

## THE ROLE OF TEACHERS IN IMPROVING THE QUALITY OF EDUCATION FOR STUDENTS WITH DISABILITIES: A LITERATURE REVIEW

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### Abstract

This article examines the crucial role of teachers in improving the quality of education for students with disabilities. The main focus is on the methods applied by teachers to create learning environments that are inclusive and responsive to students' individual needs. The study identifies that teachers' expertise in designing adaptive learning strategies, as well as the use of assistive technology, are key factors in facilitating effective learning. In addition, the study highlights the importance of collaboration between teachers, families and other professionals to build a comprehensive and sustainable education plan. Thus, the proactive role of teachers contributes not only to the academic development but also to the social and emotional progress of students with disabilities, enabling them to reach their full potential in a supportive and inclusive environment.

**Keywords:** Teacher's role, quality of education, students with disabilities.

### Introduction

Education is the process of learning and developing abilities, knowledge, values, attitudes, and skills through various methods such as teaching, training, research, or direct experience (Judijanto & Aslan, 2024); (Sartika & Fransiska, 2024); (Irwan et al., 2024); (Juliani & Aslan, 2024). Through education, individuals not only acquire information and skills necessary for daily life and work, but also develop a deeper understanding of the world around them, enhancing critical thinking, creativity and character. Education is not limited to formal institutions such as schools and universities, but also encompasses family, community and daily life environments, making it a lifelong process essential for personal and social development (Mariska & Aslan, 2024); (Fiteriadi et al., 2024); (Antika et al., 2024).

Education is a basic right of every individual, including students with disabilities. Students with disabilities are individuals who have physical, intellectual, emotional, or sensory limitations that can affect the way they function in various daily activities, including learning in a school environment (Park, 2024). Disabilities can be diverse and complex, ranging from visual and hearing impairments to cognitive challenges and other developmental disorders. Students with disabilities require specialised and

adaptive educational approaches to ensure that they can access the curriculum, actively participate in classroom activities and reach their full potential (Yiyi, 2024).

Getting an education is a human right for all students, including those with disabilities. Inclusive and quality education for students with disabilities is essential as it provides equal opportunities to develop academically, socially and emotionally. Inclusive education helps reduce the stigma and discrimination often faced by students with disabilities and promotes acceptance and understanding among all students (Bueso, 2022). In addition, proper education will prepare students with disabilities for future independent and productive lives, increasing their chances of obtaining employment, participating in society, and living fulfilling lives. Thus, it is important for the education system to adapt and provide the necessary support to meet the unique needs of students with disabilities (Mortier & Aramburo, 2022).

In many countries, including Indonesia, inclusive education has become a key focus to ensure that all children, regardless of their physical, mental or emotional conditions, have equal opportunities to learn and develop. Inclusive education seeks to bring together students with different abilities and needs in the same learning environment, where all students are valued and supported in their learning process (Beridze & Adamia, 2023).

However, the challenges in implementing inclusive education are still very significant. One of the key factors that influence the success of inclusive education is the role of teachers. Teachers are important agents in creating a supportive, adaptive and inclusive learning environment. They are required not only to have good pedagogical skills but also the ability to understand and adapt their teaching methods according to the specific needs of students with disabilities (Zorec, 2022).

Despite this, many teachers feel underprepared and under-resourced to fulfil the demands of inclusive education. Adequate training and professional development are often unavailable or insufficient to prepare them for this challenge. As a result, the quality of education received by students with disabilities is often not on par with their non-disabled peers (Wolle, 2024).

Therefore, it is important to examine the role of teachers in improving the quality of education for students with disabilities through a literature review. This review will help identify effective strategies that teachers can implement and recognise the challenges they face. By understanding the role and needs of teachers in the context of inclusive education, better recommendations can be developed to support them in teaching students with disabilities more effectively and inclusively.

## **Research Methods**

The study in this research uses the literature method. The literature research method is a research approach that focuses on collecting, analysing, and synthesising information from pre-existing sources, such as books, journal articles, research reports,

and other documents. The purpose of this method is to understand and explore the topic to be researched through the perspective of existing knowledge and findings (Hidayat, 2009); (Afiyanti, 2008). The literature research process involves the stages of identifying relevant sources, critically evaluating the content, and organising the information to answer research questions or make informed arguments. Literature research is essential in various disciplines as a theoretical foundation, pointing out existing knowledge gaps, and providing a more complete context before developing further empirical or experimental research (Syahrizal & Jailani, 2023).

## **Results and Discussion**

### **The Role of Teachers in the Context of Inclusive Education**

Inclusive education is an educational approach that seeks to provide equal and quality learning experiences for all students, including those with special educational needs. In this context, teachers play a vital role as change agents and facilitators who ensure that every student, regardless of ability or disability, can participate and learn effectively. Teachers must be committed to developing an inclusive classroom environment where all students feel welcome, valued and supported in their learning process (Ndlovu, 2025).

One of the main roles of teachers in inclusive education is to design and implement a flexible and adaptive curriculum. Teachers must understand individual differences among students and be able to adapt teaching strategies and materials to suit different needs and learning styles. This may involve using differential teaching methods, project-based learning or assistive technology specifically designed to support students with disabilities (Das, 2023).

Teachers also act as promoters of positive social interactions among students. They should develop open and positive communication patterns in the classroom so that students feel confident to participate without fear of discrimination or stigma. In addition, teachers can facilitate group activities that support cooperation and collaboration among students of different backgrounds and abilities, building a sense of empathy and understanding among them (Irish, 2022); (Zakiah & Aslan, 2024); (Hayani et al., 2024); (Ikhlas et al., 2024).

Beyond their direct role in the classroom, teachers also serve as liaisons between school, family and community. They need to communicate effectively with parents and carers, providing information on student development and discussing the best strategies to support children's learning and well-being. In addition, teachers can collaborate with other professionals, such as counsellors or special education specialists, to design appropriate individualised education programs for students with special needs (Sriyakul et al., 2020).

Finally, the role of teachers in inclusive education also includes continuous professional development. Teachers need to engage in continuous training and self-

development to understand the latest theories and practices in inclusive education. By equipping themselves with relevant knowledge and skills, teachers can become more effective in creating an inclusive learning environment where every student has the opportunity to succeed and reach their full potential. This not only benefits students but also enriches the dynamics of the classroom and the school community as a whole (Lembke, 2020).

Thus, the role of teachers in the context of inclusive education is crucial and multifaceted. They not only act as educators, but also as adaptive curriculum designers, promoters of positive social interactions, liaisons with families and communities, and lifelong learners who are always striving to improve their professional competence. With high commitment and dedication, teachers can create an inclusive and supportive learning environment where every student, regardless of their background or ability, can thrive and reach their full potential. The application of these inclusive education principles not only enriches the learning experience for students, but also strengthens solidarity and social cohesion within the educational community.

### **Teachers' strategies and best practices for students with disabilities**

One key strategy is to conduct an individualised needs assessment of each student with a disability. Teachers must understand the unique strengths and needs of each student to design an appropriate education programme. Using Individualised Education Plans (IEPs), teachers can set specific, measurable, realistic and time-based goals for students. Continuous assessment is also important to review progress and adjust teaching methods according to student needs (Rahayu, 2024).

Implementing differentiated learning involves using a variety of methods and techniques to accommodate different learning styles. Teachers can use multimedia, reading materials with different levels of difficulty, and various activities to arouse students' interests and abilities. In addition, differentiation also includes giving students choice in how they demonstrate understanding, such as through projects, presentations or technology-based learning (Gaggioli & Sannipoli, 2021).

Teachers should utilise appropriate assistive technology and tools to help students with disabilities. For example, students with reading difficulties can be equipped with screen reader software, while students with motor disabilities can use adaptive keyboards or pointing devices. The use of these technologies allows students to access subject matter and express their ideas more effectively (Eleftheriadou & Vlachou, 2023).

Creating an inclusive and socially supportive environment is crucial to the well-being of students with disabilities. Teachers should encourage positive interactions between students and teach the values of tolerance, empathy and co-operation. By making space for every student to participate in class activities, sports and

extracurricular activities, teachers help strengthen students' sense of attachment and self-confidence (Rosado-Castellano et al., 2022).

Strong collaboration with families and various specialists such as psychologists, occupational therapists and speech therapists is essential for the successful education of students with disabilities. Teachers should communicate regularly with families to discuss student progress and gain valuable feedback. Collaborating with specialists allows teachers to get the necessary guidance and support to overcome the various challenges students face in the classroom (Alshahrani, 2022).

Implementing these strategies thus requires commitment, flexibility and innovation on the part of the teacher. However, with the right approach, students with disabilities can achieve academic and social success and develop their full potential.

## Conclusion

The role of teachers in improving the quality of education for students with disabilities underscores the importance of teacher expertise and dedication in creating inclusive and supportive learning environments. Teachers play a key role in recognising students' individual needs through in-depth assessments and designing appropriate educational strategies, whether through individualised planning such as Individualised Education Plans (IEPs) or the implementation of differentiated learning.

The literature review also emphasises that the use of assistive technologies and devices can significantly improve disabled students' access to learning materials and enable them to participate fully in classroom activities. These technologies, when utilised well, can support a wide range of abilities and help overcome students' physical and cognitive barriers.

In addition, collaboration between teachers, families and various specialists is essential in creating a comprehensive and sustainable education plan. Open communication and close co-operation ensure that every aspect of a student's development is attended to, so that they can reach their full potential. In an inclusive and supported environment, students with disabilities can experience significant improvements in academic, social and emotional aspects, ultimately contributing to the quality of education they receive.

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