Special needs students' vocabulary mastery: The role of self-efficacy as a mediator in the implementation group counseling model with modern puppet media

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Abstract: This study's objective was ascertain, through the use of self-efficacy measures as mediator variables, how well the group counseling model applied to modern puppet media improved the vocabulary mastery of students with special needs. The study used a quasi-experimental research design. The independent variables were the group counseling model with modern puppet media, self-efficacy as a moderator variable, and vocabulary mastery as a dependent variable. The effectiveness testing of independent variables on dependent variables and their interaction with moderator variables was designed using a pretest-posttest control group design. Utilizing the cluster random sampling technique, a sample of up to 78 students from the experimental group and 83 students from the control group were obtained. Self-efficacy was measured using a standardized self-efficacy scale, while vocabulary mastery was measured using a vocabulary mastery test. To test the hypothesis, a two-way ANOVA was used, and further testing was carried out using the Scheffe' method. The data analysis results indicate a noteworthy distinction in vocabulary mastering between students receiving a modern puppet-based group counseling model and students receiving a traditional learning model; there is a significant difference in vocabulary mastery between pupils with low and high levels of self-efficacy; and there is an interaction between the group counseling model with modern puppet media and self-efficacy on students' vocabulary mastery.

Keywords: Group counseling model with modern puppet media, Self-efficacy, Special needs students, Vocabulary mastery.

1. Introduction

The SDGs, which mandate that all children, without exception, receive social rights and quality education in all types, paths, and levels of education, have elevated the practice of inclusive education to an international agenda in recent years. It has also taken center stage in regular education units. Students with special needs are required to attend regular or normal schools and have the right to receive education [1][2][3]. Both typical students and special needs student can benefit from inclusive education's curriculum and infrastructure [4][5].

Since 2003, inclusive education has been growing in Indonesia. At every educational level, there will be 40,164 schools by the end of 2023 that serve students with special needs [6]. In East Java, Indonesia, especially Magetan Regency, there are 47 schools that provide inclusive education, divided into 34 elementary schools and 13 junior high schools. There are ninety-nine elementary children with special needs with various disabilities, while the number of special needs teachers in elementary schools is 84. Even when the ratio of special assistance instructors to students has reached its target, there are still a lot of issues with learning in inclusive schools [7].

In teaching, teachers need a variety of methods, strategies, and learning media according to the needs of each special needs student, which are different from regular students. The use of appropriate learning strategies and and strategies for students with exceptional needs can impact scholastic achievement. One of the factors that influences the effectiveness of special education for students is vocabulary mastery. Vocabulary mastery is the basis of communication [8][9], and has a direct influence on a person's lexical competence [10]. Vocabulary mastery plays an important role in all language skills, including reading, writing, and speaking and listening skills. The choice of words in communication and interaction helps people produce and feel emotions that are contextually related to the situation of when, where, and how the emotions are communicated and received, so language plays an important role in emotions because it shapes the experience and perception of emotions [11][12][9].

In inclusive elementary schools in Magetan Regency, most students with disabilities have learning disabilities. Therefore, special assistant teachers need to understand the needs of slow learners in inclusive classes so that they can provide the support and skills needed to have good and correct vocabulary mastery. However, by giving them opportunities for active speaking, parents, families, and the environment help students with special needs enhance their vocabulary proficiency. Vocabulary mastery is a process that is built over time as people make connections between words to form sentences that fit the context and can be acquired naturally through communication and interaction with family and the environment.

Based on interviews with special assistant teachers, special needs students who are mostly slow learners have minimal vocabulary mastery which affects their writing and reading skills. This is exacerbated by the rampant use of gadgets in children so that children rarely communicate with their friends and are more engrossed in gadgets. In vocabulary learning, so far teachers have used learning media in the form of picture cards, books, and videos taken from YouTube. The teaching process is impacted by the shortage of special assistant teachers, which is not commensurate with the number of pupils with special needs. However, with perseverance, patience, and attention given by teachers to students with special needs, they can help students to learn vocabulary mastery.

Many studies have been conducted to improve the vocabulary mastery of special needs students through effective vocabulary teaching strategies with vocabulary card and flashcards [13][14], directly instruct students in vocabulary [15][16][17][18]. Creating Habits strategy[19]. When instructing special needs pupils, teachers are required to be creative, able to master the material so that it can be understood by students, and able to make students interested. Therefore, this study attempts to improve the vocabulary mastery of students with special needs through a group counseling model with modern puppet media. The use of this model is considered more interesting because puppet is rarely used as a learning medium in the classroom. The puppet that is displayed uses plays that are close to everyday life, such as the play as a teacher, as a student, and as a principal. Modern puppet media carried out using the group counseling model can attract students' attention because teachers and students can interact directly, where special accompanying teachers play puppets by taking stories that are close to students' daily lives, so that they indirectly teach vocabulary to students with special needs. Research by [20] shows that students who struggle with language have improved their vocabulary after attending group counseling sessions. with modern puppet media, which is shown through the results of the worksheets that must be completed by special needs students.

Existing traditional puppet and modern puppet are not the same. Modern puppet, then, is puppet that has undergone modifications, including character and purpose-driven staging [21]. Modern puppet performances still follow the legacy of storytelling and philosophy, despite significant visual and character diversity changes [22]. Teachers can help students with special needs pay attention to vocabulary material and retain the content of information verbally conveyed through the puppet story by using puppet media as learning tools. These tools help teachers transform abstract concepts into more concrete forms [23]. In this study, puppet media was conducted in a group counseling setting.

This study applies three experimental stages in the application of the group counseling model with puppet media, which include: (1) the recreation stage, which consists of a puppet show performed by a specific teacher accompaniment or another puppeteer; (2) the stage of psychoeducation that consists of the activities, closing, transition, and group formation stages; and (3) the resolution stage, which consists of the stages of follow-up and group evaluation [20]. The implementation of the group counseling model with puppet media in language learning can make students relax in receiving learning, be more attentive, and be more communicative with teachers and friends so that it can improve the vocabulary of pupils with certain requirements.

In the implementation of the group counseling model with puppet media to improve the vocabulary of students with special needs, self-efficacy is needed from each student. Self-efficacy is a belief in one's own ability to face challenges and problems faced in everyday life[24]. Self-efficacy is a cognitive psychology concept developed by Bandura [25]. Through studies and reviews of the literature, numerous scholars have investigated self-efficacy and have contributed to the understanding that self-efficacy and academic performance are mutually reinforcing. In the case of students with impairments, particularly those who learn slowly, self-efficacy is a significant predictor of academic achievement. Self-efficacy is a crucial factor in determining if an individual's efforts toward a certain task will provide the expected results and demonstrate performance in the academic field. Writing, reading, and reading comprehension are three academic areas of self-efficacy that have been extensively researched. Research indicates that by implementing targeted interventions and maintaining attentive interactions between educators and learners, it is possible to enhance students' self-efficacy [26]. Numerous studies have demonstrated that children with special needs report higher anxiety levels, low self-efficacy, and the belief that their abilities are significantly different from those of normal/regular students [27][28]. According to [25], self-efficacy varies from one domain to another and is situation-dependent rather than a general personality attribute.

This study's objective was to ascertain, through the use of self-efficacy measures as mediator variables, how well the group counseling model applied to puppet media improved the vocabulary mastery of students with special needs.

2. Literature Review

2.1. Inclusive Education

Educating special needs pupils in inclusive classrooms is a big challenge for teachers because they are faced with both typical students and special needs students with various difficulties in communication, emotions, social, and uncontrolled behavior, so that support is needed from parents, teachers, and the environment [29] [30]. This requires teachers to pay more attention according to the needs of each student. The manner in which educators provide special education to students whether physical, psychological, emotional, or health reasons. There are many factors that hinder teachers in teaching students with special needs, for example, an inadequate learning environment, a lack of textbooks, inclusive education curriculum guidelines, and minimal school facilities [31][32][33]. [20] stated that not all inclusive schools have an Individualized Education Program (IEP) which is a description of the services and programs that will be received as well as the learning objectives for students with special needs according to their type of disability.

2.2. Vocabulary Mastery

According [34], vocabulary mastery is a prerequisite for most other language skills. Vocabulary mastery is a person's ability to master types of words and their use in various contexts [35] that are used to express what is thought and desired [36]. This relationship in psychological terms is called thinking and language ability [37].

Language functions as a means of communication; of course, it is needed by everyone as a social being in communicating with the environment. Language is used not only by normal individuals (students) not to mention by special needs students. In teaching vocabulary mastery to students with

special needs, teachers need to link it to other skills such as writing, reading, listening, and speaking so that the words are easy to remember [36]. Wilkins in [38] state that "One can communicate very little without grammar. One cannot speak without a vocabulary". This is certainly a challenge for teachers in teaching vocabulary mastery to special needs students with various disabilities.

2.3. Group Counseling Model with Modern Puppet Media

The group counseling model is one that can be applied by emphasizing the concept of group dynamics, which aims to help solve the same problems in individuals in a group [39]. When group counseling takes place, students have begun the process of self-exploration [40], and the counselor will realize that the group situation that has been formed is more helpful for students to understand the content of the counseling activity [41]. [42]states that grouping based on ability is more effective in learning, improves student understanding, and helps teachers in facilitating students in the group. Modern puppet, is puppet that has undergone modifications, including character and purpose-driven staging [21]. Modern puppet performances still follow the legacy of storytelling and philosophy, despite significant visual and character diversity changes [22]. In this study, the counseling group model uses contemporary puppet media.

2.4. Self-efficacy

Self-efficacy is a cognitive psychology concept developed by Bandura [25]. Self-efficacy is an individual's belief in their ability to mobilize the motivation, cognitive resources, and actions necessary to carry out a task. In other words, self-efficacy is an individual's belief in their abilities to achieve certain goals [43]. Individuals possessing strong self-efficacy exhibit confidence in their capabilities and demonstrate persistence in their endeavors until they achieve success. Conversely, those with low self-efficacy exhibit a diminished fighting spirit, leading to challenges in task completion and a propensity to evade them [44]. The aspects of self-efficacy include magnetudo, strength, and generality. While the factors that form self-efficacy are performance accomplishment, vicarious experience, verbal persuasion, and emotional/psychological information [45].

3. Method

3.1. Research Design

This study set out to investigate how well the group counseling model, along with modern puppet media, taught vocabulary to students with special needs while also looking at their levels of self-efficacy. Based on the research objectives, the research design chosen is an experimental research design. The experimental design used is a quasi-experimental study, because in this study, control of all variables that are suspected of influencing the treatment and the impact of the treatment was not carried out [46]. There are three types of variables in this study: dependent, moderator, and independent variables. The model of group counseling using modern puppet media is the independent variable. The moderator variable in the study is self-efficacy, which can be classified as either high or low, while the dependent variable is vocabulary mastery.

A pretest-posttest control group design paired with a 2×2 factorial design was used to test the impact of independent variables on dependent variables and their interaction with moderator variables [47]. The design will examine the following three main aspects of vocabulary mastery: (1) the impact of the group counseling model with modern puppet media on vocabulary mastery; (2) the impact of students' self-efficacy, both high and low; and (3) the interaction between vocabulary mastery and self-efficacy when the group counseling model with modern puppet media is applied.

3.2. Research Population

The study's population consisted of 622 children from 42 inclusive primary schools in Magetan Regency who had special needs. Nine schools were sampled using the cluster random sampling

technique, with four serving as the experimental group and five as the control group. The sample consisted of 78 pupils in the experimental group and 83 in the control group.

3.3. Instrument

A standardized self-efficacy measure is used as the measuring tool for self-efficacy. Thirty multiple-choice exam questions, ten of which were synonym, ten of which were antonym, and ten of which were regular word tests, were used to gauge the students' comprehension of vocabulary. According to the 100 scale conversion standards, the maximum score for the full vocabulary mastery test is 100. This is because the test is scored depending on the number of questions that students properly answer. Expert judgment assessments in the domains of psychology and language learning were used to assess the validity of the vocabulary mastery test questions and the construct of the self-efficacy scale. The vocabulary mastery exam questions were administered to to 51 students who were excluded from the study sample in order to demonstrate the empirical validity of the findings. Karl Pearson's product moment correlation method was used to examine the trial's data, and the outcome indicated that every question was deemed valid. Using the Cronbach's alpha formula, the reliability test was conducted, and the result was 0.741.

3.4. Procedure

Pre-experimental and experimental implementation stages were the two phases of the data collection process. To describe the degree of vocabulary mastery of students with special needs, a pre-experimental survey was carried out. The following task was to provide special assistance instructors with training on creating educational resources and group counseling model implementation using puppet media. At the experimental implementation stage, the following activities were carried out: (1) measuring the level of student self-efficacy; (2) presenting a pre-test to the control group and the experimental group; (3) giving treatment, namely the experimental group using a group counseling model with puppet media and the control group using conventional learning models and media; and (4) giving a post-test on vocabulary mastery to the experimental group and the control group. Three months were dedicated to the experimental activities at the school: one month was spent on preparation, and the other two months were spent actually carrying out the experiment. Eight meetings were conducted to carry out the experiment; each meeting lasted two teaching hours (two periods of thirty minutes each).

3.5. Data Analysis

The three types of data analysis are inferential, descriptive, and precondition testing. In order to make statistical data that has been obtained by statistical computations easier to observe, descriptive data analysis has been developed. Prerequisite tests include equilibrium examination using the independent t-test technique, homogeneity tests using Levene's Test, and normality tests using the Kolmogorov-Smirnov test technique. Inferential data analysis to test the hypothesis was carried out using two-way ANOVA [48]. Furthermore, further testing was carried out using multiple comparison tests using the Scheffe' method. This additional test aims to ascertain the relationship between the self-efficacy variables and language mastery and the group counseling model variables using puppet media.

4. Result

4.1. Analysis of Descriptive Data

In descriptive data analysis, self-efficacy and vocabulary mastery data are described according to models and media utilized, according to the degree of self-efficacy, and according to cell groups (the relationship between self-efficacy and the group counseling model). With the following guidelines, the borders between the student groups with high and low self-efficacy can be established by looking at the mean score's fluctuation: (1) the limit of the high self-efficacy student group = mean + 3, (2) the limit of the low self-efficacy student group = mean - 3, and (3) the self-efficacy score between the two group

limits is not used because it is assumed that they have almost the same self-efficacy score [49]. Self-efficacy measurement was conducted on 172 students of the research sample. After analysis using mean score fluctuations, the following data were obtained.

Table 1.
Number of student groups based on self-efficacy level.

Groups	Self-efficacy	
	High	Low
Experimental group (Group counseling model with puppet media)	40	38
Control group (Conventional learning model)	33	50
Total	73	88

After analyzing the data from the findings of the pretest and posttest of vocabulary mastery, the average score and the difference in average scores between the pretest and posttest results of vocabulary mastery of the two groups were known. Table 2 presents a comparison of the mean scores and the variations in mean scores between the two groups' pre- and post-test findings.

Table 2.
Data description of the mean score and variation in mean score of vocabulary mastery pretest and posttest results in the applied group and control group.

Independent variable: Vocabulary mastery					
	N	Mean pretest	Mean post-test	Deviation	Elevation (%)
Experimental group	73	51.15	72.79	21.64	42.30%
Control group	88	51.13	63.60	12.47	24.39%

According to Table 2's data analysis results, the experimental group's average pre-test score for vocabulary mastery is 51.15, while the control group's score is 51.13. These results show that the pre-test scores of students' vocabulary mastery are balanced. After being given treatment, the data showed the average score of the post-test results in the experimental group was 72.79, while in the control group it was 63.60. There was an increase in the score of 21.64 (42.30%) in the experimental group and 12.47 (24.39%) in the control group. Therefore, it can be said that students who received treatment in the form of modern puppet media used in a group counseling model had a higher gain in vocabulary mastery than students who received instruction using traditional learning models.

It is possible to ascertain the variation between the mean scores of the pre- and post-test findings on vocabulary mastery between the group of students with high self-efficacy and the group of students with low self-efficacy based on the analysis of pre-test and post-test data on students' vocabulary mastery based on the level of self-efficacy, as shown in Table 3 below.

Table 3.
Data description of the difference in average scores of pretest and posttest results of vocabulary mastery based on self-efficacy level.

Independent variable: Vocabulary mastery					
	N	Mean pretest	Mean post-test	Deviation	Elevation (%)
High self-efficacy group	73	51.77	70.01	18.24	35.23%
Low self-efficacy group	88	50.63	66.40	15.77	31.14%

The information presented in Table 3 above indicates that the vocabulary mastery pre-test scores for students in the elevated level of self-efficacy and the poor group of self-efficacy were nearly identical, with the high self-efficacy group scoring 51.77 and the low self-efficacy group scoring 50.63. This

indicates that before receiving treatment, children in both groups had a balanced level of vocabulary mastery. After being given treatment, the data revealed that revealed that the typical post-test score in the self-efficacy group was 70.01, while in the low self-efficacy group it was 66.40. There was an increase in scores of 18.24 (35.23%) in the high self-efficacy group and 15.77 (31.14%) in the low self-efficacy group. Thus, it can be concluded that students who were given treatment in the form of implementing a group counseling model with puppet media had a higher increase in vocabulary mastery compared to students who were instructed using traditional learning methods, but the difference in increase was not significant (only a difference of 2.47%).

Furthermore, the variation in the pretest and posttest average scores results on vocabulary mastery for the four research cell groups may be computed utilizing the explanation of vocabulary mastery data from the pretest and posttest for each of the four research cell groups.

Table 4.
Data description of the variation in pretest and posttest mean scores for vocabulary mastery depending on cell groups.

Independent variable: Vocabulary mastery					
Cell group	N	Mean pretest	Mean post-test	Deviation	Elevation (%)
Experiment-high self-efficacy	40	52.26	75.24	22.98	43.72%
Experiment-low self-efficacy	33	50.16	70.40	20.24	40.35%
Control-high self-efficacy	38	53.01	62.42	9.41	17.75%
Control-low self-efficacy	50	52.98	60.84	7.86	14.83%

Considering the information in Table 4 above, it can be explained that the experimental group with high self-efficacy experienced the highest increase in the average score of vocabulary mastery from pretest to posttest, which was 22.98 (43.72%), followed by the experimental group with low self-efficacy of 20.24 (40.35%), the control group with high self-efficacy of 9.41 (14.83%), and and the low-self-efficacy control group of 7.86 (16.82%). The findings show that, on average, the experimental group's vocabulary mastery score rose higher than the control group's.

4.2. Tests for Requirements Analysis

Before doing a two-way ANOVA hypothesis test, procedure tests must be completed. The relevant prerequisite exams are the homogeneity, balance, and normality tests. Using the Kolmogorov-Smirnov Z formula, the normality test findings of the pretest and posttest scores for vocabulary mastery produced a significant value of > 0.05 in each of the study groups (experimental group, control group, groups with high and low levels of self-efficacy). Due to the relevance value that was found in the 4 research groups was > 0.05, the research data was found to have a normal distribution.

The homogeneity test's outcomes of the pretest scores based on the experimental group obtained a Lavene Statistic value of 0.721 with a significance of 0.397. Because 0.397 is a significant value, it is concluded that the data variation between the groups that were experimental and control is homogeneous. Likewise, the results of the homogeneity test of the post-test scores based on the groups with low and high self-efficacy obtained a Lavene Statistic value of 2.235 with a significance of 0.137. Since $0.137 > 0.05$ is the significance value, it is concluded that the variation of data between the two self-efficacy groups is homogeneous. Furthermore, based on the results of the balance test with the two-mean difference test (independent t-test) it produces a t-count value of 1.022. with a significance of 0.978. Given that the significance value is $0.978 > 0.05$, it can be inferred that the average vocabulary mastery scores for the experimental and control groups did not differ statistically significantly, indicating that the students' prior vocabulary mastery was balanced.

4.3. Hypothesis testing

Two-way ANOVA or multiple classification ANOVA to evaluate the hypothesis. The outcomes of the data analysis for the hypothesis testing are shown below.

Table 5.
Description of hypothesis testing data analysis results.

Dependent variable: Posttest score					
Source	Type III sum of squares	df	Mean square	F	Sig.
Corrected model	5008.023[a]	3	1669.341	53.164	0.000
Intercept	727143.181	1	727143.181	23157.645	0.000
Group	3462.225	1	3462.225	110.263	0.000
Self-efficacy	275.689	1	275.689	8.780	0.004
Group * self-efficacy	1374.917	1	1374.917	43.788	0.000
Error	4929.753	157	31.400		
Total	755218.000	161			
Corrected total	9937.776	160			

Note: a. R Squared = 0.504 (Adjusted R Squared = 0.494).

The next stage is to test the three hypotheses that have been put out in light of Table 5 above. Data analysis of the first hypothesis gives 110.263 as the Fcount value. Therefore, it can be said that there are notable differences in vocabulary mastery between students who receive the group counseling model with puppet media and students who receive the conventional learning model. In the data analysis of the second hypothesis, the Fcount value was obtained at 8.780 with a significance of 0.004. Thus, it can be said that there is a substantial vocabulary mastery difference between pupils who have high and low levels of self-efficacy. Additionally, based on the findings of the data analysis related to the third hypothesis, the interaction between the self-efficacy group and the experimental group had an Fcount of 43.788 at 0.000 significant level. In other words, it is claimed that the self-efficacy group and the experimental group have a substantial interaction.

The Scheffe technique was used for additional testing. Finding the variations between the research group and the self-efficacy group in each set of research cells was the aim of additional testing. The difference between the experimental group and the self-efficacy group was then tested utilizing the Scheffe method's results from the multiple comparisons test between cells. The following describes the data analysis results: (1) there is a substantial difference in vocabulary mastery between the experimental groups with low and high self-efficacy, as indicated by the mean difference of 8.557 with a significance level of 0.000; (2) the vocabulary mastery of the experimental group with high self-efficacy and the control group with high self-efficacy differed considerably, as evidenced by the mean difference of 15.289 with a significance level of 0.000; (3) because the mean difference obtained was 15.289, there is a significant difference in vocabulary mastery between the experimental group with high self-efficacy and the control group with high self-efficacy; (4) the experimental group with low self-efficacy and the control group with strong self-efficacy differed significantly in their vocabulary mastery, as evidenced by the mean difference of 6.732 with a significance level of 0.000. (5) with a significance level of 0.004, the mean difference of 3.468 was found between the low-self-efficacious experimental group and the low-self-efficacious control group, indicating a significant difference in vocabulary mastery, and (6) the control groups with high and low levels of self-efficacy did not differ in their vocabulary mastery, as indicated by the mean difference of 3.264 and a significance level of 0.084.

5. Discussion

The results obtained from the hypothesis test indicated a substantial difference in vocabulary mastery between students who received a group counseling model with puppet media and students who received a conventional learning model. Pupils with certain requirements who tended to be more

engaged in answering questions in the form of stories and more engaging in their communication with participants demonstrated the development of vocabulary mastery through group counseling using modern puppet media. This is because group counseling with puppet media gives a chance for students with special needs to participate actively in understanding the material and building communication by answering questions and telling stories in front of group counseling members.

The findings of this research are pertinent to the findings of [20] study, which indicates that using modern puppet media in conjunction with the group counseling model benefits students with special needs by helping them develop positive interactions with other students, better understand who they are, and solve vocabulary acquisition-related problems. [50] state that using the group counseling model has shown to be successful in resolving issues. All members of the group play a good role in the dynamics that have been established during the process, and they can be used as a way to engage and forge strong bonds with one another so that members can readily adjust to new situations.

Children who are having trouble coping with stressful situations brought on by life's obstacles can benefit greatly from group counseling. Group facilitators assist members in lessening the influence of numerous issues that may result in unintended mental health issues. According to [51] research, students who received group counseling treatment for two meetings demonstrated self-confidence, self-awareness, understanding of their strengths and weaknesses, ability to manage oneself, self-discipline, acceptance, self-respect, and the capacity to make decisions and face failure of themselves as valuable individuals.

In addition, the use of puppet media integrated with the group counseling model has several benefits for vocabulary learning. Children can learn more quickly via puppet media, which also gives them more realistic experiences, grabs their attention, and stimulates all of their senses [52][53]. Additionally, using puppet media can enhance students' comprehension of stories, be cost-effective, economical, practical, and simple to construct. They should also be joyful and encourage children' ideas and activities in a time- and place-efficient manner. Additionally, the unique and engaging shape of the media can enhance student creativity. According to [54], using puppet media in thematic education can enhance the learning outcomes for students. It's also said that using interesting puppetry and a range of techniques can increase students' confidence and excitement about taking part in the learning process. As a consequence, students are motivated to actively engage in educational activities. Active student participation will improve learning results. puppetry can also be used as a learning medium used by teachers to make abstract concepts into more concrete forms so that students with special needs can pay attention to understanding vocabulary material and remembering the content of information verbally conveyed through the story in the puppet [23].

There are a number of reasons why modern puppet media can be used to aid in language acquisition [55]. First, pupils can be motivated and engaged in learning with modern puppet media. Students are drawn in during class by modern puppet media, which encourages them to pay attention to what they are learning. Second, modern puppetry can help students retain the information taught by the teacher and can also help them understand it more readily. This is due to the fact that puppet media uses characters that are visible in everyday life to jog children's memories. puppetry can serve as a tool to facilitate learning so that students can comprehend the material more readily [56][57]. Puppet media has a significant impact on children's psyche, for example, by igniting pupils' interest in learning. Since children are currently in a stage of concrete thinking, the role of this media is crucial in helping them learn about the real world [58][59]. Third, play activities and modern puppet media can help kids develop their motor abilities. It has also been found in earlier studies that play activities are preferred by primary school students because they help them better comprehend the lessons that are provided in the media [58][60]. In addition to enhancing students' language and cognitive abilities, this media can make learning more relaxed and pleasurable for them. Students will learn more easily if the classroom environment is enjoyable [61][62][63].

The study conducted by [20] revealed that there were multiple challenges encountered when utilizing puppet media in conjunction with the group counseling model to teach vocabulary. The biggest

challenge is that teachers are not skilled enough to present puppet plays. Instructors also face challenges when attempting to incorporate group counseling into their vocabulary lessons using modern puppet media. Furthermore, because of their lack of group counseling training and experience, special assistant instructors are less comfortable offering counseling services. Particularly during the first session, some students find it difficult to articulate the difficulties they are having learning terminology. Writing projects can present challenges for many kids with special needs, particularly when it comes to telling the difference between the letters "b" and "d.". [64] state that establishing group counseling has a number of challenges, one of which is the inability to make everyone feel comfortable. For certain people, receiving individual counseling is secure and comfortable. People are apprehensive and uneasy to share knowledge in the group. People who are unable to regulate their emotions can become irate with group counseling.

Additionally, a substantial difference in vocabulary mastery was observed between pupils who felt highly and those who felt lowly about themselves. This is so because self-efficacy is the conviction that a person can overcome obstacles and issues [24]. Especially for students with special needs, self-efficacy is an important factor in facing various challenges in everyday life, especially in meeting academic demands, one of which is vocabulary mastery. For normal students, vocabulary mastery will be mastered along with language development. With regard to pupils with special needs, particularly those who are slow learners, this is not the case. To effectively process and analyze words and language, students with special needs need to put in more effort and have greater confidence in their ability to grasp vocabulary. For kids with special disabilities, especially those who struggle with vocabulary, being able to write, read, and comprehend readings well is a sign of great self-efficacy. On the other hand, low self-efficacy is indicated by low writing skills, reading is still simple and not fluent, and low reading comprehension means that special attention from accompanying teachers is needed so that students who have low self-efficacy are able to face difficulties in vocabulary mastery. This is supported by [26] that specific interventions and intense and attentive interactions between teachers and students can increase self-efficacy.

In language learning, self-efficacy is one of the factors that influence students in learning vocabulary mastery. Several studies have shown that self-efficacy is a factor that plays an important role in vocabulary mastery so that it can influence the results of language learning development [65]. Numerous countries have conducted research on the relationship between language skills and self-efficacy, including China [66], Singapore [67], Vietnam [68], Norway [69], and South Korea [70]. The findings of these studies suggest that students' language proficiency is significantly predicted by their self-efficacy. The ability to use words well determines language [71][72]. [73] showed that there is an association that is favorable and stable across a number of dimensions between language learning outcomes and self-efficacy viewed from the language as a whole, both receptive and productive.

This study revealed that special assistant teachers' habits, which give special needs students confidence in their ability to understand vocabulary mastery and overcome challenges related to what they are learning, are what actually cause these students' self-efficacy in vocabulary mastery. The findings of special assistance teachers' interviews provide credence to the idea that when working with students in inclusive schools, special needs teachers must give special attention to those who require assistance, exhibit patience when teaching vocabulary mastery materials, and use a variety of engaging, distinctive, and engaging learning resources. Additionally, special assistance teachers must instill confidence in their students so that they can complete vocabulary mastery tasks. This is supported by [74], who stated that the factors that influence self-efficacy are cultural factors created through the learning process created by teachers for students individually or in groups in their environment.

Thus, it can be concluded that high self-efficacy pupils demonstrate the capacity to complete the tasks that have been given and show their success. Several studies have shown that students who have high self-efficacy tend to try harder and seek help to achieve good performance [75]and are able to solve problems and tasks that are given even though they are difficult [76]. However, low self-efficacy indicates that with the limitations they have, students with special needs feel more like failures and are

not confident, so they need more time to understand the vocabulary taught by special teachers. Consequently, in order to boost self-efficacy and ultimately motivate students with special needs to achieve academically, special assistant instructors play a critical role in helping these students acquire language.

6. Conclusion

It is evident from the research and discussion findings that there is a substantial variation in pupils' vocabulary mastery who receive a group counseling model with puppet media and pupils who are awarded a conventional learning model; between pupils with low and high levels of self-efficacy, there is a notable difference in vocabulary knowledge.; and there is an interaction between the group counseling model with puppet media and self-efficacy and students' vocabulary mastery. This suggests that using puppet media in group counseling can help special needs pupils in inclusive elementary schools become more proficient in vocabulary and increase their sense of self-efficacy. Special assistance teachers are encouraged to combine language learning strategies with different psychological methods in order to improve the vocabulary mastery of children in inclusive primary schools who have special requirements.

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