Proceedings Series of Educational Studies

The 5th International Conference on Educational Management and Technology (ICEMT) 2026

Implementation of Inclusive Education in Elementary Schools: An Analysis of Teacher Competencies and Professional Support at SDN Sananwetan

Rifatul Mahfida, Surayanah*, Afrizal Fachru Dzikri, Aneva Rostiana, Dhea Rahma Putri Anindita

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: surayanah.fip@um.ac.id

Abstract

Inclusive education provides equal learning opportunities for all students by accommodating diverse characteristics and learning needs within the same educational environment. This study aimed to analyze the implementation of inclusive education, focusing on teacher competencies and the availability of professional support at SDN 2 Sananwetan. A qualitative descriptive approach was employed in Class 5A. Data were collected through classroom observations, semi-structured interviews with the homeroom teacher, and analysis of school documents related to student services and needs identification. The data were analyzed thematically through data organization, coding, pattern grouping, and theme identification. The findings showed that students with special needs participated in regular classrooms alongside their peers, reflecting the school's commitment to inclusive education. However, implementation remained constrained by limited teacher training, the absence of Special Education Support Teachers (SEST), insufficient support from Disability Service Centers (DSC), and limited adaptation of instruction to individual learning needs. These conditions increased classroom teachers' responsibility for managing inclusive learning. The study concludes that teacher competencies and professional support are closely interconnected in determining the effectiveness of inclusive education. Strengthening continuous teacher training, expanding professional support, enhancing collaboration with DSCs, and promoting adaptive learning practices are essential for improving inclusive education.

Keywords: inclusive education; teacher competencies, professional support; special education teachers, disability service centers**.**

1. Introduction

Inclusive education is an educational approach that provides all students with the opportunity to receive educational services in the same learning environment while taking into account their diverse characteristics and individual needs. The implementation of inclusive education is a crucial component in realizing an equitable education system that provides access to education without discrimination. One of the policies strengthening inclusive education in Indonesia is Ministry of Education Regulation No. 70 of 2009, which emphasizes the importance of providing students with special needs the opportunity to participate in education alongside other students within a specific educational institution.

Implementing inclusive education at the elementary school level presents unique challenges, as teachers must address students with diverse characteristics, abilities, and learning needs. Salma et al. (2025) explain that the implementation of inclusive education still faces challenges in applying learning strategies capable of accommodating the diversity of students in the classroom. This situation indicates that the admission of students with special

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

needs into regular schools must be accompanied by a learning system that is responsive to individual needs.

Teachers play a crucial role in the implementation of inclusive education because they interact directly with students during learning activities. Dignath et al. (2022) explain that teachers' attitudes and competencies are key factors in the delivery of inclusive education. Teachers are not only required to master general teaching competencies but also need the ability to understand the diversity of students' needs and develop appropriate learning strategies.

These competencies include the ability to identify learning needs, conduct assessments, design adaptive instruction, manage classroom interactions, and evaluate student progress. Jabri et al. (2025) point out that teachers in the context of inclusive education still face challenges in conducting assessments, modifying the curriculum, implementing differentiated instruction, and addressing the diversity of students' learning needs. These conditions indicate that teacher competencies are one aspect that needs to be strengthened so that inclusive education does not stop at the admission of students to regular schools but is realized in teaching practices that accommodate individual needs.

Teachers' readiness for inclusive education is also related to their professional experience and training. Isyatirradhiyahet et al. (2025) explain that teachers in inclusive schools may face challenges due to limited knowledge of students' needs and skills in implementing appropriate learning strategies. Ongoing professional development is necessary to provide teachers with opportunities to enhance their understanding and skills in designing adaptive instruction.

However, the success of implementing inclusive education cannot be entirely attributed to classroom teachers. Inclusive education requires a support system involving various parties, including Special Education Teachers (SETs), professionals, families, schools, and relevant service agencies. Zain et al. (2024) explain that the implementation of inclusive education in schools still faces various challenges, including a shortage of special education teachers and schools' readiness to provide services tailored to students' needs.

Professional support is essential because students' needs cannot always be addressed through regular instruction alone. Classroom teachers need professional partners to help conduct assessments, design support strategies, monitor progress, and recommend appropriate services. Letzel-Alt & Pozas (2025) emphasize the importance of collaboration between schools and professional service agencies in providing support to students with special needs. Such collaboration can help teachers obtain the information and recommendations needed to develop appropriate instruction.

In addition to professional support, the implementation of inclusive education also requires instruction that is responsive to students' individual needs. Students have different abilities, characteristics, and support needs, so learning strategies cannot always be applied uniformly. One of the challenges in inclusive education is accommodating students' diverse learning needs. Therefore, adjustments to learning objectives, materials, strategies, media, timing, and assessment must be made based on the results of identifying and assessing students' needs.

Previous research has extensively addressed inclusive education from the perspectives of teacher readiness, teacher competencies, instructional strategies, and various barriers to its implementation. Aeny et al. (2022) examined the implementation of inclusive education programs in elementary schools, while Faujiyyah et al. (2025) highlighted teachers' perceptions and readiness regarding inclusive education. Other studies emphasize the importance of professional support and collaboration in providing services for students with special needs.

Nevertheless, research that contextually analyzes the interrelationships between classroom teachers' competencies, the availability of Special Education Teachers, the sustainability of support from Disability Service Centers, and instructional accommodations within the context of implementing inclusive education in regular elementary school classrooms still needs to be developed. An analysis of the interrelationships among these various components is important because limitations in any one aspect can affect the ability of schools and teachers to provide learning support tailored to students' individual needs.

These conditions were observed in the implementation of inclusive education at SDN 2 Sananwetan. Based on initial observations, the school has admitted students with special needs and integrated them into regular classrooms alongside other students. The school has also conducted initial identification and assessment in collaboration with the Disability Service Center (DSC). However, there are challenges regarding the sustainability of DSC support for students in higher grades. On the other hand, classroom teachers have not received adequate specialized training on strategies for managing inclusive learning, and the school does not yet have a Special Education Support Teacher. These empirical conditions were identified in the introduction to the initial draft.

These conditions indicate a gap between the principles of inclusive education which emphasize meeting individual learning needs and teaching practices that still face limitations in terms of professional competence and support. Classroom teachers are expected to provide services to students with diverse needs, while support in the form of training, support staff, and the continuity of professional services remains limited.

The novelty of this study lies in its analysis of the implementation of inclusive education through the interrelationship between classroom teachers' competencies, the availability of special education support teachers, the sustainability of support from the Disability Service Center, and the adaptation of instruction based on students' individual needs within the context of regular elementary school classrooms. Based on this description, this study aims to analyze the implementation of inclusive education with a focus on teacher competencies and the availability of professional support in meeting students' individual learning needs at SDN 2 Sananwetan.

2. Method

This study employs a descriptive qualitative approach aimed at gaining an understanding of the implementation of inclusive education, specifically focusing on teacher competencies and professional support in the delivery of instruction within the context of regular classrooms at SDN 2 Sananwetan. The qualitative approach was chosen because it provides an in-depth understanding of the experiences, interactions, and social contexts underlying an educational phenomenon. Through this approach, the researcher can explore

the meanings constructed by participants based on their experiences during the implementation of inclusive education (Alhazmi & Kaufmann, 2022).

The focus of the study is on the implementation of inclusive education in Class 5A. The research subjects consist of a student with special needs enrolled in Class 5A and the homeroom teacher who is directly involved in the implementation of instruction. Subjects were selected through purposive sampling, based on the consideration that the homeroom teacher has direct experience in managing the learning process and supporting the student who is the focus of the study. The purposive sampling technique was chosen because it allows the researcher to obtain rich and relevant information from participants who best understand the phenomenon under study.

Data collection methods included observation, semi-structured interviews, and a review of documentation. Observations were conducted during learning activities in Class 5A to gain an understanding of how instruction was carried out, teacher-student interactions, student participation, and the types of support provided during the learning process. Semi-structured interviews were conducted with the homeroom teacher to gather information regarding the teacher's experience in implementing inclusive education, readiness and competence in accommodating individual learning needs, applied learning strategies, available professional support, challenges faced, and the need for the development of inclusive education services. The use of semi-structured interviews provided the researcher with the flexibility to explore information in greater depth without straying from the research focus.

A documentary study was conducted on school profiles and documents related to the identification of special needs as well as services students had previously received from the Disability Services Center. Documentary data were used to supplement and confirm information obtained through observations and interviews, thereby providing a more comprehensive picture of the implementation of inclusive education. The use of various data sources also supported the validation of findings through triangulation of methods.

The data were analyzed using thematic analysis through several stages: organizing data from observations, interviews, and documentation; coding relevant information; grouping data based on common patterns; and identifying key themes. The resulting themes included the implementation of inclusive education in regular classrooms, teacher competencies, the availability of SEST support, the sustainability of Disability Service Center services, and the adaptation of learning to individual needs. Thematic analysis was chosen because it can systematically identify patterns of meaning, thereby yielding a comprehensive interpretation of qualitative data (Braun & Clarke, 2023). Data validity was ensured through triangulation by comparing data from observations, interviews, and document analysis. Triangulation aims to enhance the credibility and consistency of findings by cross-validating information obtained from various data collection methods. The results of the analysis were then interpreted to identify the relationship between teacher competencies, the availability of professional support, and the implementation of instruction that is responsive to students' individual needs.

3. Results and Discussion

3.1 Implementation of Inclusive Education in Regular Classroom Instruction

The research findings indicate that SDN 2 Sananwetan has made efforts to implement inclusive education by providing students with special needs the opportunity to participate in learning activities alongside their peers in regular classrooms. In the context of Class 5A, the students who were the focus of the study participated in all learning activities alongside their classmates and received direct support from their homeroom teacher. These conditions indicate that the school has applied the principle of equal access to education by conducting instruction in regular classrooms.

The research findings demonstrate the school's commitment to providing educational services to students with diverse learning needs. Teachers hold positive views toward the principles of inclusive education and believe that every child has an equal right to receive educational services without discrimination. Interview results also indicate that teachers support the inclusion of students with special needs in regular schools; however, the implementation of inclusive education requires the readiness of educators as well as an adequate support system to ensure that the services provided can be delivered optimally.

These findings are consistent with Saloviita (2020), who asserts that the success of inclusive education is determined not only by the presence of students with special needs in regular classrooms but also by teacher readiness, school culture, and institutional support. This view is reinforced by Aeny et al. (2022), who explain that the implementation of inclusive education requires a transformation of teaching practices so that every student receives equal learning opportunities in accordance with their characteristics and learning needs. Thus, inclusive services are not sufficiently realized merely by placing students in regular classrooms but also through a learning system capable of accommodating student diversity.

In practice, homeroom teachers bear the primary responsibility for managing the learning of all students while providing support to those who require more individualized attention. This becomes a challenge when students' support needs cannot be fully met through regular instructional approaches. Teachers are expected to maintain a balance between managing the class as a whole and providing services tailored to students' individual needs (Ke et al., 2023).

Thus, the implementation of inclusive education cannot be understood merely as the placement of students with special needs in regular classrooms. The implementation of inclusive education must be directed toward creating a learning process that provides every student with the opportunity to actively participate in accordance with their characteristics, abilities, and learning needs. This approach serves as the foundation for realizing an education system that is truly inclusive, equitable, and focused on the development of all students.

3.2 Teachers' Competencies in Accommodating Individual Learning Needs

The research results indicate that teacher competence is a crucial aspect in implementing inclusive education in grade 5A. Teachers are committed to providing learning opportunities to all students regardless of their conditions or learning needs. However,

teachers still face limitations in developing learning strategies tailored to the individual needs of students with special needs.

Observations indicate that students provide limited responses to some verbal instructions and require more individualized communication support during the learning process. This situation makes it difficult for teachers to identify students' academic abilities and determine the most appropriate learning strategies (Jabri et al., 2025). This situation indicates that the inclusive learning process requires pedagogical competence capable of accommodating the diverse characteristics of students.

Interviews revealed that teachers have not received adequate specific training on inclusive learning strategies, alternative communication, adaptive learning, or student progress monitoring techniques. In these circumstances, teachers develop learning strategies based on their teaching experience and understanding gained from assisting students. However, this approach is not fully able to optimally address individual learning needs.

The findings of this study align with those of Faujiyyah et al. (2025) explain that teacher competence is a key factor in creating inclusive learning practices that accommodate the diverse needs of students. Developing professional competence through ongoing training helps teachers improve their ability to design flexible learning, conduct assessments, and provide appropriate support for each student (Wang et al., 2025). Both studies demonstrate that the success of inclusive education is determined not only by positive teacher attitudes but also by the continuous development of professional competence.

This situation indicates that teacher commitment needs to be supported by professional competence that aligns with the needs of inclusive education. Teachers need the ability to recognize student learning needs, develop effective communication strategies, design flexible learning activities, and continuously monitor progress. Therefore, improving teacher competence needs to be a crucial part of strengthening the implementation of inclusive education so that learning services can truly meet the needs of each student (Shi et al., 2025).

3.3 Limited Support from Special Assitant Teachers

The research results show that SDN 2 Sananwetan does not yet have a Special Education Support Teachers (SEST) who can provide direct support in the learning process. This situation places greater responsibility on classroom teachers to manage the learning of all students while simultaneously providing support to students with special needs. This situation indicates that the implementation of inclusive education still relies heavily on the classroom teacher's ability to meet diverse learning needs.

The absence of a SEST presents a challenge when teachers must juggle the needs of all students in the class with the individual support needs of students with special needs. Teachers also need professional partners to discuss assessment results, design adaptive learning strategies, and continuously evaluate student progress. Without such support, the mentoring process is often based on teacher experience, thus failing to fully accommodate individual student needs.

Ke et al. (2023) explain that the success of inclusive education is determined not only by the presence of students with special needs in regular classes, but also by a system of

professional collaboration that supports teachers in implementing learning that is responsive to students' needs. Research by Wang et al. (2025) also shows that limited support staff and professional support remain a challenge in implementing inclusive education in various schools. This situation indicates that the presence of support staff plays a strategic role in improving the quality of learning services.

The existence of the Teachers' Group (SEST) is not intended to replace the role of classroom teachers, but rather to become part of the collaborative system in implementing inclusive education. The classroom teacher remains the primary manager of learning, while the SEST provides support in the assessment process, developing learning strategies, modifying materials, and evaluating student progress. This collaboration enables every learning decision to be based on the individual needs of students (Garcia-Melgar et al., 2022).

Thus, strengthening the implementation of inclusive education requires a support system that allows classroom teachers to work independently. The availability of SEST or access to professionals with special education competencies can strengthen collaboration between parties while improving the quality of educational services for students with special needs. These findings demonstrate that the success of inclusive education is determined not only by the school's commitment but also by the readiness of human resources to support the implementation of learning.

3.4 Sustainability of Support for The Disability Service Center

The research findings indicate that the school had undertaken initial efforts to identify student needs through collaboration with the Disability Services Center (DSC). This collaboration provided initial support to the school in identifying the characteristics, learning barriers, and educational needs of students with special needs. This finding indicates that the school had attempted to utilize professional services as part of its inclusive education implementation.

However, interviews revealed that the students focused on the research no longer received continued support from the DSC after they entered higher grades. This situation prevented teachers from receiving ongoing professional guidance in conducting follow-up assessments or developing learning strategies appropriate to students' evolving needs. As a result, teachers relied more heavily on their teaching experience and daily observations to determine the type of learning services.

The findings of this study align with those of Wood et al. (2026), who explain that successful inclusive education requires ongoing collaboration between schools and various professional services to provide teachers with support in assessment, planning, and evaluation. Furthermore, Mu et al. (2026) also emphasize that ongoing mentoring services help schools design more appropriate educational interventions tailored to the evolving needs of each student. Both studies demonstrate that cross-professional collaboration is crucial for creating quality inclusive education services.

The continuity of professional services is increasingly important because students' learning needs can change with age and increasing academic demands. Therefore, assessment and mentoring are not sufficient at the initial identification stage but need to be conducted periodically to monitor students' developmental abilities and learning barriers. These

assessment results can then serve as a basis for teachers to adjust their learning strategies (Jungjohann & Gebhardt, 2023).

Thus, implementing inclusive education requires a coordination mechanism that allows schools to receive ongoing professional services. If support from one institution is limited, schools need to build networks with other institutions or relevant experts to ensure students' needs are met. Continuous collaboration is expected to improve the quality of educational services while strengthening teachers' capacity to support students with special needs.

3.5 Adapting Learning Based on Individual Student Needs

The research results indicate that learning for the students focused on in the study is not fully supported by systematic adjustments based on individual needs. Students generally participate in learning materials and activities alongside other students, while adjustments to strategies, learning targets, time allocation, and evaluation formats are still limited. These findings indicate that the implementation of inclusive learning remains oriented toward regular learning with suboptimal modifications.

This situation is understandable because teachers face limited training and professional support in designing adaptive learning. When individual student needs are not comprehensively identified, teachers also experience difficulties in determining appropriate learning adjustments. These findings align with Isyatirradhiyah et al. (2025), who explain that the diversity of student needs is one of the challenges in implementing inclusive education. Learning adjustments are necessary to provide students with opportunities to engage in learning activities according to their abilities and support needs (Rusconi et al., 2026).

Adapting learning doesn't always mean students have to follow a completely different curriculum. Adjustments can be made flexibly to delivery strategies, media, task complexity, completion time, response formats, and evaluations based on the results of individual needs assessments (Runge et al., 2023). Therefore, strengthening teachers' abilities to conduct needs assessments and develop adaptive learning is a crucial part of implementing inclusive education.

3.6 The Relationship between Teacher Competence and Professional Support in the Implementation of Inclusive Education

Overall, research findings demonstrate a close relationship between teacher competence and the availability of professional support in the implementation of inclusive education. Classroom teachers are strongly committed to providing educational services to all students, regardless of background or learning conditions. However, limited specialized training leaves teachers with limited room to develop communication strategies, adaptive learning, and assessments tailored to the individual needs of students with special needs.

This situation is further complicated when schools lack Special Education Support Teachers (SEST) and professional support from the Disability Services Center (DSC) is not ongoing. As a result, classroom teachers must simultaneously fulfill multiple roles, from identifying learning needs and designing instruction, providing support, to evaluating student

progress. This burden has the potential to reduce the effectiveness of learning services if not balanced with adequate system support.

These findings demonstrate that teacher competence and professional support are not mutually exclusive. Strengthening teacher competence without professional support can increase individual teacher capacity, but does not fully address the need for support that requires specialized expertise. Conversely, the presence of professional staff also requires collaboration with classroom teachers so that mentoring recommendations can be integrated into daily learning activities (Wood et al., 2026).

Based on research findings, the implementation of inclusive education can be understood through the relationship between identifying individual needs, teacher competency, the availability of professional support, learning adjustments, and monitoring student progress. When any of these components is not functioning optimally, the implementation of learning that is responsive to individual student needs also faces limitations (Azizah et al., 2024).

Therefore, strengthening inclusive education at SDN 2 Sananwetan needs to be carried out through an integrated approach. Teacher competency development needs to go hand in hand with strengthening support from SEST (professional staff), continued collaboration with DSC (Learning Development Team), and the development of adaptive learning based on individual student needs.

4. Conclusion

The research results show that the implementation of inclusive education in the context of class 5A at SDN 2 Sananwetan has been realized through the involvement of students with special needs in learning activities alongside other students in regular classes. Teachers demonstrate a commitment to the principle of equal learning opportunities, but implementation still faces several challenges.

These challenges include limited teacher competency in developing learning strategies responsive to individual needs, inadequate professional training on inclusive education, the unavailability of Special Assistant Teachers, and limited sustainable professional support from the Disability Services Center. These conditions have implications for the suboptimal adaptation of learning to individual student needs.

The research findings indicate that teacher competency and professional support are two interrelated aspects in the implementation of inclusive education. Teacher competency is needed to develop adaptive learning, while support from the Special Education Support Teachers (SEST), Disability Service Centers (DSC), and professional staff is needed to assist in the process of identifying needs, assessing, planning, and monitoring student progress. Therefore, the implementation of inclusive education requires integrated strengthening through improving teacher competency, providing professional support, collaboration between parties, and developing learning that is responsive to individual student needs.

References

Aeny, A. N., Rahmadhani, L. W., Azzahra, S. M., & Santoso, G. (2022). Analisis dan Evaluasi: Program Pendidikan Inklusi Melalui Sekolah Dasar. *Jurnal Pendidikan Transformatif (JPT)*, *1*(3), 118–126. https://doi.org/https://doi.org/10.9000/jpt.v1i3.495

Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts. *Frontiers in Psychology*, *13*, 785134. https://doi.org/10.3389/fpsyg.2022.785134

Azizah, N., Mumpuniarti, M., Rudiyati, S., & Evans, D. (2024). Elementary teachers' pedagogical competencies in supporting students with learning difficulties. *International Journal of Evaluation and Research in Education (IJERE)*, *13*(2), 723. https://doi.org/10.11591/ijere.v13i2.26345

Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a *knowing* researcher. *International Journal of Transgender Health*, *24*(1), 1–6. https://doi.org/10.1080/26895269.2022.2129597

Dignath, C., Rimm-Kaufman, S., Van Ewijk, R., & Kunter, M. (2022). Teachers' Beliefs About Inclusive Education and Insights on What Contributes to Those Beliefs: A Meta-analytical Study. *Educational Psychology Review*, *34*(4), 2609–2660. https://doi.org/10.1007/s10648-022-09695-0

Faujiyyah, H. J., Sahara, A., & Rachman, I. F. (2025). Studi Tentang Persepsi Guru Terhadap Pendidikan Inklusi di Indonesia: Hambatan dan Peluang. *Harmoni Pendidikan : Jurnal Ilmu Pendidikan*, *2*(3), 48–60. https://doi.org/10.62383/hardik.v2i3.1717

Garcia-Melgar, A., Hyett, N., Bagley, K., McKinstry, C., Spong, J., & Iacono, T. (2022). Collaborative team approaches to supporting inclusion of children with disability in mainstream schools: A co-design study. *Research in Developmental Disabilities*, *126*, 104233. https://doi.org/10.1016/j.ridd.2022.104233

Isyatirradhiyah, I., Afandi, A., Marlina, R., & Agustina, L. K. (2025). Strategies, approaches, and best practices of inclusive education in regular schools: Systematic literature review. *Research and Development in Education (RaDEn)*, *5*(1), 243–258. https://doi.org/10.22219/raden.v5i1.38046

Jabri, A., Alodat, A. M., Al-Hendawi, M., & Ianniello, A. (2025). Challenges facing general education teachers in inclusive classrooms in Qatar. *Frontiers in Education*, *10*, 1623453. https://doi.org/10.3389/feduc.2025.1623453

Jungjohann, J., & Gebhardt, M. (2023). Dimensions of Classroom-Based Assessments in Inclusive Education. *International Journal of Special Education (IJSE)*, *38*(1), 131–144. https://doi.org/10.52291/ijse.2023.38.12

Ke, L., Friedrichsen, P., Rawson, R., & Sadler, T. D. (2023). Teacher learning through collaborative curriculum design in the midst of a pandemic: A cultural historical activity theory investigation. *Teaching and Teacher Education*, *122*, 103957. https://doi.org/10.1016/j.tate.2022.103957

Letzel-Alt, V., & Pozas, M. (2025). Fostering inclusive teaching competences: Concrete practice-oriented suggestions for teachers to deal with diverse learning groups in inclusive settings. *British Journal of Special Education*, *52*(2), 221–227. https://doi.org/10.1111/1467-8578.70014

Mu, R., Siripala, W., & Junaidi, J. (2026). Examining pre-service teacher competence in inclusive education: A case study from Guizhou, China. *International Journal of ADVANCED AND APPLIED SCIENCES*, *13*(5), 11–24. https://doi.org/10.21833/ijaas.2026.05.002

Runge, I., Lazarides, R., Rubach, C., Richter, D., & Scheiter, K. (2023). Teacher-reported instructional quality in the context of technology-enhanced teaching: The role of teachers' digital competence-related beliefs in empowering learners. *Computers & Education*, *198*, 104761. https://doi.org/10.1016/j.compedu.2023.104761

Rusconi, L., Squillaci, M., & Mainardi, M. (2026). Effects of a neuroscience-informed universal design for learning training on the development of inclusive teaching competencies: A quasi-experimental study. *Frontiers in Education*, *11*, 1782074. https://doi.org/10.3389/feduc.2026.1782074

Salma, Q. A., Najibah, F., & Zulfadewina. (2025). Pendidikan Inklusi di SDN Ciracas Jakarta Timur: Tantangan dan Implementasi di Sekolah. *Jurnal Pendidikan Guru Sekolah Dasar*, *2*(2), 20. https://doi.org/10.47134/pgsd.v2i2.1373

Saloviita, T. (2020). Attitudes of Teachers Towards Inclusive Education in Finland. *Scandinavian Journal of Educational Research*, *64*(2), 270–282. https://doi.org/10.1080/00313831.2018.1541819

Shi, Y. R., Sin, K. F. K., & Wang, Y. Q. (2025). Teacher professional development of digital pedagogy for inclusive education in post-pandemic era: Effects on teacher competence, self-efficacy, and work well-being. *Teaching and Teacher Education*, *168*, 105230. https://doi.org/10.1016/j.tate.2025.105230

Wang, X., Niu, J., Fang, B., Han, G., & He, J. (2025). Empowering teachers' professional development with LLMs: An empirical study of developing teachers' competency for instructional design in blended learning. *Teaching and Teacher Education*, *165*, 105091. https://doi.org/10.1016/j.tate.2025.105091

Wood, S., Stocker, K., Sharma, U., & Leif, E. (2026). A scoping review of the components of effective teacher in-service professional development in inclusive education. *International Journal of Inclusive Education*, *30*(8), 1879–1908. https://doi.org/10.1080/13603116.2025.2554251

Zain, Z. F., Yoenanto, N. H., & Fardana N, N. A. (2024). Implementation of Inclusive Education in Regular School: Narrative Literature Review. *JPI (Jurnal Pendidikan Inklusi)*, *5*(2), 68–82. https://doi.org/10.26740/inklusi.v5n2.p68-82