



THE ROLE OF THE TEACHER IN CREATING INCLUSIVE SCHOOLS: A CASE STUDY IN A PRIMARY SCHOOL

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Abstract:

Inclusive education is an approach that aims to create an equal learning environment for all students, including students with special needs. At the elementary school level, the successful implementation of inclusive education is very dependent on the role of teachers in creating an atmosphere that supports the diversity and specific needs of students. This research aims to examine the role of teachers in realizing inclusive elementary schools, focusing on the challenges faced and the strategies implemented by teachers. The method used in this research is a literature review method, which examines various literature related to the role of teachers, inclusive education, and best practices in inclusive classroom management. The research results show that although challenges such as limited resources, lack of training, and social stigma are still obstacles, teachers have an essential role in creating inclusive learning through curriculum adaptation, using varied teaching methods, and building a school culture that supports diversity. This research also highlights the importance of ongoing training and support from schools and the community in helping teachers carry out their roles effectively.

Keywords: *Teacher Role, Inclusive Education, Inclusive Schools.*

INTRODUCTION

Inclusive education is a concept pushed by UNESCO through Education for All, which emphasizes access to education for all individuals without looking at differences in their physical, mental, social, emotional or socio-economic status (Prihantini, 2023; Jumadi, 2023). Inclusive education is an educational paradigm that emphasizes the principles of openness, active participation and equality of all students without exception, including those who have special needs (Nurhida, 2024; Tadzkiroh et al., 2024). The main goal of inclusive education is to create a fair learning environment, where every child, regardless of background or special needs, can develop to the fullest extent of their potential. In Indonesia, the implementation of inclusive schools is receiving increasing attention, especially in efforts to provide equal access to education for children with disabilities (Widyastuti, 2024).

Teachers have a very vital role in realizing inclusive schools. Not only acting as an educator, but also as a facilitator, motivator and liaison between students with different needs (Ahmad, 2020). Success in an inclusive school really depends on how teachers can adapt learning approaches, methods and strategies to suit the needs of each student, both students with special needs and regular students (Sudarto, 2017). Therefore, the role of teachers in designing inclusive learning, building positive interactions between students, and creating a classroom environment that supports the development of all students, is very important (Prihantini, 2023).

In inclusive schools, this role becomes increasingly complex because teachers are required to be able to handle a diversity of students with various backgrounds, abilities and special needs. With the right approach, a teacher can create a learning environment that supports the development of each student, regardless of their differences (Tadzkiroh et al., 2024). For example, in creating an inclusive environment, teachers must be good role models for all students, not only in academic terms, but also in moral and social aspects. In this case, a teacher needs to adopt a learning approach that is flexible and can be adapted to various student conditions. This includes the use of diverse teaching methods, selecting teaching materials that are accessible to all students, as well as providing sufficient time and attention to students who need more support (Herman et al., 2019).

A teacher must be able to provide personal guidance, not only related to academic development, but also in terms of forming positive values, such as a sense of responsibility, discipline, honesty, and respect for differences. This guidance is important because students who study in inclusive schools often come from different social and family backgrounds, so teachers must help them to adapt and develop healthy and productive social attitudes (Ahmadi, 2024). This can be done through various activities, both in the form of learning activities in class and through extracurricular activities that involve all students (Ahmadi, 2024). In implementing inclusive education, many elementary schools in Indonesia still face various challenges, both in terms of human resources, facilities, and understanding of the concept of inclusion itself. Lack of training for teachers (Ahmadi, 2024), limited appropriate teaching materials, as well as obstacles in designing effective learning activities for students with various types of needs, are some of the problems that are often encountered.

Several previous studies stated, according to Sulistyorini, et al. (2018) in their study entitled "The Role of Teachers in the Implementation of Inclusive Education in Elementary Schools" stated that the role of a teacher in inclusive education is not only limited to the teaching aspect, but also includes emotional and social support for students with special needs. This research shows that Well-trained teachers are able to create a supportive classroom atmosphere for every student, whether they have special needs or not. However, there are still challenges in terms of limited resources and training received by teachers to improve their understanding of the concept of inclusion and teaching techniques that can be applied to students with various needs. According to Suhartini and Nugroho (2020) in their research entitled "Teachers' Challenges in Creating Inclusive Schools for Students with Special Needs" found that even though government policies support inclusive education, many teachers still face difficulties in implementing it in the classroom. One of the main challenges is the lack of support from the school in terms of adequate facilities and resources. Teachers also often find it difficult to manage classes consisting of students with various abilities and needs. This research underscores the importance of collaboration between regular teachers, special teachers, and parents to overcome these barriers. According to Rahmawati (2019) in research entitled "The Role of Teachers in Inclusive Education in Elementary Schools: Case Study in Yogyakarta City" shows that teachers play a key role in creating an inclusive environment, but the biggest challenge lies in the diversity of abilities that exist in the classroom. This research reveals that teachers who have a deep understanding of inclusive education are able to adapt learning methods, both through differentiation approaches and the use of supporting educational technology. And this research also highlights the need for clearer and more targeted policies from schools and the government to support inclusive education programs.

This research aims to explore and analyze the role of a teacher in realizing inclusive schools at the elementary school level. This case study will identify the various practices and challenges faced by teachers in the process of implementing inclusive education, as well as the factors that influence their success in creating an inclusive learning environment for all students. Thus, the results of this research are expected to provide deeper insight into how elementary schools can be more effective in integrating inclusive education in the curriculum and daily practices. Through this study, it is hoped

that practical solutions can be found that can be applied in the field to improve the quality of inclusive education in elementary schools, as well as provide recommendations for more targeted policies and training for teachers in facing these challenges.

RESEARCH METHODS

The method of writing this article uses a literature review, which is an approach to analyzing and integrating various literatures relevant to the topic of discussion (Amalia & Kurniawati, 2021). This literature review covers various sources of information related to inclusive education, including the role of elementary school teachers in its implementation and the challenges faced by a teacher in the future. This approach allows the author to develop a more comprehensive understanding of the topic discussed.

In conducting a literature review, this article examines various important aspects of inclusive education, such as the curriculum applied, the legal basis underlying the policy, and relevant research literature (Wulandari & Hendriani, 2021). The literature sources used in this article come from leading databases such as Scopus, ERIC, and Google Scholar, which provide access to previous research. By analyzing and synthesizing information from these various sources, this article aims to identify the challenges that inclusive elementary school teachers may face in the future.

In this literature review approach, the author can gain a broader and deeper understanding of the topic of inclusive education, which will enrich the reader's insight into the role of a teacher in realizing inclusive schools at the elementary school level (Tadzkiroh et al., 2024). This literature review also contributes to the development of education policies, both at the school and national levels, by providing theoretical and practical bases that can be used as references in designing policies that better support the implementation of effective inclusive education (Setiawan et al., 2020).

RESULTS AND DISCUSSION

Inclusive education is an educational concept that seeks to organize learning that is friendly to all students, regardless of their background, abilities, or diversity (Azizah, 2023). In Indonesia, inclusive education in elementary schools has become a focus of attention in recent years, with the aim of providing equal opportunities for every child to obtain quality education. In this context, the role of a teacher is vital in ensuring the success of the implementation of inclusive education, both in terms of theory and practice in the field (Fatmawiyati & Permata, 2023).

1. The Role of Teachers in Inclusive Education

The role of a teacher in inclusive education is not only limited to teaching subject matter, but also includes the social, emotional, and psychological aspects of students (Nurzannah, 2022; Fatmawiyati & Permata, 2023). Teachers in inclusive schools must be able to create a supportive environment for all students, especially those with special needs, so that they can feel accepted and motivated in learning.

a. Learning Facilitator

As a facilitator, a teacher must be able to provide various learning approaches and methods that are accessible to all students, regardless of their abilities (Latif, 2023). For example, for each student with a physical or intellectual disability, teachers need to adjust teaching materials, use assistive technology, or provide additional time to complete assignments. Teachers are also expected to facilitate interactions between regular students and students with special needs in joint learning activities, so that a sense of mutual understanding and respect is created between them (Tadzkiroh et al., 2024).

b. Inclusive class management

A teacher in an inclusive school is required to have the ability to manage the class in a way that creates a comfortable and supportive atmosphere for all students (Ajuwon, 2008). This includes designing learning activities that take into account the diversity of student needs and ensuring that each student receives appropriate attention. In addition, teachers must be able to

handle differences in learning speed, learning style, and social and emotional abilities of students (Annisa et al., 2014).

c. Character and social development

A teacher also plays a role as a character and social builder in the classroom. In inclusive education, it is important for teachers to instill values such as tolerance, cooperation, and mutual respect. This is important in creating an inclusive environment and minimizing stigma or bullying against students with special needs (Anar, 2023). A teacher must be able to be an example in respecting differences, both in attitudes and behavior, so that a school culture is created that is more open and friendly to differences (Amalia & Kurniawati, 2021).

2. Challenges faced by teachers in implementing inclusive schools

Although the role of teachers is very important, the implementation of inclusive education in elementary schools is not easy (Anar, 2023). There are many challenges faced by teachers in their efforts to create truly inclusive schools.

a. Limited Resources and Facilities

One of the main challenges faced by a teacher in inclusive education is limited resources, both in terms of facilities, teaching materials, and teaching staff support (Anar, 2023). Many schools, especially in areas with limited budgets, do not yet have adequate facilities to support the needs of students with special needs, such as classrooms equipped with assistive devices or technology. In addition, books and teaching materials that are adapted to the needs of ABK are also still limited.

b. Limited teacher training and competency

Another challenge that needs to be considered is the limited training received by teachers regarding inclusive education. Many teachers do not have special training or certification to handle students with special needs. Without adequate training, teachers often find it difficult to implement learning methods, design inclusive curricula, or manage diverse classroom dynamics (Anar, 2023). In addition, the lack of understanding of the specific needs of various types of disabilities is also an obstacle to the implementation of inclusive education.

c. Stigma and Social Prejudice

Policies in supporting inclusive education, stigma and social prejudice against students with special needs are often major obstacles in creating an inclusive environment. Some teachers, parents, and other students may still have negative views or feel uncomfortable with the presence of students with special needs in regular classes (Anar, 2023). Therefore, a teacher must play an important role in shaping awareness and understanding of the importance of inclusion and diversity, as well as creating an atmosphere that is more accepting and supportive of students with special needs.

3. Strategies to support the role of teachers in inclusive schools

In order for the role of a teacher in inclusive education to be carried out properly, there are several strategies that need to be implemented by both the school, the government, and the teachers themselves (Nurhida, 2024).

a. Teacher training and professional development

One of the important steps in providing ongoing professional training and development for a teacher. This training should cover various aspects, such as understanding the various types of special needs, inclusive teaching strategies, in the use of supportive educational technology, and skills in managing diverse classes (Tarnoto Nissa, 2016). With adequate training, teachers will be better prepared to face existing challenges and can carry out their roles effectively.

b. Provision of adequate resources

Within a school institution, sufficient resources must be provided to support the implementation of inclusive education. This includes disability-

friendly facilities, learning aids, and physical accessibility in schools (Cenci et al., 2016). In addition, the provision of books and teaching materials that are tailored to the needs of students with disabilities is also very important to support the success of their learning process.

c. **Collaboration with parents and other parties**

It is important for every teacher to establish good communication with parents and related parties, such as school psychologists, special teachers, and medical personnel (Allego & Cañizares, 2024). This collaboration will help a teacher understand the specific needs of the student and design the most effective learning strategies. Parents can also provide insight into how to best support their child's development at home.

4. Use of educational technology

Educational technology, such as learning applications that can be accessed by students with visual or auditory disabilities, can be very helpful in creating a more inclusive learning experience. A teacher must be trained to utilize this technology, so that they can provide a more varied learning experience that is in accordance with the needs of students (Azorín-Abellán, 2018). One example of an application that can be accessed by students with visual disabilities is a screen reader that can convert text on the screen into voice or braille. Applications such as JAWS (Job Access With Speech) and NVDA (NonVisual Desktop Access) are very helpful for every student with visual impairments to navigate digital devices, read e-books, or follow the lesson material. In addition, text-to-speech technology allows each student to hear the explanation of the lesson material in audio form, which is very useful for those who have difficulty reading text. On the other hand, for students with auditory disabilities, technology also offers various solutions that allow them to continue to get information in a way that is more appropriate to their needs. Applications such as subtitles or live captions on platforms such as Zoom, Google Meet, and YouTube provide text that appears directly along with the spoken voice, so that students with hearing impairments can follow conversations or explanations easily (Nurhida, 2024). Automatic transcription applications, such as Otter.ai or Rev, also allow conversations or lectures to be recorded and translated in real-time into text, so that students with hearing difficulties can still understand the subject matter effectively (Allego & Cañizares, 2024).

However, in order for these technologies to be optimally utilized, it is important for teachers to receive adequate training in the use of tools and applications that support inclusive learning. Teachers must know how to integrate these technologies into their teaching methods, as well as how to adapt materials to be more accessible to students with different types of disabilities. Proper training will enable teachers not only to use technology effectively, but also to adapt their teaching approaches to the learning styles and specific needs of each student (Susilawati et al., 2016). Thus, implementing educational technology that is accessible to students with visual or auditory disabilities not only allows for a more inclusive learning experience, but also paves the way for creating equality in education. All students, without exception, have the same right to receive quality education that is in accordance with their needs (Nurhida, 2024). Technology can be the key to achieving this, but its use must be accompanied by proper training for teachers, as well as full support from schools and parents.

5. Policy implications and recommendations

Educational technology, such as learning applications that are accessible to students with visual or auditory disabilities, plays a very important role in creating a more inclusive learning experience (Setiawan et al., 2020). This technology makes it possible for all students, including those with disabilities, to access educational materials in a way that suits their individual needs and abilities (Latif, 2023). With rapid advances in technology, there are now various

applications and devices that allow students with disabilities to actively participate in learning activities, which previously may have felt limited or difficult to reach. One example of an application that is accessible to students with visual disabilities is a screen reader that can convert text on the screen into voice or Braille (Rachmadtullah, 2021). Applications such as JAWS (Job Access With Speech) and NVDA (NonVisual Desktop Access) are very helpful for students with visual impairments to navigate digital devices, read e-books, or follow learning materials. In addition, text-to-speech technology allows students to hear explanations of subject matter in audio form, which is very useful for those who have difficulty reading text (Allego & Cañizares, 2024).

Thus, the implementation of educational technology that is accessible to students with visual or auditory disabilities not only allows for a more inclusive learning experience, but also paves the way for creating equality in education (Nugraheni, 2024). All students, without exception, have the same right to receive quality education that suits their needs. Technology can be the key to achieving this, but its use must be accompanied by proper training for teachers, as well as full support from schools and parents.

CONCLUSION

The role of a teacher in realizing an inclusive school is crucial, because they are at the forefront of creating an equal learning environment for all students, without exception. Teachers are not only responsible for teaching the material, but also must ensure that every student, including those with special needs, has equal access to learn and develop. In the context of inclusive education, teachers must be facilitators who are able to design learning experiences that are appropriate to the diverse abilities and needs of students in the classroom. This includes understanding the best ways to accommodate students with various backgrounds, including those with physical, intellectual, or emotional disabilities.

Although the challenges faced in realizing inclusive schools are quite large, it cannot be denied that teachers have a key role in creating a supportive and inclusive atmosphere. One of the main challenges is limited resources, which often become an obstacle for many schools to provide adequate facilities, both in terms of physical and teaching materials. For example, not all schools have disability-friendly classrooms or assistive technology that can help students with special needs. However, despite these limitations, a teacher can use their creativity to create inclusive learning by making maximum use of existing resources. Social stigma is also a challenge that is no less significant in realizing inclusive schools. There are often negative views or stereotypes about students with special needs, both from fellow students, parents, and community members. A teacher plays an important role in changing this perception by instilling positive values such as tolerance, acceptance of differences, and appreciation for diversity. Through teaching and role models, teachers can help create an inclusive and discrimination-free school culture.

Teachers should also be encouraged to undergo ongoing training, because changes in the world of education, especially in inclusive education, require an understanding that is always updated. This training does not only cover technical aspects such as how to adapt teaching materials for students with disabilities, but also training on inclusive classroom management, as well as how to build positive relationships with parents and other parties involved in education. In the long term, the effective implementation of inclusive education in elementary schools will have a positive impact, not only for students with special needs, but also for all students. With an inclusive learning experience, students can learn to appreciate differences more, work together, and develop empathy for others. This will shape their character as caring individuals who are ready to face an increasingly pluralistic world.

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