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# Discovering Teachers' Perceptions of Inclusive Teaching in Indonesia

Dyah Aniza Kismiati<sup>1\*</sup>

<sup>1</sup>Pendidikan Biologi FKIP Universitas Terbuka, Indonesia

e-mail: [\\*dyah.aniza@ecampus.ut.ac.id](mailto:*dyah.aniza@ecampus.ut.ac.id)

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## Abstract

Inclusive teaching is not something new in the world of Education. However, its emphasis in the Merdeka curriculum makes inclusive teaching steal the attention of many education observers. This study aims to determine the perception of teachers in Indonesia (elementary school teachers, junior high school teachers and senior high school teachers) on the importance of inclusive teaching in learning. This research is a survey study conducted on teachers in Indonesia, with random sampling. The sample number of teachers who were respondents was 46 teachers. To obtain data, researchers used an instrument in the form of a questionnaire in the form of a Likert scale with five scales and yes or no questions. As additional data, researchers conducted interviews conducted on several samples of teachers. The data obtained is then analyzed quantitatively and poured into tables and graphs. From the results of the analysis, it is known that teachers attach great importance to inclusive teaching. 82.61% teachers argue that inclusive teaching is a good idea. However, in reality, the application of inclusive teaching has not been optimal. One of the obstacles in optimizing the application of inclusive teaching is the selection of appropriate learning strategies in inclusion classes. This is what needs to be explored in order to find appropriate learning strategies for inclusion classes.

**Keywords:** inclusive teaching, perception, teacher

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## 1. Introduction

Inclusive Teaching is an educational approach that ensures equitable access to learning for all students, including those with disabilities or other diverse backgrounds. This is the dominant problem in the field of education in almost every country (Suleymanov, 2015). Inclusive teaching is not only about special education but also questions the broader purpose of education, the nature of study programs, and the quality of education. Inclusive teaching is one form of education service system that is not discriminatory. Indonesia is one of the countries that supports the existence of inclusive teaching through inclusive schools (Gistituati et al., 2020). The term Inclusive in education correlates with an equal education model for all individuals regardless of their abilities and disabilities (Gorges et al., 2018). Inclusive teaching also means that students with special needs attend school in the same way as normal students (Hallahan & Daniel, 2009). In Indonesia there are several basic rules that are used as national rules. These rules are used as the basis for the implementation of inclusive teaching, including Article 31 of the Constitution of the Unitary State of the Republic of Indonesia in 1945 concerning the right to receive education for all Indonesian people without exception. Law No.20 of 2003 concerning the National Education System, Law No.23 of 2002 concerning Child Protection, and Government Regulation No.13 of 2020. Government Regulation Number 13 of 2020 article 5 states that the provision of

accommodation is a form of preparing education and education personnel. Government provisions of the Ministry of Education and Culture in article 6 of the Regulation of the Minister of Education and Culture Number 70 of 2009 reveal that inclusive teaching must be implemented by every region in Indonesia.

Efforts to introduce and implement inclusive teaching in Indonesia have been started since the 1980s. The success of inclusive teaching is influenced by many factors including cultural, political, and human resources (Kwon, 2005). The implementation of Inclusive teaching can be evaluated with an index called the Inclusive index (Ainscow et al., 2010). This Inclusive Index is built from three dimensions, namely (1) the Cultural dimension (creating an Inclusive culture), (2) the Policy dimension (producing Inclusive policies), and (3) the Practice dimension (developing Inclusive practices). Each dimension is divided into two parts, namely: The cultural dimension consists of a section about building community (*building community*) and a section about building inclusive values (*establishing inclusive values*). The policy dimension consists of a section on development arrangements for all and an organizing support section for diversity. While the practice dimension consists of part orchestration, play and learning, and part mobilization resources.

In its development, the education of children with special needs has undergone many changes, namely at first the education of children with special needs was separated or separated from society in general. The concept of Inclusiveness provides an understanding of the importance of accepting students who have barriers to curriculum, environment, and social interaction in schools (Smith, 2006). Further leads to integrative education, otherwise known as an integrated approach that integrates exceptional children into regular schools, but is still limited to children who are able to follow the curriculum in those schools and then Inclusive is an educational concept that does not distinguish the diversity of individual characteristics (Darma & Rusyidi, 2003)

Inclusive Teaching as part of Inclusive teaching basically has two models. The first is the fully Inclusive model. This model includes students with special needs to receive individualized learning in regular classes. The second is the Partial inclusive model. This partial model includes students with special needs in some learning that takes place in regular classes and some in pull-out classes with the help of special assistant teachers (Supena, 2005)

To realize inclusive teaching, the Indonesian government has actually prepared several strategies. Three strategies carried out by the government in preparing educators in inclusive schools, namely: 1) educational programs containing courses that discuss inclusive teaching, 2) provision of special education teachers in organizing forums in inclusive schools, 3) organizing training for educators and educators. The above efforts have been made and attempted by the government, but in reality the implementation of inclusive schools in Indonesia is still not optimal (Jannah et al., 2021). Studies conducted by several researchers, revealed that the implementation of inclusive teaching in Indonesia does not pay attention to the concept of implementation, starting in terms of students, teachers, completeness of sarpras, morivation both from parents and to the community. Therefore, this paper will explore how inclusive teaching really is when viewed from the perceptions of teachers at several levels of education ranging from early childhood education, elementary school, junior high school and high school. This is very important because teachers'



perceptions will determine the direction of inclusive teaching so that it can be implemented better than before

## 2. Methods

This research is a survey study conducted on teachers in Indonesia, with random sampling. The sample number of teachers who were respondents was 46 teachers. Figure 1 below shows the distribution of respondents in this study.

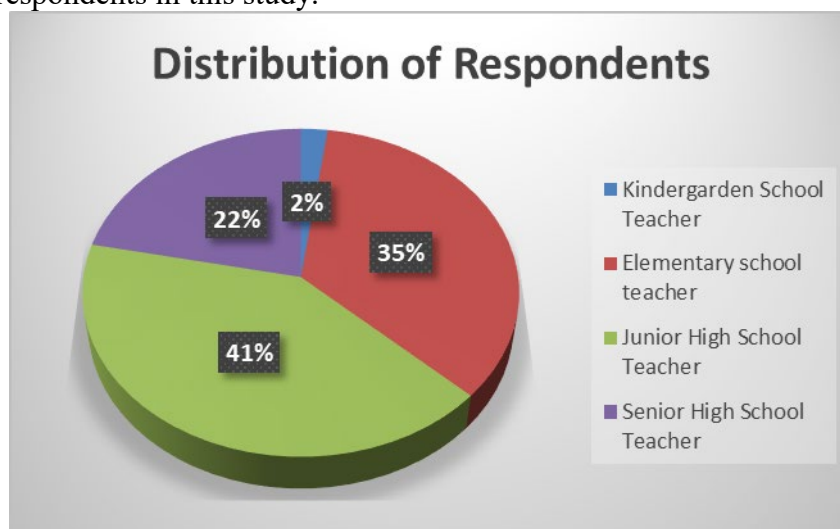


Figure 1. Respondent Distribution

Figure 1 shows that respondents in this study were mostly dominated by junior high school teachers with a percentage reaching 41%, then elementary school teachers as much as 35%, high school teachers by 22% and the other 2% were kindergarten park teachers. To obtain data, researchers used an instrument in the form of a questionnaire in the form of a Likert scale with five scales. Table 1 below is the instrument used in this study modified from the instrument for Measuring Inclusive teaching Teacher Attitudes by Kielblock (2018)

**Table 1.** Teacher Perception Instrument on Inclusive Teaching

No	Statement	Scale				
		1	2	3	4	5
1	Inclusive teaching is a good idea					
2	The advantages of implementing inclusive teaching outweigh the disadvantages					
3	Participating in Inclusive teaching is a rewarding experience for all students					
4	Inclusive teaching provides learning opportunities for					



No	Statement	Scale				
		1	2	3	4	5
	students with special needs					
5	Inclusive teaching provides a better learning model for students with special needs					
6	In elementary / MI, junior high school / MTs, high school / MA education levels, inclusive teaching is not accepted					
7	Inclusive teaching is a challenge in the academic curriculum					
8	In a class, teachers who deal with students with special needs should cooperate with subject teachers / class teachers					
9	Teaching with teachers who deal with students with special needs makes me more professional					
10	The school where I teach implements Inclusive teaching well					
11	I have been involved in teaching students with special needs					

The data was analyzed descriptively by looking at the percentage (%) answered by respondents from each given statement.

$$\bar{x} = \frac{\sum xi}{N}$$

$\bar{x}$  = average

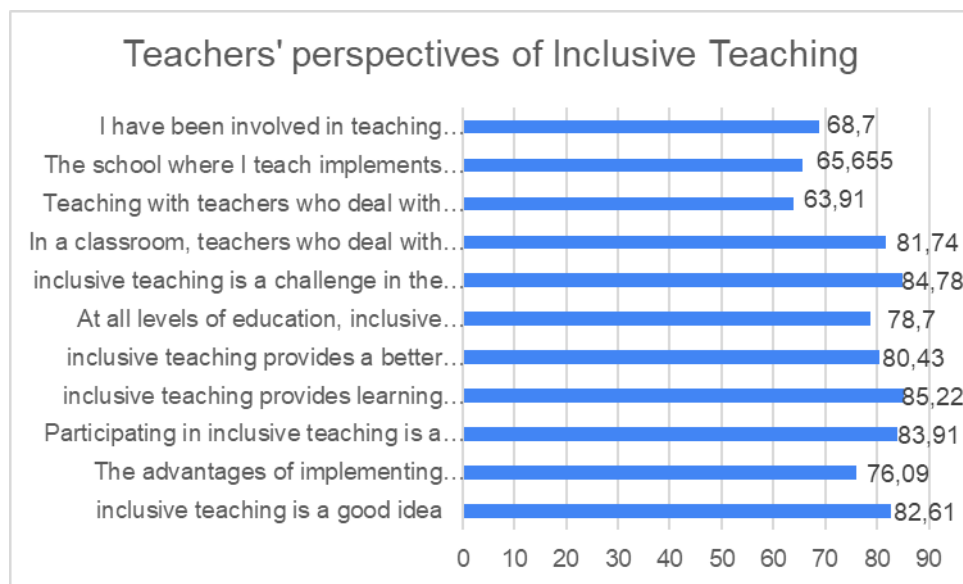
$\sum xi$  = Number of values x to i to n data

N = Amount of data

### 3. Result and Discussion

The questionnaire analysis data that respondents have filled in regarding teachers' perceptions of inclusive teaching is presented in Figure 2 below.





*Figure 2. Teachers' perceptions of inclusive teaching*

From Figure 2 we know in general that Inclusive learning has been quite widely applied in learning at various levels of education ranging from kindergarten, elementary, junior high school to high school, as evidenced by as many as 68% of respondents who filled out questionnaires. According to teachers who were respondents, inclusive teaching provides learning opportunities (85.22%) and provides a better learning model (80.43%) for students with special needs. At all levels of education, inclusive teaching is still not accepted (78%) because not many schools have implemented inclusive teaching. Of the teachers who were respondents, 68.7% of them had been involved in teaching students with special needs. According to them, the schools where they teach implement Inclusive teaching are good enough. In the classroom, teachers who deal with students with special needs must work closely with subject teachers or class teachers (81.74%). 63.91% of respondents said that teaching with teachers who deal with students with special needs makes them more professional. Most respondents (83.91%) think that Participating in Inclusive teaching is a valuable experience for all students, they (76.09%) also think that the advantages of implementing Inclusive teaching outweigh the disadvantages.

In general, almost all teacher respondents (82.61%) think inclusive teaching is a good idea. This implies that inclusive teaching is important according to teacher perceptions. Perception describes the process of how a person selects, organizes, and interprets information inputs to create a meaningful overall conception (Rosyida, 2016). Gibson & Dembo (1984) gives the meaning of perception as a cognitive process used by each individual to perceive and interpret around objects. In fact, according to them, perception is the process of giving meaning to the environment by individuals. Each individual will give a different meaning to the stimulus even though it is on the same object.



Inclusive Teaching which is part of Inclusive teaching is education that accepts all the diversity of students, both religion, ethnicity, skin color, intellectual ability, and provides services according to what students need (Rokhaniawati, 2017). Inclusive Teaching can also be interpreted as a form of education reform that emphasizes anti-discrimination attitudes, struggles for equal rights and opportunities, justice, as well as expanding access to education for all and improving the quality of education (Jannah et al., 2021). The implementation of Inclusive classes requires related components, such as curriculum flexibility, educators, student input, an Inclusive teaching implementation environment, adequate infrastructure and assessment. Learning in inclusive schools will not succeed if the components do not reinforce each other (Asiatun et al., 2023).

Inclusive Teaching requires schools to adapt to the demands of students' individual needs, not students adapting to the school system. The view of education that must adjust to the conditions of students is closely related to the differences found in students. The old view that students must adjust to education and the learning process in the classroom must gradually change (Khairuddin, 2020)

One respondent who teaches the Inclusive class stated that children with special needs really need to be cared for and taught as much as possible because these children have unique advantages that need to be developed so that their hidden talents can be channeled positively. Children with special needs are also able to compete like other students if fostered well.

Teaching students with special needs certainly has its own learning strategy. The following is a summary of opinions from teacher respondents who have taught Inclusive classes regarding strategies for teaching Inclusive classes.

**Table 2.** Learning strategies applied in Inclusive teaching

<b>Respondents</b>	<b>Interview Results on Inclusive teaching learning strategies</b>
<b>T1</b>	Learning strategies using Jigsaw-type cooperative learning models
<b>T2</b>	Learning strategies provide demonstration and audiovisual methods for students and image media
<b>T3</b>	The selection of learning models and methods is tailored to the needs of students with special needs, subject teachers work together with accompanying teachers so that the material can be conveyed properly
<b>T4</b>	Using scientific learning strategies and differentiation
<b>T5</b>	Using observational learning methods to recognize objects directly
<b>T6</b>	Using blended learning methods
<b>T7</b>	The learning models and methods are the same as ordinary students, except that there are special accompanying teachers
<b>T8</b>	Learning models and methods vary according to the needs of students, both ordinary students and students with special needs
<b>T9</b>	Using learning strategies with fun learning models
<b>T10</b>	Using the method of discussion together with not discriminating students



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**T11** Using common learning models and methods with existing facilities

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Learning in inclusive teaching can indeed be arranged in such a way that it will make students with special needs feel comfortable. In addition, according to Yunaini (2021), learning materials must be designed as flexible as possible so that they can be easily delivered to students with special needs. There are several teaching strategies recommended in Inclusive classes, including: Active Learning Strategy, Peer-Tutoring Strategy, Cooperative Learning Strategy, and Direct Instruction Strategy (Morgana and Hidayah, 2019).

In Active Learning Strategies, both teachers at some point also apply active learning strategies whose flow emphasizes teacher-centered and student-centered learning. This strategy is beneficial for teachers or students because it allows both parties to get feedback from the learning. Interestingly, those with special needs are fully involved in learning activities without any sense of discrimination. In the existing literature, active learning strategies do appear to have a positive impact on students in inclusive classrooms (Abery, 2018). In contrast to the Peer Tutor Strategy, both teachers use the peer tutor strategy in an attempt to make students more confident in learning and also to pave the way for the formation of student-student interaction. The peer tutor strategy is executed by assigning each student to work with a partner. When executed correctly, peer tutoring strategies are essential to avoid nuances of discrimination among the presence of student diversity (Prasetyo et al., 2019)

In addition to these two learning strategies, there are cooperative learning strategies. The goal of a cooperative learning strategy is to lead students to become more confident and work collaboratively. However, this strategy varies according to its formation where the cooperative learning strategy is carried out by incorporating more than two students, as well as several students, into one group work activity. In this case, both normal students and those with special needs are assigned to work together and help each other in a group. The teacher seems to have adequate pedagogical skills in which he can help guide normal students to solve their problems during work with their disabled friends. As a result, students with special needs will not feel demotivated to study together because their normal friends with the help of teachers can ultimately maintain ideal collaboration while learning (Dianito, Espinosa, Duran, 2021).

In addition to applying the three strategies mentioned above, in the Direct Instruction Strategy, both teachers also apply the direct instruction strategy in order to make students understand the lesson correctly. With teachers disguised as central controllers in classrooms, it is advantageous for students with special needs on the grounds that different treatment is given according to student conditions (Morgana and Hidayah, 2019). Of the four learning strategies, active learning strategies are more dominantly applied along with peer tutor strategies, cooperative learning strategies, and direct instruction strategies as the least dominant.



#### 4. Conclusion

Based on the results of research and discussion, it can be concluded that according to teachers, inclusive teaching is important to be applied in learning at all levels of education. 82.61% of teachers think inclusive teaching is a good idea, although teachers also state that inclusive teaching is a challenge in the academic curriculum (84.78%). According to teachers who were respondents, inclusive teaching provides learning opportunities (85.22%) and provides a better learning model (80.43%) for students with special needs. At all levels of education, inclusive teaching is still not accepted (78%) because not many schools have implemented inclusive teaching. Of the teachers who were respondents, 68.7% of them had been involved in teaching students with special needs. According to them, the schools where they teach implement Inclusive teaching are good enough. In the classroom, teachers who deal with students with special needs must work closely with subject teachers or class teachers (81.74%). 63.91% of respondents said that teaching with teachers who deal with students with special needs makes them more professional. Most respondents (83.91%) think that participating in Inclusive teaching is a valuable experience for all students, they (76.09%) also think that the advantages of implementing Inclusive teaching outweigh the disadvantages. However, in reality, the application of inclusive teaching has not been optimal. One of the obstacles in optimizing the implementation of inclusive teaching is the selection of appropriate learning strategies in inclusive classrooms. This is what needs to be explored in order to find the right learning strategy for inclusion classes.

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