
English Novice Teachers' Beliefs on Teaching in Inclusive Classroom

Neni Nurkhamidah*

Universitas Media Nusantara Citra
Indonesia

neni.nurkhamidah@mncu.ac.id

Rizka Patrika Rizal

Universitas Media Nusantara Citra
Indonesia

rizka.patrika@mncu.ac.id

Sri Marleni

Universitas Pertiwi
Indonesia

sri.marleni@pertiwi.ac.id



* Corresponding author

Abstract

To achieve educational objectives on inclusive class in Merdeka Curriculum setting, teachers should possess awareness of their personal beliefs. As the ones who play important roles in the classrooms, teachers have to decide what will be needed or what will work best for their students, including in the inclusive classes. Therefore, this qualitative study aims to find out English pre-service teachers' beliefs toward the implementation of inclusive class on Merdeka Curriculum. The data were collected by interviewing five English pre-service teachers who have conducted the inclusive class in their internship program. The results of this study indicated that the novice teachers have various beliefs; 1) concerning on the teachers' important roles in the inclusive classes that they have to work harder than in general classes; 2) regarding the teachers' skills to be possessed, they are planning and class management skills; 3) respecting the factors that lead them to be successful in the inclusive classes; and 4) relating to the training that might help them in conducting the inclusive classes.

Keywords: English Novice Teachers; Inclusive Classroom; Merdeka Curriculum; Teachers' Beliefs

Article History

Submitted:

April 18th 2024

Revised:

May 21st 2024

Accepted:

May 23th 2024

Citation in APA style

Rizal, R., Nurkhamidah, N., & Marleni, S. (2024). English novice teachers' beliefs on teaching in inclusive classroom. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(1), 87-101. <https://doi.org/10.36663/tatefl.v5i1.713>

INTRODUCTION

The government's commitment to achieve education for all is further underscored within the framework of the Merdeka Curriculum. An embodiment of the concept of *Merdeka Belajar* in the Merdeka Curriculum is the endorsement of inclusive education. Inclusive education goes beyond merely admitting students with unique or special needs into public schools, but it encompasses fostering an environment that values diversity. Inclusive education has emerged as a recent global trend and numerous international organizations committed to the education of individuals with disabilities are actively advocating for its implementation in worldwide educational systems (Madhesh, 2023). Consequently, numerous important international organizations emphasize the significance of adopting inclusive education as a

crucial element of any educational system that aims to be fully integrated into the global education community. This is because education is considered a basic human right for everyone, and embracing inclusive education helps uphold other related human rights. (Munongi, 2022).

In the context of inclusive education, a significant milestone occurred in 1994 when the United Nations Educational, Scientific, and Cultural Organization (UNESCO) organized the "International Conference on Education for People with Special Needs: Access and Quality" in Salamanca, Spain. This event led to the creation of the 1994 Salamanca statement and framework, which garnered the signatures of 92 countries and 25 international organizations. The primary objective of this statement was to advance and cultivate inclusive education systems on a global scale (Ainscow et al., 2019). Inclusive education is a system that aims to provide quality, humane, and democratic educational opportunities to all students, including those with special needs (Bentley-Williams & Morgan, 2013). It emphasizes a respectful and accepting environment that values differences and prioritizes individual learning needs. The approach seeks to transform the education system by eliminating barriers that hinder full participation, providing support services to all students, including those with special needs or exceptional talents. Inclusive education goes beyond merely including children with disabilities; it advocates for the unconditional acceptance of all children into the general education system. Inclusive classrooms facilitate increased interaction between students with special needs and their peers, ultimately enhancing their academic and social skills (Roldán et al., 2021). Inclusive education ensures that every individual receives a high-quality education by adapting the curriculum, learning processes, materials, and assessment methods fairly. However, the implementation of inclusive education in some countries still tends to focus primarily on students with disabilities, rather than considering the needs and potential of all students.

Inclusive education is about everyone working together to make sure every student in the school can learn independently and feel like they belong (Falvey and Givner, 2005). It's different from the old way of separating students based on their abilities. Inclusive education wants to celebrate differences and welcome all students into schools. The idea is that when everyone learns together, it helps everyone, even those who were traditionally left out because of disabilities. Strategies for inclusive education can be created and used in schools where everyone is included, with goals of providing education that is affordable, effective, and right for every child (Sakiz, 2018). The main goal is to make a good learning environment where all children can take part in learning and feel connected to their culture, what they're learning, and their community.

The freedom for children to learn is essential, providing them with the space to explore both themselves and their surroundings. Involvement of various types of activity may enhance the development of their abilities (Sugerman, 2001). It becomes the responsibility of teachers to facilitate inclusive programs that are safe and effective. The learning model encompasses several elements: (a) building a source base of written materials and community contacts, (b) addressing personal attitudes and adopting common language and interaction guidelines, (c) acquiring information specific to the client's disability, (d) designing structural and programmatic adaptations for the program, (e) implementing the program, and (f) evaluating

the process. This approach empowers teachers to feel at ease and competent in engaging children in learning programs, focusing on their abilities rather than disabilities.

Despite the establishment of inclusive education guidelines in the Merdeka Curriculum, several challenges persist in its implementation because this curriculum is new and not all school parties familiar with this system. The challenges faced by teachers are various such as insufficient training opportunities (Sari et al., 2023), financial constraints, limited teaching resources, and accessibility barriers (Sari & Hendriani, 2021), inadequate teacher competence, a high number of students with special needs, and the complexity of developing customized learning programs (Kartini & Aprilia, 2022; Mpu & Adu, 2021) as well as a shortage of teacher knowledge (Cantos et al., 2022). Moreover, difficulties in creating effective teaching modules (Kusmaryono, 2023; Suharsih, 2022) and evaluating student progress (Kartini & Aprilia, 2022) are additional hurdles.

Under the Merdeka Curriculum, English is no longer compulsory in elementary school but remains a mandatory subject in both junior and senior schools. The objective of English instruction is to equip learners with effective communication skills in English as an essential life skill. The usual method for English language learning revolves around genres within texts, incorporating diverse modes like oral, written, visual, audio, or multimodal learning. Due to variations in English exposure during elementary school, students possess diverse English skills. The diversity of students' ability in English skill and competence may be a challenge for teachers to create effectively them (Reza et al., 2023).

Teachers have primary role in deciding what is needed or what will work best for their students. Research has shown that teachers are one of the factors that determine students' achievement (Sirait, 2016; Wayne et al., 2003). Therefore, English Education Department of Media Nusantara Citra University engages the students in real teaching situation through a teaching practicum at schools for five months. The primary objectives of this practical experience are to apply the theoretical knowledge acquired in the classroom to real teaching situations. Additionally, the practicum aims to cultivate students with the four essential competencies of effective teaching. Some students are placed in schools that have adopted inclusion classes. Students who are conducting teaching practice belong to pre-service teachers. They are individuals who pursue a teaching education program to comprehend, learn, and master the sequential steps involved in educating the next generation of the nation.

Previous study conducted by Weber and Greinerv (2019) reveals that preservice have mostly positive or neutral experiences with inclusive teaching during their teaching practicum. A correlational analysis revealed significant positive relationship between these positive experiences and their self-efficacy and attitudes. Other findings indicates that pre-service teachers hold positive attitudes towards inclusive education. However, they demonstrated a low level of readiness to teach in an inclusive classroom (Yusoff & Marzaini, 2021). The core concepts and principles of inclusive. However, Thai pre-service teachers are more likely to strongly believe that special school education will negatively affect students with disabilities, while inclusive education will have a positive impact. Conversely, Japanese pre-service teachers have a more negative view of the feasibility of inclusive education compared to their Thai pre-service teachers (Nishio et al, 2020). Research to date has not yet determined the English pre-service teachers' beliefs of implementation of inclusive class on Merdeka

Curriculum setting as the Indonesian national curriculum. However, there have been no controlled studies which finding out their beliefs toward it.

This study set out to find out English pre-service teachers' beliefs toward the implementation of inclusive class on Merdeka curriculum. Examining their beliefs is important because it does not only have direct effect on teaching practice but also on students' achievement. It includes he perspectives, attitudes, and opinions. Study on pre-service teachers' beliefs is also crucial for improving teacher training, fostering professional development, and ultimately advancing the quality of education, thereby enhancing the overall success of teachers in their pivotal role. Inclusive education is quite different from regular classrooms; thus, it needs special attention. To achieve educational objectives on inclusive class, teachers should possess awareness of their personal beliefs. They need to be attentive not just to students with disabilities but also to those without disabilities, which is undoubtedly a challenging task. Hence, all stakeholders must exercise caution and provide support to ensure the smooth functioning of inclusive classes. Therefore, the research question can be formulated as follows:

“What are the beliefs of English pre-service teachers regarding the implementation of inclusive classes within the context of the Merdeka curriculum?”

METHOD

Design

This qualitative study looks to uncover how English pre-service teachers' beliefs on teaching English in inclusion class. Qualitative study aims to explore individuals' comprehension of their experiences (Creswell, 2012). This research employs qualitative research methods to delve into the phenomenon, aiming to understand the behaviours and practices of individual participants in real social settings

Participants

There were 5 students of English Department of Universitas Media Nusantara Citra involved. All of them are the 7th semester students who have implemented teaching practice in high school in Jakarta. They taught inclusive class from September 2023 – January 2024. The type of disability and the number of students in the class they taught on their teaching practice are shown in this following table:

Table 1. Types of Disability Found in the Inclusive Classroom

Teacher	Type of Students' Disability	The Number of Students
T1	Attention Deficit Hyperactivity Disorder	1
T2	Attention Deficit Hyperactivity Disorder	2
T3	Attention Deficit Hyperactivity Disorder	1
	Students with hearing impairment	1
T4	Attention Deficit Hyperactivity Disorder	1
T5	Attention Deficit Hyperactivity Disorder	2

Instrument, Data Collection & Data Analysis

The data collection in the qualitative approach involved both semi-structured interviews and open-ended questions. In this study, the 20-to-30-minute interviews for each participant were recorded and transcribed for the analysis. The data analysis followed the three stages outlined by Ary et al. (2010), including familiarizing and organizing, data reduction, and

interpreting and representing the data.

FINDINGS AND DISCUSSIONS

The findings of the study were presented in alignment with the identified problem statement, which focused on issues related to the teachers' beliefs on teaching in inclusive classroom. The result of this research is presented in this part followed by the discussion.

1. Preservice Teachers' Beliefs on Teachers' Role on Inclusion Class in Merdeka Curriculum

Understanding teacher knowledge is a multifaceted matter that encompasses understanding fundamental aspects such as the dynamics of teaching and learning, the notion of knowledge, and how teachers apply their knowledge in practice. Ben-Peretz (2011) reveals that teacher knowledge is a combination of professional expertise, covering both a grasp of general pedagogical principles, skills, and an understanding of the specific subject matter to be taught.

In this research teacher's knowledge on inclusive class of the Merdeka Curriculum defined as how teachers perceive their position and role in carrying out the curriculum. The interview started by asking the preservice teacher about their understanding of the concept of Merdeka Curriculum, the differences of Merdeka Curriculum with the previous curriculum, how they learn this policy, and the concept of the inclusive class in Merdeka Curriculum. Based on the interview, all the 6 preservice teachers comprehend the Merdeka Curriculum and the concept of inclusive education. It is also revealed that they knew this curriculum because there was one course in English Department that discusses this curriculum. Regarding to their role on inclusive class, the preservice teachers gave various answer as it is shown in Table 2.

Table 2. Preservice Teachers' Knowledge on their role on inclusion class in Merdeka Curriculum

Teacher	Preservice Teachers' Knowledge on their role on inclusion class in Merdeka Curriculum
T1	Excerpt 1: "Teachers have important role in Merdeka Curriculum. They have to prepare all material and guide all students in the class. They also have to take care of disable students because sometimes in inclusive class, there is only one teacher who teach the students. "
T2	Excerpt 2: "As I know teachers in inclusion class have the same role with teacher in common class. They should conduct planning, teaching and assessing students. What makes different is that there are some students with special need join the class, so the teachers have to work harder than work in common class. "
T3	Excerpt 3: "I think the role of teacher in inclusive class is like a director because they have to plan, teach and assess the students. They also need to make classroom atmosphere enjoyable to motivate all students to learn English."
T4	Excerpt 4: "After teaching for 5 months in inclusive class, I conclue that the teacher duty is very difficult. This class consist of 1or 2 students with disability that need more attention. So, teacher need extra energy to do their job. Sometimes the students with special needs suddenly cry or scream that disturbing the other students. Teacher do not only make planning, teaching and assessing students, but they have to take care of students with special condition".

T5 Excerpt 5:
 “In inclusive class teacher do more than what teacher do in common class. In common class, teacher make lesson plan, module, material, and exercise. Then they teach the students, give assignment, conducting test and assess the test. In inclusive class, teacher have to make their attention balance among the students including students with disability. Teacher also have to make the class conducive and support the learning.”

The result of interview shows that the preservice teachers aware of their role as teachers in inclusive class. They have main role in planning, teaching and assessing as well deal with the students with special needs in the class. In the Merdeka Curriculum, teachers go beyond merely devising plans and delivering content; they are expected to possess the intention and capability to lead, innovate, and instigate changes (Riowati & Yoenanto, 2022). In this matter teacher’s role is more than sharing knowledge and information; they also attend to students' emotions, motivate them to adapt, and foster the development of their talents. Teachers also play a crucial role in creating a supportive and accessible learning environment for all students.

2. Preservice Teachers’ Beliefs on The Types of Skills Needed to Possessed by Teachers to Teach Inclusive Class.

Based on the interview, it is summarized that there are two skills that preservice teachers considered important skills that must be possessed by teacher to conduct English inclusive class as it is shown in Table 3.

Table 3. Preservice Teachers’ Beliefs on The Types of Skills Needed to Possessed by Teachers to Teach Inclusive Class

Teacher	Preservice Teachers’ Beliefs on The Types of Skills Needed to Possessed by Teachers to Teach Inclusive Class
T1	Excerpt 6: “Among many skills need to have by teachers, the skill they must have in teaching inclusive class is planning skill. How teachers plan the material and activities that can be followed by all students.”
T2	Excerpt 7: “The most important skill is how to manage the class. Effective classroom management is an essential aspect of teaching, as it contributes to establishing the ideal learning environment.”
T3	Excerpt 8: “Teachers have to be able to manage and create conducive, active, effective, creative, and enjoyable learning to make successful learning.”
T4	Excerpt 9: “One of the teachers’ responsibilities is adapting the curriculum to capabilities of students with special needs, selecting suitable methods for delivering content, and creating or selecting teaching aids to facilitate the learning process for students.”
T5	Excerpt 10: “The ability to make interesting material for the students, especially students with special needs.”

The first ability needed is plan the lesson as it is explain by T1, T4 and T5. Effectively planning in teaching involves the thoughtful selection and arrangement of learning materials and methods at various stages such as curriculum development, syllabus creation, scheme of work, and lesson planning. Inclusive lesson preparation is a special way of planning that considers all students, including those with disabilities in the same classroom taught by the same teacher using available resources. According to Muzata and Mahlo (2019), some key

concepts in inclusive planning include curriculum differentiation, availability, accessibility, and adaptability. But in fact, based on the interview it is revealed that the preservice teachers use the same planning for both common students and students with special needs. The reason why preservice teacher does this because they follow what their mentor teachers do and these preservice teachers do not have ability to adjust the module and material. This fact is also supported by [Muzata, et al., \(2021\)](#) who argue that many teachers find it challenging to adapt the curriculum in inclusive settings due to a lack of proper training during their college and school experiences. Curriculum differentiation involves having the skills to meet the learning needs of every child so that each child can participate in the same curriculum.

The next skill needs to acquire by teacher in teaching inclusive classroom is classroom management skill. [Oktavianti and Sudarto \(2020\)](#) explain that success in inclusive education is measured by effective classroom management which supported by various factors such as the classroom environment, teacher, study groups, and the learning implementation process. Teachers need to establish a classroom environment by employing various methods and styles of classroom management. This includes encouraging the participation of both regular students and those with special needs in collaborative learning. The teachers also have to cultivate a positive atmosphere by welcoming, nurturing, and promoting a positive learning attitude that fosters constructive teacher-student relationships. When it comes to enforcing rules and procedures for students with special needs, the teacher tailors them according to the individual abilities of each student.

In the Merdeka Curriculum, teachers are expected not only to excel in teaching and efficient classroom management but also to establish educational connections with both students and the school community. This aligns with the Merdeka Curriculum's emphasis on teachers being well-acquainted with the unique characteristics of their students including students with special needs.

3. Factors Facilitate Successful Implementation of Inclusive Class.

Effective teaching both in common and inclusive class will depend on many factors and this factor must be considered. [Mokaleng and Möwes \(2020\)](#) mention that the stakeholders need to concern related to the policies, attitudes among teachers, teacher training, support, resources, and curriculum-related issues. Furthermore, it is also found by [Rahmayanti \(2020\)](#) that the policy, human resources, information, facilities and financial resources are the main factors impacting the execution of inclusive education.

The result of the interview shows that preservice teachers have different beliefs regarding the factors that need to be considered to improve the quality of inclusive education, as shown Table 4.

Table 4. Factors Facilitate Successful Implementation of Inclusive Class

Teacher	Factors Facilitate Successful Implementation of Inclusive Class
T1	Excerpt 11: “In my opinion, the factors that make inclusion successful are teachers’ skills. Teachers, as instructors, must have skills in teaching and managing the classroom to ensure that all students in the class can learn English effectively.”
T2	Excerpt 12: “Many factors can lead to the success of an inclusive class, but I think the most important thing is the existence of a shadow teacher. When I teach English in an inclusive class, I sometimes feel overwhelmed. I have to take care of 30 students,

	including 2 students with special needs. I really need help from assistant teachers or shadow teachers to take care of the students with special needs.”
T3	Excerpt 13: “The inclusive class will be easier to conduct and more successful if teachers have knowledge of how to teach students and students with disabilities in the same class. Unfortunately, not all teachers have the opportunity to receive training in teaching inclusive classes. Therefore, many teachers face difficulty in teaching.”
T4	Excerpt 14: “Teacher skill and knowledge are very important for the success of inclusive English learning”
T5	Excerpt 15: “I think it's important for an inclusive class to involve shadow teachers because some students need more attention and care”

The interview revealed that, based on preservice teachers' beliefs, there are some factors that lead to the success of inclusive learning. The first factor is teachers' skills in both teaching and managing the classroom, as explained by T1, T3, and T4. The second factor is the number of students in the class. The significance of a teacher's competence in inclusive practice is apparent in its impact on student learning. Generally, research has shown that particular cognitive abilities and personality traits play a role in determining how effective teachers can be in providing high-quality instruction, ultimately contributing to student learning (Pit-ten Cate et al., 2018). As facilitators, teachers play a central role in the knowledge-seeking process. The attitudes of teachers can significantly impact the academic performance of students, particularly those with special needs.

The next factor is the existence of a shadow teacher in the inclusive class. There are two preservice teachers who mention that the help of shadow teachers will lead to the success of an inclusive class. They are T2 and T5. A shadow teacher is an education expert who supports a student with special educational needs to promote their independence and success (Widodo & Umar, 2020). These teachers are well-qualified to guide and aid children dealing with various learning disabilities. Typically, they possess backgrounds in teaching, psychology, early intervention, and/or special needs education, and they undergo additional training from shadow teaching organizations to enhance their skills as shadow teachers. The shadow teacher holds a crucial position in the classroom.

The last factor that leads to the success of inclusive learning is the number of students in the classroom. As mentioned by Teacher 5 in the interview, she felt that the ratio of teachers to students' numbers is imbalanced. She teaches 33 students, including 2 students with special needs. Student-to-teacher ratio is one external factor that can impact teaching and learning effectiveness. This is crucial for meeting the distinct educational needs of students with special needs, ensuring they receive sufficient support and guidance that aligns with their individual abilities. As revealed by Koc and Celik (2015), when there are more students for each teacher, achievement in those places tends to be lower. The research further suggests that hiring additional teachers is necessary to reduce the number of students per teacher, which could lead to improvements in students' achievement.

4. Factors Barriers to Successful Implementation of Inclusive Class.

The interview finding indicated that there are some factors that perceived by the preservice teachers as barriers to the success of inclusive education. As it is shown in the Table

4 those factors are untrained teachers, limited support from government, lack of facilities and class size.

Table 5. Factors Barriers to Successful Implementation of Inclusive Class

Teacher	Factors Barriers to Successful Implementation of Inclusive Class
T1	Excerpt 16: “The factor causing the unsuccessful inclusive class is teachers with low skill and competence. Because the teacher is the facilitator for students to learn, when they can teach and manage the class, the class will not be effective”.
T2	Excerpt 17: “Support from the government is a very important thing. If there is no support in terms of facilities, infrastructure, and financial aid, then it can hinder the success of an inclusive class”.
T3	Excerpt 18: “In the inclusive class, it is possible to receive students with hearing impairment, visual impairment, and other physical disabilities. If the material and facilities do not support, the class cannot run well”.
T4	Excerpt 19: “I think the factors that can be barriers are the teachers that do not have sufficient skill and competence in teaching inclusive class because an inclusive class is different from a common class. So, the teacher has to understand how to deal with this situation”.
T5	Excerpt 20: “Teaching is not an easy job, moreover teaching an inclusive class. We have to understand the characteristics of the students and teach them based on their condition. It is better for the school to adjust the number of students in the class. Because teaching 33 students with 2 students that need more attention in the inclusive class is difficult.”

As T1 and T4 mentioned that the poor quality of teachers hinders the success of inclusive education, the poor quality of teachers hinders the success of inclusive education. Teachers' quality refers to the skills and knowledge that empower a teacher to achieve success. The significance of teachers' competence in inclusive practice becomes apparent in its impact on student learning. Broadly, research suggests that certain cognitive abilities and personality traits play a role in determining the extent to which teachers can effectively provide high-quality instruction, consequently fostering student learning. In inclusive education, teachers are expected to be able to accommodate a diverse group of inclusive students. Nevertheless, teachers frequently experience a lack of readiness and concern when it comes to incorporating students with special education needs into regular classes (Hassanein et al., 2021). But in fact, in Indonesia, many researchers found that the teacher's quality is still inappropriate (Sowiyah & Perdana, 2021; Putri & Ain, 2022). Given this condition, it is necessary for teachers, especially those who teach inclusive classes, to develop their skills and competence

The lack support from government is also cause the barrier for the implementation if inclusive class. This statement is mentioned by T2. Government support is essential for the success of inclusive education due to various reasons; financial resources, policy development, professional development and infrastructure. Government support is crucial in building an inclusive education system that not only meets the diverse learning needs of students but also creates an environment where every student can succeed. In fact, Yuwono & Pasani (2020) found that the support from the government is still limited especially related to the funding and facilities both the national and local governments, as well as from non-governmental organizations. It is also mentioned by Hata et al (2021) in-collaboration research with World

Bank that there are no rules or goals requiring the establishment of inclusive schools in rural areas. As a result, inclusive schools are more commonly found in local governments with better abilities to implement and fund these schools, especially in Java Island. In many areas, there's no assurance that districts even have a single inclusive school for primary and secondary education. This lack of inclusive schools also impacts the quality of teaching and learning. Clear guidelines and formulas for funding are essential, and various levels of administration must be responsible for carrying out Inclusive Education.

The existence of assistive tools in inclusive education cannot be neglected. This is in line with the answer of T3 in the interview. Some the students with special needs require some particular tools for communication and learning. For example, headsticks, lightweight pointers, alternative keyboards, pressure-activated switches, sound- or voice-activated devices, touchscreens, specialized software, and voice-to-text applications empower individuals with disabilities to operate a computer. The quantity of studies has grown annually, and there is a growing variety of options for learning tools and applications (Cheng & Lai, 2020). Primarily, utilizing technology to support special education typically doesn't lead to teaching challenges and teachers may choose the most appropriate tools for disabled students based on varying types and levels of disabilities. The lack of support for accessible areas also needs to be considered because in Indonesia, school grounds often remain uneven with pebbles and rocks, posing challenges to mobility both inside and outside the classrooms. Inside the classrooms, seating arrangements create difficulties, and the presence of numerous stairs in the school adds to mobility challenges (Ulfa et al, 2018).

Traditionally, the emphasis on teacher effectiveness has centered around the quality of teaching and instructional methods. Nevertheless, external factors, such as the student-to-teacher ratio, also play a role in influencing the effectiveness of teaching. In Indonesia, there are no specific provisions that directly mention the number of students with special needs who can learn in inclusive classes, therefore teachers feel inundated due to the substantial quantity of students with special needs in the class (Kartini & Aprilia, 2022). In a classroom containing a considerable and varied student population, along with the inclusion of students with special needs, the workload for regular teachers escalates. Managing students with special needs necessitates more intricate approaches and programs, adding to the challenges faced by educators.

5. The Types of Training Can Be Helpful to Teachers to Implement Inclusive Class.

The final finding of the research suggests that specific training could be beneficial for enhancing teachers' readiness to effectively implement inclusive classroom practices. The result of the interview with five pre-service teachers is shown in Table 6.

Table 6. Training needed by the Teachers

Teacher	The Factor
T1	Excerpt 21: “When I teach the class with students with special needs, I teach them the same as I teach regular students. This is because I don’t know the way to modify the material. I need more knowledge that help me can modify the material and teaching activity.

- T2 Excerpt 22:
"I feel it is not easy to teach students with special needs when they are not enthusiast or experience tantrum. What I need is training on how to deal with this situation."
- T3 Excerpt 23:
"Because I study in English education major, I did not learn teaching students with special need especially how to manage class when they are in bad mood and suddenly angry and cry. I need training to understand more about the characteristic of the students."
- T4 Excerpt 24:
"To make the class run well, I need training to develop my skill and knowledge to develop the lesson for students with special needs in the inclusive class. This is important because it is not effective if we teach students with special needs using the same material and activities the same as regular students."
- T5 Excerpt 25:
I need more knowledge in classroom management. I have to teach 30 students with 2 students with special needs in the same time. This is not easy because sometimes I don't understand how to deal with the students with special needs."
-

Based on the interviews there are two types of training required by pre-service teachers to successfully create an inclusive English classroom. The first is regarding designing individualized learning in the class for students with special needs. As mentioned by T4 and T5, they need this kind of training to modify lessons by considering what students learn, how they learn it, or what they produce during learning activities to fit their readiness, interests, and how they learn best. Modifying lessons helps teachers make sure that every student can understand and participate in the lesson with individual differences. Previous research indicates that teachers have lack ability in planning the lesson (Malata & Muzata, 2022). They often focused only on group work and lectures without considering how students with disabilities could participate. Also, the materials and tools chosen for teaching didn't cater to students with disabilities. The study also found that teachers struggled with inclusive teaching because they didn't have enough knowledge about how to plan lessons that include everyone. The study also found that teachers struggled to teach inclusively because they didn't know how to plan inclusive lessons properly. It suggests that teachers need more training on how to prepare inclusive lessons. Additionally, the training curriculum for teachers should focus more on teaching them how to plan lessons that are inclusive for everyone. Teachers need curriculum that helps with personalized teaching methods or teaching students with special needs. The research results also highlight the significance of exposure to Inclusive Education (IE) during the training phase and the necessity of cultivating the capability to conceptualize and bridge the gap between theory and practical application. This includes understanding both the "what" and "how" of teaching students.

Understanding the concept of inclusive education is crucial for educators in teaching individuals with disabilities. As it is mentioned by T1 and T2 need training that help them fostering conducive class atmosphere. Certain students with special needs may display disruptive actions like sudden emotional outbursts, tantrums, or defiance. These behaviours have the potential to disturb the learning atmosphere and influence the teaching process. Students who have social communication disorders or difficulties with social skills may find it

challenging to comprehend social cues, establish friendships, or engage in group activities. This struggle can result in feelings of social isolation or conflicts with peers. Another type of training is needed, as explained by T5. She mentioned that she needs training about class management. Teachers in inclusive schools should ideally possess specific skills and knowledge related to inclusive education and children with special needs. But in reality, they do not. A study by Yuwono and Okech (2021) indicates that untrained teachers struggle significantly with large class sizes when teaching students with learning disabilities and other special needs. Furthermore, it was found that teachers face challenges in managing the average class size in terms of the teacher-learner ratio. Therefore, it is suggested that it's not just special education teachers who should have this knowledge, as is the current situation also demand the ability how to possess special education classroom management.

CONCLUSION

The result of the study indicates that novice teachers have various beliefs regarding the implementation of an English inclusive classroom in their teaching practice. The first belief concerns on the role of teachers in inclusive classrooms. They all agree that teachers have a crucial role since they have to work much harder than in a general class. They have to conduct planning, teaching, and assessment not only for regular students but also for students with special needs. The second believe is regarding to the skill they need to possess to teach inclusive classroom. They believe that there are two important skills that teacher needs to acquire, they are planning and class management skill. The third believe is them believe on the factors that lead to the successful incorporation of students with special needs in the general education class. They believe that teaching skills, both in instruction and classroom management, the presence of a shadow teacher in the inclusive class, and the student-to-teacher ratio can foster success in inclusive classrooms. They believe that factors such as low teacher quality, minimal government support, the lack of assistive tools, and an imbalanced student-to-teacher ratio may hinder their incorporation of students with special needs into general education classes. The last concern is about training that might help them implement inclusion in the general education classroom. There are three types of training: the first helps teachers design individualized learning for students with special needs, the second focuses on handling disruptive actions of students with special needs, and the third focuses on effective classroom management. The Merdeka Curriculum plays a crucial role in supporting inclusive education by fostering an environment that values diversity and promotes equal access to education for all students, including those with special needs.

REFERENCES

- Ainscow, M., Slee, R., & Best, M. (2019). The Salamanca statement: 25 years on. *International Journal of Inclusive Education*, 23(7-8), 671-676. <https://doi.org/10.1080/13603116.2019.1622800>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). Cengage Learning.
- Bentley-Williams, R., & Morgan, J. (2013). Inclusive education: pre-service teachers' reflexive learning on diversity and their challenging role. *Asia-Pacific Journal of Teacher Education*, 41(2), 173-185. <https://doi.org/10.1080/1359866X.2013.777024>

- Ben-Peretz, M. (2011). Teacher knowledge: What is it? How do we uncover it? What are its implications for schooling? *Teaching and teacher Education*, 27(1), 3-9. <https://doi.org/10.1016/j.tate.2010.07.015>
- Cantos, K. S., Garcés, R. M., & Giler, R. V. (2022). Attitudes towards inclusive education in teaching English as a foreign language: an academic review. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades*, 3(2), 145-153. <https://doi.org/10.56712/latam.v3i2.71>
- Cheng, S. C., & Lai, C. L. (2020). Facilitating learning for students with special needs: a review of technology-supported special education studies. *Journal of computers in education*, 7(2), 131-153. <https://doi.org/10.1007/s40692-019-00150-8>
- Creswell, J. (2012). *Qualitative inquiry and research design: Choosing among the five traditions*. Thousand Oaks, CA: Sage.
- Falvey, M. A., & Givner, C. C. (2005). What is an inclusive school? In R. A. Villa & J. S. Thousand (Eds.), *Creating an inclusive school* (pp. 1–26). Alexandria, VA: Association for Supervision and Curriculum Development.
- Hassanein, E. E. A., Alshaboul, Y. M., & Ibrahim, S. (2021). The impact of teacher preparation on preservice teachers' attitudes toward inclusive education in Qatar. *Heliyon*, 7(9). <https://doi.org/10.1016/j.heliyon.2021.e07925>
- Hata, A., Yuwono, J., Purwana, R., & Nomura, S. (2021). *Embracing diversity and inclusion in Indonesian schools: Challenges and policy options for the future of inclusive education*. Washington, DC: World Bank. <https://doi.org/10.1596/36533>
- Koc, N., & Celik, B. (2015). The impact of number of students per teacher on student achievement. *Procedia-Social and Behavioral Sciences*, 177, 65-70. <https://doi.org/10.1016/j.sbspro.2015.02.335>
- Kartini, A., & Aprilia, I. D. (2022). Challenges and opportunities for regular teachers in the implementation of assessments for students with special needs in inclusive education provider school. *Journal of Education for Sustainability and Diversity*, 1(1), 29–38. <https://doi.org/10.57142/jesd.v1i1.4>
- Kusmaryono, I. (2023). Faktor berpengaruh, tantangan, dan kebutuhan guru di sekolah inklusi di Kota Semarang. *Jurnal Ilmiah Pendidikan Dasar*, 10(1), 12-23. <http://dx.doi.org/10.30659/pendas.10.1.12-23>
- Madhesh, A. (2023). The concept of inclusive education from the point of view of academics specialising in special education at Saudi universities. *Humanities and Social Sciences Communications*, 10(1), 1-7. <https://doi.org/10.1057/s41599-023-01802-y>
- Malata, L. N., & Muzata, K. K. (2022). Lesson preparation for inclusive teaching of learners with disabilities from grade 1 to 7 at Kankumba Primary School. *International Journal of Educational Innovation and Research*, 1(2), 149-162, <https://doi.org/10.31949/ijeir.v1i2.2492>
- Mokaleng, M., & Möwes, A. D. (2020). Issues affecting the implementation of inclusive education practices in selected secondary schools in the Omaheke region of Namibia. *Journal of Curriculum and Teaching*, 9(2), 78-90. <https://doi.org/10.5430/jct.v9n2p78>

- Mpu, Y., & Adu, E. O. (2021). The challenges of inclusive education and its implementation in schools: *The South African perspective*. *Perspectives in Education*, 39(2), 225-238. <https://doi.org/10.18820/2519593X/pie.v39.i2.16>
- Munongi, L. (2022). The child's right to participation: High school learners' understanding and experiences. *Child Care in Practice*, 1-14. <https://doi.org/10.1080/13575279.2022.2037515>
- Muzata, K., & Mahlo, D. (2019). Teachers' knowledge of curriculum adaptation and adaptation strategies for learners with special educational needs in Zambia. *Journal of New Vision in Educational Research*, 1(1), 17-35
- Muzata, K., Simui, F., Mahlo, D., & Ng'uni, P. (2021). Inclusive education status through the lenses of teachers in Zambia. *African Journal of Education* 10(1), 1-20. <https://doi.org/10.21083/ajote.v10i1.6338>
- Nishio, A., Chano, J., Suzuki, Y., & Iketani, N. (2020). Comparing pre-service teachers' attitudes toward inclusive education in Thailand and Japan. *Creative Education*, 11(10), 2096-2105. <https://doi.org/10.4236/ce.2020.1110152>
- Oktavianti, R. N., & Sudarto, Z. (2020). The class management in the setting of students with special needs in inclusive school. In *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 222-225. Atlantis Press. <https://doi.org/10.2991/assehr.k.201201.039>
- Pit-ten Cate, I. M., Markova, M., Krischler, M., & Krolak-Schwerdt, S. (2018). Promoting inclusive education: The role of teachers' competence and attitudes. *Insights into Learning Disabilities*, 15(1), 49-63.
- Putri, M. S., & Ain, S. Q. (2022). Teacher readiness in handling inclusive students in elementary school. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 197-203. <https://doi.org/10.23887/jisd.v6i2.46845>
- Putri, R. F., Darmiany, D., & Husniati, H. (2022). Teacher problems in learning children with special needs at inclusive school SDN 1 Selong. *Progres Pendidikan*, 3(2), 115-120. <https://doi.org/10.29303/prospek.v3i2.233>
- Rahmayanti, K. P. (2020). Factors Influencing the Implementation of Inclusive Education Policy for People with Different Abilities at Primary School in Bogor, Indonesia. In *Proceedings of the 3rd International Conference on Administrative Science, Policy, and Governance Studies*. <https://doi.org/10.4108/eai.30-10-2019.2299337>
- Reza, F., Rohmah, Z., & Abdullah, N. N. (2023). Challenges in implementing Kurikulum Merdeka for EFL teachers. *JEELS (Journal of English Education and Linguistics Studies)*, 10(2), 439-469. <https://doi.org/10.30762/jeels.v10i2.1899>
- Riowati, & Yoenanto, N. H. (2022). Peran guru penggerak pada merdeka belajar untuk memperbaiki mutu pendidikan di Indonesia. *Journal of Education and Instruction*, 5(1), 1-16. <https://doi.org/10.31539/joeai.v5i1.3393>
- Roldán S., Marauri, J., Aubert, A., & Flecha, R. (2021) How inclusive interactive learning environments benefit students without special needs. *Front. Psychol.* 12, <https://doi.org/10.3389/fpsyg.2021.661427>

- Sakiz, H. (2018). Students with learning disabilities within the context of inclusive education: issues of identification and school management. *International Journal of Inclusive Education*, 22(3), 285-305. <https://doi.org/10.1080/13603116.2017.1363302>
- Sari, A. D. P., Ahadin, A., & Fauzi, F. (2023). The teacher constraints in implementation of independent curriculum at SD Negeri Unggul Lampeuneurut Aceh Besar tahun 2022. *Elementary Education Research*, 8(2).
- Sari, C. N., & Hendriani, W. (2021). Hambatan pendidikan inklusi dan bagaimana mengatasinya: Telaah kritis sistematis dari berbagai negara. *Jurnal Ilmiah Psikologi Terapan*, 9(1), 97–116. <https://doi.org/10.22219/jipt.v9i1.14154>
- Sirait, S. (2016). Does teacher quality affect student achievement? An empirical study in Indonesia. *Journal of Education and Practice*, 7(27)
- Sowiyah, S., & Perdana, (2021). Inclusive education in Indonesia: Teachers' perceptions. *WSEAS Transactions on Environment and Development*, 18, 27-36. <https://doi.org/10.37394/232015.2022.18.4>
- Sugerman, D. (2001). Inclusive outdoor education: Facilitating groups that include people with disabilities. *Journal of Experiential Education*, 24(3), 166-172. <https://doi.org/10.1177/1053825901024003>
- Suharsih, S. (2022). Pembelajaran Bahasa Inggris untuk siswa berkebutuhan khusus: Pendekatan, tantangan, dan harapan. *Jurnal Bébasan*, 9(2), 167—177. <https://doi.org/10.5281/zenodo.7498517>
- Ulfa, D. A., Sunardi, S., & Rohmad, Z. (2018). The physical accessibility for children with special needs: Study at inclusive schools in Surakarta city. In *The 2nd International Conference on Child-Friendly Education (ICCE)* (pp. 562–566)
- Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89-122 <https://doi.org/10.3102/00346543073001089>
- Widodo, A., & Umar, U. (2020). Inclusive primary schools without shadow teachers: Can learning services be optimal? *JURNAL EDUCATIVE: Journal of Educational Studies*, 5(2), 96–97. <https://doi.org/10.30983/educative.v5i2.3196>
- Weber, K. E., & Greiner, F. (2019). Development of pre-service teachers' self-efficacy beliefs and attitudes towards inclusive education through first teaching experiences. *Journal of Research in Special Educational Needs*, 19, 73-84. <https://doi.org/10.1111/1471-3802.12479>
- Yusoff, S. M., & Marzaini, A. F. M. (2021). Attitudes toward inclusive education among pre-service teachers. *International Journal of Advanced Research in Education and Society*, 3(3), 152-162. <https://myjms.mohe.gov.my/index.php/ijares/article/view/16055>
- Yuwono, I., & Okech, J. B. (2021). The classroom impact of trained special needs education teachers in selected schools: An evaluation study. *Frontiers in Education*, 6, <https://doi.org/10.3389/educ.2021.630806>
- Yuwono, I., & Pasani, C. F. (2020). Indonesian Inclusive Education " Uniformity in Diversity". *International Journal of Innovation, Creativity and Change*, 13(8), 799–815.