

THE ROLE OF TEACHERS IN CREATING AN INCLUSIVE LEARNING ENVIRONMENT

Yopi Nisa Febianti^{1*}, Azizah Bunga Nandin², Rheidita Kyla Zhafarina Rangkuti³
^{1,3}Swadaya Gunung Jati University, Cirebon

*Corresponding author: taniabekker@yahoo.com

Abstract

This study aims to describe the role of teachers in creating an inclusive learning environment at SMAN 5 Kota Cirebon. Using a qualitative approach and observation and interview methods, this study highlights how teachers manage student diversity and create a supportive classroom atmosphere free from discrimination. The results of the study indicate that teachers have a significant responsibility in adapting teaching methods to student characteristics, conducting initial assessments, and employing flexible approaches. The main challenges faced include a lack of training, limited facilities, and the diversity of students' backgrounds. The strategies implemented involve student-centered learning, the use of interactive learning media, and collaboration between teachers, students, parents, and the community. The conclusion emphasizes the importance of teachers' sincerity and professionalism in creating a fair and humanistic learning environment. With the right approach, an inclusive learning environment can be effectively and sustainably realized.

Keywords: Teachers' Role, Inclusive Education, Learning Strategies.

INTRODUCTION

Inclusive education is an approach in the world of education that focuses on providing equal learning opportunities for all students, including those with special needs. This approach emphasizes that every individual has the same right to obtain a quality education in a supportive and friendly environment without discrimination. In this concept, schools are required to accommodate the needs of students with diverse backgrounds, whether in terms of physical, intellectual, social, or emotional aspects. Inclusive education not only benefits students with special needs but also creates a more empathetic, tolerant, and harmonious environment for all students. In inclusive education, cooperation and collaboration are needed between teachers, school staff, and other professionals, such as psychologists, therapists, or counselors (Taufan & Mazhud, 2014 in Budianto 2023; Nasir, 2024; Yulianti et al., 2024).

Teachers in an inclusive learning environment must be able to understand and manage the diversity of students' needs, both academically and socially (Farikha et al., 2024; Syamsuardi et al., 2024; Nasir, 2024). However, in reality, many teachers still face difficulties in handling differences in the classroom, particularly due to inadequate training. An inclusive learning environment does not only depend on the role of teachers but also on the involvement of various parties, including educational staff, parents, and the surrounding community (Amahoru & Ahyani, 2023; Ridiyawati, 2025; Muhklis et al., 2025).

Collaboration between schools and parents is a crucial factor in supporting students' holistic development.

The main challenges faced in implementing inclusive education in secondary schools include a lack of training for educators, limited facilities to support students with special needs, and low community awareness of the importance of inclusive education. Many teachers and educators lack sufficient knowledge, skills, and understanding of inclusive teaching strategies and how to manage special educational needs in the classroom. The lack of adequate facilities and supporting resources is also a barrier to the implementation of inclusive education. Many schools are not equipped with adequate accessibility, such as bathrooms and toilets that can be accessed by students with special needs. Additionally, assistive listening devices, technological tools, and other resources supporting inclusive learning remain severely limited (Juntak et al., 2023 in Mardhiah 2024; Najva et al., 2024; Salma & Najibah, 2025). To address these challenges, effective and sustainable strategies are required. Teachers need to be provided with regular training to gain a better understanding of inclusive education and be able to apply learning strategies that are appropriate to the needs of students. Schools must also provide adequate facilities, such as physical accessibility, supporting technology, and appropriate learning aids.

This study discusses in depth the role of teachers in creating an inclusive learning environment at SMAN 5 Kota Cirebon, including the challenges faced and strategies that can be applied at SMAN 5 Kota Cirebon. With understanding and support from various parties, it is hoped that an inclusive learning environment can be realized effectively and sustainably.

METHOD

This study uses a qualitative approach with observation as the main technique to describe in depth the role of teachers in creating an inclusive learning environment. The research was conducted at SMAN 5 Kota Cirebon. The population in this study was all teachers at SMAN 5 Kota Cirebon, but due to time constraints and research needs, the sample was taken purposively, namely several teachers who were directly involved in learning that involved students from diverse backgrounds. Data collection techniques were carried out through direct observation in the classroom, semi-structured interviews with teachers and educational staff, and documentation related to inclusive programs or policies at the school.

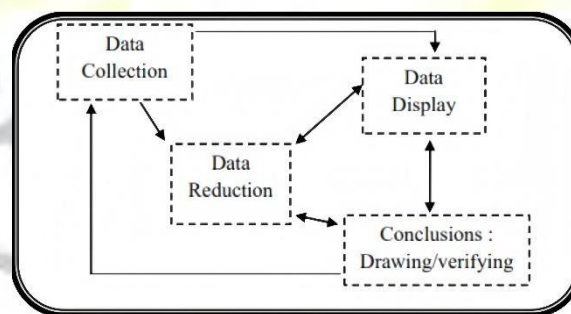


Figure 1. Data Analysis Process

The research data were analyzed using the Miles, Huberman, and Saldana model data analysis technique (Miles, Huberman, & Saldana, 2014 in Wibowo et al., 2024); Barokah, 2025; Muthmainah, 2022). The data analysis process in this study was conducted in three stages: data reduction by sorting relevant information from observations, interviews, and documentation; systematic presentation of data in narrative and visual forms to facilitate understanding; and drawing conclusions by interpreting the data to answer the research

questions about the role of teachers, challenges, and inclusive learning strategies at SMAN 5 Kota Cirebon.

RESULTS AND DISCUSSIONS

The results of this study will be presented based on interviews conducted on April 22, 2025. The research data covers the role of teachers in creating an inclusive learning environment, the challenges faced, and strategies that can be applied at SMAN 5 Kota Cirebon. Creating an inclusive learning environment is a priority for teachers. By accommodating the diverse cultural backgrounds of students, teachers organize storytelling activities where students can discuss the traditions and values of their respective cultures. This effort not only enhances mutual respect but also enriches their understanding of diversity. The teaching materials used include various cultural perspectives, and students are encouraged to collaborate on group projects that incorporate elements from various cultures (Budianto, 2023; Mokoginta et al., 2025; Putra et al., 2025).



Figure 2. Interview Documentation

Based on interviews conducted with informant Mrs. Hernawati, an English teacher at SMAN 5 Kota Cirebon, it was found that, "An inclusive learning environment is one that supports and accepts students without discrimination. A teacher must be able to accept and educate their students sincerely, regardless of whether the child has special needs, and accept various characteristics of students or learners with kindness and sincerity."

The interview results indicate that an inclusive learning environment is a place that supports and accepts all students without discrimination, regardless of their abilities, backgrounds, or special needs. This indicates that all students at SMAN 5 Kota Cirebon, without exception, should be given equal opportunities to learn, develop, and actively participate in the teaching and learning process. It emphasizes that a teacher must be able to teach wholeheartedly, without distinguishing whether a student has special needs or not. Teaching wholeheartedly reflects professionalism and concern for the progress of all students, and is the main foundation for creating a comfortable and meaningful learning environment. Educators at this institution are expected to be figures who can accompany students from diverse backgrounds with love and responsibility.

The interview was also conducted to understand the importance of inclusivity in learning. A conducive learning environment encompasses the atmosphere of the teaching and learning process at school. When students feel safe, valued, and cared for during the learning process, they tend to be more actively involved, participate in discussions, and dare to express their opinions and ask questions (Jummusarsi and Nevyani Suhaili, 2020 in Manalu et al., 2025; Putri et al., 2025; Sapna et al., 2025).

Based on the results of an interview with Mrs. Hernawati, an English teacher at SMAN 5 Kota Cirebon, it was found that, “Teachers must go the extra mile to deal with students with special needs; they must not give up, they must continue to learn how to handle situations and conditions beyond their capabilities, and they must collaborate because education is not just about teachers and students, but there must be collaboration between teachers, students, parents, families, and the environment.”

The interview results indicate that an educator should avoid any form of favoritism toward all students, under any circumstances, including students with special needs at SMAN 5 Cirebon City. He believes that being an educator who is attentive and caring toward the uniqueness of each child in the class enables him to adjust his teaching style to the needs of each student, including providing additional support outside of class if needed. How important it is to have an unyielding spirit of learning so that one can understand the conditions of students that may exceed the teacher's initial expectations.

Building an inclusive school culture that values diversity requires time and collaborative efforts from the entire school community (Syafiqurrohman, 2020; Hendayati et al., 2025; Nasir, 2024). Support from parents and the community also plays an important role in the success of inclusive education. Parents who understand the importance of inclusive education are more likely to support such policies and contribute to creating a positive learning environment for their children (Purwati et al., 2022 in Nisa et al., 2025; Hosnan & Halim, 2024; Putri et al., 2025).

Interviews were also conducted to identify the challenges faced by teachers in creating an inclusive learning environment. The results of the interview conducted by the researcher with informant Mrs. Hernawati, an English teacher at SMAN 5 Kota Cirebon, stated that, “There are many challenges, and the characteristics are diverse, ranging from different family backgrounds, different parenting styles, and different regions, all of which must be united in one class. Classroom issues and challenges include diverse students, such as those who are lazy, or where one student differs from others in terms of knowledge or comprehension ability.”

The interview results indicate that teaching and learning challenges in education are complex and closely tied to the unique characteristics of each student at SMAN 5 Cirebon City. These differences include family background, parental upbringing, and the diversity of their places of origin. For teachers, all these variations present their own challenges, as they must be able to integrate these diverse backgrounds into a conducive and supportive classroom environment. They must also possess social and emotional skills to understand and respond to each student's personality on a personal level. Another challenge is the lack of understanding among teachers about inclusive teaching methods. Despite training, many teachers still find it difficult to adapt their teaching methods to meet the individual needs of each student (Faiz et al., 2022 in Nisa et al., 2025; Honey & Syakirin, 2023; Maryam et al., 2024). In dealing with students who show a lack of motivation to learn, methods are needed that do not rely solely on the teacher's role but also involve collaboration among students, the school, and the surrounding environment, including families.

Interviews were also conducted to identify strategies that can be applied in creating an inclusive learning environment. Emphasizing the importance of teachers in providing solutions and addressing issues faced, both by themselves and by students. With various roles and responsibilities, teachers have the ability to build and maintain a positive learning environment. Through an inclusive teaching approach, effective classroom management, and good interpersonal relationships with students, teachers can create a classroom

atmosphere that supports the learning process and student development (Mustafa et al., 2019 in Manalu et al., 2025; Aulya, 2024; Hutama et al., 2024).

The results of the researcher's interview with informant Mrs. Hernawati, an English teacher at SMAN 5 Kota Cirebon, stated that, "Teachers are required to be creative. For example, in the classroom, there must be an assessment at the beginning to determine the extent of students' knowledge and mastery. From there, one can determine if a student prefers audio-visual, visual, or tactile/kinesthetic learning, meaning the teacher must learn more techniques in that area. Some students like to take notes, while others do not. Teachers should not equate fairness with giving everyone the same amount of attention, but rather allocate attention according to the needs of the students."

The interview results show that, in today's modern education era, teachers are expected to be able to create new things in designing and implementing teaching methods in the classroom. This is crucial because each student has a unique level of understanding and learning style. Therefore, it is important for teachers to conduct initial assessments in the classroom to determine students' basic abilities, including how they digest lesson material. With this data, teachers can design learning activities that are relevant to the needs and preferences of each student at SMAN 5 Kota Cirebon, whether they prefer audio-visual learning, visual learning alone, or more dynamic learning that requires physical involvement. Understanding students' learning styles is key for teachers to determine the appropriate teaching methods. In such circumstances, teachers should not treat all students uniformly but should act wisely by providing learning opportunities tailored to each student's needs.

Interviews were also conducted to understand the role of teachers in creating an inclusive learning environment. The primary focus of teacher professional development lies in developing a new curriculum approach that supports educational integration. The role of shadow teachers in inclusive education includes a number of tasks, such as: (1) Assisting students in understanding lesson material, (2) Actively participating in classroom learning activities, (3) Informing teachers if students are having difficulty understanding the material, (4) Encouraging students to adopt a positive attitude toward new tasks and practicing self-control, (5) Helping students share interests with peers, (6) Supporting students in socializing with classmates, and (7) Training students' independence in participating in classroom activities (Mittler, 2000 in Manalu et al., 2025; Sabtina et al., 2024; Alwis et al., 2024).

The results of the researcher's interview with informant Mrs. Hernawati, an English teacher at SMAN 5 Kota Cirebon, stated that, "Assessment first, diagnostic, to determine the extent of students' knowledge, what learning model suits the child, after understanding the students' characteristics, then apply the appropriate methods and techniques. To standardize it, we can use games/Infocus on the screen that can be touched, so everything can be covered with different characteristics, so there is audio, visual, and those who like to move can come forward by touching the screen."

The interview results indicate that the first wise step in effective learning is to evaluate or identify students' needs. This aims to measure students' current level of understanding and find the most suitable learning method for them. Mrs. Hernawati emphasized the importance of understanding whether students lean more toward audio, visual, or kinesthetic learning styles. With this understanding, teachers can adjust their approach to presenting material. Once students' characteristics are understood, teachers can then determine relevant teaching methods and techniques. Integrating diverse learning styles in the classroom can be achieved

by utilizing engaging and interactive learning media. For example, using projectors or touchscreens to present visual and audio materials simultaneously.

Figure 3. The Role of Teachers in Creating an Inclusive Learning Environment

The results of the interview conducted by the researcher with Mrs. Hernawati, an



English teacher at SMAN 5 Kota Cirebon, stated that, “Teachers should never tire of learning, reading, and continuing to learn.” Teacher training must be conducted continuously to ensure educators have a deeper understanding of inclusive teaching methods (Hasvia, 2022 in Nisa et al., 2025; Amelia, 2023; Kusumaningrum et al., 2024).

CONCLUSION

Teachers play a key role in creating an inclusive learning environment at SMAN 5 Kota Cirebon. A teacher's responsibilities extend beyond teaching; they also act as facilitators who can accommodate, understand, and adapt the learning process to meet the individual needs of each student. A genuine, empathetic, and fair attitude is essential for successfully managing diversity within the classroom. Some challenges include insufficient training, inadequate facilities, and variations in student characteristics. Nevertheless, by implementing flexible strategies such as initial assessments, different learning approaches for each individual, and collaboration between teachers, students, and parents, a friendly and supportive learning environment can be created. Teachers are also required to continue learning, update their teaching methods, and maintain their dedication to creating inclusive, fair education that provides social justice for all students.

REFERENCES

- Alwis, D. A. Y., Turrohma, M., & Fadriati, F. (2024). Hakikat Belajar dan Pembelajaran dalam Konteks Pendidikan. *Indo-MathEdu Intellectuals Journal*, 5(3), 3707-3715. <https://doi.org/10.54373/imeij.v5i3.1403>
- Amahoru, A., & Ahyani, E. (2023). Psikologi pendidikan inklusif: menciptakan lingkungan belajar yang ramah bagi semua siswa. *Indo-MathEdu Intellectuals Journal*, 4(3), 2368-2377. <https://doi.org/10.54373/imeij.v4i3.522>
- Amelia, U. (2023). Tantangan pembelajaran era *society* 5.0 dalam perspektif manajemen pendidikan. *Al-Marsus: Jurnal Manajemen Pendidikan Islam*, 1(1), 68-82. <https://doi.org/10.30983/al-marsus.v1i1.6415>
- Aulya, C. N. (2024). Peran Guru Pendidikan Agama Islam dalam Merealisasikan Tujuan Proyek Penguatan Profil Pelajar Pancasila (P5). *Jurnal Pendidikan Dan Pembelajaran*, 3(01), 282-293. <https://doi.org/10.70294/juperan.v3i01.414>
- Barokah, N. (2025). Konstruksi Pengetahuan Siswa SD Tentang Gerhana Melalui Integrasi Sains dan Kearifan Lokal: Studi Kasus Bancakan Gerhono di Desa Boja Kecamatan Tersono

Kabupaten Batang. *Jurnal Bintang Pendidikan Indonesia*, 3(1), 345-359. <https://doi.org/10.55606/jubpi.v3i1.3570>

Budianto, A. A. (2023). Pentingnya pendidikan inklusif: Menciptakan lingkungan belajar yang ramah bagi semua siswa. *Jurnal Kajian Pendidikan Dan Psikologi*, 1(1), 12-19. <https://doi.org/10.61397/jkpp.v1i1.10>

Farikha, L., Lestari, G. P., & Mustafidah, A. N. (2024). Peran Guru dalam Menciptakan Lingkungan Belajar yang Inklusif Di Sekolah Dasar. *Elementary Journal: Jurnal Pendidikan Guru Sekolah Dasar*, 7(2), 187-197. <https://doi.org/10.47178/thnj6015>

Hendayati, D., Caroline, C., & Firmansyah, F. (2025). Pendidikan Inklusif Yang Berkeadilan: Analisis Literatur dan Implikasinya untuk Kebijakan Pendidikan. *Jurnal Ilmiah Edukatif*, 11(1), 26-36. <https://doi.org/10.37567/jie.v11i1.3543>

Honey, E. A., & Syakirin, R. I. (2023). Penerapan model pembelajaran personal dalam mendukung diferensiasi pengajaran untuk siswa berkebutuhan khusus. *Chatra: Jurnal Pendidikan Dan Pengajaran*, 1(2), 54-62. <https://doi.org/10.62238/chatra.v1i2.75>

Hosnan, M., & Halim, A. (2024). Implementasi Pendidikan Islam Berbasis Inklusif di Pesantren: Strategi Kiai dalam Mendidik Santri Berwawasan Inklusif. *Jurnal Pemikiran dan Ilmu Keislaman*, 7(1), 1-37.

Hutama, A., Arifin, I. Z., & Satriah, L. (2024). Penerapan Komunikasi Terapeutik Islami dalam Mengatasi Problematika Psikologis Siswa-Siswi di Madrasah. *Jurnal komunikasi*, 3(2), 116-131. <https://doi.org/10.30993/jurnalkomunikasi.v3i2.489>

Kusumaningrum, H., Hakim, A. R., Rajab, A. R. N., & Kiram, R. F. (2024). Implementasi model manajemen strategik sumber daya manusia dalam peningkatan kualitas pendidikan. *GEMILANG: Jurnal Manajemen dan Akuntansi*, 4(3), 115-127. <https://doi.org/10.56910/gemilang.v4i3.1577>

Manalu, K., Siregar, K. H., Syaroh, M., Putri, M., Arifah, M., & Puteri, A. (2025). Peran Guru dalam Menciptakan Lingkungan Belajar Inklusif yang Ramah bagi Siswa Dengan Gangguan Emosional dan Perilaku. *Indo-MathEdu Intellectuals Journal*, 6(2), 2189-2200. <https://doi.org/10.54373/imeij.v6i2.2857>

Mardhiah, A. (2024). Tantangan Pelaksanaan Pendidikan Inklusi di Sekolah Dasar Negeri 7 Trienggadeng Pidie Jaya. *Intelektualita*, 13(1). <http://dx.doi.org/10.22373/ji.v13i1.25170>

Maryam, M., Nasrullah, A., & Aliyah, S. R. (2024). Implementasi Pendidikan Inklusif pada Siswa Berkebutuhan Khusus. *Journal of Instructional and Development Researches*, 4(5), 418-430. <https://doi.org/10.53621/jider.v4i5.386>

Mokoginta, D., Pomalingo, S., & Ismail, R. P. (2025). Lingkungan Belajar Abad 21 Pada Pembelajaran Pendidikan Kewarganegaraan (PKN) Di Sekolah Dasar Negeri (SDN) 3 Tapa, Kabupaten Bone Bolango. *SINERGI: Jurnal Riset Ilmiah*, 2(4), 1827-1838. <https://doi.org/10.62335/sinergi.v2i4.1094>

Mukhlis, M., Amal, A., & Hidayat, F. (2025). Edukasi dan Kesadaran untuk Menciptakan Lingkungan yang Aman dan Inklusif di SD Inpres Bontoala I Desa Taeng Kecamatan Pallangga. *Bima Abdi: Jurnal Pengabdian Masyarakat*, 5(1), 113-125. <https://doi.org/10.53299/bajpm.v5i1.1342>

Muthmainah, M. (2022). Peran Guru dalam Melatih Anak Mengelola Emosi. *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 6(1), 63-76. <https://doi.org/10.24853/yby.6.1.63-76>

Najva, M. A. N., Thania, R. K., & Bukhari, M. K. (2024). IMPLEMENTASI PROGRAM PENDIDIKAN INKLUSI DI SEKOLAH DASAR KUPU-KUPU JAKARTA. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 183-195. <https://doi.org/10.23969/jp.v9i3.15104>

Nasir, M. F. A. (2024). Membangun Madrasah Inklusif: Upaya Menuju Sekolah Ramah Diversitas Melalui Implementasi Pendidikan Inklusif Di Madrasah Ibtidaiyah. *Jurnal Pendidikan Dasar Islam*, 6(1), 21-44.

Nisa, F., Winarto, K. H., Zulkarnaen, L., & Faiz, A. (2025). ANALISIS IMPLEMENTASI PENDIDIKAN INKLUSIF DI SDN MARGOREJO 1 SURABAYA. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01), 212-226. <https://doi.org/10.23969/jp.v10i01.23825>.

Putra, W., Yusuf, M., & Hadijaya, Y. (2025). Manajemen Kurikulum dan Pembelajaran dalam Pendidikan Multikultural. *ALACRITY: Journal of Education*, 257-275. <https://doi.org/10.52121/alacrity.v5i1.644>

Putri, F., Jayan, A. A., & Safitri, S. (2025). Transformasi Peran Guru Dalam Meningkatkan Motivasi Belajar Siswa: Strategi Inovatif dan Tantangan Kontemporer. *JURNAL PENDIDIKAN DAN PEMBELAJARAN: Kajian Teori dan Praktik Kependidikan*, 6(1), 1-21. <https://doi.org/10.1212/vhq8jd73>

Putri, W. P., Putri, H. A., & Setyo, B. (2025). Rendahnya Literasi Pendidikan Inklusi pada Pendidikan Anak Usia Dini di Kabupaten Ngawi. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 5(2), 540-554. <https://doi.org/10.53299/jppi.v5i2.1242>

Ridiyawati, A. E. (2025). PERAN GURU DALAM IMPLEMENTASI PEMBELAJARAN BERBASIS TRI PUSAT PENDIDIKAN DI SDN 01 KLEGEN. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01), 357-365. <https://doi.org/10.23969/jp.v10i1.20792>

Sabtina, D., Nasution, R. A., Rahayu, P., & Hafis, B. (2024). Manajemen Pembelajaran Bagi Anak Tunanetra di SLB TPI ABC Medan. *Indo-MathEdu Intellectuals Journal*, 5(1), 169-179. <https://doi.org/10.54373/imeij.v5i1.587>

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

Sapna, S., Lailawati, N., Rahimah, R., Prahesti, D. T. D., Pratiwi, D. A., & Aslamiah, A. (2025). Peran Guru Penggerak dalam Implementasi Kurikulum Merdeka di SDN Seberang Mesjid 1. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 4(1), 214-223. <https://doi.org/10.31004/jpion.v4i1.331>

Syafiqurrohman, M. (2020). Implementasi Pendidikan Akhlak Integratif-Inklusif. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 12(1), 37-48. <https://doi.org/10.37680/qalamuna.v12i01.240>

Syamsuardi, E. M., Ridha, A., Yolanda, D., & Hudia, T. (2024). Peran Guru Dalam Membentuk Lingkungan Belajar Multikultural Yang Inklusif. *Paramurobi: Jurnal Pendidikan Agama Islam*, 7(1), 63-77. <https://doi.org/10.32699/paramurobi.v7i1.6357>

Wibowo, Y. R., Hidayat, N., & Salfadilah, F. (2024). Peran Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 5601-5618. <https://doi.org/10.23969/jp.v9i1.11991>

Yuliyanti, M., Agustin, A., Utami, S. D., Purnomo, S., & Wijaya, S. (2024). Mengembangkan Pendekatan Pendidikan Inklusif Untuk Anak Berkebutuhan Khusus Di Sekolah Dasar: Strategi Desain Dan Implementasi Pembelajaran. *Jurnal Inovasi Pendidikan*, 6(1).