



# The Implementation of Teachers' Roles in Teaching English for Inclusive Students Perception

 <https://doi.org/10.31004/jele.v9i3.499>

Ivan Achmad Nurcholis<sup>1</sup>, Rini Puspita Sari<sup>2</sup>, Washlurachim Safitri<sup>3</sup>, Ririn Putri Ananda<sup>4</sup>  


Universitas Muhammadiyah Bengkulu<sup>1,2,3,4</sup>

Corresponding Author: [ivanachmadn@umb.ac.id](mailto:ivanachmadn@umb.ac.id)

## ABSTRACT

The primary objective of this study was to explore how teachers' roles are put into practice when teaching English to inclusive students at Elementary Schools in Bengkulu City. The research followed a descriptive qualitative approach in its design. The study involved 7 English teachers who were responsible for instructing English at various Elementary Schools in Bengkulu City, namely SDN 03, SD Al-Manar, SD Alam Mahira, SDN 61, SDN 73, SDN 24, and SD Al-Aufa. To gather data, the researchers employed an observation checklist and an interview guide. The observation checklist used in this study was adapted from Tyagi's work in 2016. There are 5 teachers' roles in teaching inclusive students that were observed by the researcher which consisted 14 items. The research finding indicated that there were five teachers' roles in teaching inclusive students at Elementary Schools in Bengkulu city, namely; teacher role as *corrector*, *inspirator*, *culminator*, *facilitator*, and *evaluator*. There were 71% of teachers implemented corrector and inspirator, there were 65% of them implemented teacher role as culminator, 24% as facilitator, and 100% of teachers applied teacher role as evaluator. The researcher suggested for English teachers to implement teacher role as facilitator since less than fifty percent of English teachers who implemented teacher role as facilitator.

**Keywords:** *Teachers' Role, Teaching English for Inclusive Students, Elementary School*

### Article History:

Received 1st May 2024

Accepted 23rd May 2024

Published 25th May 2024



## INTRODUCTION

Every child possesses the entitlement to a suitable education, including individuals with distinct requirements. This aligns with the regulations stipulated in the National Education Law Number 20 of 2003 pertaining to the National Education System. Specifically, Article 5 paragraphs 1 and 2 underscore the equality in the right to access quality education for all citizens. Furthermore, citizens confronted with physical disabilities, emotional, mental, intellectual, and/or social challenges are warranted specialized education. This educational approach is commonly referred to as inclusive education (Yekti et al., 2019).

Foundational education holds immense significance in equipping children for their forthcoming roles within society. While a considerable number of children engage in formal primary-level education, there still remain insufficiencies in ensuring the provision of comprehensive basic education. It is imperative that all educators concentrate on addressing the diverse learning requirements of every student, whether in integrated or inclusive educational settings, even within subjects like English. (Rafikayati & Badiyah, 2023) stated that learning in inclusive schools, which include students with special needs, demands changes and adjustments. Regular teachers, both class teachers and subject teachers, are no longer oriented classically but are faced with the diversity of student needs. Therefore, classroom management in inclusive schools becomes crucial in the implementation of inclusive education in the country.

Presently, English stands as a pivotal subject within students' academic pursuits. Similar to other disciplines, the instruction of English carries its own set of complexities, particularly when encompassing children within inclusive education frameworks. In the realm of English instruction, an educator must exhibit creativity, adaptability, dedication to the advancement of learning, and a willingness to glean insights from their students. According to (Amiruddin, 2022), a teacher who teaches children with special needs needs to have scientific knowledge of various disabilities, including the causes, assessment, and management of these disabilities. In particular, an English teacher also needs to know the goals or targets of learning English that are relevant for students with special needs. With a clear understanding of learning objectives, teachers can design approaches, models and learning strategies that are appropriate and effective.

Moreover, the teacher plays a pivotal role in fostering student autonomy. As posited by (Lengkanawati, 2017), within the framework of independent learning, the teacher's function encompasses sharing pedagogical principles geared towards student growth. The teacher encourages students to actively engage in their individual learning journey, encompassing assigning them the task of formulating learning objectives and shaping the learning trajectory. This entails stimulating self-reflection among students, prompting introspection on both the learning experience and the target language, and ensuring accurate and proficient use of the target language. Furthermore, the teacher also involves students in the adept utilization of the target language.

In an initial observation conducted by researchers on June 27, 2022, at SDN 03 Bengkulu City, an elementary school known for its inclusive approach accommodating students with special needs, it was evident that the English teacher encountered a range of difficulties while instructing English within inclusive classroom settings. The difficulty is amplified for educators due to the composition of the class, which comprises a mix of students with special requirements and those without. Naturally, this necessitates a greater amount of time for teachers to individually comprehend and educate each student. However, the English teacher admits that he can meet the challenge by implementing some strategies in the classroom. He successfully managed the class by playing the role of an effective teacher. These teachers recognize that their role is very important in teaching inclusive students. They act as facilitators who help students in the learning process, as well as being counselors, sources of information, and managers for their students.

In continuation of the preliminary observations previously outlined, the researcher identified several pertinent sources that highlight gaps or variations compared to prior studies with similar focal points. For instance, in research undertaken by (Yekti et al., 2019), several notable findings emerged. Firstly, it was noted that English instructors employed a consistent framework for preparation while adapting various activities throughout the learning process. Furthermore, diverse assessment methods were utilized to cater to the needs of inclusive students. Secondly, this investigation also pinpointed several bolstering factors, including comprehensive administrative frameworks, effective knowledge transfer, and the adoption of diverse assessment tools. Nevertheless, challenges in the implementation of inclusive education were also identified in this study. These encompassed a shortage of adequately trained educators, inadequacies in inclusive policies, and a dearth of differentiation in instructional methods.

Second study conducted by (Anggraeni & Yusnita, 2017), it was found that after receiving guidance, inclusive students showed high interest and motivation to learn English skills. This can be seen from the students' ability to remember all the material that has been taught, even though they sometimes need to get additional directions and remain active in attending classes regularly until the learning activities are over.

The third research conducted by (Domović et al., 2017) emphasizes that for the effective execution of inclusive educational practices, modern educators should incorporate an inclusive element into their professional roles. This involves possessing an understanding,

the requisite knowledge and aptitudes to cater to the requirements of a diverse student body, along with an open and unbiased perspective.

Lastly, as indicated by (Borg, Hunter, Sigurjonsdottir, & D'Alessio, 2011) in (Pit-Ten Cate et al., 2018), it is mentioned that numerous elements can influence the degree to which inclusive practices can be effectively integrated. However, the European Agency for Development in Special Needs Education explicitly emphasizes that educators must possess not only the necessary competencies, expertise, and insight but also particular values and perspectives to function proficiently within inclusive environments.

Drawing from the aforementioned discussion, a deduction can be made that the role of educators in instructing English to inclusive students holds substantial significance and warrants comprehensive investigation to enhance outcomes in English education for inclusive learners. Consequently, the forthcoming research would center on the subject titled "Enacting the Teacher's Responsibilities in English Instruction for Inclusive Students within Elementary Schools in Bengkulu City." The objective of this study is to delve into this matter and gain insights into its intricacies.

## METHOD

Regarding the methodology used in this study, it utilized a descriptive quantitative approach and focused on seven English teachers who taught at various primary schools in Bengkulu city. The research employed an observation checklist and an interview guide as data collection instruments. The observation checklist, adapted from (Tyagi, 2016). The researcher observed the teachers' roles in the classroom twice and used the checklist to record the observations. Additionally, interviews were conducted with the teachers to confirm the findings from the observation checklist. Prior to data collection, the researcher obtained permission from the Headmaster and English teachers involved in teaching inclusive students. The data analysis process involved identifying and categorizing the observation checklist results, reviewing the recorded interviews, transcribing them, and analyzing the data based on (Campbell et al., 2011) theoretical framework. The researcher assigned a score of 1 if a teacher demonstrated a particular role and a score of 0 if they did not.

## FINDINGS AND DISCUSSION

### Finding

The following will present data findings, namely:

**Table 1. Observation checklist results.**

No	Teacher's Role	Teacher														%
		1		2		3		4		5		6		7		
	Corrector	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1.	Recognition of students with disabilities in the classroom	√	-	√	-	√	-	√	-	√	-	√	-	√	-	100 %
2.	Sending those who have been identified to specialists for additional assessment and medical care.	-	√	-	√	√	-	-	√	-	√	-	√	-	√	14 %
3.	Embracing and	√	-	√	-	√	-	√	-	√	-	√	-	√	-	100

*The Implementation of Teachers' Roles in Teaching English for Inclusive Students Perception*

	welcoming children with disabilities.																%
Mean																	71%
<b>Inspirator</b>																	
1.	Fostering a positive relationship between typically developing and disabled children.	√	-	√	-	√	-	√	-	√	-	√	-	√	-	√	100%
2.	Arranging the seating of the children in the classroom strategically to ensure their comfort and maximize the benefits of classroom interactions.	√	-	√		√	-	√	-	√	-	√	-	√	-	√	100%
3.	Eliminating structural obstacles whenever feasible to enable children with disabilities to move freely and independently.	-	√	√	-	-	√	-	√	-	√	-	√	-	√	-	14%
4.	Engaging children with disabilities in nearly all classroom activities.	√	-	-	√	√	-	√	-	-	√	√	-	√	-	√	71%
Mean																	71%
<b>Culminator</b>																	
1.	Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.	√	-	√	-	√	-	-	√	-	√	-	√	-	√	-	43%
2.	Preparations of teaching	√	-	-	√	√	-	√	-	√	-	√	-	√	-	√	86%

	aids/adaptation of teaching aids which will help the children with disabilities learn.																
Mean																65	%
<b>Facilitator</b>																	
1.	Offering parental guidance and counseling, along with conducting public awareness programs through school-related initiatives.	-	√	-	√	-	√	-	√	-	√	√	-	√	-	29	%
2.	Working in partnership with medical and physiological committees, social workers, parents, and special educators.	-	√	-	√	-	√	-	√	-	√	-	√	-	√	0	%
3.	Development of assessment and diagnostic instruments.	-	√	-	√	√	-	-	√	-	√	√	-	√	-	43	%
Mean																24	%
<b>Evaluator</b>																	
1.	Adaptation in evaluation for children with special needs.	√	-	√	-	√	-	√	-	√	-	√	-	√	-	100	%
2.	Providing remedial Instruction to the children who require it.	√	-	√	-	√	-	√	-	√	-	√	-	√	-	100	%
Mean																100	%

### 1) Teacher Role as Corrector

The teacher's function as a "corrector" begins with the initial identification of inclusive students. This responsibility comprises three primary elements: recognizing students with disabilities in the classroom, directing these identified students to specialists for further evaluation and care, and embracing and accommodating children with disabilities. The data in Table 1 demonstrates that all teachers successfully fulfilled the first two components, which involve identifying and accepting children with disabilities in their classrooms. However, only one teacher actively engaged in the third component by referring identified

students to experts for further examination and treatment. Consequently, it can be inferred that seventy-one percent of English teachers effectively carried out their role as correctors.

In the role of a corrector, a teacher is responsible for assessing students' classroom activities. Advanced students often require substantial correction, while beginners typically require minimal correction. When embarking on language learning, the emphasis should be on the ability to communicate imperfectly across various situations rather than striving for perfection in just a few. The teacher's primary duty is to assist learners as they navigate through a variety of communicative situations, rather than pressuring them over minor errors, such as forgetting to use the third person -s. In the case of advanced learners, the situation is generally reversed.

## **2) Teacher Role as Inspirator**

The role of a teacher as an inspirator entails encouraging students to utilize their creativity, intellect, and aspirations. It also involves establishing a relationship based on mutual trust and respect with students and inviting them to actively engage in their own learning journey. As shown in the table above, all teachers effectively applied methods to promote a positive relationship between typical and disabled students. They also organized the classroom setting to guarantee the comfort and advantage of all students during their interactions. Furthermore, five teachers actively engaged children with disabilities in nearly all classroom activities. However, only one teacher took steps to eliminate architectural barriers whenever possible, thus enabling children with disabilities to move independently. Consequently, it can be deduced that seventy-one percent of English teachers effectively embodied the role of inspirator. This role involves challenging students to harness their imagination, intellect, and aspirations, fostering trust and respect, and encouraging students to actively participate in their educational journey.

## **3) Teacher Role as Culminator**

The teacher's role as a culminator involves guiding the learning process progressively from its inception to its conclusion or culmination. Through this approach, students are able to successfully navigate the culmination stage, which serves as a point for them to assess their own learning progress. Table 1, as presented above, illustrates that seven teachers were involved in preparing teaching aids or adapting them to facilitate the learning of children with disabilities. Additionally, three teachers made appropriate adjustments in the curriculum delivery to ensure that children with disabilities could learn according to their abilities. Consequently, it can be inferred that sixty-five percent of English teachers effectively fulfilled their role as culminators. This role places teachers in a pivotal position where they bear direct responsibility and influence over their students' development. They have the power to shape whether students realize their full potential and eventually become individuals admired by all, or if they are held back and restricted due to a lack of essential knowledge, encouragement, or stimulation.

## **4) Teacher Role as Facilitator**

In the capacity of a facilitator, teachers assume the responsibility of providing support to aid students in their learning activities. As facilitators, teachers serve as partners in the learning journey, assisting in modifying the learning environment and ensuring that the learning process aligns harmoniously with the students' needs and desires. Table 1, as previously mentioned, indicates that two teachers carried out parental guidance and counseling as well as initiated public awareness programs through school activities. Furthermore, three teachers were involved in creating tools for assessing achievement and diagnosing students' progress. However, no teacher engaged in collaboration with medical and physiological panels, social workers, parents, or special education teachers. Consequently, it can be concluded that only twenty-five percent of English teachers effectively embodied the role of facilitator.



The Teacher-Facilitator is an educational pioneer who actively explores and embraces innovative approaches while guiding learners through various challenges. This educational facilitator cultivates an environment where students are empowered to unlock their full potential in terms of intellectual, emotional, physical, and psychological development. They assess the individual needs and abilities of their students and determine the most effective methods and techniques to deliver instruction within their assigned subject areas. Additionally, they ensure that students continuously enhance their foundational knowledge and essential skills. Furthermore, the Teacher-Facilitator embraces technology as a valuable tool and seeks meaningful ways to engage students through its integration. They eagerly accept the task of crafting a stimulating and rigorous curriculum that connects with essential concepts and ideas both within and across different disciplines.

### 5) Teacher Role as Evaluator

The teacher's responsibility involves gathering data or information regarding the progress of the learning process. As indicated in Table 1 above, all English teachers introduced modifications in the evaluation process for children with special needs and provided remedial instruction to those who needed it. Consequently, one hundred percent of English teachers effectively fulfilled the role of evaluator. Through the practice of teacher documentation, they gain a deeper insight into a child's existing knowledge and can employ teaching strategies that enhance their learning. Documentation enables teachers to gain a better understanding of children's capabilities and knowledge, facilitating meaningful assessments that ultimately enhance and advance individual learning.

## Discussion

The objective of this study was to examine how teachers performed their roles when teaching English to inclusive students during the academic year 2022/2023 in elementary schools in Bengkulu City. The research findings revealed the existence of five distinct teacher roles in this context: corrector, inspirator, culminator, facilitator, and evaluator. It was observed that 71% of teachers successfully executed both the corrector and inspirator roles. Additionally, 65% of teachers fulfilled the role of culminator, while 24% acted as facilitators. Remarkably, all teachers, constituting 100%, effectively carried out the role of evaluator.

The teacher's role as a corrector involves several components, starting with the initial identification of inclusive students. There are three key aspects within the corrector role: first, recognizing children with disabilities in the classroom; second, referring these identified students to experts for further assessment and treatment; and third, accepting and accommodating children with disabilities. The results indicate that all teachers successfully carried out the recognizing students with disabilities within the class and were accepting of them. However, only one teacher actually implemented the step of referring identified students to experts for further assessment and treatment. This outcome aligns with the theory presented by (Arege, 2015), who argued that when teachers allow errors to go uncorrected, students might assume that these errors are correct. This means that the teacher's positive reinforcement could lead to these errors becoming ingrained in the students' speech patterns, potentially resulting in error persistence known as "fossilization." Furthermore, (Tyagi, 2016) contributed to this discussion by emphasizing that inclusive education places the responsibility on the education system rather than the disabled child when a child is not learning. The challenges arise due to rigid teaching methods, inaccessible environments, untrained teachers, poor teaching quality, teachers' attitudes, and the absence of assistance from public agencies has led to a shift in attention towards enhancing the entire education system.

The role of the teacher as an inspirator involves encouraging students to harness their imagination, intellect, and aspirations. Additionally, they establish a strong bond of mutual trust and respect with their students, inviting them to actively participate in their own

learning journey. The research findings demonstrate that all teachers successfully implemented strategies aimed at fostering a positive attitude among both normal and disabled children. They also ensured that children were placed in appropriate classroom positions to enhance their comfort and benefit from classroom interactions. Moreover, five teachers proactively involved children with disabilities in nearly every classroom activity. Nevertheless, only one teacher made efforts to remove architectural obstacles when feasible, thus enabling children with disabilities to have independent mobility. Consequently, it can be deduced that seventy-one percent of English teachers effectively embodied the role of inspirator. As noted by (Solpuk Turhan, 2019), the term "inspiring teacher" encompasses various definitions, including being a good and effective teacher, one who excels in the teaching profession through different means, a teacher who offers support and inspiration to students, and a modern-day educator. (Suwarni, 2021) also highlighted that teachers in the role of inspirator can assist all students, including those with special needs, in appropriately achieving their learning goals.

The teacher's role as a culminator entails guiding the learning process steadily from its inception to its ultimate culmination. Through thoughtful instructional design, students navigate through this culminating stage, which serves as a pivotal point for them to assess their own learning progress. The research findings reveal that seven teachers were actively engaged in preparing teaching aids or adapting them to facilitate the learning of children with disabilities. Moreover, three teachers made necessary adjustments in the curriculum delivery to ensure that children with disabilities could learn according to their individual capabilities. In their study, (Anggraeni & Yusnita, 2017) underscored that teachers are professional educators with primary responsibilities that encompass the formal education of students, involving tasks such as educating, instructing, guiding, directing, training, assessing, and evaluating students. This remains consistent across different stages of formal schooling, encompassing early childhood education, elementary education, and secondary education.

In the capacity of a facilitator, the teacher assumes a role in providing support to ease students' engagement in learning activities. In this role, teachers function as collaborators in the learning experience, aiding in the transformation of the learning environment, and ensuring that the learning process aligns harmoniously with the students' needs and preferences. The research findings indicate that two teachers introduced parental guidance and counseling as well as initiated public awareness programs through school activities. Additionally, three teachers were actively involved in developing achievement and diagnostic tools. Yet, there was no teacher involved in partnerships with medical and physiological experts, social workers, parents, or special education instructors. Consequently, it can be concluded that only twenty-five percent of English teachers effectively embodied the role of facilitator. (Anggraeni & Yusnita, 2017) also stressed that teachers, in their role as facilitators, frequently aim to create learning scenarios and tasks that require students to engage with course material in innovative and inventive ways. Although the course content retains its importance, facilitators don't make it the central focus of the course objectives. Instead, the primary emphasis is on acquiring the skills to apply the content in a problem-solving fashion.

The teacher's responsibility as an evaluator involves gathering data or information concerning the effectiveness of the completed learning process. The results revealed that all English teachers incorporated adjustments in the evaluation process to accommodate children with special needs and provided additional instruction to those who needed it. Consequently, every English teacher successfully assumed the role of an evaluator. This research finding underscores that a majority of teachers indeed embraced their role as evaluators. Additionally, the role of a teacher as an evaluator extends beyond assessing student learning outcomes; it also encompasses self-assessment in various aspects, including planning, implementation, and program evaluation, as highlighted by (Amiruddin, 2022).



(Ria Angraini et al., 2022) also pointed out that teachers of students with disabilities can serve as facilitators, inspirers, correctors, and evaluators in elementary school settings when they are equipped with proper guidance and evaluation from educators. This includes training in effective teaching methods, comprehensive knowledge in managing inclusive students, and fostering a positive attitude. These teachers are encouraged to prepare themselves adequately to deliver effective instruction to inclusive students.

The research findings also corroborated the theory presented by (Tyagi, 2016), which outlined the various roles that teachers play when instructing inclusive students. These roles encompass: *First*, recognizing students with disabilities in the classroom. *Second*, directing recognized students to specialists for additional evaluation and care.. *Third*, embracing and accommodating children with disabilities. *Fourth*, cultivating a positive atmosphere of inclusion between regular and disabled children. *Fifth*, arranging classroom seating to ensure the comfort and benefit of all students during classroom interactions. *Sixth*, eliminating architectural barriers whenever feasible to promote independent mobility for children with disabilities. *Seventh*, engaging children with disabilities in nearly all classroom activities. *Eighth*, modifying the curriculum delivery to cater to the learning abilities of children with disabilities. *Ninth*, Creating or modifying educational materials to enhance the learning experience for children with disabilities. *Tenth*, offering parental support and counseling while organizing public awareness initiatives within school events. *Eleventh*, Working in cooperation with professionals in the fields of medicine, physiology, social work, parents, and special education educators. *Twelfth*, creating instruments for evaluating performance and identifying students' requirements.. *Thirteenth*, modifying the assessment procedure to cater to the specific requirements of Individuals with unique needs. And *Fourteenth*, providing additional support through remedial instruction to children in need.

In (Porsch & Wilden, 2021) emphasized that teachers play a crucial role in establishing inclusive learning environments. The success of inclusive education in various subjects hinges largely on their attitudes and skills. However, when educators are tasked with teaching subjects they aren't fully qualified in, it can create an additional professional challenge, potentially affecting their stance on inclusive education adversely. In the context of teaching English as a Foreign Language (EFL), these teachers might experience stress because of their limited proficiency in teaching the target language while also having to address the diverse requirements of students with Special Educational Needs (SEN) in the EFL classroom.

## CONCLUSIONS

In light of the findings, it can be deduced that the research results indicate the presence of five distinct teacher roles when it comes to instructing inclusive students in elementary schools in Bengkulu City. These roles include being a corrector, an inspirator, a culminator, a facilitator, and an evaluator. Among the teachers surveyed, 71% effectively executed both the corrector and inspirator roles, while 65% fulfilled the role of culminator. However, only 24% actively took on the facilitator role, and all teachers, constituting 100%, effectively assumed the role of evaluator.

Lastly, the researcher recommends that English teachers prioritize the role of a facilitator since fewer than half of the English teachers in the study fulfilled this role. Teaching entails more than just delivering lessons; teachers also serve as counselors, mentors, role models, surrogate parents, and more to their students. They play numerous crucial roles that contribute to a better understanding of subjects and help students shape a brighter future. The importance of teachers' roles in instructing inclusive students should be emphasized, as teaching these students demands additional skills to ensure that instructional materials align with their specific needs. Furthermore, when teaching inclusive students, teachers should encompass all the roles they typically assume in regular classes. For future

research in a similar vein, it is recommended to conduct studies with larger sample sizes or explore different subject areas and educational levels.

## REFERENCES

- Amiruddin, M. Z. (2022). Analysis of Inclusion Education Services for Children with Learning to Read Case Study in Grade III Students. *SainteknoL*, 20(1), 1–6. <https://journal.unnes.ac.id/nju/index.php/sainteknoL>
- Anggraeni, K. A., & Yusnita, R. (2017). Teachers' Role in 21st Century: Teacher is a Facilitator, not a Dictator. *LUNAR: Journal of English and Art*, 1(1), 60–71.
- Arege, J. B. (2015). STUDENTS' ERROR CORRECTION DURING REVISION AMONG HIGH. *British Journal of English Linguistics*, 3(2), 1–12.
- Campbell, A., McNamara, O., & Gilroy, P. (2011). Qualitative Data Analysis. *Practitioner Research and Professional Development in Education*, 125–145. <https://doi.org/10.4135/9780857024510.d49>
- Domović, V., Vidović Vlasta, V., & Bouillet, D. (2017). Student teachers' beliefs about the teacher's role in inclusive education. *European Journal of Special Needs Education*, 32(2), 175–190. <https://doi.org/10.1080/08856257.2016.1194571>
- Lengkanawati, N. S. (2017). Learner autonomy in the Indonesian EFL settings. *Indonesian Journal of Applied Linguistics*, 6(2), 222–231. <https://doi.org/10.17509/ijal.v6i2.4847>
- Pit-Ten Cate, I. M., Markova, M., Kruschler, M., & Krolak-Schwerdt, S. (2018). Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. *Insights into Learning Disabilities*, 15(1), 49–63. [www.ldworldwide.org](http://www.ldworldwide.org).
- Porsch, R., & Wilden, E. (2021). Teaching English in the inclusive primary classroom: An additional professional challenge for out-of-field teachers? *European Journal of Applied Linguistics and TEFL*, 10(2), 201–220.
- Rafikayati, A., & Badiah, L. I. (2023). *Pendidikan Inklusif*. [https://books.google.com/books?hl=en&lr=&id=D1GmEAAAQBAJ&oi=fnd&pg=PR1&dq=menggali+bibit+bakat+anak+usia+dini&ots=Fsnvm4\\_YDl&sig=9ETZx383-1ervnxLTNIBQn1bIWY](https://books.google.com/books?hl=en&lr=&id=D1GmEAAAQBAJ&oi=fnd&pg=PR1&dq=menggali+bibit+bakat+anak+usia+dini&ots=Fsnvm4_YDl&sig=9ETZx383-1ervnxLTNIBQn1bIWY)
- Ria Angraini, Maryansyah, Y., Nurcholis, I. A., Yusmanianti, Y., & Fauziah, S. N. (2022). Upaya Meningkatkan Keterampilan Bahasa Inggris Siswa Inklusi Melalui Exclusion Course Di Sd Alam Mahira Bengkulu. *Jurnal Pengabdian Masyarakat Bumi Rafflesia*, 5(2), 867–872. <https://doi.org/10.36085/jpmbr.v5i2.3548>
- Solpuk Turhan, N. (2019). A Research on the Characteristics of the Inspiring Teacher. *International Journal of Educational Methodology*, 5(1), 1–18. <https://doi.org/10.12973/ijem.5.1.1>
- Suwarni. (2021). 濟無No Title No Title No Title. *Social, Humanities, and Education Studies (SHEs): Conference Series*, 4(July), 1–23.
- Tyagi, G. (2016). Role of teacher in inclusive education. *IJEAR*, 6(1), 20–23. <https://doi.org/10.52984/ijomrc1104>
- Yekti, C. M., Ratminingsih, N. M., & Dewi, K. S. (2019). The Implementation of Inclusive Education by English Teachers to Teach Slow Learners at SMK Negeri 3 Singaraja. *Journal of Psychology and Instruction*, 3(1), 27–36. <https://doi.org/10.23887/jpai.v3i1.20894>