



The Role of Teachers in Social-Emotional Learning to Support Children with Special Needs in Inclusive Schools

Sri Marmoah^{*1}, Diana Sinziana Duca²

¹Universitas Sebelas Maret, Surakarta, Indonesia

²Stefan cel Mare University of Suceava, Suceava, Romania

Abstract

Children with special needs still often receive discrimination even at inclusive schools. Teachers play a very important role in the learning of children with special needs. This study aims to examine the role of teachers in social-emotional learning (SEL) to support development in the primary school environment. This research uses a descriptive qualitative design. Data was collected through observation, semi-structured interviews, and document analysis. The validity of the data is ensured through triangulation of sources and techniques. Data analysis follows the Miles and Huberman model consists of data reduction, data presentation, and conclusion drawn. The results show that teachers have a role in teachers' social-emotional learning, including as Facilitators of Emotional Regulation, Models of Positive Social Behavior, Mediators of Social Interaction, and Supporters of Individual Emotional Needs. SEL can increase the involvement of students with special needs in classroom activities and help them manage their emotions and interact with peers. This research can provide an understanding of the role of teachers in the implementation of SEL in the context of inclusive education and become a reference for schools and educators in designing SEL strategies that are more adaptive and oriented to the individual needs of students with special needs.

Keywords: SDGS 16, Children with Special Needs, elementary schools, inclusive schools, peace and justice, SEL, teachers

Introduction

Teachers play a very important role in the learning of children with special needs. Teachers can facilitate learning that helps children with special needs reach their full potential (Hermanto & Pamungkas, 2023). Teacher involvement can have an impact on the quality of learning. Teachers in inclusive classrooms must be able to provide physical and non-physical access that ensures all students participate in educational activities without limitations. Teachers often face challenges in dealing with children with special needs in regular classrooms (Erlandsson et al., 2021).

The right to fair and quality education applies to all children (Francisco et al., 2020; Madani, 2019) including children with special needs (Florian, 2019; Paseka & Schwab, 2020; Shaeffer, 2019). This is in line with the Convention on the Rights of the Child, which emphasizes that every child has the right to learn in a safe and discrimination-free environment (United Nations, 1989). Inclusive education can be a key strategy to ensure every child gets a quality education in a supportive environment without discrimination. Inclusive education prioritizes diversity and equal educational opportunities for all learners regardless of their differences (Kapcia, 2024; Oranga et al., 2024). Inclusive education supports the development of language, communication, social, academic skills (Doğan & Gürgür, 2016), and fostering positive attitudes for children with special needs in the social environment (Menzin et al., 2024).

Currently, in Indonesia all schools are required to accept all students without exception, including Children with Special Needs. Article 31 of the 1945 Constitution and the National Education System Law affirm the right to education for all citizens without discrimination. Regulation of the Minister of National Education of Indonesia No. 70 of 2009 states that each district/city must appoint at least one elementary and junior high school in each sub-district as an inclusive school, as well as a minimum of one high school per district/city (Faragher et al., 2021; Muchsin & Pratiwi, 2022).

Social-Emotional Learning can be one of the educational approaches that focuses on developing students' social and emotional competencies. SEL is able to support the cognitive and emotional aspects of student learning (Bara et al., 2025). SEL programs help children with special needs develop emotional competencies and social skills, which are essential for emotional development and social inclusion. SEL has 5 main components, including Self-Awareness, Self-Management, Relationship Skills, Social Awareness, Responsible Decision Making



(Augustine-Anderson, 2025; Doikou, 2024). An effective SEL program integrated into the school curriculum can provide appropriate learning for students (Carpendale et al., 2025; Özdemir & Bacanlı, 2020). Research shows that SEL can contribute to academic improvement by improving students' emotional intelligence and interpersonal skills (Wang & Ishak, 2025; Yuan et al., 2025). However, the reality is that not all teachers understand and implement SEL in learning. This is supported by the opinion of Mithans et al. (2023) that there are still many teachers who feel that they do not have adequate competence to effectively teach children with special needs. Effective SEL implementation requires specialized training and quality resources (Velmurugan et al., 2025). Supportive school leadership is also critical in creating an environment conducive to SEL (Graham, 2025).

In inclusive education, teachers should be able to accommodate children with special needs learning in learning. But in reality, learning is still equated with regular students. This is because teachers often lack the necessary training to effectively support students with special needs (Bemiller, 2019; Franco, 2023; Karim, 2022). Public attitudes and stigma towards disability also hinder the effective implementation of inclusive education (Paramita et al., 2024; Prakosha et al., 2024). Collaboration between teachers, support staff, parents, and the community is needed to create a supportive and inclusive learning environment (Ratnawulan et al., 2025).

This study is important because children with special needs require appropriate social-emotional support in inclusive schools to enhance learning quality and well-being. Previous studies have examined teachers' attitudes toward inclusive education and SEL (Heyder, 2020), the effectiveness of SEL for students with special needs (Wui, 2020), SEL strategies at the secondary level (Elmi, 2020), and SEL development in regular and special schools (Zweers et al., 2021). However, limited research has focused on the role of teachers in implementing SEL for students with special needs in inclusive elementary schools. This study contributes by conceptualizing teachers' practical roles in adaptive SEL implementation and providing evidence from Indonesian inclusive elementary schools, where teacher-centered SEL research remains scarce. The study aims to examine teachers' roles in SEL to support student development and aligns with SDG 16 by promoting inclusive, safe, equitable, and discrimination-free learning environments.

Method

Research Design

This study employed a descriptive qualitative design supported by observational rating data to explore teachers' roles in implementing Social-Emotional Learning (SEL) for students with special needs in inclusive elementary classrooms. A qualitative approach was appropriate because it enabled an in-depth understanding of teachers' practices, experiences, and interactions in natural classroom settings. Descriptive qualitative research aims to explore and describe phenomena by providing detailed insights into specific contexts and experiences (Brittain & Carrington, 2024).

Participant

The research was conducted in one of the inclusion schools in the city of Surakarta. The research was conducted in 6 classes by observing the implementation of learning in the inclusion classroom and interviews were conducted with 6 classroom teachers and principals. The profiles of the students with special needs involved are presented in the following table:

Table 1. Types of children with special needs in inclusion schools

Types of Special Needs	Amount
Disturbances in activity and attention	1
Slow Learner	11
Mild mental retardation	9
Typical developmental disorders of speech and language	4
Autism	1
Intellectual Disability	1
Attention deficit disorder	2
Mixed behavioral and emotional disorders	2



Total	31
--------------	-----------

Data Collection

Data collection is carried out by means of observation, semi-structured interviews, and document analysis. Observations were carried out by observing the participation and involvement of students with special needs in classroom activities, interaction between peers and social inclusion, teachers' strategies in implementing SEL. Interviews were conducted in a structured manner to 6 classroom teachers and principals, as well as parents of CSN. The research questions focus on Perceptions of inclusive educational environments, perceptions of CSN, learning challenges of CSN, Strategies used by teachers to implement social- emotional learning (SEL), and support systems provided by schools and external stakeholders. Document analysis involves reviewing school policies, lesson plans, and other relevant materials to examine the frameworks and strategies used in implementing social-emotional learning.

Data Analysis

The data were analyzed using an interactive model created by Miles and Huberman. Data analysis techniques include data reduction, data visualization, and conclusion drawing (Miles & Huberman, 2014). The data validation technique uses source triangulation techniques and techniques.

Result

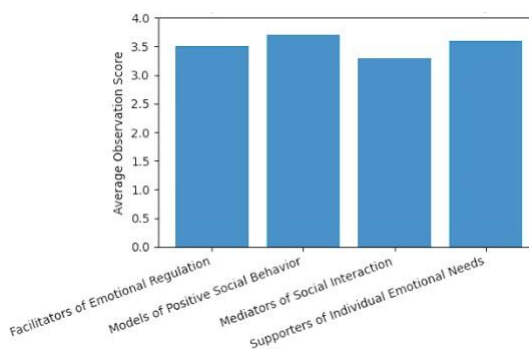


Fig. 1. Results of observation of the role of teachers in SEL

Based on the observation results, teachers demonstrated strong performance in implementing Social-Emotional Learning (SEL). The average scores were 3.5 for Facilitators of Emotional Regulation, 3.7 for Models of Positive Social Behavior, 3.3 for Mediators of Social Interaction, and 3.6 for Supporters of Individual Emotional Needs, indicating good to very good levels across all dimensions. The categorization was based on a four-point Likert scale, where scores between 3.26 and 4.00 were classified as very good and scores between 2.51 and 3.25 as good (Sugiyono, 2021).

The role of teachers as facilitators of emotion regulation is observed through the actions of teachers in helping students recognize their emotions, providing guidance to students when they are angry or anxious, teaching strategies to calm down, how teachers respond to students' emotional expressions with an empathetic and non-judgmental attitude, and providing opportunities for students to express their feelings appropriately both verbally and nonverbally. In an interview, one of the teachers stated:

"I help students recognize and express emotions by first creating a safe and supportive environment first. Then I also teach emotional vocabulary to children so that children understand the emotions that exist and know how to express them. In addition, I also set an example through the expression of positive and healthy emotions what kind of" (R1-10 Jan 2025)

The role of teachers as a model of positive social behavior is observed through the teacher's consistency to be empathetic to all students, the use of polite and respectful language in class interactions, teachers' patience in dealing with learning difficulties and the behavior of students with special needs, teachers' attitudes in respecting differences and diversity in the classroom, and the example of positive social behavior that teachers consistently display in various learning situations. These results are in accordance with the teacher's statement as follows:

".... I always give an understanding and example of what is good and what is right to children. I always say



that in this life it is very important to always be polite, honest, responsible, and respectful to others. I consistently apply it and can be internalized by children so that children are able to be empathetic and appreciate their friends” (R5-10 Jan 2025)

The role of teachers as mediators of social interaction is observed through teachers' efforts in organizing group learning activities that involve all students in an inclusive manner, encouraging interaction and cooperation between students, preventing exclusion of students with special needs, helping to resolve conflicts between students fairly and constructively, and guiding students in communicating and interacting positively in the classroom environment. The teacher stated:

“To create continuous interaction, I set clear classroom rules at the beginning and made sure all students understood the importance of mutual respect. I also ensure that there is open communication between me and the students to create a sense of security in the classroom” (R2-10 Jan 2025)

“I want to create strong bonds and increase student collaboration in participating in the classroom. I can do this by sometimes creating heterogeneous groups so that students are able to cooperate and collaborate with each other”(R6-10 Jan 2025)

The role of teachers as supporters of individual emotional needs is observed through giving attention and a personal approach to students with special needs, adjusting how to communicate according to the character and needs of students, providing motivation and emotional reinforcement consistently, teachers' efforts in creating a safe and emotionally comfortable classroom atmosphere, and teachers' concern for the emotional state of students during the learning process.

Furthermore, the role of teachers in implementing SEL can be seen in the image below:

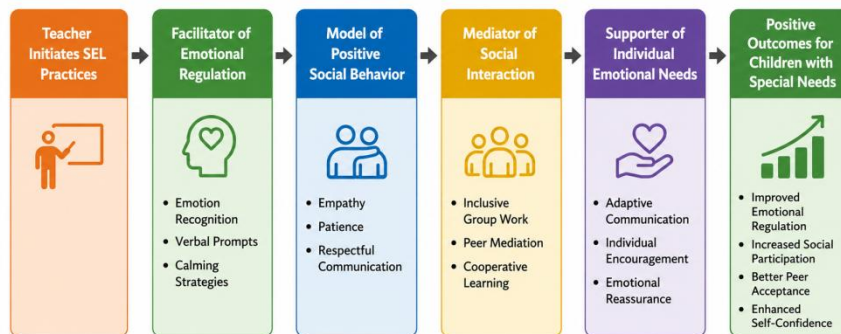


Fig. 2. Diagram of the role of teachers in SEL

Based on Figure 2, teachers implement Social-Emotional Learning (SEL) through four interconnected roles: facilitating emotional regulation, modeling positive social behavior, mediating social interaction, and supporting individual emotional needs. These roles are demonstrated through practices such as emotion recognition, respectful communication, inclusive group work, peer mediation, adaptive communication, and emotional reinforcement. Collectively, these practices contribute to improved emotional regulation, greater social participation, better peer acceptance, and enhanced self-confidence among students with special needs.

Discussion

Based on the results of the research, teachers clearly show good understanding and ability in implementing SEL. SEL is essential for the inclusion and acceptance of children with special needs (Lohmann et al., 2024). Teachers' understanding and implementation of SEL can significantly improve the social and academic outcomes of students with special needs (Freire et al., 2020; Tometten et al., 2021). In the research, the role of teachers in SEL includes Facilitators of Emotional Regulation, Models of Positive Social Behavior, Mediators of Social Interaction, and Supporters of Individual Emotional Needs.

Teachers who act as facilitators of emotion regulation are characterized by teacher actions that can help students recognize the emotions they feel. Teachers who show empathy will be able to understand students' personal and social situations and respond with care and attention (Aldrup et al., 2022; Meyers et al., 2019). Teachers who empathize with students can inspire and motivate students, thereby increasing achievement and satisfaction (Tausch et al., 2013). Teachers as facilitators will be able to provide guidance to students when they are angry or anxious, teach them strategies to calm down, and respond to students' emotional expressions with an empathetic and non-judgmental attitude. Teachers play an important role in recognizing the signs of anxiety



by providing appropriate support (Ginsburg et al., 2022). In addition, the role of teachers as facilitators is also seen in providing opportunities for students to express their feelings appropriately both verbally and nonverbally. The teacher's ability to manage one's own emotions will foster a positive emotional climate in the classroom (Rübben, 2025; Savina et al., 2025). Teachers must improve SEL teaching abilities to support students' basic psychological needs (Assor & Yitshaki, 2023).

Teachers who are models of positive social behavior are characterized by the teacher's consistency to be empathetic to all students, the use of polite and respectful language in class interactions, and the patience of teachers in dealing with learning difficulties and the behavior of students with special needs. Teachers who show empathy and emotional support can affect students' social and emotional well-being (Breeman et al., 2015). Inclusive practices and supportive behavior of teachers are essential for the social and academic competence of students with special needs (Pang et al., 2025). Positive teacher-student interaction and efforts to support students who are discriminated against can increase students' sense of community and motivation (Gest et al., 2014). Teachers are also able to show an attitude of respect for differences and diversity in the classroom and provide examples of positive social behavior consistently. Teachers who are open and empathetic are more likely to be able to foster an inclusive environment (Unruh & McCord, 2010). Teachers as role models for students must be able to show respect, empathy, and positive social interaction so that they can influence students to adopt similar behaviors (Audley, 2020; Sharma et al., 2024).

Teachers who act as mediators of social interaction are shown through teachers' efforts to organize group learning activities that involve all students in an inclusive manner, encourage interaction and cooperation between students, and prevent exclusion of students with special needs. Teachers can use different instruction to customize assignments and leverage peer support to ensure that all students can participate meaningfully (Gaitas et al., 2025). Responsive SELs can help create an equitable learning environment by considering individual differences and prioritizing empathy and social responsibility (Sutton et al., 2025). Effective communication as well as student-tailored feedback are essential to creating a classroom environment that supports inclusivity (Phan, 2025). In addition, teachers who are able to help resolve conflicts between students in a fair and constructive manner, as well as guide students in communicating and interacting positively in the classroom environment, will present the inclusive learning practices needed by students. Teachers who mediate conflicts fairly and constructively can easily create a positive classroom environment. Teachers can foster an inclusive learning environment by embedding SEL practices into daily routines and learning (Clark, 2025; Ristow & Kammer, 2025).

Teachers as supporters of individual emotional needs can be seen through teachers' concern in providing personal attention and approaches to students with special needs, adjusting how to communicate according to the character and needs of students, providing motivation and emotional reinforcement consistently, and being able to create a safe and emotionally comfortable classroom atmosphere. Teachers who provide consistent motivation and reinforcement will be able to create a classroom climate that supports and meets the emotional needs of students with special needs (Alhassan et al., 2025). A positive classroom climate is fostered by the support of teacher autonomy and a positive teacher-student relationship (Li et al., 2025). By providing the emotional support needed by every student, adaptive and responsive SEL practice is able to accommodate both regular and special needs students. Effective SEL implementation requires acceptance from teachers, creative scheduling, ongoing evaluation, and ongoing leadership support (Graham, 2025; Vera, 2023).

The role of teachers in implementing Social-Emotional Learning in elementary schools starts from the teacher's initiative in implementing SEL practices. Teachers are responsible for the integration of SEL into students' daily experiences by building important life skills such as empathy, self-regulation, and responsible decision-making (Elbertson et al., 2025; Lee, 2024). This will ultimately have a positive effect on improving the social-emotional abilities and welfare of students with special needs as shown by improved emotional regulation, increased social participation, better peer acceptance, and enhanced self-confidence. SEL encourages social inclusion and participation by improving social skills and empathy (Guha et al., 2022). SEL can contribute to building CSN's confidence by creating an inclusive learning environment. Social-Emotional Learning (SEL) is recognized as an essential component of education that supports students' social, emotional, and academic development. Studies show that effective SEL programs not only improve social competencies such as cooperation, self-control, emotion regulation, and problem-solving (Calhoun et al., 2020), but also strengthens interpersonal relationships and student decision-making (Araúz Ledezma et al., 2021). These findings indicate that students with special needs can participate in the same learning environment as their peers when teachers implement adaptive and responsive SEL practices that accommodate individual emotional and social needs.

Conclusion



This study concludes that teachers play a crucial role in implementing Social-Emotional Learning (SEL) to support the development of students with special needs in inclusive primary school environments. Teachers perform four main roles, namely as facilitators of emotional regulation, models of positive social behavior, mediators of social interaction, and supporters of individual emotional needs. Through these roles, teachers help students recognize and manage emotions, develop positive social relationships, participate actively in classroom activities, and receive emotional support that is responsive to their individual needs. The findings indicate that adaptive SEL practices, including empathetic communication, cooperative learning, peer mediation, emotional reinforcement, and individualized support, contribute to improved emotional regulation, social participation, peer acceptance, and self-confidence among students with special needs. This study contributes theoretically to the growing literature on inclusive education and Social-Emotional Learning by providing a clearer understanding of teachers' adaptive roles in supporting students with special needs in inclusive classrooms. Practically, the findings provide insights for schools, teachers, and policymakers in developing teacher professional development programs and strengthening SEL-based inclusive practices that foster students' social-emotional well-being and participation. However, this study was conducted in only one inclusive elementary school with a limited number of participants. Therefore, future research is recommended to involve broader educational settings and more diverse participants to enhance the transferability and comprehensiveness of findings related to SEL implementation in inclusive education contexts..

Acknowledgement

This research is funded by the Indonesian Endowment Fund for Education (LPDP) on behalf of the Indonesian Ministry of Higher Education, Science and Technology and managed under the EQUITY Program of Universitas Sebelas Maret (Contract No. 4315/B3/DT.03.08/2025 and No.84/UN27/KS/2025) in the scheme of Riset Kolaborasi Indonesia (RKI) Program EQUITY THE Impact Rankings SKEMA B (Kolaborasi 16 PTNBH dengan Mitra Peneliti PT Non PTNBH) 2025

REFERENCES

- [1] Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes. *Educational Psychology Review*, 34(3), 1177–1216. <https://doi.org/10.1007/s10648-021-09649-y>
- [2] Alhassan, A. M., Solheim, K., Mellemsæther, B., & Hall Christensen, M. (2025). Teachers' perspectives on supporting special needs in inclusive high schools. *Educational Research*, 67(4), 407–424. <https://doi.org/10.1080/00131881.2025.2557641>
- [3] Araúz Ledezma, A. B., Massar, K., & Kok, G. (2021). Social Emotional Learning and the promotion of equal personal relationships among adolescents in Panama: A study protocol. *Health Promotion International*, 36(3), 741–752. <https://doi.org/10.1093/heapro/daaa114>
- [4] Assor, A., & Yitshaki, N. (2023). A self-determination approach to socioemotional learning: Supporting students' needs as an essential foundation for the cultivation of socioemotional skills. In *Self-Determination Theory and Socioemotional Learning* (pp. 269–294). https://doi.org/10.1007/978-981-99-7897-7_13
- [5] Audley, S. (2020). Searching for the Golden Rule: A Case Study of Two White Novice Teachers' Beliefs and Experiences of Respect in Urban Schools. *Education and Urban Society*, 52(6), 872–903. <https://doi.org/10.1177/0013124519894984>
- [6] Augustine-Anderson, C. (2025). Fostering growth: The development and influence of social-emotional learning in education. In *Social-Emotional Learning: Strategies, Development and Educational Impact* (pp. 29–44). <https://www.scopus.com/inward/record.uri?eid=2-s2.0-105010658931&partnerID=40&md5=34e83f8d122d1d61d039e0b4fabbe429>
- [7] Bara, G., Pupe, S., & Bomi, S. (2025). The Role of Educators in Promoting Social-Emotional Learning Across Albania's K-12 Education System. *International Journal of Innovative Technology and Interdisciplinary Sciences*, 8(4), 886–910. <https://doi.org/10.15157/IJITIS.2025.8.4.886-910>
- [8] Bemiller, M. (2019). Inclusion for All? An Exploration of Teacher's Reflections on Inclusion in Two Elementary Schools. *Journal of Applied Social Science*, 13(1), 74–88. <https://doi.org/10.1177/1936724419826254>
- [9] Breeman, L. D., Wubbels, T., van Lier, P. A. C., Verhulst, F. C., van der Ende, J., Maras, A., Hopman, J.



- A. B., & Tick, N. T. (2015). Teacher characteristics, social classroom relationships, and children's social, emotional, and behavioral classroom adjustment in special education. *Journal of School Psychology, 53*(1), 87–103. <https://doi.org/10.1016/j.jsp.2014.11.005>
- [10] Brittain, A. C., & Carrington, J. M. (2024). Application of Within-Methods Triangulation to Analyze Hospital System Health. *Advances in Nursing Science, 47*(2), 123–135. <https://doi.org/10.1097/ANS.0000000000000525>
- [11] Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H. (2020). Social Emotional Learning Program Boosts Early Social and Behavioral Skills in Low-Income Urban Children. *Frontiers in Psychology, 11*(November). <https://doi.org/10.3389/fpsyg.2020.561196>
- [12] Carpendale, E. J., Green, M. J., Dix, K. L., Tzoumakis, S., Williams, K. E., White, S. L. J., Carr, V. J., & Laurens, K. R. (2025). An exploratory evaluation of universal social-emotional learning programs delivered during elementary school to Australian students. *Journal of School Psychology, 110*, 101447. <https://doi.org/10.1016/j.jsp.2025.101447>
- [13] Clark, R. (2025). The educational impact of culturally inclusive social-emotional learning in K-12 settings. In *Social-Emotional Learning: Strategies, Development and Educational Impact* (pp. 45–66). <https://www.scopus.com/inward/record.uri?eid=2-s2.0-105010667908&partnerID=40&md5=b58a6722ccfbf6d80ba43950249d49e3>
- [14] Doğan, M., & Gürgür, H. (2016). Examining the implementation of inclusive education and special educational support services for students with hearing loss in Turkey. *Turkish Online Journal of Educational Technology, 2016*(NovemberSpecialIssue), 973–979. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85007211721&partnerID=40&md5=9a3920998b3826eedc795ee11ebac9be>
- [15] Doikou, M. (2024). Promoting social and emotional learning in pupils with disability. Special teachers' perceptions and practices. *International Journal of Emotional Education, 16*(1), 154–168. <https://doi.org/10.56300/IYZP5999>
- [16] Elbertson, N. A., Jennings, P. A., & Brackett, M. A. (2025). The role of educators in school-based social and emotional learning. *Social and Emotional Learning: Research, Practice, and Policy, 6*. <https://doi.org/10.1016/j.sel.2025.100134>
- [17] Elmi, C. (2020). Integrating social emotional learning strategies in higher education. *European Journal of Investigation in Health, Psychology and Education, 10*(3), 848–858. <https://doi.org/10.3390/ejihpe10030061>
- [18] Erlandsson, M., Gustavsson, C., & Karlsudd, P. (2021). An unclear task? Perspectives of Swedish preschool and special needs teachers on their role in assessing and documenting child development. *Disability, CBR and Inclusive Development, 32*(2), 30–50. <https://doi.org/10.47985/dcidj.457>
- [19] Faragher, R., Chen, M., Miranda, L., Poon, K., Rumiati, Chang, F.-R., & Chen, H. (2021). Inclusive Education in Asia: Insights From Some Country Case Studies. *Journal of Policy and Practice in Intellectual Disabilities, 18*(1), 23–35. <https://doi.org/https://doi.org/10.1111/jppi.12369>
- [20] Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education, 23*(7–8), 691–704. <https://doi.org/10.1080/13603116.2019.1622801>
- [21] Francisco, M. P. B., Hartman, M., & Wang, Y. (2020). Inclusion and special education. *Education Sciences, 10*(9), 1–17. <https://doi.org/10.3390/educsci10090238>
- [22] Franco, V. (2023). School inclusion of children with disabilities in Mozambique: The teachers' perspective. *Frontiers in Education, 8*. <https://doi.org/10.3389/feduc.2023.1058380>
- [23] Freire, S., Pipa, J., Aguiar, C., Vaz da Silva, F., & Moreira, S. (2020). Student–teacher closeness and conflict in students with and without special educational needs. *British Educational Research Journal, 46*(3), 480–499. <https://doi.org/10.1002/berj.3588>
- [24] Gest, S. D., Madill, R. A., Zadzora, K. M., Miller, A. M., & Rodkin, P. C. (2014). Teacher Management of Elementary Classroom Social Dynamics: Associations With Changes in Student Adjustment. *Journal of Emotional and Behavioral Disorders, 22*(2), 107–118. <https://doi.org/10.1177/1063426613512677>
- [25] Ginsburg, G. S., Pella, J. E., Ogle, R. R., Devito, A., Raguin, K., & Chan, G. (2022). Teacher knowledge of anxiety and use of anxiety reduction strategies in the classroom. *Journal of Psychologists and Counsellors in Schools, 32*(2), 174–184. <https://doi.org/10.1017/jgc.2021.26>
- [26] Graham, J. (2025). An examination of factors influencing teachers' fidelity to and capacity for SEL. *Social and Emotional Learning: Research, Practice, and Policy, 6*. <https://doi.org/10.1016/j.sel.2025.100160>
- [27] Guha, S., Beri, N., & Beri, A. (2022). Connecting Arts Integration to Social-Emotional Learning (SEL) Among Children with Special Needs (CWSN). *Journal for ReAttach Therapy and Developmental*



- Diversities*, 5(SpecialIssue2), 564–573. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85146706056&partnerID=40&md5=1bd5745db996150af6acc1106123764f>
- [28] Hermanto, H., & Pamungkas, B. (2023). Teacher Strategies for Providing Access to Learning for Students with Special Needs in Elementary Schools. *International Journal of Learning, Teaching and Educational Research*, 22(4), 345–361. <https://doi.org/10.26803/ijlter.22.4.20>
- [29] Heyder, A., Südkamp, A., & Steinmayr, R. (2020). How are teachers' attitudes toward inclusion related to the social-emotional school experiences of students with and without special educational needs? *Learning and Individual Differences*, 77(July 2018), 101776. <https://doi.org/10.1016/j.lindif.2019.101776>
- [30] Ispas, C. (2020). Decision-making training of teachers for inclusive school. In *Studies in Systems, Decision and Control* (Vol. 247, pp. 79–89). https://doi.org/10.1007/978-3-030-30659-5_4
- [31] Kapcia, S. (2024). Enabling access: Reflecting on inclusive education practice. *Support for Learning*, 39(4), 203–207. <https://doi.org/10.1111/1467-9604.12506>
- [32] Karim, S. (2022). Supporting Students with Emotional and Behavioural Challenges: Considerations for Inclusive Education. In *Supporting Diverse Students in Asian Inclusive Classrooms: From Policies and Theories to Practice* (pp. 124–141). <https://doi.org/10.4324/9781032021775-10>
- [33] Lee, J. (2024). The role of teachers' social and emotional competence in implementing social and emotional learning (SEL) curriculum in Malawi. *School Psychology International*, 45(6), 681–698. <https://doi.org/10.1177/01430343241247221>
- [34] Li, Y., Gao, J., Guo, L., Lu, Y., & Li, Y. (2025). How Teacher Autonomy Support and Emotional Violence Shape Adolescent Achievement Emotions: The Mediating Effect of Teacher-Student Relatedness. *Journal of Adolescence*, 97(8), 2212–2225. <https://doi.org/10.1002/jad.70033>
- [36] Lohmann, M. J., Greer, K. A., & Macy, M. (2024). Social-Emotional learning for Young Children. In *Early Childhood Special Education Programs and Practices* (pp. 257–268). <https://doi.org/10.4324/9781003523932-12>
- [37] Madani, R. A. (2019). Analysis of Educational Quality, a Goal of Education for All Policy. *Higher Education Studies*, 9(1), 100. <https://doi.org/10.5539/hes.v9n1p100>
- [38] Menzin, D., Bar Nir, A., & Kimhi, Y. (2024). An Inclusive Education Teacher-Training Program in a Peripheral City in Israel. *Rural Special Education Quarterly*, 43(4), 191–204. <https://doi.org/10.1177/87568705241299428>
- [39] Meyers, S., Rowell, K., Wells, M., & Smith, B. C. (2019). Teacher Empathy: A Model of Empathy for Teaching for Student Success. *College Teaching*, 67(3), 160–168. <https://doi.org/10.1080/87567555.2019.1579699>
- [40] Miles, M. B. M., & Huberman, A. M. (2014). Qualitative data analysis: a methods sourcebook. In *SAGE Publications, Inc* (Vol. 4, Issue 1). SAGE Publications, Inc.
- [41] Mithans, M., Lipovec, Ž., & Ograjšek, S. (2023). Teachers' Work with Children with Special Needs in Kindergarten. *Didactica Slovenica - Pedagoska Obzorja*, 38(1), 96–111. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85182496171&partnerID=40&md5=a6c9238f0d66144559633560260fdf58>
- [42] Muchsin, M. A., & Pratiwi, S. H. (2022). *The Indonesian Journal of the Social Sciences An Overview of Inclusive Education in Eastern Aceh , Indonesia : What do the Educational Elements Say ?* 10(2).
- [43] Oranga, J., Njurai, E., Gisore, B., & Areba, G. N. (2024). Inclusive education: Transcending exclusionary practices in education. In *Exploring Educational Equity at the Intersection of Policy and Practice* (pp. 101–119). <https://doi.org/10.4018/979-8-3693-1614-6.ch006>
- [44] Özdemir, N. K., & Bacanlı, F. (2020). Social Emotional Learning Skills and Career Development: The Roles of Teachers and School Counselors. *Milli Egitim*, 48(226), 323–344. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85104022691&partnerID=40&md5=e63a8e0a677bcfea65cc76b9b945441d>
- [45] Pang, F., Yang, L., Tse, C. Y., & Sin, K. F. (2025). Assessing the Relationship Between Teacher Inclusive Beliefs, Behaviors, and Competences of Students with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 55(10), 3631–3646. <https://doi.org/10.1007/s10803-024-06473-5>
- [46] Paramita, P. P., Asthana, M. K., Amin, A. S., & Hassim, N. (2024). Inclusive Education for Students with Disabilities: Perspectives from Indonesian and Malaysian Higher Education. *Jurnal Komunikasi: Malaysian Journal of Communication*, 40(3), 247–261. <https://doi.org/10.17576/JKMJC-2024-4003-14>
- [47] Paseka, A., & Schwab, S. (2020). Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. *European Journal of Special Needs Education*, 35(2), 254–272. <https://doi.org/10.1080/08856257.2019.1665232>



- [48] Phan, T. A. (2025). The Role of Positive Communication in Enhancing Educational Outcomes. *Business and Professional Communication Quarterly*. <https://doi.org/10.1177/23294906251345789>
- [49] Prakosha, D., Anwar, M., & Martika, T. (2024). Typical Challenges Faced by Sub-Urban State Primary Schools Implementing Inclusive Education in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 23(3), 468–485. <https://doi.org/10.26803/ijlter.23.3.23>
- [50] Ratnawulan, T., Ahmad, A. C., Effendi, Z. R., Syam, R. Z. A., & Achmad, W. (2025). Teachers' Strategies in Developing Scientific Literacy for Children with Special Needs in Inclusive Early Childhood Education. *Nazhruna: Jurnal Pendidikan Islam*, 8(3), 682–698. <https://doi.org/10.31538/nzh.v8i3.433>
- [51] Ristow, A. M., & Kammer, N. (2025). Strategies for Fostering Inclusivity, Respect, and Social-Emotional Learning in P-12 Classrooms. In *Teacher Strategies for Addressing Social-Emotional Needs of P-12 Students* (pp. 215–278). <https://doi.org/10.4018/979-8-3373-1067-1.ch008>
- [52] Rübben, R. (2025). Emotion Management as Key to Mental Health? Teachers' Emotions and Support Systems. *Education Sciences*, 15(7). <https://doi.org/10.3390/educsci15070886>
- [53] Savina, E., Fulton, C., & Beaton, C. (2025). Teacher Emotional Competence: A Conceptual Model. *Educational Psychology Review*, 37(2). <https://doi.org/10.1007/s10648-025-10018-2>
- [54] Shaeffer, S. (2019). Inclusive education: a prerequisite for equity and social justice. *Asia Pacific Education Review*, 20(2), 181–192. <https://doi.org/10.1007/s12564-019-09598-w>
- [55] Sharma, M., Chakraborty, A., & Singh, N. C. (2024). Measuring teacher beliefs about factors that promote Classroom Social and Emotional Learning (CSEL). *Social and Emotional Learning: Research, Practice, and Policy*, 3. <https://doi.org/10.1016/j.sel.2024.100049>
- [56] Sugiyono. (2021). *METODE PENELITIAN KUALITATIF* (S. Y. Suryabdari (ed.)). ALFABETA, CV.
- [57] Sutton, B., Arnold-Branson, R., & Davidson-Herndon, S. (2025). Culturally responsive SEL: Embracing identity, community, and inclusive practices. In *The Power of Social and Emotional Learning for Student Success* (pp. 43–78). <https://doi.org/10.4018/979-8-3693-9790-9.ch003>
- [58] Tausch, R., Hüls, R., Brendel, T., & Lyon, K. (2013). Students, patients, and employees cry out for empathy. In *On Becoming an Effective Teacher: Person-Centered Teaching, Psychology, Philosophy, and Dialogues with Carl R. Rogers and Harold Lyon* (pp. 134–146). <https://doi.org/10.4324/9780203725672-26>
- [59] Tometten, L., Heyder, A., & Steinmayr, R. (2021). Links between teachers' knowledge about special educational needs and students' social participation and academic achievement in mainstream classes. *Contemporary Educational Psychology*, 67. <https://doi.org/10.1016/j.cedpsych.2021.102022>
- [60] United Nations, A. G. (1989). Convention on the Rights of the Child, UN document A/RES/44/25. *United Nations*, 29(1), 38–48. <https://www.unicef.org/child-rights-convention/convention-text>
- [61] Unruh, L. E., & McCord, D. M. (2010). Personality traits and beliefs about diversity in pre-service teachers. *Individual Differences Research*, 8(1), 1–7. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-77951176198&partnerID=40&md5=487a617495afa5bb18b9389b5e33e851>
- [62] Velmurugan, R., Sudarvel, J., Jothi, K., & Senthilkumar, S. (2025). Training and Resources for Teachers on SEL. In *Teacher Strategies for Addressing Social-Emotional Needs of P-12 Students* (pp. 399–418). <https://doi.org/10.4018/979-8-3373-1067-1.ch013>
- [63] Vera, E. M. (2023). Social emotional learning and cultural relevancy: Real world challenges. *Preventing School Failure*, 67(4), 233–245. <https://doi.org/10.1080/1045988X.2022.2109565>
- [64] Wang, D., & Ishak, Z. (2025). Unveiling the Implementation of Social-Emotional Learning among College Students: A Systematic Literature Review. *International Journal of Learning, Teaching and Educational Research*, 24(5), 376–399. <https://doi.org/10.26803/ijlter.24.5.20>
- [65] Wui, M. (2020). *The Effectiveness of Social Emotional Learning for Students with Special Needs* [California State University San Marcos]. <https://scholarworks.calstate.edu/downloads/vh53x1362>
- [66] Yuan, M., MacDonnell, M., Poliakova, P., Hatchimonji, D. R., Linsky, A. C. V., Selby, E. A., & Elias, M. J. (2025). Testing the Social-Emotional and Character Development (SECD) approach with student mental health and academic outcomes. *Social and Emotional Learning: Research, Practice, and Policy*, 5. <https://doi.org/10.1016/j.sel.2025.100105>
- [67] Zweers, I., de Schoot, R. A. G. J. van, Tick, N. T., Depaoli, S., Clifton, J. P., de Castro, B. O., & Bijstra, J. O. (2021). Social-emotional development of students with social-emotional and behavioral difficulties in inclusive regular and exclusive special education. *International Journal of Behavioral Development*, 45(1), 59–68. <https://doi.org/10.1177/0165025420915527>