



## **A Systematic Analysis of Inclusion Teachers' Work Engagement: An In-Depth Study of Inclusion Teachers' Dedication, Passion, and Teachers' Appreciation of Inclusion**

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### **ARTICLE INFO**

#### **Kata Kunci:**

Anak Berkebutuhan Khusus; Inklusi; Keterlibatan Kerja Guru

**Abstrak.** Keterlibatan kerja pada guru inklusi merupakan faktor krusial yang memengaruhi kualitas pendidikan bagi anak-anak berkebutuhan khusus di lingkungan sekolah reguler. Peran guru inklusi tidak hanya terbatas pada penyampaian materi pembelajaran, tetapi juga mencakup dedikasi, semangat, dan penghayatan terhadap kebutuhan khusus anak-anak tersebut. Metode yang digunakan adalah Systematic Literature Review (SLR) yang memungkinkan pemeriksaan terperinci langkah-langkah pencarian data yang terstruktur dalam konteks aspek keterlibatan kerja pada guru inklusi. Pencarian dilakukan melalui basis data seperti Google Scholar, Semantic Scholar, Mendeley dan ResearchGate. Literatur yang ditinjau dibatasi pada rentang tahun 2012-2022. Kata kunci pencarian literatur mencakup Keterlibatan Kerja Guru, Guru Inklusi, dan Semangat, Dedikasi, Penghayatan Guru Inklusi. Hasil penelitian menunjukkan bahwa dedikasi guru inklusi memainkan peran kunci dalam menciptakan lingkungan pembelajaran yang mendukung perkembangan anak berkebutuhan khusus. Semangat dan penghayatan terhadap tanggung jawab juga turut berkontribusi dalam menentukan kualitas pendidikan yang diberikan. Guru inklusi dengan tingkat keterlibatan kerja yang tinggi dianggap sebagai agen perubahan penting dalam meningkatkan mutu pendidikan bagi anak-anak berkebutuhan khusus.

#### **Keywords:**

Children with Special Needs, Inclusion, Teacher Work Engagement

**Abstract.** Work engagement of inclusion teachers is a crucial factor affecting the quality of education for children with special needs in regular school settings. The role of the inclusion teacher is not only limited to the delivery of learning materials, but also includes dedication, passion, and appreciation for the special needs of these children. The method used is a

*Systematic Literature Review (SLR) which allows for a detailed examination of structured data search steps in the context of aspects of work engagement in inclusive teachers. Searches were conducted through databases such as Google Scholar, Semantic Scholar, Mendeley, and ResearchGate. The literature reviewed is limited to the years 2012-2022. Literature search keywords include Teachers' Work Engagement, Inclusive Teachers, and Inclusive Teachers' Vigor, Dedication, and Absorption. The results show that the dedication of inclusive teachers plays a key role in creating a learning environment that supports the development of children with special needs. Passion and appreciation of responsibility also contribute to determining the quality of education provided. Inclusive teachers with high levels of work engagement are considered important change agents in improving the quality of education for children with special needs.*

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## INTRODUCTION

As education in the world becomes more complex and diverse, inclusive education is a source of hope that assists every child with special needs in the education process (Nurfadhillah, 2021). Inclusive education embodies the concept that every child possesses an equal right to receive quality education within an inclusive environment (Sania, 2019). The inclusive education system is designed by educational institutions to support learners with special needs in developing their potential and talents in alignment with other students (Rahmatika et al., 2020; Purnasari, 2023). With the inclusive education program, it is expected that the next generation will have the ability to accept the differences that exist to prevent discrimination in the life of a diverse society (Romadhon et al., 2021; Purnasari, 2023). The goal of an inclusive education program is not to give special treatment to children with special needs, but rather to give them the same educational rights and obligations as other normal students (Natalia Zhaciko et al., 2020). Equality in society is needed so that children with special needs have equal opportunities to develop their potential and abilities (Sugihartatik, 2018).

Creating appropriate and equitable inclusive education for children with special needs requires thorough planning and proper allocation of resources (Mustika et al., 2023). In addition, the government plays a very important role in this case by providing equitable education (Nurfadillah et al., 2022). parents of children with special needs, the community, and teachers who are trained in supporting children's special needs.

Teachers should have specialized knowledge and skills in designing and delivering inclusive learning (Mustika et al., 2023; Purnasari, 2020). The special assistant teacher holds the main responsibility and has a central role in meeting the needs of children with special needs in an inclusive school environment (Wardah, 2019).

The responsibilities that inclusive teachers must have encompass skills in identifying children with special needs, Designing implementation of inclusive learning strategies, and providing individualized support to students with special needs (Rizkiana et al., 2023). In implementing inclusive education, it is necessary to carry out an identification process to find out the special needs of students with various needs (Satwika et al., 2019). Teachers have the responsibility to design and implement appropriate inclusive learning strategies (Asiatun et al., 2023). Therefore, teachers must design lesson plans, methods, media, and learning strategies that suit the needs of students with disabilities, which are different from the learning design for regular students (Indrianto & Rochma, 2020).

Making inclusive education a success requires comprehensive support from various parties (Hidayat et al., 2023). This includes the important roles of teachers, ministers of education, educational institutions, families, communities, non-governmental organizations, and international agencies (Mustika et al., 2023). This collaboration and support from all parties will create an inclusive educational ecosystem, ensuring that every individual has equal access and opportunities to learn and develop according to their potential (Anam et al., 2022).

Inclusive education in Indonesia faces challenges in overcoming limited human resources (HR) with special education backgrounds. For example, at Pekunden State Elementary School in Semarang City, teachers who teach inclusive education students do not have specialized knowledge of the treatment needed for inclusive education (Maulida & Widowati, 2023).

In Indonesia, there are still a limited number of teachers and educators with specialized knowledge and skills to support inclusive education (Amka, 2019). An inclusive education system requires teachers who are specially trained in identifying, planning, and implementing appropriate teaching strategies for students with special needs (Sarjana et al., 2021). However, the number of teachers with special education backgrounds is still limited, making it difficult to implement effective inclusive education (Azizah et al., 2020).

Lack of accessibility to training and professional development for teachers in inclusive education is also one of the constraints (Gusti, 2021). Structured and sustainable training programs are needed to improve teachers' understanding and skills in responding to the individual needs of students with special needs (Kinnunen et al., 2023). However, not all teachers have the same opportunity to attend the training. This has an impact on the quality of inclusive education in different parts of Indonesia (Satwika et al., 2019).

The limited number of human resources with special education backgrounds also has an impact on the low number of supporting educators, such as speech therapists, physical therapists, or educational psychologists. Students with special needs often require additional support from these professionals to assist them in the learning and development process (Arsyadinty et al., 2023). However, the number and distribution of these support personnel are far from adequate in many schools in Indonesia.

In fact, many teachers do not have S-1 PLB education qualifications. This has led to a low number of human resources with special education backgrounds. As a result, it creates an excessive workload for those who are already there (Nurhasanah, 2023). Teachers and educators who have the knowledge and skills to support inclusive education often have to deal with more students with special needs than they can handle (Nuraini, 2022). This can lead to the deployment of limited time, resources, and attention which in turn can affect the quality of inclusive education services.

Limited human resources with special education backgrounds also affect the ability to conduct holistic assessments and evaluations of the learning progress of students with special needs. Appropriate and fair assessment is an important component of inclusive education to understand individual student development and needs (Januariyani et al., 2023).

This research aims to provide valuable guidance and recommendations to teachers involved in the delivery of special education in Indonesia. Through this research, an in-depth analysis and understanding of the main challenges faced by teachers in delivering special education in Indonesia will be conducted. In pursuit of this goal, the research will also investigate best practices in special education that can be implemented by teachers in Indonesia.

In addition, this study will analyze the training and professional development needs of special education teachers. With a better understanding of these training needs, it is hoped that an effective training program can be developed that meets the needs of the teachers. Improving the quality of training and professional development can help teachers face the challenges of delivering special education with more competence and confidence.

## **METHOD**

The method that will be used by researchers in this research applies experimental research methods. This experimental research will use two different groups, namely the control group, and the experimental group. According to an essay by Syaodih (2013), what is meant by experimental research is quantitative research that is full or saturated, in the

sense that the research conducted can fulfill all the requirements used to test cause and effect relationships. Experimental research is the only type of research that can test a hypothesis correctly (according to Emzir, 2012). This experimental research will later aim to test how much influence one or more variables have on other variables.

The research method used in this article is the systematic literature study method. This method uses a systematic approach to study a topic and then uses searches to collect data in a structured manner. The data for this study was obtained through several search databases, such as Semantic Scholar, Google Scholar, Mendeley, and ResearchGate. The time limit of this publication literature search covers the period from 2012 to 2023. The keywords used in searching for research articles included Teacher Work Engagement, Inclusive Teachers, and Inclusive Teachers' Vigor, Dedication, and Absorption. This research covers: 1) Describing the work engagement of inclusion teachers and 2) Describing the vigor, dedication, and absorption of inclusive teachers.

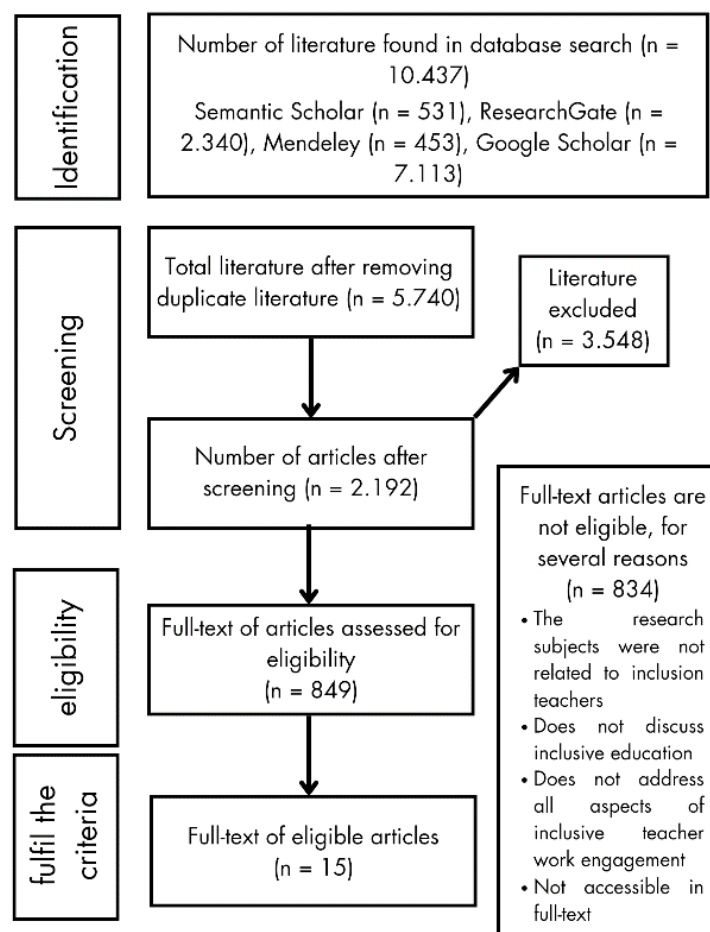


Figure 1. Research Stages

The next stage involved excluding articles from the search database, as shown in Figure 1. It was necessary to detail the characteristics of the excluded articles so that appropriate database management could be processed and relevant to the topic. The articles excluded from the search database were 1) Literature that did not discuss work engagement in inclusive teachers, 2) The research subjects were not inclusion teachers, and 3) The literature could not be accessed in full text.

After the literature search, a narrative analysis will be conducted. This analysis is used to present findings or evidence that has been synthesized through a descriptive narrative method (Irfan & Asfar, 2019). The narrative analysis process goes through data extraction from literature relevant to the topic and then an assessment of the quality of literature that meets predetermined criteria is carried out.

Critical appraisal is also carried out on literature that has met the predetermined criteria, this is done so that there is no biased identification in the literature. Literature will be considered quality if it is able to provide answers to research.

## RESULTS AND DISCUSSIONS

The results of the search through the database, then excluded according to the characteristics of the literature, obtained 15 literature that was appropriate and had a discussion closely related to work engagement in inclusive teachers. discussions that are closely related to work engagement in inclusive teachers.

### Research Results

From the research results presented, most of the research discusses in detail the issue of work engagement of inclusive teachers. Research by (Aditya & Adiputra, 2015; Agustina, 2020; Jiao et al., 2022; Kuok et al., 2022; Mäkinen, 2013; Rosyanti et al., 2021; Siagian & Kurniawati, 2019; Syamsiyah, 2022; Tanurezal & Tumanggor, 2020; Wu, 2019; E. Wulandari & Ratnaningsih, 2017) In-depth discussion of work engagement with aspects of dedication, passion and appreciation possessed by inclusive teachers.

In research by (Harefa et al., 2023; and Putri & Hamdan, 2021) The study focused more on discussing the dedication and enthusiasm possessed by inclusive teachers. The study did not discuss the appreciation possessed by inclusive teachers in detail.

However, research conducted by (Chan et al., 2020; and Lipscomb et al., 2022) showed a different orientation, emphasizing inclusive teachers' work engagement in general without providing specific details on the dedication, passion, and appreciation of inclusive teachers in their research areas.

Overall, the results provide an overview of the diversity of research approaches to inclusive teachers' work engagement, with some studies focusing more on aspects of dedication, vigor, and absorption while others emphasize understanding work engagement in general.

**Table 1. Identification of Literature that Meets the Criteria**

Reference	Research Location	Research Methods	Aspects of the research issue	
Kebahagiaan Autentik dan Keterikatan Kerja Guru di Sekolah Inklusi (Agustina, 2020)	Yogyakarta	Purposive Sampling (quantitative)	Dedication, Absorption	Vigor,
Hubungan Self Efficacy dengan Burnout pada Guru di Sekolah Dasar Inklusi (Septianisa & Caninsti, 2018)	Jakarta Pusat	Correlational (Quantitative)	Dedication dan Vigor	
Sikap dan Kompetensi Guru pada Pendidikan Inklusi di Sekolah Dasar (Putri & Hamdan, 2021)	Bandung	Correlational (Quantitative)	Dedication dan Vigor	
Hubungan Antara Kecerdasan Emosional dengan Keterikatan Kerja pada Guru Sekolah Menengah Atas Negeri Berakreditasi A di Kecamatan Ngaliyan Kota Semarang (E. Wulandari & Ratnaningsih, 2017)	Semarang	Simple Random Sampling (Quantitative)	Dedication, Absorption	Vigor,
Hubungan Efikasi Diri dengan Keterikatan Kerja pada Guru di Sekolah Inklusi di Jakarta (Tanurezal & Tumanggor, 2020)	Jakarta	Convenience Sampling	Dedication, Absorption	Vigor,
The Effect of Self-Efficacy and Role Understanding on Teachers' Emotional Exhaustion and Work Engagement in Inclusive Education in Macao (SAR) (Kuok et al., 2022)	Macau	Quantitative (Survey)	Dedication, Absorption	Vigor,
Perbedaan Skor Work Engagement pada Guru yang Bersertifikasi dengan Guru yang Belum Bersertifikasi di SMP Negeri Se-kecamatan Denpasar Utara (Aditya & Adiputra, 2015)	Denpasar	Observational	Dedication, Absorption	Vigor,
Becoming engaged in inclusive practices: Narrative reflections on teaching as descriptors of teachers' work engagement (Mäkinen, 2013)	Finland	Fenomenology (Qualitative)	Dedication, Absorption	Vigor,
Implementasi Kebijakan Pendidikan Inklusif di Kabupaten Jember (Syamsiyah, 2022)	Jember	Descriptive Qualitative	Dedication, Absorption	Vigor,

Self-Efficacy, Work Engagement, and Job Satisfaction Among Teaching Assistants in Hong Kong's Inclusive Education (Chan et al., 2020)	Hongkong	Survey	(work engagement secara umum)	
Early Childhood Teachers' Self Efficacy and Professional Support Predict Work Engagement (Lipscomb et al., 2022)	Amerika Serikat	Survey Online	(work engagement secara umum)	
Teacher Work Engagement in Inclusive School (Rosyanti et al., 2021)	Indonesia	Qualitative dan holistic single case study	Dedication, Absorption	Vigor,
The Relationship Between Preschool Inclusive Education Teachers' Organizational Support and Work Engagement: The Mediating Role of Teacher Self-Efficacy (Jiao et al., 2022)	China	Survey Online	Dedication, Absorption	Vigor,
Effect of Junior High School Principals' Inclusive Leadership on Teachers' Helping Behavior and Work Engagement: The Mediating Effect of Teachers' Psychological Safety (Wu, 2019)	Taiwan	Kuesioner (Quantitative)	Dedication, Absorption	Vigor,
Inclusive Preschool Teachers: Their Attitude and Engagement toward Inclusive Education (Siagian & Kurniawati, 2019)	Jakarta	Survey	Dedication, Absorption	Vigor,

## Discussion

### Dedication

The dedication of inclusion teachers in dealing with children with special needs is crucial in creating inclusive learning experiences and providing appropriate support for these students.

Highly dedicated inclusion teachers show strong engagement in their work (Sitawati, 2021). Teachers who have high dedication feel that their work is meaningful and important for the development of children with special needs. In carrying out their duties, inclusive teachers show great enthusiasm, inspiration, and a sense of pride (Agustina, 2020; Sadewo, 2022). Highly dedicated inclusion teachers have a deep understanding of the individual needs of each child with special needs (Setianingsih, 2018).

In dealing with children with special needs, highly dedicated inclusion teachers show great perseverance, patience and fortitude. This dedication encourages them to spend time and effort to get to know learners personally, identify learners' strengths, weaknesses, and



design learning strategies that suit the learning styles and special needs of each of their students who are in the same educational setting (Hidajat, 2022).

Inclusion teachers must continue to learn and improve their competencies in supporting children with special needs (Munajah et al., 2021). Dedicated inclusion teachers are passionate about improving the quality of learning and providing the best experience for their students (Indira, 2019)

Dedication in inclusive teachers can also be reflected in their ability to remain resilient and adapt to the difficult conditions faced when teaching children with special needs (R. S. Wulandari & Hendriani, 2021). Highly dedicated inclusive teachers will strive to create an inclusive learning environment for all learners, including learners with special needs (Rusmono, 2020).

As an inclusion teacher, dedication is an important quality to have in order to understand and provide appropriate treatment for children with special needs (Berlinda & Naryoso, 2018). This dedication is a key driver in creating meaningful learning experiences and providing equal opportunities for children with special needs to thrive and succeed.

### **Vigor / Passion**

The vigor with which inclusive teachers deal with children with special needs is a key factor driving the success of inclusive education. Inclusion teachers with high vigor have tireless energy and motivation to help children with special needs reach their full potential (Tanurezal & Tumanggor, 2020). This spirit provides the impetus for teachers to rise to the challenge and create an inclusive learning environment.

The sincere and persistent spirit of an inclusive teacher has tremendous power in influencing the souls and hearts of all students (Sugihartatik, 2018). When a teacher demonstrates an unwavering passion for helping each student reach their full potential, the students feel a sense of encouragement and belief that they too have the ability to achieve whatever they want. The spirit of an inclusive teacher is reflected in their enthusiasm and persistence in improving their knowledge and skills in teaching students with special needs, they are active in book review activities and diligently attend training, seminars, and workshops to create an inclusive learning environment that supports all students (Irbah et al., 2023).

The passion of inclusive teachers inspires students to keep learning and growing (Irbah et al., 2023). These teachers are not satisfied with the knowledge and skills they have, Inclusion teachers will continue to seek opportunities to improve their competence in dealing with children with special needs (Setiawan et al., 2020)

Passion in inclusive teachers generates concern and empathy for the needs of children with special needs. This teacher not only sees them as students but also understands the uniqueness and needs of each individual. They strive to create strong bonds with students, provide appropriate support, and build a safe and inclusive environment in the classroom.

Passion in inclusive teachers often affects student motivation. Energetic teachers inspire and motivate students with special needs to face challenges, develop independence, and achieve their goals (Lestari, 2023). This enthusiasm rubs off on students, creating a positive learning atmosphere and giving them confidence that they can succeed.

Finally, the passion of inclusive teachers creates a strong collaboration between teachers, parents, and students in improving the quality of education (Indrianto & Rochma, 2020). A passionate teacher invites parents' participation in the education process and involves them in decision-making related to the education of children with special needs. This spirit also inspires students to collaborate, support each other, and appreciate diversity in the learning environment.

Overall, vigor in inclusive teachers is very important in dealing with children with special needs. This passion is a key driver in creating inclusive learning environments, providing the right support, and achieving educational success for children with special needs. A passionate inclusive teacher is an inspiring role model for students and makes a meaningful contribution to achieving the goals of inclusive education.

### **Absorption / Teachers Appreciation of Inclusion**

Inclusion teachers' absorption is an important aspect of the inclusive education approach (Agustina, 2020). Absorption refers to the teacher's understanding, awareness, and attitude towards students with special needs or special needs who are in a regular classroom environment.

Inclusion is a key factor in the success of inclusive education, and teachers have a very important role in creating an inclusion-friendly environment in their classrooms. Inclusion teachers need to have a strong understanding of the different types of special needs that their students may have (Sukadari, 2019). These types of needs include an understanding of developmental disabilities, physical disabilities, learning disabilities, and different social and emotional needs. This understanding helps teachers plan instruction to suit the needs of individual students.

Inclusion teachers must be aware of the diversity of their students and value each student as a unique individual (Andini, 2022). This awareness involves rejecting

stereotypes and prejudices that may exist about students with special needs. Inclusion teachers need to have a positive attitude towards special education and students with special needs (Musyafira & Hendriani, 2021). They must understand that every student has potential that can be developed. Inclusion teachers must also have the ability to understand students' feelings and experiences, which is also very important in building strong relationships with inclusion students.

Inclusion teachers must also be prepared to adapt their teaching to suit the needs of diverse students such as designing additional tasks, providing additional support, or providing customized teaching materials (Yunaini, 2021).

Inclusion teachers often work in inclusion teams with special support teachers, counselors, therapists, and other specialists (Rosita, 2020). Good collaboration with these team members is key to the success of inclusive education. Inclusion teachers need to keep up with relevant training and professional development (Juntak et al., 2023). This allows them to keep up to date with the latest knowledge and skills in supporting students with special needs. The inclusion teacher's appreciation must be centered on the interests and needs of the students. Teachers must be prepared to listen, communicate, and collaborate with parents and students to create an inclusive learning environment (Lau et al., 2023). Inclusion teachers' appreciation creates an important foundation for successful inclusive education. Teachers who have the right understanding, awareness, and attitude can create an environment that supports the holistic development of all students, including those with special needs. This, in turn, leads to greater inclusion in society beyond the school environment.

Appreciation can also affect the relationship between inclusion teachers and students with special needs. Inclusive teachers must be fully involved in the inclusive learning process (Khaerunisa, 2023). Inclusion teachers who are deeply involved in the learning process tend to build closer relationships with their students, which can increase students' trust and engagement in learning.

Inclusion teachers often work in inclusion teams with special support teachers, counselors, therapists, and other specialists (Juntak et al., 2023). Good collaboration with these team members is key to the success of inclusive education. Inclusion teachers need to keep up with relevant training and professional development. Inclusion teachers' appreciation creates an important foundation for successful inclusive education. Teachers who have the right understanding, awareness, and

attitude can create an environment that supports the holistic development of all students, including those with special needs. Thus, it also leads to broader inclusion in society beyond the school environment.

## CONCLUSION

There are three main aspects that are very important in the role of inclusion teachers in dealing with children with special needs, namely dedication and vigor, as well as absorption. The dedication of inclusion teachers is reflected in their strong engagement, deep understanding of students' individual needs, and their perseverance, patience, and fortitude in teaching children with special needs. This dedication also encourages them to continue learning and improving their competencies in supporting these students. On the other hand, the vigor of inclusive teachers is a key driver in creating inclusive learning environments, motivating students, and inspiring collaboration between teachers, parents, and students. This spirit also reflects teachers' efforts to continue learning and adapting to difficult conditions. The inclusion teacher's appreciation, which includes understanding, awareness, positive attitudes, and adaptability also plays a central role in shaping the inclusive learning environment. Teachers who have a high appreciation will be more sensitive to the needs of students with special needs, establish close relationships with them, and create meaningful learning experiences. This appreciation also affects teacher collaboration with the inclusion team and student engagement in the learning process. Overall, the dedication, vigor and absorption of inclusive teachers are key factors in creating inclusive learning experiences and supporting the development of children with special needs. These qualities are not only relevant in the context of education, but also affect inclusion more broadly in society. Inclusive teachers who are dedicated, passionate, and well-rounded can be important change agents in creating a more inclusive world for all individuals.

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