



Implementation of the Inclusion Program in the Performing Arts Class at XYZ School in Jakarta

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Abstract: Every learner matters equally despite all learning needs, and to achieve this, the implementation of inclusion is important, especially in teaching and learning. Inclusion means providing opportunities for all students with unique learning needs to learn with other students in a general educational environment. Successful inclusive education acknowledges, comprehends, and addresses student variety and variances. This present study aimed to know the implementation of inclusion programs in the Performing Arts class at XYZ School. The study involved eight Arts teachers. The research used a research design to obtain data or information through teachers' questionnaires and open-ended questions through interviews about inclusion programs, especially in Performing Arts education. The questions were designed in a Likert Scale format. The finding showed that most teachers understand the importance of inclusion programs in teaching and learning. The result showed that 2 (25%) teachers strongly agreed and 6 (75%) teachers agreed that the inclusion program is important to be implemented in the school. Some strategies and challenges were also shared during the interview. Hence, to complete this challenging task, teachers, parents, and schools need to collaborate to achieve common objectives. Furthermore, facilities, professional development, training, and collaboration are essential to support inclusion. The study's findings, teachers, believe that inclusion programs are important, and to complete this challenging task, teachers, parents, and schools need to collaborate to achieve common objectives.

Abstrak: Setiap peserta didik sama pentingnya terlepas dari semua kebutuhan belajar, dan untuk mencapai ini, penerapan inklusi penting, terutama dalam proses belajar mengajar. Pendidikan inklusif artinya memberikan kesempatan bagi semua siswa dengan kebutuhan belajar yang unik untuk belajar dengan siswa lain dalam lingkungan pendidikan umum. Pendidikan inklusif dapat berhasil melalui penerimaan, pemahaman, dan perhatian terhadap perbedaan dan keragaman siswa. Penelitian ini bertujuan untuk mengetahui implementasi program inklusi pada kelas Seni Pertunjukan di Sekolah XYZ. Penelitian ini melibatkan delapan guru Seni Rupa. Penelitian ini menggunakan desain penelitian untuk memperoleh data atau informasi melalui angket guru dan pertanyaan terbuka melalui wawancara tentang program inklusi khususnya pada pendidikan Seni Pertunjukan. Pertanyaan dirancang dalam format Skala Likert. Hasil temuan menunjukkan bahwa sebagian besar guru memahami pentingnya program inklusi dalam proses belajar dan mengajar. Hasil penelitian menunjukkan bahwa 2 (25%) guru sangat setuju dan 6 (75%) guru setuju bahwa program inklusi penting untuk diterapkan di sekolah. Beberapa strategi dan tantangan juga disampaikan selama wawancara. Oleh karena itu, untuk menyelesaikan tugas yang menantang ini, guru, orang tua, dan sekolah perlu berkolaborasi untuk mencapai tujuan bersama. Lebih lanjut, ditemukan bahwa fasilitas, pengembangan profesional, pelatihan, dan kolaborasi sangat penting untuk mendukung inklusi. Temuan studi ini, guru, percaya bahwa program inklusi itu penting, dan untuk menyelesaikan tugas yang menantang ini, guru, orang tua, dan sekolah perlu berkolaborasi untuk mencapai tujuan bersama.

A. Introduction

Education is essential for a successful future of a nation and is expected to enable children to reach their full potential. Mulyadi (2017) mentioned that a nation's foundation is its education system because it defines the quality of its human resources. Every child has the right to have equal access to education. The 1948 Universal Declaration of Human Rights included education as a fundamental human right:

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.”

This matter has also been one of the Sustainable Development Goals, which is goal number 4: Quality Education, adopted by all United Nations Member States in 2015. Moreover, Indonesian Law No. 23, the year 2022 about Child Protection, mentioned that "child protection is an effort to guarantee and protect children and their rights to live, grow and develop optimally by the dignity of humanity, and receive protection from violence and discrimination".

Convention on the Rights of Persons with Disabilities (CRPD) General Comment No.4 from 2016, “inclusive education requires an in-depth transformation of education systems in legislation, policy, and the mechanisms for financing, administration, design, delivery and monitoring of education” (Naomi, 2019).

In line with this, the implementation of inclusive education is important. Inclusive education allows all students, regardless of differences, to participate in learning and develop their skills alongside other students. The 1994 Salamanca Declaration (UNESCO) proclaims that:

“Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide practical education to the majority of children and improve the efficiency and, ultimately, the cost-effectiveness, of the entire education system.”

The Salamanca Declaration mentioned that inclusive education is one of the programs suitable for children with special learning needs to survive in the community. There are many perceptions and ideas around the world regarding inclusive education, which makes it a challenging subject to describe. Stubbs (in Imonje et al., 2018) defines "Inclusive education as a wide range of strategies, activities, and processes that seek to make a reality of the universal right to quality, relevant and appropriate education." A rights-based and social model is the main issue with inclusive education; the system should adjust to the child, not the other way around. In other words, inclusion encourages all students' involvement in the educational activities of a general group of their peers, regardless of labels associated with disabilities. UNESCO (2016) has stated that:

“However, the field remains confused about what inclusion means, in some countries, inclusion is still considered as an approach to serving children with disabilities within general education settings. However, it is increasingly seen more broadly as a reform that supports and welcomes diversity among all learners. It presumes that inclusive education

aims to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability. It starts from the belief that education is a basic human right and the foundation for a more just society”.

The term “inclusion” is now being promoted in the education system. Inclusive education in Indonesia is still relatively new and cannot be adopted globally. A process of adjustment is always needed when a new system in education is implemented. Additionally, the idea of inclusive schools differs significantly from the approach to education that has so far been fragmented. Making sure that teachers understand the new system and offering examples are two variables that are crucial to its implementation.

Students with or without special learning needs can learn and have many advantages from the inclusive educational environment. Inclusion gives students with special learning needs the chance to form relationships and socialize with their general classmates and is also meaningful for their lifelong journey. Furthermore, research has shown that students without special learning needs who participated in inclusive settings thought the experience was worthwhile and helped them learn how to handle challenges in their daily lives.

Teachers must be able to modify their lesson plans to promote inclusion and suit the student's learning challenges and frequently assist other students. The teacher's flexibility is an important component of inclusive education. Teachers are responsible for researching various teaching methods and strategies in teaching and learning that promotes inclusion, which means that students have equal access to education.

Teachers practicing inclusive teaching must ensure that all students in a class have access to learning opportunities. The teacher needs to prepare activities for all learners while also planning to address individual needs within the framework of a whole-class setting. Most teachers in today's schools are familiar with "differentiation." O'Brien and Guiney mentioned that "planning to address a wide range of needs within a single class requires that teachers be able to provide work at different levels, deliver this at a variable pace, and use a diversity of resources according to the needs of individuals" (Rose & Howlie, 2012).

Lewis (Rose & Howlie, 2012) identified 11 differentiating strategies that teachers can employ to support learning:

“Differentiation of content: e.g., pupils in a group all work toward a single aim, such as reading competence, but use several different reading schemes to get there.

Differentiation by interest: e.g., all pupils produce graphs, but their graphs represent different data according to personal interest.

Differentiation of pace: all pupils work on the same task or with the same materials, but the teacher has different expectations of the time required for completion.

Differentiation of access: materials or working methods are different for individual pupils. E.g., while one pupil writes with a pencil, another uses a computer, and another produces pictorial work.

Differentiation of outcome: e.g., one pupil writes a story, another draws a picture to tell the story, and another records the story on audio tape.

Differentiation of curricular sequence: pupils enter the curriculum at different points or take part in it in a different order from their peers.

Differentiation of structure: some pupils work on step by step (task analyzed curriculum) whilst others work on 'chunks'.

Differentiation of teacher time: the teacher gives some pupils more time during specific tasks to ensure access.

Differentiation of teaching style: e.g., some pupils may require individual instruction while others can work in small groups or pairs.

Differentiation of level: all pupils work through a similar sequence, in maths, for example, but at various levels.

Differentiation by grouping: the teacher groups particular pupils together for specific activities. Pupils act as supporters or work with peers with whom they are comfortable or confident." Lewis as cited in (Rose & Howlie, 2012)

Inclusion in this study refers to allowing average and special needs children to spend at least some time together in a regular classroom. Furthermore, inclusive education is a worthy goal, and the process is dynamic and ongoing. It is essential to be taught in all disciplines in the school, including Performing Arts class (music, dance, and drama). Performing arts can lead to individual advantages, such as boosting self-esteem, social issues, communication with others, and also being suitable for health (mentally and physically). The performing arts are an excellent way to connect with the broader community and other groups in many fields. Through performances, concerts, and musical and dance performances, children can showcase their talent and develop their self-confidence in public. By situating the performance experience through performing arts, "students contributed the affective information to measure the quality of their experience within the context of their lives" (Foreman & Dervin, 2013).

To implement inclusion in teaching and learning, teachers can practice cognitive, verbal, social, emotional, and physical skills and provide arts experiences while incorporating them into themes and connecting them to the material using creative expression and arts. Developing an inclusive classroom while incorporating the arts promotes diversity and differentiation and provides opportunities for children to feel good about learning from one another without feeling different.

For inclusion to become effective, teachers must believe in the value of arts learning engagements for every student regardless of ability level. Arts education benefits children's growth on several levels, including cognitive, socio-cultural, and socio-emotional development, and provides them with tools to excel in school. Artistic experience is necessary for developing creative abilities and reflection and supporting creativity, which is an essential component of personal success. Developing children's creativity, critical thinking, and social skills through art education can be important for improving children's skills and upholding their rights. Children are connected in various ways, including social, physical, emotional, and cognitive. One of the Art aspects is the Performing Arts. The performing arts blend music, dance, and drama which play a massive role in helping

children develop their creative skills. Performing arts also teaches children language and communication skills, helping them communicate confidently and effectively with others.

Performing Arts (in [Merriam-Webster.com](#), nd) is “types of art (such as music, dance, or drama) that are performed for an audience”. The performing arts provide students with access to various cultural experiences and various opportunities for cultural adaptation. Dance, music and drama (theater) are all included in the subject discipline known as performing arts. Each subject is also intended to promote critical, deliberate, and informed practice, assist students in comprehending the dynamic and ever-evolving character of art, explore the variety of art across time, geography, and culture, and develop their ability to convey art confidently and competently. A child's general development must learn about and experience art since it fosters creativity, critical thinking, problem-solving skills, and social interactions.

International Baccalaureate (IB) Programme ([Organization, 2009](#)) mentioned that art should be taught through units of inquiry to promote student curiosity and provide children with a meaningful and authentic atmosphere to produce and respond to art. The study of art is incorporated into the curriculum as a crucial subject. The performing arts (dance, theater, music) and visual arts are required of all students. International Baccalaureate (IB) Programme stated, "In our rapidly changing digital age, students inhabit a world saturated with images, sounds, and performances. Students in the Primary Years Programme (PYP) continually explore imaginative uses of new media tools beyond their basic functional applications, discovering alternative or individual ways to conceptualize the role of digital technologies in their lives. The arts develop innovative thinking and creative use of technologies and prepare students to participate fully in this multifaceted world”.

According to IB Programme ([Organization, 2009](#)), performing arts use creativity to convey a practical, educational, cultural, or personal message. Relationships are established between the artist and the audience, allowing them to make informed opinions and decisions. One of the art forms of performing arts is dance, which fosters a sense of community and plays a significant role in society. Dance explores ways to express oneself through movement as a form of art and creative imagination; music which allows children to communicate in unique and creative ways. Music experience and learning begin with voice, creative processes, advances in imagination, and drama which investigates how we physically and vocally express ourselves. Facial expressions, gestures, inventive movements, postures, and singing skills can all be used in acting training to impart emotional or cultural meaning to your character or story.

In incorporating learning engagement in the classroom, teachers must be patient with students who learn slower and must accept the responsibility that motivates all learners, with or without special learning needs. They must think that all students can grow in their participation and creativity, experience success, and enjoy participating in the performing arts. All learners must participate cooperatively, with teachers using ways to foster these qualities. Teachers' delivery of developmentally appropriate instruction must also consider the varied requirements, learning preferences, and life experiences of each

student. The inclusive process will appeal to teachers who view every situation as a teaching opportunity.

Previous researchers (Li et al., 2021) stated that an “inclusive program means that students can learn anytime and anywhere from online classes, webinar, e-learning materials, and co-operate/practice with other students. Since these concepts and methods are mixed, ‘hybrid learning is used to describe this new approach in performing arts education.” Allan (2014) argues that “we need new ways of thinking about inclusive education and explore the potential of the arts for both engagement and action.” Bemiller (2019) also discovered that administrators, teachers, and parents of kids with special needs should collaborate to decide what inclusion means for their school and give more thought to the resources and training that are crucial to implementing inclusion in their setting.

Therefore, this study aims to investigate teachers’ understanding of the importance of implementing inclusion in school, especially in the Performing Arts class, to learn about the inclusion process, some of the strategies and examples that can be done in school, especially in Arts class and also some challenges in implementing inclusion in teaching and learning. These results will therefore contribute to the achievement of the anticipated educational objectives.

B. Method

The study used a research design to obtain data or information about inclusion programs, especially in Performing Arts education. The research was conducted at XYZ School in Jakarta. The researcher is one of the Performing Arts teachers and has started implementing inclusion as one of the teaching and learning strategies in classroom practices.

The investigator designed the self-administered questionnaire. The questions were designed in a Likert Scale format. Questionnaires and self-administrated interviews were undertaken with other Arts teachers in the school where the researcher is teaching to identify and get more data on the implementation and strategies on how they implement inclusion in their classroom practices. The total respondents of the Arts teachers at XYZ Schools are eight teachers, six female teachers and two male teachers, from the Primary Years Programme (PYP) to Diploma Programme (DP) at the XYZ School in Jakarta.

The research's leading questions were focused on clarifying the situation of the inclusion program, the importance of inclusion program implementation, the school's support, and its implementation in the Performing Arts class. Furthermore, teachers were interviewed about inclusion; what inclusion tactics are used in the classroom? How well-equipped are art teachers to teach in inclusive settings? How do they manage a class of pupils who have specific learning needs? What techniques do they frequently employ when working with pupils with unique learning needs? What difficulties do they face?

There are a few limitations to this study. First, the population is limited to only Arts teachers. Second, the questions targeted only specific to one subject discipline (Arts), thus requiring modification for other subject disciplines if they wished to replicate the study.

The research's method will be explained in the flow diagram below:

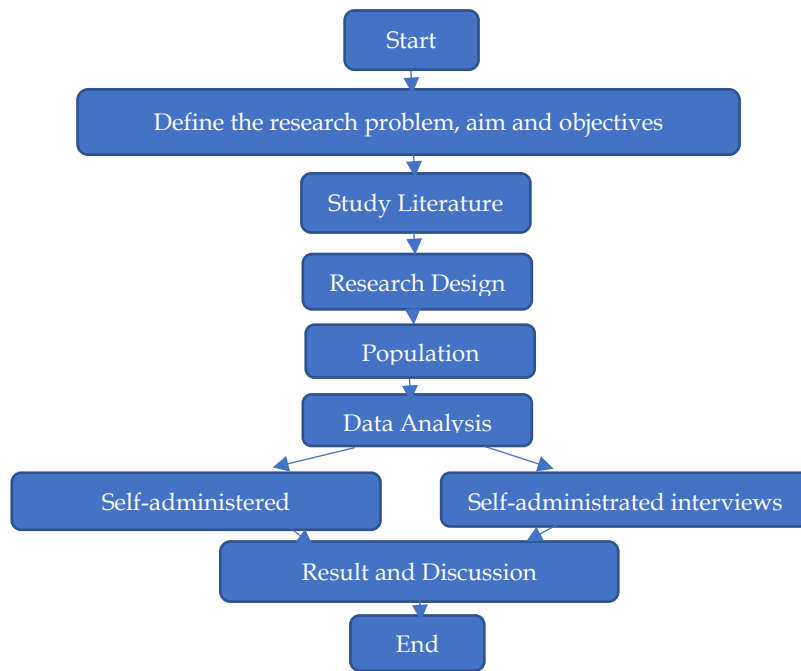


Figure 1. Research Method Flow Diagram

C. Result and Discussion

Self-administered questionnaires were conducted among eight Arts Teachers. The questionnaire has ten questions about the inclusion program. The study results presented in Figure 1 indicated that 2 (25 %) teachers strongly agreed and 6 (75%) teachers agreed that an inclusion program is important to be implemented in the school. The blue color indicates strongly agreed, and the red color indicates agreed. From this study, the teachers have a common understanding of the importance of inclusion in teaching and learning, especially in Arts lessons.

Inclusion Program is important to be implemented in school.

8 responses

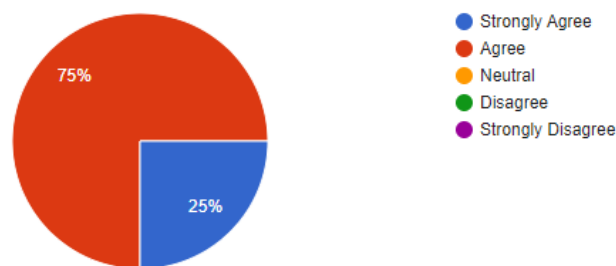


Figure 2. Teacher’s Response on Their Opinion About the Importance of Inclusion Programs to be Implemented in School (n=8)

The teachers were also asked about their actions or implementation of inclusion in the classroom. The result showed that 2 (25%) teachers strongly agreed and 6 (75%) teachers agreed that they had implemented inclusion in their Arts lessons. The result showed in Figure 2. Figure 3 revealed that 1 (12.5%) teacher said "yes," and seven (87.5%) teachers were unsure and answered "maybe" to the question of inclusion as the priority in their teaching and learning strategy in the classroom. Some teachers doubt this question because the XYZ School is not inclusive, but they have implemented some inclusion programs. The teachers mentioned that they try their best to accommodate everyone in the teaching and learning, but not as a priority. The inclusion program is still in the process of making it applicable to everyone.

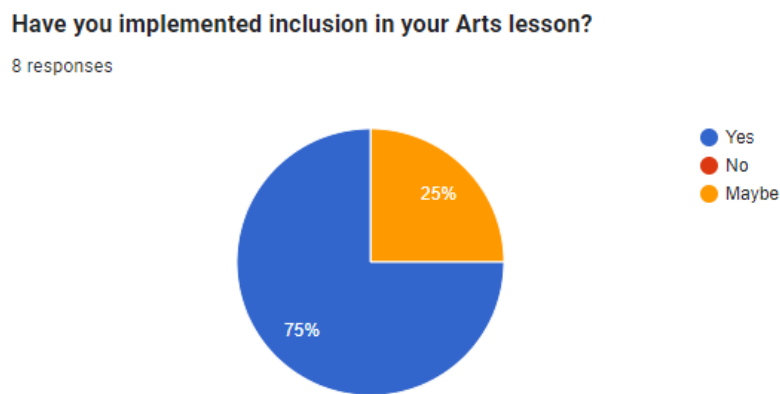


Figure 3.

Teacher’s Response on Their Implementation of Inclusion in Their Arts Lesson (n=8)

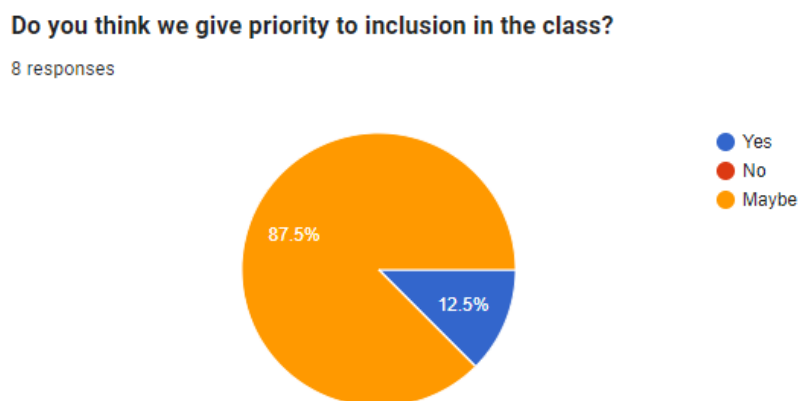


Figure 4.

Teacher’s Response on the Inclusion Priority in Arts Lesson (n=8)

The teachers' responses to the self-administered questionnaire can be seen in table 1. From the result, most teachers agreed that the school supports the inclusion program, and the inclusion program implemented in the Arts lesson has been a positive experience for

students with unique learning needs. Most of the teachers also welcome collaborative teaching in a way to accommodate students with special learning needs. All the teachers also agreed that they need more professional development or training to appropriately teach students with unique learning needs. This statement is in line with Anna Cristina D'Addio and Daniel April on the World Education Blog (UNESCO, 2020);

“Teachers play a central role in welcoming and teaching all students, regardless of their background, ability and identity. They need specific skills to adapt teaching to learners’ diverse needs – a skill that is acutely needed during school shutdowns – but they need support and training to know how”.

Training and professional development within and between schools are crucial to assist teachers in handling diversity issues. Research conducted for the 2020 Global Education Monitoring Report based on PEER indicates that 168 countries assert to provide teacher preparation programs on inclusion. However, only 61% of those nations do so in reality (Alasuutari et al., 2022). Other than training, collaboration is also important to strengthen the implementation of inclusion in teaching and learning.

Table 1. Teachers' Responses From the Self-administered Questionnaire (n = 8)

No.	Items	Frequency (percentage)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Inclusion Program is important to be implemented in school.	2 (25)	6 (75)	0 (0)	0 (0)	0 (0)
2	My school supports the inclusion program.	1 (12.5)	6 (85.7)	1 (14.3)	0 (0)	0 (0)
3	The school counselor is approachable when I ask for advice about students with unique learning needs.	2 (25)	6 (75)	0 (0)	0 (0)	0 (0)
4	The inclusion program implemented in the Arts lesson has been a positive experience for students with unique learning needs.	2 (25)	5 (62.5)	1 (12.5)	0 (0)	0 (0)
5	In teaching and learning, I have prepared learning materials according to the needs and abilities of students.	2 (25)	2 (25)	4 (50)	0 (0)	0 (0)
6	I welcome collaborative teaching when I have students with unique learning needs.	3 (37.5)	5 (62.5)	0 (0)	0 (0)	0 (0)
7	I manage classrooms according to student characteristics and needs.	2 (25)	2 (25)	4 (50)	0 (0)	0 (0)

No.	Items	Frequency (percentage)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8	I encourage other children to respect students with unique learning needs.	4 (50)	4 (50)	0 (0)	0 (0)	0 (0)
9	I feel supported by my administrators when faced with challenges presented by students with unique learning needs in my classroom.	2 (25)	3 (37.5)	3 (37.5)	0 (0)	0 (0)
10	I need more training in order to teach students with unique learning needs appropriately.	2 (25)	6 (75)	0 (0)	0 (0)	0 (0)

Besides the questionnaire, the teachers were also interviewed about the inclusion program. Teachers were asked about what inclusion means to them. Teacher 1 answered, "Inclusion is about giving equal learning access, and opportunities to all students", Teacher 2 responded; "in my opinion is to provide equal opportunities for people or students who have culturally different views and physical and mental differences in the same activities as in classrooms and other spaces," , Teacher 3 said "inclusion means to let everyone included," teacher four answered "it is an equal learning opportunity," , Teacher 5 "inclusion means to include all students in the lesson and make students feel included and engaged equally in a lesson," Teacher 6 said "To cater to each child's learning no matter what challenges each individual may have" and Teacher 7 said "the act of including everyone despite all differences in the classroom." From the answers, the conclusion is that all the teachers understand the meaning of inclusion and the importance of implementing inclusion programs in teaching and learning.

The teachers also shared their strategies for implementing inclusion by having collaboration, group work, and differentiation according to the student's needs and readiness. Knowing each student's condition comprehensively can be based on data from the counselor, compiling a unit plan from teaching methodology to the assessment. The teacher should also know each student and create a safe space for them. Usually, the delivery will depend on the teacher's friendliness approach, allowing the student to be more open and comfortable. Cooperative learning has been shown to reduce bullying behaviors, peer victimization experiences, and perceived stress among students (van Ryzin, 2018).

Collaborative tasks allow them all to be involved and cater to achieving the goal with their unique potentials, differentiating assessments that cater to students who find other ways of responding to their advantage, and school attendance to students who may need further guidance. The successful implementation of inclusion could greatly benefit from the ideas proposed by the teachers. Other than strategies, the teachers also pointed out that it is hard to successfully manage inclusive classes due to some challenges, like:

Time and Preparation

Time and preparation are constantly challenging for teachers. Few students have different skills and require teachers to prepare more learning engagements for differentiation. The teacher argued that *"it's not always easy to prepare and conduct differentiated activities in one lesson and divide our attention into those differentiated activities. I have been trying my best to achieve this objective and hope I'm not far away from getting all students to feel included in the lesson"*. Individual special needs could require additional time for instruction, different instructional methods, and specialized expertise. Teachers are concerned that they will need more materials, time, and knowledge.

Resources and Facilities

Resource availability was also frequently mentioned during the interview. Teachers noted that they need resources to produce teaching aids and differentiate instruction in teaching and learning. The teachers believe that inclusion can be implemented differently than catering to every individual's needs. It should depend on the teacher's expertise and what the school facilities and services can provide. [Hermanto \(2010\)](#), in his research, also believes that the use of adaptive media and evaluating learning in inclusive education settings can bring positive impacts on students.

Forcing inclusion to certain special cases that a school could not fully comply with will also be destructive to the students since they will only be partially able to experience the full potential of learning they rightly deserve. Cases where such are experienced. Some of the most challenging were students whose behavior changes suddenly or students who do not show a glimpse of motivation no matter what activity or task is given. There have also been some individuals who needed help to immerse themselves socially with their classmates. Such strategies are challenging since focusing on them in class also means giving little attention to other students. It also means a tendency for lessons to be compromised, which becomes unfair to others who can cope with the task.

A teacher who understands the need for thoughtfully designed learning and working environments is also aware of appropriate placement and differentiation of instructions and assignments that accurately reflect students' and classroom assistance needs.

Competencies (Training)

The majority of teachers are worried about their readiness to implement inclusion. In implementing inclusion programs for children with specific learning needs, the teachers are conscious of their limited professional knowledge and skills. The teachers said that to support them in including kids with unique learning needs in the classroom, they require professional development or training. According to Echols and Shadily ([Musfah, 2012](#)), competency is "a set of knowledge, behaviours, and skills that instructors must possess to fulfil learning and education goals, especially in implementing inclusion programs in the classroom".

Discussion

Since every student is unique, they each also have different needs. It is crucial to prepare the appropriate inclusive education program for the students according to their needs because the inclusion program aims to guarantee that all children receive fair treatment and equal chances for education. Ainscow et al (2012) mentioned that inclusive education is frequently viewed as a change that encourages and welcomes diversity among all students. Ford (2013) added that inclusion educates children with specific learning challenges alongside their peers.

Every learner is an individual, and they have their preferences, interests, likes, dislikes, and strengths and weaknesses. Recognizing a student's uniqueness is crucial, but it must be handled in a way that benefits them and the class. When teachers make plans for a specific student, it frequently happens that the preparation work has equal worth to all students in the class.

The research indicates that teachers who support inclusion are more likely to include all students in the learning activities in the class, regardless of whether they have special learning needs, and to create an environment that encourages learning for all students, despite the ambiguity surrounding the definition and implementation of inclusion. In other words, they agree on and share the purpose of "place-based" inclusion. According to (Alfian, 2013), the objectives of inclusive education are to: First, give special learning needs students as many opportunities as possible to receive a decent education; and second, hasten the learning process for the state-mandated basic education program. Third, reducing the number of students who remain in school and leave early enhances the quality of education. Fourth, develop education that values diversity, is inclusive of all people, and is conducive to learning.

Specific teaching strategies like differentiation and features of classroom environments, for example, classroom layout, class rules, routines, and organization of resources, are also essential to promote inclusion in teaching and learning. Classroom communication, communication strategies, and reflection are important aspects of implementing education, knowledge, and inclusive practice.

Nevertheless, despite the obstacles and challenges, a teacher may contribute to developing suitable diversified student placements and differentiation tasks by being conscious of their role as a teacher and understanding the significance of well-designed teaching and learning environments.

D. Conclusion

Teachers, parents, and school communities are essential in promoting the inclusion process in all facets. They are more than just important resources. Implementing inclusion requires a readiness to value diversity, embracement, and active engagement with students' lives both within and outside the classroom. Concerning current inclusion practices, the

teachers at XYZ School have already implemented some strategies, like collaboration among teachers and differentiation.

All children can benefit from inclusion programs regardless of their characteristics or learning needs. However, for inclusion to live up to its promises, several requirements must be met in schools and communities, including the employment of qualified and competent teachers, institutions with adequate resources, stakeholders with a positive attitude, an appropriate curriculum supported by proper assessment methods, adequately implemented pro-inclusion educational policies, reasonable teacher-to-pupil ratios, and instructional leaders knowledgeable about and equipped to implement inclusion.

The results of this study show that instructors value inclusion programs and that to successfully fulfill this difficult task, teachers, parents, and schools must work together to reach shared goals. Additionally, there must be sufficient and planned finance, proactive school leadership, responsive support infrastructure, ongoing professional development, and enough planning and collaboration for everyone to think and act inclusively.

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