) is a measurement tool based on the Theory of Reasoned Action (Al-Suqri & Al-Kharusi, 2015). This theory emphasizes that attitudes and subjective norms can predict behavioral intentions, which in turn influence actions. In the context of physical education, PEATID III measures three main aspects: (i) the outcomes of teaching students with disabilities in regular classes, (ii) the impact on overall student learning, and (iii) the need for further academic preparation to teach students with disabilities (Folsom-Meek & Rizzo, 2002). The validity and reliability of this instrument have been tested in various countries, showing that PEATID III is a reliable measurement tool to assess teacher attitudes (Antala et al., 2022; Reina et al., 2021). The use of PEATID III also enables comprehensive data collection for cross-cultural analyses to understand teacher attitudes across various educational contexts. In addition, the resulting findings can serve as a basis for designing training policies that better suit the needs of teachers in each country.

However, to date, no research has validated the PEATID III instrument in Indonesia, especially in the context of physical education. In fact, Indonesia has a diverse cultural, social and educational system that influences teachers' perceptions and attitudes towards students with disabilities. Validating this instrument in Indonesia is important to ensure its relevance and reliability in the local context. Thus, the results of the study can serve as a basis for developing more effective inclusive education training and policies. In addition, local validation allows for a more accurate mea-

surement of the influence of cultural factors on teachers' attitudes, as revealed in studies in various countries (Antala et al., 2022; Reina et al., 2021). Validation studies in Indonesia can make a significant contribution to enriching the literature on the adaptation of teacher attitude instruments to disability in developing countries (Rofiah, 2022).

This study focused on validating the PEATID III instrument for physical education teachers in Pekanbaru City. This city was chosen because it reflects the dynamics of inclusive education in urban Indonesia. The validation included testing component structure, internal reliability, and cultural relevance so that the results could provide a comprehensive picture of teachers' readiness to implement physical education. The main objective of this study was to test the validity and reliability of PEATID III in Indonesia. In addition, this study also aimed to identify factors that influence teachers' attitudes toward teaching students with disabilities. By understanding these attitudes, it is hoped that appropriate interventions can be designed to improve teachers' competence and confidence in implementing inclusive physical education.

The results of this study are expected to contribute significantly to the development of policies and teacher training programs in Indonesia. In addition, the validation of this instrument can also serve as a foundation for future studies that explore more deeply the relationship between teacher attitudes, education policy, and the implementation of inclusive physical education. Through this, inclusive education in Indonesia can progress further, providing equal opportunities for all students to develop and reach their full potential.

## Materials and methods

### Participants

This study involved 120 physical education teachers in Pekanbaru City who were selected by purposive sampling. Inclusion criteria for respondents included teachers who had experience teaching students with disabilities in regular classes and were willing to participate in this study. Participation was done voluntarily by signing the consent form after receiving an explanation regarding the purpose and procedures of the study. The composition of respondents included 65% male and 35% female with an age range of 25 to 55 years (Table 1).

### Instrument

The main instrument used in this study was "Physical Educators' Attitude Toward Teaching Individuals with Disabilities III" (PEATID III), adapted from Rizzo (1993). This instrument consists of 12 statements that measure three aspects of teacher attitudes, namely: (i) outcomes of teaching students with disabilities, (ii) impact on student learning, and (iii) need for additional training. Each statement was rated using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). In addition, adaptations were made to the language and context to ensure cultural relevance.

### Procedures

The steps of this study began with the preparation stage, where the researcher adapted the Physical Educators'

**Table 1.** Characteristics of research participants by school level and gender

School Level	Number of Teacher	Gender	Age (M ± SD)	Experience teaching students with disabilities
Primary School	40 (33.3%)	26 M, 14 F	38.5 ± 7.8	> 5 years: 21 (52.5%), < 5 years: 19 (47.5%)
Junior High School	40 (33.3%)	26 M, 14 F	39.0 ± 8.5	> 5 years: 21 (52.5%), < 5 years: 19 (47.5%)
High School	40 (33.3%)	26 M, 14 F	38.7 ± 8.3	> 5 years: 22 (55%), < 5 years: 18 (45%)
Total	120 (100%)	78 M, 42 F	38.7 ± 8.2	> 5 years: 64 (53%), < 5 years: 56 (47%)

**Table 2.** Content validity of PEATID III instrument

No. Item	Description Item (English – Indonesia)	Value CVR	Conclusion
<b>Teaching Outcomes of Students with Disabilities</b>			
1	Students with disabilities will not be accepted by classmates without disabilities (Siswa dengan disabilitas tidak akan diterima oleh teman sekelas tanpa disabilitas).	0.78	The items are relevant and appropriate.
2	The presence of students with disabilities will disrupt the harmony of the classroom (Kehadiran siswa dengan disabilitas akan mengganggu harmoni kelas).	0.82	The items are relevant and appropriate.
3	Teaching students with disabilities in regular classes places an unfair additional burden on teachers (Mengajar siswa dengan disabilitas di kelas reguler memberikan beban tambahan yang tidak adil pada guru).	0.75	The items are relevant and appropriate.
4	Teaching students with disabilities means increasing my workload (Mengajar siswa dengan disabilitas berarti menambah beban kerja saya).	0.8	The items are relevant and appropriate.
5	Students with disabilities should not be taught in regular classes as it would require too much teacher time (Siswa dengan disabilitas tidak seharusnya diajarkan di kelas reguler karena akan membutuhkan terlalu banyak waktu guru)	0.7	The items are relevant and appropriate.
6	Students with disabilities should be taught alongside students without disabilities in regular classes where possible (Siswa dengan disabilitas seharusnya diajarkan bersama siswa tanpa disabilitas di kelas reguler jika memungkinkan)	0.85	The items are relevant and appropriate.
<b>Impact on Student Learning</b>			
7	Students without disabilities will learn to work together in achieving goals when they learn alongside students with disabilities (Siswa tanpa disabilitas akan belajar bekerja sama dalam mencapai tujuan ketika mereka belajar bersama siswa dengan disabilitas)	0.84	The items are relevant and appropriate.
8	The presence of students with disabilities in the regular class will motivate students without disabilities to improve their motor skills (Kehadiran siswa dengan disabilitas di kelas reguler akan memotivasi siswa tanpa disabilitas untuk meningkatkan keterampilan motorik mereka)	0.8	The items are relevant and appropriate.
9	Students with disabilities will learn faster if taught in regular classes with students without disabilities (Siswa dengan disabilitas akan belajar lebih cepat jika diajarkan di kelas reguler bersama siswa tanpa disabilitas)	0.75	The items are relevant and appropriate.
10	Students with disabilities will develop a more positive self-concept when they learn motor skills with classmates without disabilities (Siswa dengan disabilitas akan mengembangkan konsep diri yang lebih positif ketika mereka belajar keterampilan motorik bersama teman sekelas tanpa disabilitas)	0.88	The items are relevant and appropriate.
<b>Need for additional training</b>			
11	As a physical education teacher, I feel that I do not have enough training to teach students with disabilities alongside students without disabilities in regular classes (Sebagai guru pendidikan jasmani, saya merasa tidak memiliki pelatihan yang cukup untuk mengajar siswa dengan disabilitas bersama siswa tanpa disabilitas di kelas reguler)	0.82	The items are relevant and appropriate.
12	As a physical education teacher, I need additional training to be able to teach classes with students with and without disabilities (Sebagai guru pendidikan jasmani, saya membutuhkan pelatihan tambahan untuk dapat mengajar kelas dengan siswa disabilitas dan tanpa disabilitas)	0.87	The items are relevant and appropriate.

Attitude Toward Teaching Individuals with Disabilities III (PEATID III) instrument through consultation with three experts in the field of physical education and inclusive education. To ensure the accuracy of the translation, a translation and back-translation process was conducted. The next stage was the initial pilot test, where the instrument was tested on 20 physical education teachers to assess the clarity of the language and instructions delivered. The results of this stage were used to make minor revisions to the instrument. Next, the data collection process was carried out by visiting previously approved schools. Respondents were given an explanation of the purpose of the study and guidelines for completing the instrument, which lasted for 15-20 minutes under the supervision of the researcher. Before the instrument was used for large-scale data collection, content validity was evaluated by five experts with backgrounds in inclusive physical education, psychometrics, and instrument adaptation, using the Content Validity Ratio (CVR) method. The final stage involved data processing, where the collected data was analyzed using statistical software to ensure the reliability and validity of the instrument in the context of this study.

#### Data Analysis Technique

Data analysis in this study was conducted using IBM SPSS and AMOS software through three main stages, based on the approach recommended by Field (2017). First, we checked the PEATID III instrument's construct validity using confirmatory factor analysis (CFA) with AMOS, following model evaluation criteria like  $\chi^2/df$ , CFI, and RMSEA (Byrne, 2016). Then, we checked the instrument's reliability using Cronbach's alpha coefficient with SPSS; a value of 0.70 or higher is considered good (Kline, 1999). Second, descriptive analyses were conducted using SPSS to describe the distribution of respondents' attitudes toward teaching students with disabilities based on the aspects measured, including means, standard deviations, and frequency distributions. Thirdly, the Pearson correlation test was applied to assess the relationship between respondents' characteristics, such as age, teaching experience, and training attended, and their attitudes toward inclusive education, as proposed by Field (2017). This approach was designed to provide comprehensive insights into the validity and reliability of the instrument, the distribution of attitudes, and the factors that influence teachers' attitudes.

## Results

#### Instrument Validity and Reliability

The results of the PEATID III instrument validity and reliability tests showed that this instrument has adequate measurement quality in the context of physical education in Indonesia. Content validity was assessed using the Content Validity Ratio (CVR), where all items had values above the minimum threshold of 0.60. This finding indicates that each item in the instrument is relevant and appropriate to the Indonesian social and cultural context, making it suitable for measuring teachers' attitudes toward teaching students with disabilities (Table 2).

Furthermore, construct validity was tested using Confirmatory Factor Analysis (CFA). The CFA results showed that the three-factor model measured by the instrument fit the research data, with values of  $\chi^2/df = 2.31$ , CFI = 0.93, and RMSEA = 0.06. This model fit shows that the factor structure used to measure teacher attitudes with the PEATID III tool works well with the data that was collected (Table 3).

**Table 3.** Construct validity (CFA)

Indicator	Value	Suitability Criteria
$\chi^2/df$	2.31	$\leq 3.0$
CFI	0.93	$\geq 0.90$
RMSEA	0.06	$\leq 0.08$
Conclusion	The model fits the research data	

In terms of reliability, measurement using Cronbach's alpha coefficient yielded satisfactory values. The first factor, covering the teaching outcomes of students with disabilities, had a reliability value of  $\alpha = 0.85$ , indicating a high level of reliability. The second factor, which measures the impact on students' overall learning, demonstrated a high level of reliability, with a reliability score of 0.79. The third factor, the need for additional training, achieved  $\alpha = 0.82$ , also indicating excellent reliability. Overall, the total scale had a Cronbach's alpha value of 0.88, which represents an excellent level of reliability for measuring teachers' attitudes toward teaching students with disabilities (Table 4).

**Table 4.** Instrument reliability

Factor	Cronbach Alpha Coefficient ( $\alpha$ )	Reliability Criteria
Factor 1: Teaching Outcomes of Students with Disabilities	0.85	High reliability
Factor 2: Impact on Student Learning	0.79	Good reliability
Factor 3: Need for Additional Training	0.82	Good reliability
<b>Total Scale</b>	<b>0.88</b>	<b>Very good reliability</b>

These results confirm that the PEATID III instrument has met the criteria for strong validity and reliability in the local context. As such, it can be used as a reliable tool to evaluate the attitudes of physical education teachers in Indonesia and support policy development and training aimed at improving educational inclusion.

#### Distribution of Teachers' Attitudes

A descriptive analysis shows that teachers' attitudes toward teaching students with disabilities tend to be positive. The mean total score of the PEATID III scale was 3.87 (SD = 0.64), with the highest score on the Impact on Student Learning factor (M = 4.12, SD = 0.53). The factor indicating the need for additional training had a lower mean score (M = 3.65, SD = 0.71), suggesting that many teachers perceived a need for additional training to effectively teach students with disabilities (Table 5).

**Table 5.** Descriptive statistics and reliability of PEATID III

Factor	Average Score	SD	Reliability ( $\alpha$ )
Teaching Outcome	3.87	0.64	0.85
Learning Impact	4.12	0.53	0.79
Training Needs	3.65	0.71	0.82
Total Scale	3.87	0.64	0.88

#### *Relationship between teacher characteristics and attitudes*

The results of the correlation analysis showed a significant association between student teaching experiences with disabilities and positive attitudes toward inclusive education ( $r = 0.45$ ,  $p < 0.01$ ). Teachers with more than five years of experience had higher mean scores on all factors compared to less experienced teachers. In addition, additional training attended by teachers was also positively correlated with scores on the Need for Additional Training factor ( $r = 0.38$ ,  $p < 0.05$ ) (Table 6).

**Table 6.** Relationship between Teacher Characteristics and Attitudes

Variable	Correlation ( $r$ )	Significance ( $p$ )
Teaching Experience	0.45	$< 0.01$
Additional Training	0.38	$< 0.05$

#### *Discussion*

The results of this study indicate that the PEATID III instrument has excellent validity and reliability in the context of physical education in Indonesia. Content validity was assessed through the Content Validity Ratio (CVR), with all items having values above 0.60. This indicates that the instrument is relevant and appropriate to the local culture, supporting Lawshe's findings that CVR can be used to evaluate the relevance of items in specific context-based instruments (Umar & Lian, 2024). Similar findings were also reported by Gabriela (2021), who found that adaptation of culture-based instruments improved measurement accuracy in the context of inclusive education.

An analysis called Confirmatory Factor Analysis (CFA) showed that the three-factor model fit the data well ( $\chi^2/df = 2.31$ ; CFI = 0.93; RMSEA = 0.06). These values correspond to the model fit criteria proposed by Byrne (2016). The resulting factor structure also reflects previous theories on teachers' attitudes towards inclusive education, where attitudes towards learning impacts, teaching outcomes, and training needs are key dimensions (De Boer et al., 2011; Mata & Clipa, 2020).

The reliability of the instrument, with a total Cronbach's alpha value of 0.88, indicates high internal consistency. This reliability is in line with Kline's (1999) recommendation that alpha values above 0.70 indicate an adequate level of reliability. Individual factors, including how well students with disabilities are taught ( $\alpha = 0.85$ ), how this affects their learning ( $\pm 0.79$ ), and how much extra training they need ( $\pm 0.82$ ), all showed good to excellent reliability. This supports the results from Ewing et al. (2018) study on instruments to measure attitudes towards inclusive education.

The distribution of teachers' attitudes toward inclusive education also tended to be positive, with a PEATID III mean

score of 3.87 (SD = 0.64). The highest score on the student learning impact factor ( $M = 4.12$ ,  $SD = 0.53$ ) indicates that teachers believe in the social and learning benefits of inclusive teaching. This finding supports the views of Specht and Metsala (2018) and Weber and Greiner (2019) that positive experiences in teaching students with disabilities can increase teachers' belief in the effectiveness of inclusive education. However, the lower score on the additional training needs factor ( $M = 3.65$ ,  $SD = 0.71$ ) suggests that there is still a need to improve teachers' capacity through relevant training, as identified by Dignath et al. (2022).

The relationship between teacher characteristics and attitudes also provides important insights. Experience teaching students with disabilities showed a significant positive correlation with positive attitudes toward inclusive education ( $r = 0.45$ ,  $p < 0.01$ ). Teachers with more than five years of experience had higher scores compared to less experienced teachers. This is supported by several studies that found that teachers with more experience have more negative attitudes toward inclusion (Triviño-Amigo et al., 2022). In addition, additional training attended by teachers was also positively correlated with scores on the additional training needs factor ( $r = 0.38$ ,  $p < 0.05$ ), indicating the importance of developing local needs-based training programs to improve teachers' readiness for the challenges of inclusive education.

However, this study has some limitations that need to be considered. Firstly, the local context specific to physical education in Indonesia means that the results of this study may not be fully generalisable to education systems in other countries. The validity of the PEATID III instrument needs to be further tested in different cultural environments to ensure its adaptability. Secondly, this study only involved participants from Pekanbaru City, while Indonesia has many regions with different cultural diversity, educational access, and facilities. This limitation may affect the generalisability of the findings, so future studies should cover a wider area and be nationally representative.

In addition, although the sample size was sufficient for analysis, there was under-representation of teachers from remote areas or with limited access to training. The study's cross-sectional approach also hindered the evaluation of changes in teachers' attitudes over time, particularly after receiving additional training or gaining more experience in teaching children with disabilities. The study was also limited to measuring three main factors of teachers' attitudes: the outcomes of teaching students with disabilities, the impact on student learning, and the need for additional training. Other factors, such as administrative support, availability of facilities, or community perceptions of inclusive education, have not been explored in this study.

As a recommendation, future research could use a longitudinal design to evaluate how additional training and teaching experiences affect teachers' attitudes toward inclusive education over time. In addition, local needs-based training programs designed to improve teachers' capacity to teach students with disabilities should be evaluated for their effectiveness. It is also important to broaden the scope of the research sample to include teachers from different parts of Indonesia, including remote areas, to provide a more representative picture. With this approach, future research is expected to provide deeper insights and support the development of more inclusive policies.

## Conclusions

This study shows that the PEATID III instrument has excellent validity and reliability for measuring physical education teachers' attitudes toward teaching students with disabilities in the Indonesian context. The content, construct, and reliability validity of the instrument met the established criteria, with a total Cronbach's  $\alpha$  value of 0.88 indicating an excellent level of internal consistency. Descriptive analyses showed that teachers' attitudes tended to be positive, especially in the dimension of student learning impact, although the need for additional training was still a concern. Correlation results also showed that experience teaching students with disabilities and participation in additional training were positively correlated with teachers' attitudes toward inclusive education. Teachers with more than five years of experience tended to have more positive attitudes compared to less experienced teachers.

This study makes an important contribution by providing a reliable instrument to evaluate teachers' attitudes toward inclusive education in the context of physical education in Indonesia. The validity and reliability of the PEATID III instrument can be used by researchers, practitioners, and policymakers to identify training needs and design intervention programs that are better suited to local needs. Additionally, the study's results underscore the significance of hands-on experience teaching students with disabilities and additional training as crucial factors in enhancing teachers' positive attitudes towards inclusive education. This research also provides a foundation for further studies to explore the development of more effective policies and training to support inclusive education in Indonesia. By expanding the scope of the study to include a wider and more representative area, these results are expected to contribute to the development of inclusive education at the national level.

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## Conflict of Interest

The author declares no conflict.

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## Валідація інструменту з оцінки ставлення викладачів фізичного виховання щодо навчання осіб з інвалідністю III групи (PEATID III) для викладачів фізичного виховання: Підтримка інклюзивної освіти в Індонезії

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 8 с., 6 табл., 34 джерела.

**Мета дослідження.** Це дослідження мало на меті валідизувати інструмент з оцінки ставлення викладачів фізичного виховання щодо навчання осіб з інвалідністю III групи (PEATID III) в контексті фізичного виховання в Індонезії, зокрема у м. Пеканбару.

**Матеріали та методи.** У дослідженні взяли участь 120 викладачів фізичного виховання з м. Пеканбару, яких було відібрано за методом цілеспрямованої вибірки. Критерії включення респондентів включали викладачів, які мали досвід навчання учнів з інвалідністю у звичайних класах і виявили готовність взяти участь у цьому дослідженні. З метою вивчення ставлення вчителів фізичної культури до навчання осіб з інвалідністю III (PEATID III) в контексті фізичного виховання застосовано інструмент, що складається із 12 тверджень, які визначають три аспекти ставлення викладачів, а саме: (i) результати навчання учнів з інвалідністю, (ii) вплив на навчання учнів та (iii) потреба в додатковій навчальній підготовці.

**Результати.** Значення коефіцієнта валідності змісту (CVR) за усіма пунктами перевищували показник 0,60, що вказує на високу релевантність індонезійському соціальному та культурному середовищу. Конструктивна валідність перевірялась із використанням методу підтверджуючого факторного аналізу (CFA), який встановив задовільну відповідність моделі ( $\chi^2/df = 2,31$ ; CFI = 0,93; RMSEA = 0,06). Коефіцієнт альфа Кронбаха інструменту склав 0,88, що свідчить про міцну внутрішню узгодженість. Описовий аналіз показав, що ставлення вчителів фізичної культури до навчання учнів з інвалідністю, як правило, було позитивним ( $M = 3,87$ ;  $SD = 0,64$ ). Викладачі з досвідом роботи понад п'ять років і додатковою підготовкою мали більш інклюзивне ставлення.

**Висновки.** Проведене дослідження робить значний внесок у створення надійного інструменту для оцінки ставлення вчителів до інклюзивної освіти, сприяючи розробленню стратегій і навчальних програм, що відповідають локальним потребам. Отримані результати також створюють основу для подальших досліджень, спрямованих на зміцнення інклюзивної освіти в Індонезії через застосування більш комплексного та репрезентативного підходу.

**Ключові слова:** валідація, PEATID III, фізичне виховання, інклюзивна освіта.

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