

BEYOND INCLUSION: UNCOVERING THE ROLE OF INCLUSIVE LEARNING IN SHAPING STUDENTS' PERSPECTIVE-TAKING

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Abstract : *This study aims to uncover the role of inclusive learning in shaping students' perspective-taking abilities through social interactions and classroom pedagogical practices. The research uses a qualitative approach with a case study design to understand the contextual learning process in depth. Data were collected through observation, in-depth interviews, and documentation, then analyzed through reduction, presentation, and drawing conclusions. The results indicate that perspective-taking abilities are formed through the main mechanisms, such as structured social interactions (heterogeneous group discussions, collaborative work, and reflective dialogue) and teacher pedagogical practices (reflective questions, open discussions, participatory approaches, and empathy modeling). These findings confirm that inclusive learning is not only a space for social integration but also a transformational process that shapes students' socio-cognitive abilities. This study contributes theoretically and practically by emphasizing the importance of high-quality interactions and pedagogical strategies in developing a reflective, contextually grounded understanding of perspective.*

Keywords : *Inclusive Learning; Perspective-Taking; Social Interaction; Pedagogical Practice.*

Abstrak : *Studi ini bertujuan mengungkap peran pembelajaran inklusif dalam membentuk kemampuan pengambilan perspektif siswa melalui interaksi sosial dan praktik pedagogis di kelas. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus untuk memahami proses pembelajaran kontekstual secara mendalam. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis melalui reduksi, penyajian, dan penarikan kesimpulan. Hasil menunjukkan bahwa kemampuan pengambilan perspektif terbentuk melalui mekanisme utama seperti interaksi sosial terstruktur (diskusi kelompok heterogen, kerja kolaboratif, dan dialog reflektif) serta praktik pedagogis guru (pertanyaan reflektif, diskusi terbuka, pendekatan partisipatif, dan pemodelan empati). Temuan ini menegaskan bahwa pembelajaran inklusif tidak hanya menjadi ruang integrasi sosial, tetapi juga proses transformasional yang membentuk kemampuan sosio-kognitif siswa. Studi ini berkontribusi secara teoretis dan praktis dengan menekankan pentingnya kualitas interaksi dan strategi pedagogis dalam mengembangkan pemahaman perspektif secara reflektif dan kontekstual.*

Kata Kunci : *Pembelajaran Inklusif; Pengambilan Perspektif; Interaksi Sosial; Praktik Pedagogis.*

INTRODUCTION

Diversity in educational settings is inevitable, especially in the context of inclusive schools that bring together students with diverse abilities, cultures, and characteristics (Kharlanova et al., 2024; Mughni et al., 2025). The reality on the ground shows that responses to differences tend to be superficial, limited to an attitude of tolerance without a deep understanding of other individuals' experiences. Many students are able to interact in a shared space but do not fully understand the feelings, needs, or perspectives of peers who differ from their own (Carrasco et al., 2023). This situation indicates that differences have not been utilized as a constructive social learning space, but remain at a stage of passive coexistence that lacks meaning (Hafi et al., 2025; Park & Cho, 2022). As a result, the potential for minor social conflicts, prejudice, and miscommunication remains possible in everyday interactions (Tadege et al., 2022). Therefore, an educational approach is needed that goes beyond acceptance but also encourages a reflective process to understand diverse social realities more deeply.

In line with these conditions, perspective-taking skills are a crucial element that needs to be developed through inclusive learning practices oriented toward meaningful social interactions (Shahzad et al., 2024; Speiser et al., 2022). This competency encourages students to see reality from others' perspectives, thereby fostering cognitive empathy while simultaneously reducing the potential for prejudice and discriminatory behavior in the school environment (Hasanah & Lawal, 2024). Learning activities that facilitate open dialogue, heterogeneous group work, and reflection on personal experiences have been proven to gradually strengthen this process (Asfiati et al., 2023; S. J. Lee & Kwon, 2024). Furthermore, teacher involvement in guiding classroom dynamics is also a crucial factor in creating a supportive and inclusive learning space (Kulsum, 2024). Thus, the classroom serves not only as a place for social integration but also as a vehicle for transforming ways of thinking about the differences around it in a more critical and humanistic manner.

Findings from various previous studies indicate that attention to this issue has been primarily focused on aspects of acceptance and social integration in heterogeneous classrooms (Breinholt, 2024). These studies generally highlight the importance of an open learning environment and interaction between students in fostering mutual respect (Liu et al., 2024; Rozi et al., 2021). However, the discussion of understanding others' perspectives as a structured cognitive process has received little in-depth, systematic study. The similarity with this study lies in the attention to diverse classroom dynamics as a complex space for social interaction (Khusnu Alif et al., 2024). The difference lies in the primary

emphasis on perspective-taking as a core variable that is analyzed more specifically (Geletu & Mihiretie, 2023). Furthermore, this study focuses more on how pedagogical practices directly contribute to the ongoing development of this ability.

Based on this gap, this study focuses on uncovering the role of inclusive learning in developing the ability to understand others' perspectives as a response to complex and dynamic social realities. To date, approaches used have tended to focus on social acceptance without delving deeper into how this understanding is formed in everyday classroom interactions. Therefore, attention is directed to the dynamics of student-teacher relationships and the teaching strategies implemented by teachers to optimally foster the development of these skills. The uniqueness of this study lies in its contextual analysis, which places the ability to understand perspectives at the core of the learning process, not merely as an additional effect. This approach is expected to make new contributions to the development of educational practices that are more reflective, adaptive, and responsive to diversity.

In the field, this practice is evident in learning at an Islamic Junior High School (MTs) in Probolinggo, where teachers actively manage heterogeneous classroom interactions in a focused and systematic manner. Student grouping is carried out in diverse ways, accompanied by collaborative discussions, reflections on experiences, and assignments that require understanding peers' perspectives from diverse backgrounds. This process encourages the development of the ability to understand others' feelings and ways of thinking, though the depth varies among individuals. This intense and ongoing interaction indicates that learning focuses not only on cognitive aspects but also on students' social development. Based on these conditions, it is assumed that the success of inclusive learning is greatly influenced by the quality of interactions and by teachers' consistently and contextually implemented pedagogical strategies.

METHOD

This research uses a qualitative approach with a case study. This approach was chosen because it allows for in-depth insight into the phenomenon of inclusive learning in a real-life context and how these practices contribute to the development of students' perspective-taking skills. The case study allows the researcher to contextually explore the social dynamics, interpersonal interactions, and pedagogical practices occurring within an inclusive classroom environment at an Islamic Junior High School (MTs) in Probolinggo. The researcher acts as the primary instrument (human instrument) directly involved in the

data collection and interpretation process, enabling a holistic, reflective, and contextual understanding of the phenomenon under study.

The data in this study consists of primary and secondary data. Primary data were obtained directly from key informants, including teachers, students, and school officials involved in the implementation of inclusive learning. Informants were selected purposively based on their involvement and relevance to the research focus. Meanwhile, secondary data were obtained from supporting documents such as lesson plans (RPP), school policies related to inclusion, and archives of learning activities. The combination of these two types of data allows the researcher to obtain a comprehensive picture of inclusive learning practices and their impact on students' perspective-taking skills.

Data collection was conducted through three main techniques: participant observation, in-depth interviews, and documentation studies. Participatory observation was conducted to directly observe student social interactions, teacher learning strategies, and inclusive classroom dynamics. In-depth interviews were used to explore the research subjects' experiences, perceptions, and interpretations of inclusive learning practices and the development of perspective-taking. Meanwhile, documentation, such as lesson notes, activity photos, and school policy documents, served as supporting data to strengthen field findings. These three techniques complemented each other, producing rich and in-depth data.

Data analysis was conducted interactively using the Miles and Huberman model, which encompasses three main stages: data reduction, data presentation, and conclusion drawing. In the reduction stage, researchers selected, focused, and simplified data relevant to the research focus. The data presentation stage involved organizing data into descriptive narratives, matrices, or thematic formats to facilitate understanding of patterns and relationships between categories. Conclusions were then drawn in stages and continuously verified throughout the research process. To ensure data validity, triangulation of sources and methods was used, ensuring a high level of credibility, dependability, and confirmability of the research results.

This research adhered to the ethical principles of qualitative research. The researchers obtained official permission from the school before data collection. Each informant was given an explanation of the research objectives and asked for informed consent before the interview. The confidentiality of informants' identities was maintained through the use of codes or anonymity in data reporting. Furthermore, the researchers ensured that the research process did not harm the subjects, either physically or

psychologically, and maintained objectivity and scientific integrity at every stage of the study.

RESULT AND DISCUSSION

This section presents research findings on how inclusive learning shapes students' perspective-taking abilities through the dynamics of social interactions and classroom pedagogical practices. Findings were obtained through a data collection process that reflects the subjects' actual experiences in daily learning activities, thereby providing a contextual overview of the development of the ability to understand others' perspectives. Analysis was conducted by tracing interaction patterns, teaching strategies, and student responses in situations involving diversity. Therefore, this discussion not only describes what occurs but also outlines how the process unfolds and the factors that influence it. Therefore, the results of this study are expected to provide a deeper understanding of the role of inclusive learning in developing students' social-cognitive abilities in a sustainable manner.

1. Results

a) Structured Social Interaction in the Formation of Students' Perspective-Taking

The development of perspective-taking skills in inclusive learning does not occur spontaneously, but rather through structured social interactions consciously designed by teachers during the classroom learning process. These interactions include heterogeneous group discussions, collaborative work, and reflective dialogue, enabling students to confront differing perspectives directly. Research data shows that structured social interactions provide a key platform for students to gain a deeper understanding of others' experiences, feelings, and ways of thinking. The following data from observations and interviews illustrate the role of social interactions in developing these skills:

Table 1: Structured Social Interaction in the Formation of Perspective-Taking

Interview / Observation Data	Description	Code
Student: <i>"During group discussions, I hear different opinions from my friends, from there I start to understand how they think."</i>	Exposure to diverse viewpoints through heterogeneous group discussions	Heterogeneous Discussion
Teacher: <i>"We deliberately mix students with different abilities and backgrounds so that they learn to understand each other."</i>	Inclusive grouping strategies to facilitate interactions across differences	Inclusive Grouping

Student: <i>"At first I didn't agree, but after it was explained, I understood my friend's reasons."</i>	The process of changing understanding through the exchange of perspectives	Understanding Perspective
Teacher: <i>"I ask students to explain the reasons for their opinions so that other students can understand their point of view."</i>	Reflective stimulus to encourage exploration of viewpoints	Reflective Dialogue
Classroom observations show students actively discussing, responding to each other, and trying to understand the reasons behind differences of opinion.	Social interactions that encourage the process of reflection and interpretation of perspectives	Reflective Interaction

Table 1 shows that social interactions in inclusive learning do not occur spontaneously, but are structured through strategies designed to actively reconcile differences. These data point to several forms of interaction that contribute to the development of students' perspective-taking skills.

First, heterogeneous discussions. Data shows that the gathering of students with diverse backgrounds in one group creates a space for a diverse and dynamic exchange of ideas. In this situation, students function not only as voices but also as active listeners, processing information from different perspectives. This process encourages the negotiation of meaning, in which students begin to compare, evaluate, and reconstruct their understanding based on others' perspectives. Furthermore, heterogeneous discussions also train social skills such as appreciating differences, managing disagreements, and constructing more open arguments. This demonstrates that group diversity is not merely a condition but a learning resource that enriches students' thinking in broader, more reflective ways.

Second, inclusive grouping. The teacher's strategy of forming diverse learning groups demonstrates systematic pedagogical interventions to create meaningful interactions. This grouping takes into account not only academic aspects but also social backgrounds and individual characteristics, so that each student has the opportunity to interact with diverse thinking styles. In this context, students learn to adapt, understand different learning rhythms, and develop sensitivity to others' conditions. This practice reinforces social learning that cannot be achieved through individual methods, as students directly experience the dynamics of diversity in the learning process.

Third, understanding perspective. Data shows a shift in students' perspectives after engaging in intense and open interactions. Students who initially had limited perspectives began to demonstrate the ability to understand others' reasons, feelings,

and perspectives. This process does not occur instantly, but rather involves stages of listening, considering, and ultimately accepting or revising one's understanding. This confirms that perspective-taking develops through repeated, meaningful social experiences, not merely through theoretical explanations in the classroom.

Fourth, reflective dialogue. The teacher's role in facilitating reflective questions is a crucial element in deepening students' understanding. When students are asked to explain the reasons behind their opinions, they not only express their thoughts but also rework those thinking processes more consciously. This activity encourages students to see the connection between their personal experiences and others' perspectives, thereby fostering a more comprehensive understanding. Reflective dialogue also helps students develop metacognitive skills, namely awareness of their own thinking and that of others.

Overall, these findings suggest that structured social interactions within inclusive learning serve as a key mechanism in developing students' perspective-taking skills. This process not only enriches the learning experience but also fosters deeper social awareness, enabling students to understand, appreciate, and respond to differences more reflectively and meaningfully.

b) Teacher Pedagogical Practices in Directing the Formation of Perspective-Taking

The teacher's role in inclusive learning extends beyond delivering material, but also through guiding classroom dynamics to foster students' perspective-taking skills in a structured manner. The pedagogical practices employed are key to transforming ordinary interactions into meaningful learning experiences. Teachers act as facilitators, designing strategies, providing reflective stimuli, and managing classroom situations to foster constructive understanding of differences. Research data shows that appropriate pedagogical interventions can empower students not only to understand the material but also to understand others' perspectives through purposeful thinking.

Table 2: Interview and Observation Data on Pedagogical Practices in the Formation of Perspective-Taking

Interview / Observation Data	Description	Code
Teacher: "I often ask, 'why do you think that?' so students can explain their reasons."	Providing reflective question stimulus to explore points of view	Reflective Questions

Teacher: <i>"If there are differences of opinion, I don't jump to conclusions, but ask other students to respond first."</i>	Managing discussions to broaden students' perspectives	Facilitating Discussion
Student: <i>"The teacher didn't immediately say whether it was right or wrong, but told us to explain and listen to other friends."</i>	Non-dominant approach to learning	Participatory Approach
Observations show that teachers direct student interactions to remain conducive and respect differences.	Managing inclusive classroom dynamics	Inclusive Classroom Management
Teacher: <i>"I try to set an example of how to respect other people's opinions during a discussion."</i>	Modeling empathetic attitudes in learning	Modeling Empathy

Table 2 shows that teachers' pedagogical practices play a key role in shaping students' perspective-taking skills through planned and reflective learning processes. These data point to several forms of pedagogical interventions that contribute to the development of these skills.

First, reflective questions. Data show that using questions that demand reasons and explanations encourages students to more consciously explore their own thinking processes. When students are asked to explain the "why" behind their opinions, they not only provide answers but also engage in cognitive elaboration, thereby strengthening their self-understanding. In this context, students simultaneously create space for others to understand the basis for their thinking, resulting in a more meaningful exchange of perspectives. This practice demonstrates that reflective questions function as a pedagogical tool to deepen dialogue, not simply to test understanding of the material. Furthermore, this strategy also helps students develop metacognitive skills, namely awareness of their own and others' thinking in social situations.

Second, discussion facilitation. The teacher's role in managing the discussion demonstrates a shift from an authoritative to a facilitative approach. Instead of immediately judging whether something is right or wrong, the teacher allows students to respond to each other and build shared understanding. This process creates a more open classroom dynamic, where differences are seen as a source of learning, not as obstacles. In this situation, students learn to listen actively, consider various arguments, and develop the ability to respond rationally and empathetically. This demonstrates that well-facilitated discussions can be an effective means of developing the ability to understand broader perspectives.

Third, a participatory approach. Data shows that students' active involvement in the learning process provides a space for them to express their views without pressure or domination. This creates a more inclusive and psychologically safe learning environment, allowing students to express their opinions more confidently and accept differences. In this context, participation is seen not only as active speaking, but also as involvement in the process of listening and understanding. This practice encourages the formation of more equal social relationships in the classroom, where each student has an equal opportunity to contribute to building collective understanding.

Fourth, inclusive classroom management and empathy modeling. Observational data shows that teachers consistently maintain a conducive classroom atmosphere and value diversity as a core value in learning. Furthermore, teachers also provide concrete examples through their attitudes and behaviors in responding to students' opinions. These actions serve as models that students indirectly imitate in their daily interactions. By observing how teachers value diversity, students learn to apply similar attitudes in communicating with their peers. This process demonstrates that the formation of perspective-taking occurs not only through verbal instruction but also through direct experience, observation and modeling.

Thus, these findings confirm that teachers' pedagogical practices play a key role in transforming inclusive learning into a process that develops students' perspective-taking skills. Interventions not only facilitate interaction but also guide students' thinking processes toward greater reflection, openness, and sensitivity to differences. Therefore, the success of inclusive learning depends heavily on the quality of pedagogical strategies applied consistently and contextually in the classroom.

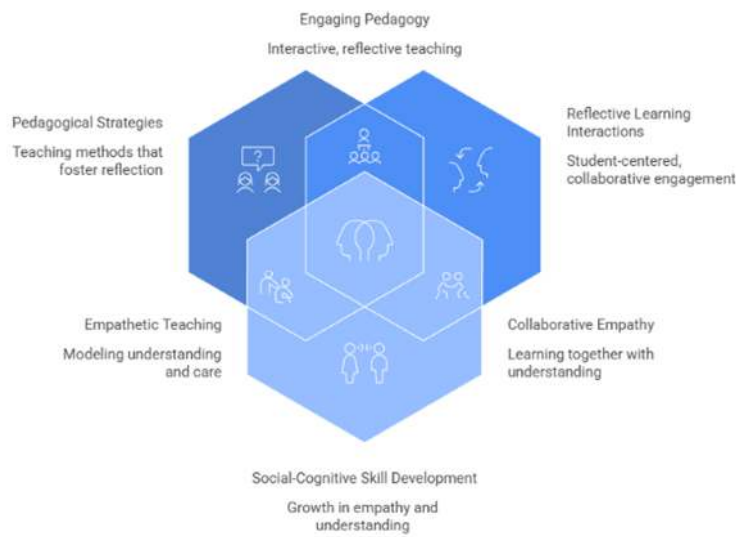


Figure 2: Role Model of Pedagogical Practices in Shaping Students' Perspective-Taking

The image illustrates the interconnected synergy between pedagogical practices, learning interactions, and the development of social-cognitive skills in shaping students' perspective-taking abilities. Initially, the teacher's pedagogical strategies serve as the primary foundation for creating interactive and reflective learning, which then fosters active student engagement in the learning process. Collaborative, student-centered interactions foster an open exchange of perspectives, enabling students to not only understand the material but also the perspectives of others. This process is further deepened through empathetic teaching practices, where teachers provide concrete examples of respecting differences. This entire series culminates in a collaboration grounded in empathy, ultimately contributing to students' social-cognitive skills, particularly in understanding, feeling, and responding to others' perspectives in a more reflective and meaningful way.

2. Discussion

The first finding indicates that inclusive learning fosters students' perspective-taking skills through structured social interactions within classroom learning activities. The results show that activities such as heterogeneous group discussions, collaborative assignments, and reflective dialogue encourage students to actively engage in exchanging perspectives. This process not only fosters understanding of differences but also facilitates students' understanding of the rationale behind others' thinking (Baglama et al., 2022; P. C. Lee et al., 2022). The interactions demonstrated a shift from one-way communication to a more participatory and reflective dialogue (Tafazoli, 2024). Therefore, these findings emphasize that diversity in learning is not simply presented; it

needs to be nurtured through structured interactions to create meaningful social learning experiences that foster a deeper understanding of perspectives.

Interpretation of these findings suggests that structured social interactions serve as a primary mechanism in developing students' perspective-taking skills. When students engage in discussions that bring together diverse perspectives, they are encouraged to compare experiences, evaluate arguments, and reconstruct their broader understanding. This process involves simultaneous cognitive and social activities, so that learning focuses not only on mastering the material but also on developing social awareness (Briones et al., 2022; Dwivedi et al., 2021). Furthermore, the interaction structure designed by the teacher helps direct classroom dynamics to remain conducive and productive, allowing every difference to be interpreted as a learning resource (Yaiprasert & Hidayanto, 2024). This suggests that the quality of interactions plays a crucial role in shaping students' understanding of others' perspectives.

These findings align with social constructivism theory, which emphasizes that knowledge is constructed through social interactions and shared experiences. This perspective posits that learning occurs when individuals engage in dialogue and negotiate meaning with others, enabling more complex cognitive development. Furthermore, the concept of perspective-taking in social psychology also emphasizes that the ability to understand others' perspectives develops through interactive experiences involving cognitive empathy (Adu-Boahen, 2024; Briones et al., 2022). In the context of inclusive learning, interactions that encompass diverse backgrounds are an effective means of developing this ability. Thus, the findings of this study reinforce the theory that a social environment rich in interaction significantly contributes to shaping the ability to understand perspectives more deeply.

The novelty of this research lies in its emphasis on structured social interactions as the primary mechanism in developing perspective-taking, rather than merely a byproduct of inclusive learning. Unlike previous research that focused more on aspects of acceptance and tolerance, this study demonstrates that the quality and design of interactions play a more significant role in shaping the ability to understand perspectives. Furthermore, this research reveals that effective interactions do not occur naturally but require systematic planning and management by teachers. This approach makes a new contribution to the study of inclusive education by placing social interactions at the core of the learning process, with a more targeted focus on the development of students' social-cognitive abilities.

The implications of these findings suggest that teachers need to design learning that is not solely focused on delivering material but also on creating meaningful social interactions. Strategies such as heterogeneous group discussions, collaborative learning, and reflective dialogue need to be consistently integrated into daily learning practices. Furthermore, teachers need to develop skills in managing classroom dynamics so that every student has the opportunity to participate and express their perspectives. This confirms that the success of inclusive learning depends heavily on teachers' ability to direct classroom interactions. Thus, these findings provide a practical basis for developing more inclusive learning strategies that strengthen the ability to understand others' perspectives.

From a global perspective, these findings have broad relevance in the context of 21st-century education, which emphasizes the importance of social skills and critical thinking (Aminulloh et al., 2023; Mundiri et al., 2025). Perspective-taking is a crucial competency in facing an increasingly diverse and complex society. Learning that fosters this ability has the potential to produce individuals who are more tolerant, adaptive, and able to collaborate in various social contexts (Aini et al., 2025; Mohlas et al., 2025). Furthermore, these findings support global efforts to promote inclusive education, which focuses not only on access but also on the quality of interactions and learning outcomes. Thus, this research contributes to enriching the global educational discourse focused on developing students' character and social skills.

However, this study has limitations that should be considered when interpreting the results. The study's limited focus on the MT context (Islamic junior high school) in Probolinggo means the findings cannot be broadly generalized across levels and educational environments. Furthermore, this study focused primarily on social interaction, without examining in depth other factors such as family background, school culture, or individual student characteristics, which may also influence the development of perspective-taking skills. Another limitation lies in the qualitative approach, which relies on the researcher's interpretation, potentially subjectivizing the research. Therefore, further research is needed to broaden the context and deepen the analysis of the factors influencing the development of these skills.

The second finding indicates that teachers' pedagogical practices play a key role in shaping students' perspective-taking abilities through reflective and participatory learning strategies. The results demonstrate that teachers' use of reflective questions, facilitating open discussions, non-dominant approaches, and modeling empathy can encourage students to understand others' perspectives more deeply. These practices not only regulate the learning process but also shape the quality of classroom interactions

(Rozi, Mufidah, et al., 2025; Rozi, Nuraini, et al., 2025). Students not only express their opinions but also learn to explain their reasons, listen actively, and respond constructively to differences. Thus, these findings confirm that pedagogical practices play a strategic role in transforming inclusive learning into a process that develops students' socio-cognitive abilities in a focused and sustainable manner.

Interpretation of these findings suggests that teachers' pedagogical practices serve as a controlling mechanism that determines the direction and depth of social learning processes in the classroom. When teachers use a reflective and participatory approach, students are encouraged to engage in more complex thinking processes, not only understanding the material but also understanding the reasoning and perspectives of others (Adeoye, 2024; Hasanah & Sain, 2025). Interventions such as reflective questioning help students elaborate on their thinking, while facilitating discussions allows for a broader exchange of perspectives. Furthermore, teachers' modeling of empathy provides concrete examples of how to respond positively to differences (Faidul Mannan et al., 2024; Hobbs & Allen, 2023). This suggests that the success of inclusive learning is strongly influenced by the quality of pedagogical practices that can guide interactions into reflective and meaningful learning experiences.

These findings align with social constructivism theory, which emphasizes the teacher's role as a facilitator in constructing knowledge through meaningful social interactions. Furthermore, scaffolding theory is also relevant in learning, where teachers provide cognitive and social support that helps students achieve higher levels of understanding (Ezzaim et al., 2024; Muslimin et al., 2024). In this context, reflective questioning and discussion facilitation can be understood as forms of scaffolding that encourage students to gradually develop social thinking skills (Sain et al., 2024). Social learning theory also emphasizes that behavior and attitudes can be learned through observation, making empathetic modeling by teachers a crucial factor in developing the ability to understand perspectives. Thus, these findings reinforce the theory that appropriate pedagogical practices can facilitate the optimal development of students' social-cognitive abilities.

The novelty of this research lies in its assertion that pedagogical practices serve not only as a method of delivering material but also as a primary mechanism in developing students' perspective-taking abilities. Unlike previous research, which tends to view the teacher's role in a general way, this study specifically identifies pedagogical interventions that directly contribute to the development of these abilities. Furthermore, this research positions pedagogical practices as factors that actively guide social

interactions, rather than merely as supporting factors. This approach provides a new perspective that the success of inclusive learning is largely determined by how teachers design and manage the learning process reflectively and contextually.

The implications of these findings suggest that teachers need to develop pedagogical competencies that focus not only on mastery of material but also on managing interactions and building an inclusive learning environment. Strategies such as reflective questions, facilitating open discussion, and providing examples of empathetic attitudes need to be consistently integrated into teaching practices. Furthermore, teacher training should focus on developing skills to create learning environments that support active student engagement. This confirms that improving the quality of inclusive education is inseparable from enhancing teachers' pedagogical practices, as the primary actors in the learning process.

From a global perspective, these findings are highly relevant to an inclusive education agenda focused on developing 21st-century skills. Perspective-taking skills are a crucial component of social competencies needed in an increasingly diverse and globally connected society (Korte et al., 2024; Velicu et al., 2022). Pedagogical practices that foster these skills can produce individuals who are more adaptable, tolerant, and capable of cross-cultural collaboration. Furthermore, these findings contribute to enriching the global discourse on the importance of teachers' role in creating learning that is oriented not only toward academic outcomes but also toward developing students' character and social skills.

However, this study has limitations that should be considered when interpreting the results. The study's limited focus on a specific context means that the findings cannot be broadly generalized to different educational environments. Furthermore, the study focused primarily on teachers' pedagogical practices without thoroughly examining other factors, such as school policies, institutional support, or individual student characteristics, that may also influence the learning process. The qualitative approach used also poses potential subjectivity in data interpretation. Therefore, future research should broaden the context and integrate other factors to gain a more comprehensive understanding of the role of pedagogical practices in inclusive learning.

CONCLUSION

This research confirms that inclusive learning does not stop at introducing diversity into the classroom, but rather serves as a pedagogical process capable of profoundly shaping students' perspective-taking abilities. The findings indicate that structured social interactions, such as heterogeneous discussions and reflective collaboration, provide a

primary platform for students to understand others' perspectives, while teachers' pedagogical practices serve as guides, ensuring this process is meaningful. Through this combination, students not only learn to accept differences but also develop the ability to interpret, respond to, and appreciate diverse perspectives reflectively. Thus, the concept of Beyond Inclusion leads to a transformation of learning from mere integration to the formation of more complex social and cognitive awareness, resulting in students who are more empathetic, adaptive, and prepared to face diverse social realities.

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