# THE ROLE OF TEACHERS IN MAKING INCLUSIVE EDUCATION A SUCCESS IN REGULAR SCHOOLS

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**Abstract:**

Inclusive education is an approach that aims to provide equal access to education for all children, including students with special needs. This approach emphasizes respect for diversity and equality of learning opportunities without discrimination. This study aims to identify the role of teachers in the success of inclusive education in regular schools, including professional, pedagogical, social, and personal competencies. The research method uses a qualitative approach with in-depth interview techniques, observation, and document studies. The research was conducted in Indonesia, where the implementation of inclusive education is increasingly strengthened as part of expanding access to education and implementing the principle of equality.

The results of the study indicate that teachers play an important role in creating an inclusive learning environment. This is done through curriculum adaptation, the application of differentiated learning methods, and classroom management that encourages collaboration between regular students and students with special needs. In addition, training and support from schools and the government are key factors in improving teacher capacity. Teachers not only act as teachers, but also as facilitators, motivators, and mentors who help student development. This study emphasizes the importance of the role of teachers as the vanguard in inclusive education. Effective implementation requires competent teachers and is supported by a supportive education ecosystem. These findings contribute to the development of inclusive education policies and practices, especially in improving the quality of inclusive and equitable learning in Indonesia.

**Keywords:** *Role of Teachers, Inclusion, Regular Schools*

## INTRODUCTION

The success of inclusive education in regular schools requires adaptation and change in various aspects, including curriculum, teaching strategies, and classroom management that can accommodate the diversity of student abilities (Nadhiroh & Ahmadi, 2024). Teachers in regular schools are expected to have competence and a deep understanding of the needs of students with disabilities or special needs. They must also be able to create a supportive and inclusive environment for all students, without exception. If the active role and involvement of teachers in designing and implementing inclusive learning are not carried out properly, the goal of fair and equal inclusive education for all students will not be achieved optimally (Nurussakinah et al., 2024).

Thus, although the importance of the role of teachers in inclusive education has been recognized, there are still many challenges faced in practice. Some of these challenges include limited resources (including learning aids and supporting facilities), lack of adequate training for teachers, and mental readiness and professionalism of teachers in dealing with the very wide diversity of students. Therefore, inclusive education is often hampered by a lack of systematic support, both in terms of policies, training, and adequate facilities in schools (Paramansyah & Parojai, 2024).

From this study is a more specific approach to regular schools at the vocational high school level, especially at SMK Insan Terpadu. This study aims to explore in depth the role of teachers in making inclusive education a success at the vocational high school level, with a focus on the challenges faced by teachers, the inclusive teaching strategies implemented, and the types of support needed to realize effective inclusive education at the vocational high school level. (Minsih et al., 2024)

There are several previous studies that discuss the role of teachers towards inclusive students, including, (1.) Mastropieri and Scruggs (2018) who discussed exploring the teaching strategies used by teachers to support students with special needs in inclusive classes. Researchers found that collaborative learning approaches, instructional differentiation, and curriculum adaptation were very important in creating an inclusive environment. Administrative support and professional training were also found to be key factors. (2). In a subsequent study by Avramidis and Norwich (2010) who discussed This study focuses on teachers' attitudes towards inclusive education in regular schools. The results of the study showed that teachers' positive attitudes were influenced by previous experiences with students with special needs, training related to inclusion, and support from colleagues and school administration. (3) Florian and Black-Hawk ins (2011) This study introduced the concept of "inclusive pedagogy" which emphasizes the importance of adapting teaching practices to suit the needs of all students. (Budianto, 2023) Teachers who successfully implement inclusive education demonstrate flexibility in teaching methods and collaboration with students and parents.

From several previous studies above, there is a novelty from this study with a focus on the context of education in Indonesia which has unique challenges and dynamics. (Jannah et al., 2021) Some aspects of the novelty that are carried are (1.) Operational Strategy in Improving the Quality of Inclusive Education which

This study emphasizes practical steps such as curriculum adaptation, use of differentiated learning methods, and collaborative classroom management. This strategy is a direct guide that can be adopted by teachers in the field. (2) Interaction of External Support Factors:

This study explores how support from the government and schools, such as ongoing training and provision of facilities, are important catalysts in increasing teacher capacity. This approach emphasizes the importance of collaboration between teachers and other stakeholders (Fahruddin, 2023).

## RESEARCH METHODS

In this study, the approach used is a qualitative approach because it aims to explore in-depth understanding of the experiences, views, and processes that occur in the implementation of inclusive education. (Dhoka et al., 2023) This study focuses on two main aspects, namely operational strategies in improving the quality of inclusive education and the interaction of external support factors, with an emphasis on practical steps that can be adopted by teachers and the role of external support from the government and schools.

The research design used is a case study that focuses on regular schools that have implemented inclusive education. Through this design, researchers can understand in detail how operational strategies are implemented by teachers in the field and how external support, both from the government and schools, affects the quality of inclusive education. Researchers selected participants consisting of teachers who are directly involved in the inclusive education process, principals who have views on the policies and support provided by schools, and education supervisors who provide perspectives on government policies. (Amiyah & Subiyantoro, 2020) In addition, parents of students are also important participants because they can provide views on the support their children receive in inclusive education.

Data collection techniques were carried out using in-depth interviews, participant observation, and document studies. Interviews with various parties aimed to explore information related to strategies implemented in the classroom, while direct observation was conducted to see how inclusive learning took place. Document studies will help understand the inclusive education policies implemented in schools that were the object of the study.

The collected data were then analyzed using thematic analysis. The analysis process began with interview transcription, data coding to group information into relevant categories, and finally the compilation of main themes related to the implementation of inclusive education. To ensure the validity and reliability of the research results, data triangulation techniques were used by comparing the results of interviews, observations, and document studies. In addition, researchers will also conduct member checking by asking for feedback from participants to ensure that the interpretation of the data is in accordance with their views.

Through this qualitative approach, this study is expected to provide a deeper understanding of how inclusive education is implemented, as well as how external support can play an important role in improving the quality of inclusive education in regular schools. The following is a table of interview respondents below:

| NO | POSITION | INITIALS |
|---|---|---|
| 1 | HEADMASTER | KT |
| 2 | DEPUTY CHAIRMAN OF CURRICULUM | NU |
| 3 | 2 PARENT | HT AND RR |
| 4 | 2 STUDENT | US AND TI |

Table 1.1 Interview Respondents

**RESULTS AND DISCUSSION**

Inclusive education in regular schools is an important step in creating equal access to education for all students, including those with special needs. (Mendoza & Heymann, 2024) However, to realize this, its implementation does not only depend on policy alone, but also on the implementation of practical steps that can be applied in the field by teachers. This study raises several novelties that focus on two main aspects, namely strategic operations to improve the quality of inclusive education and the interaction of external support factors that play a role in strengthening the implementation of inclusive education (Siswatini, 2020).

The first aspect is strategic operations which consist of practical steps that can be taken by teachers in the classroom. This includes curriculum adaptation, which allows the existing curriculum to be adjusted to the needs of each student. In addition, the use of differentiation learning methods allows teachers to provide learning experiences that suit the style and abilities of each student. Collaborative classroom management is also an important part of this strategy, where teachers create an environment that supports interaction between regular students and students with special needs, so that an inclusive learning atmosphere is created. (Milasari & Nugraheni, 2024)Aspek kedua adalah interaksi faktor dukungan eksternal, yang mengarah pada pentingnya peran pemerintah dan sekolah dalam

menyediakan pelatihan berkelanjutan bagi guru serta fasilitas yang memadai (Sukomardojo, 2023).

This training provides teachers with the skills needed to support the learning process of students with special needs, while appropriate facilities, such as disability-friendly assistive devices and infrastructure, will increase the accessibility of education for all students. This approach emphasizes that the success of inclusive education requires collaboration between teachers, the government, and all stakeholders.

Both aspects complement each other, providing clear guidance for educators, and ensuring that all elements of education play a role in creating quality inclusive education. Thus, this study not only provides theory, but also concrete steps that can be adopted by teachers and other related parties in realizing inclusive and equal education for all students. (Kamil et al., 2023)

**Operational Strategy in Improving the Quality of Inclusive Education**

Inclusive education in regular schools requires the implementation of effective operational strategies to ensure that all students, including those with special needs, can receive equal and quality education. (Tobasa & Nurjanah, 2024) One important step in this regard is curriculum adaptation. The designed curriculum usually focuses on students with similar academic abilities, but to create true inclusive education, the curriculum must be able to be adapted to the needs of each student. Teachers need to adapt learning materials, teaching methods, and forms of evaluation so that students with special needs, such as those with physical or intellectual disabilities, can follow lessons in a way that suits their abilities. Modification of materials and the use of learning aids are things that need to be considered so that each student has the same opportunity to develop.

In addition, differentiated learning methods also play an important role in creating an inclusive learning environment. With differentiated learning, teachers can adjust teaching techniques according to the diverse needs and learning styles of students. This allows teachers to use a variety of approaches, such as small groups, project-based teaching, or learning technology, to meet the different academic needs of students. For example, students who need more support in terms of communication can be given learning materials in the form of visuals or assistive devices that support them in interacting. This ensures that every student gets the same opportunity to learn, even though they are different.

In addition, collaborative classroom management is also a very important strategy. In inclusive classes, teachers need to create an atmosphere that supports collaboration between regular students and students with special needs. This interaction is not only expected, but must also be designed systematically. Teachers can facilitate group activities where regular students work together with students with special needs, both in completing projects and other assignments. This collaboration not only improves learning for students with special needs but also helps regular students understand and appreciate differences, thus creating an atmosphere of mutual respect and empathy in the classroom. (Sunarso, 2020)

Flexible assessment is also an important part of the operational strategy of inclusive education. Traditional assessments that rely on written exams may not reflect well the abilities of students with special needs. Therefore, assessments need to be adjusted to take into account the various ways in which students demonstrate their understanding. Teachers can provide oral assessments or use technology to support students in answering questions or completing assignments. This more flexible assessment approach will allow teachers to assess students' abilities more accurately and provide more useful feedback.

In addition, the role of parents and communities in inclusive education cannot be ignored. The success of inclusive education is highly dependent on close collaboration between teachers, parents, and schools. (Aryuni et al., 2024) Parents need to be actively involved in their children's education process, provide the necessary information regarding the special needs of their children, and work with teachers to design the most effective teaching approaches. This collaboration is also expanded by involving communities, such as educational organizations

and social institutions, which can provide additional support in creating an environment that supports inclusive education.

Finally, ongoing training for teachers is a key component of an operational strategy for inclusive education. Teachers need to be given training that includes not only the theory of inclusive education, but also practices that can be directly applied in the classroom. (Mendoza & Heymann, 2024) Ongoing training will ensure that teachers always have the latest knowledge and skills in managing inclusive classes and overcoming challenges that may arise. With adequate training, teachers will be better prepared to create an inclusive learning environment and support each student in their development.

This is reinforced by the results of interviews with school principals (KT) who stated that the school's policy in supporting inclusive education is very strong and comprehensive. The principal emphasized that the school strives to provide adequate facilities, such as wheelchair access, and adapts the curriculum to be more inclusive. In addition, regular training for teachers is also held to ensure that they are ready to manage inclusive classes. The principal also plays an active role in ensuring that collaboration between teachers and parents runs well, and supports the provision of facilities and policies that support inclusive education.

In addition, the results of interviews with students with special needs, who were interviewed separately, stated that they felt comfortable and supported during the learning process in the inclusive class. They felt accepted by their friends, and felt that the teacher gave enough attention to help them learn. This shows that inclusive classes not only provide opportunities for students to learn together, but also create an environment that supports the social and emotional development of students with special needs.

Overall, the operational strategies implemented in inclusive education must be holistic and integrated. Through curriculum adaptation, differentiated learning, collaborative classroom management, flexible assessment, and parent and community involvement, inclusive education can be realized more effectively. In addition, ongoing training for teachers is one of the determining factors in the successful implementation of these strategies. With these steps, it is hoped that inclusive education can provide equal opportunities for all students to learn and develop according to their respective potentials.


**External Support Factor Interaction**

Inclusive education not only involves internal efforts from schools, such as the role of teachers and students, but also relies heavily on external support from various parties, such as the government, community, and other organizations. One of the external factors that has a great influence is ongoing training for teachers. Inclusive education requires teachers to have special skills in managing diversity in the classroom, especially in dealing with students with special needs. For this reason, ongoing training is very important so that teachers can continue to update their knowledge and skills. This training includes various inclusive teaching techniques, how to interact with students with special needs, and an in-depth understanding of related regulations and policies. Without adequate training support, teachers will have difficulty in facing the challenges that arise in inclusive classes.

In addition to training, the provision of adequate facilities is also an equally important external support. To realize successful inclusive education, schools need to have disability-friendly infrastructure, such as easy accessibility for students with physical disabilities. (Edwanto et al., 2024) Facility support also includes the provision of learning aids, educational technology, and various resources that can support the learning of students with special needs. Without adequate facilities, students with special needs may not be able to access learning in an equal manner with other students. Therefore, the right facilities greatly support the success of inclusive education in schools.

Adequate funding is also an important factor in supporting the implementation of inclusive education. Without sufficient funding, schools will have difficulty providing the resources needed to support students with special

needs. (Wahidah & Heriyudanta, 2021) The government and schools must work together to ensure that there is sufficient budget for purchasing assistive devices, teacher training, and providing disability-friendly facilities. In addition, sufficient funds are also needed to finance teacher professional development programs, such as seminars and workshops on inclusive education. With adequate funding, schools can be more optimal in providing inclusive education.

Parental and community involvement also plays a very important role in the success of inclusive education. Parents are important partners for teachers in supporting their children's learning, especially for children with special needs. By actively collaborating between parents and teachers, more complete information about the child's condition and needs can be exchanged, so that teachers can adjust the learning approach more appropriately. In addition, the community can also provide moral and social support that supports the creation of an inclusive environment outside of school. Parental participation in school activities, both in routine consultations with teachers and in other activities, is very important to ensure that inclusive education runs well.

Government policies also play a major role in supporting inclusive education. The government can ensure that there are regulations that support the rights of students with special needs and provide equal access to education. Appropriate government policies will include regulations governing the provision of educational facilities and support for students with special needs, as well as adequate budget allocation for the implementation of inclusive education. In addition, the government can also provide incentives to schools that successfully implement inclusive education, encouraging other schools to follow suit. Policies that support inclusive education also include arrangements for teacher training and certification in inclusive education so that teachers are ready to face the challenges in inclusive classes.

In addition, partnerships with non-governmental organizations (NGOs) also make a significant contribution to supporting inclusive education. Many organizations have specific programs to support students with special needs and can work with schools to provide additional resources or programs. These organizations often have expertise in inclusive education and can help schools provide more support for students with different types of disabilities. Through these partnerships, schools can expand their capacity to provide better inclusive education. In addition, these collaborations allow schools to learn from the experiences of organizations that have long been involved in inclusive education and disability.

Thus, the success of inclusive education is highly dependent on the interaction between various external support factors. (Koto et al., 2023) Teacher training, provision of adequate facilities, sufficient funding, parental and community involvement, government policies, and partnerships with non-governmental organizations all contribute to creating an environment that supports inclusive education. Without solid external support, it is difficult for inclusive education to achieve its goal of providing equal opportunities for all students to learn and develop according to their potential.

This is reinforced by the results of an interview with the Deputy Head of Curriculum, revealing that curriculum adjustment is one of the keys to inclusive education. The curriculum is adjusted to the various needs of students, and differentiated learning methods are applied to ensure that every student, both regular and special needs, can learn in a way that suits their abilities. (Kristiana & Widayanti, 2021) The deputy head of curriculum also emphasized the importance of collaboration-based classroom management, where students support each other, and teachers act as facilitators.

In addition, Through interviews with parents of students, it was revealed that they felt that the school had given great attention to their children with special needs. The parents of student 1 were satisfied with the extra attention given by the teachers at school, both in terms of curriculum adjustments and interactions with their children. The parents of student 2 also stated that the support from the school was quite good, with supporting facilities and training for parents to be able to support their children's education at home. This shows

that collaboration between the school and parents is very important for the success of inclusive education.

Regular students also feel happy to learn in the inclusive class. In the interview with student 1, they expressed their joy in learning with friends who have special needs. They felt that the inclusive class environment provided an opportunity to help each other and collaborate. This reflects the inclusive atmosphere created in the class, where all students feel valued and accepted.

It can be concluded that the results of this interview indicate that the implementation of inclusive education in this school is supported by good policies, adequate training, and active involvement from parents and students. Adjustment of the curriculum and classroom management methods based on collaboration are important factors in creating an inclusive learning environment and supporting the development of all students.

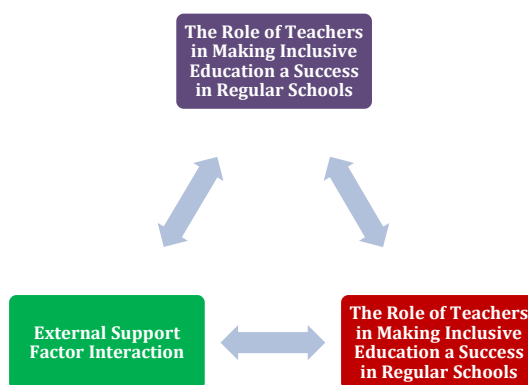The following diagram illustrates the role of teachers in inclusive education.



Table 1.2 The Role of Teachers in Inclusive Education

## CONCLUSION

The role of teachers in making inclusive education a success shows that teachers hold a very important position in creating an inclusive learning environment and supporting the development of all students, including students with special needs. (Zahra & Mubin, 2024) Teachers not only function as teachers, but also as facilitators, motivators, and guides who are able to adjust learning methods according to the needs of each student.

Through curriculum adaptation, the use of differentiated learning methods, and collaborative classroom management, teachers can create a learning atmosphere that supports diversity and ensures that every student has an equal opportunity to learn. In addition, the role of teachers in building positive relationships between regular students and students with special needs is very important to create an environment of mutual support and respect. (Pasha, Andini, & Sari, 2023)Guru juga berperan dalam mengembangkan kemampuan sosial dan emosional siswa, serta menjaga agar setiap siswa merasa dihargai dan diterima di kelas. Dalam proses ini, dukungan eksternal dari pihak sekolah, seperti pelatihan bagi guru, serta keterlibatan orang tua, turut memperkuat peran guru dalam keberhasilan pendidikan inklusi (Walewangko et al., 2024).

Overall, the role of teachers in inclusive education is crucial in realizing the goal of equal education for all children. The success of inclusive education depends on the teacher's ability to adapt to the various needs of students and create an inclusive, collaborative, and supportive classroom. (Pasha, Andini, Indah, et al., 2023)

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