

Exploring the Role of Shadow Teachers in the Implementation of Education in Inclusive Primary Schools in Surakarta City

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Abstract

Purpose: This study aims to explore the role of shadow teachers in the implementation of inclusive education in primary schools, with a particular focus on SD Negeri 1 Pajang, Surakarta. The research addresses how shadow teachers contribute to supporting students with special needs in regular classrooms.

Methodology: A qualitative research approach was employed, using data collection techniques such as direct observation, in-depth interviews with shadow teachers, class teachers, and school principals, along with interactive data analysis to gain comprehensive insights into inclusive educational practices.

Results: Findings indicate that shadow teachers play a pivotal role in adapting learning materials, managing student behavior, and collaborating with class teachers to create inclusive learning environments. Despite their significant contribution, challenges persist, including the limited availability of shadow teachers and the lack of specialized training programs to enhance their effectiveness.

Applications/Originality/Value: This study contributes original insights into the practical strategies used by shadow teachers to overcome inclusive education barriers. It also offers valuable input for policymakers and educational institutions to strengthen the support system for shadow teachers, thereby improving the overall quality of inclusive education in Indonesia.

Introduction

Education has an important role as a human right for every child. The Indonesian education system has been designed to provide fair and equitable access to education, regardless of their background, abilities, or physical and mental conditions (Dona & Irwansyah, 2024). The Indonesian government is making full efforts to realize this, in accordance with Law No. 20/2003 on the National Education System, as well as various other policies that support inclusiveness. One of the main programs in realizing equitable education for all children is inclusive education, which aims to ensure that children with special needs get equal opportunities to learn and develop in a supportive educational environment (Cologon, 2022).

Inclusive education has become a major focus in Indonesia's education delivery system, which seeks to provide equal access to education for all children, including children with special needs (Nabiela & Ulfatin, 2023). The main principle of inclusive education is to ensure that all students, regardless of physical, intellectual or emotional differences, can learn together in the same school environment (Rapp & Corral-Granados, 2024). This concept requires adequate support from various aspects, including inclusive education policies, facilities that are friendly to all types of needs, and educators who are trained and sensitive to the diversity of student characteristics. In its implementation, inclusive education is not just about physical integration, but also creating an environment that supports social and emotional development, and provides equal opportunities for every student to actively participate in the learning process (Zweers et al., 2021).

Inclusive education at the primary school level in Indonesia is growing, currently there are 3,000 inclusive primary schools spread across various provinces that provide access to education for children with special needs. Although this figure shows an increase from the previous year, the number of children with special needs attending inclusive schools is still far from the ideal figure of 700,000 children (Masdar et al., 2024). This shows that the gap between the number of schools provided and the number of children with special needs attending inclusive schools is still quite large. The availability of inclusive schools, adequate facilities, and the role of educators are crucial to the success of this program. One of the key roles in supporting children with special needs in inclusive schools is the presence of special assistant teachers or shadow teachers (Chairunnisa & Rismita, 2022).

Permendiknas No. 70 of 2009 emphasizes that every inclusive school must have a special assistant teacher or shadow teacher in inclusive education. Shadow teachers have the responsibility to provide academic and emotional support to students with special needs and ensure they can actively participate in the learning process in the classroom. In Indonesia,

the availability of special assistant teachers is still limited, with only around 30,000 teachers available to meet the growing needs of inclusive schools. This leaves many schools with a shortage of teachers who can provide appropriate support for students with special needs (Propheta & van Zyl, 2019). As a result, these students often do not receive adequate attention and guidance, hindering their potential to develop optimally.

Surakarta City, located in Central Java province, is one of the areas that implements inclusive education at the primary school level. Currently, there are 14 inclusive primary schools in operation with a total of 233 children with special needs who are accompanied by 69 shadow teachers. The presence of these shadow teachers is very important in helping children with disabilities to actively participate in the learning process. One of the primary schools in Surakarta that has implemented inclusive education is SD Negeri 1 Pajang, which has been running an inclusive program since 2003 with 15 students with disabilities. To support the teaching and learning process, SD Negeeri 1 Pajang provides special assistance through 5 shadow teachers. This service aims to ensure that students with disabilities can participate in learning well and optimally.

Asri and team's research shows that inclusive primary schools without special assistant teachers have not been able to provide optimal education services for students with special needs (Asri et al., 2021). This can be seen from the lack of learning plans that are tailored to the individual needs of students. Teachers in these schools tend to use uniform learning methods and tools without paying attention to students' specific needs, so the learning process becomes monotonous and still teacher-centered. As a result, students with special needs do not get adequate support to be actively and maximally involved in the learning process.

Liswandari asserts that the role of shadow teachers is very important in inclusive education, especially in supporting the academic, social and behavioral development of children with special needs (Liswandari et al., 2024). Shadow teachers work closely with regular teachers to ensure children can follow learning in mainstream classes and interact with their peers. Al-Sabatin also found that the role of shadow teachers is very significant for students with autism, where they provide academic and psychological support that allows students to focus, participate in class and manage social interactions (Al Sabatin, 2020). The shadow teacher's personalized approach was shown to help improve students' independence and communication skills.

Previous research has shown the important role of support teachers in supporting the success of inclusive education. However, there are still gaps in the implementation of inclusive education in Indonesia, especially in terms of the limited availability of special assistant teachers and the lack of learning plans tailored to students' individual needs. In Surakarta City, although several primary schools have organized inclusive education, the number of GPKs available is not sufficient to provide optimal services for all students with special needs. The urgency of this research lies in the need for a concrete solution to this problem, given that the role of accompanying teachers is not only vital for the academic success of students with special needs but also to support their social and emotional development in an inclusive environment. The uniqueness of this research is the in-depth focus on the role and strategies of shadow teachers at SD Negeri 1 Pajang, which can serve as a model in designing a more effective and applicable inclusive approach for other inclusive schools in Indonesia. Therefore, this research offers a novelty by exploring more deeply the role of shadow teachers at SD Negeri 1 Pajang.

This study aims to further explore the role, challenges faced, and strategies used by shadow teachers to overcome these obstacles. Thus, this research is expected to make a real contribution to improving the quality of inclusive education in Indonesia, especially in Surakarta City. This research will examine the perspectives of shadow teachers, regular teachers and school principals to gain a comprehensive picture of the effectiveness of shadow teachers' roles in the implementation of inclusive education. The results of this study are expected to provide new insights and become the basis for developing better policies in maximizing the role of shadow teachers in inclusive schools in Indonesia.

Method

This research uses a qualitative approach that emphasizes the interpretation of field data, using data in the form of words and documents. The focus of the research is to explore in depth the role of shadow teachers, the problems they face, and the approaches used to overcome these problems. The research was conducted at State Elementary School 1 Pajang, Laweyan District, Surakarta City.

Research subjects

The research subjects consisted of shadow teachers from lower grade (grade 3) and upper grade (grade 5), regular teachers from the same grade, and the school principal. The selection of subjects was based on the following criteria:

1. Shadow teacher: Companion teachers who are directly involved in the learning of students with special needs in a predetermined class.
2. Regular teacher: Grade 3 and grade 5 teachers who work together with the shadow teacher.
3. School principal: The person responsible for the policy and implementation of inclusive education in the school.

Data collection methods

Data was collected through several techniques:

1. Field Observation: The researcher went to the research location to observe the role of the shadow teacher directly in the learning process.
2. In-depth Interview: Structured questions were asked to the shadow teacher, regular teachers, and the principal. The interview guide was adapted from *The Essential Guide to Understanding Special Educational Needs: Practical Skills for Teachers* (Thompson, 2012).
3. Documentation: Collection of relevant documents, such as learning records, lesson plans, and school policies.

Data validity

To ensure the validity of the data, this study applied the following steps:

1. Data Triangulation: Comparing results from observations, interviews, and documentation to find consistency of information.
2. Peer Debriefing: Discussion with peers to test data interpretation.

Member Checking: Confirming the results of the interviews to the interviewees to ensure the validity of the information

Data analysis

Data analysis was conducted using the interactive analysis method, which involved the following steps:

1. Data Reduction: Selection, focusing, and simplification of relevant data. The data focused on the shadow teacher's actions and strategies in the learning process.
2. Data Presentation: Presentation of data in the form of descriptions and theoretical analysis, particularly regarding the challenges faced by shadow teachers.
3. Conclusion Drawing and Verification: Initial conclusions were drawn and verified through a cycle back to data reduction and presentation if deficiencies were found.

This process took place interactively from collection to final conclusion drawing, with the aim of producing valid and comprehensive findings.

Result and Discussion

Learning planning and implementation strategies

Adaptation of teaching materials and methods is a strategic step that must be taken by shadow teachers to ensure that the needs of each inclusive student are met optimally. In practice, these adaptations include simplifying materials, using interesting and relevant learning media, and applying flexible teaching methods according to students' abilities and characteristics (Elrashidy, 2021). Shadow teachers also need to make in-depth observations of students' individual needs, such as adjusting the pace of learning, providing emotional support, and creating an inclusive and supportive learning environment.

"...We often have to modify teaching materials to be simpler so that they are easier for students with learning disabilities to understand..." (Interview excerpt with F shadow teacher in grade 3)

Based on the above statement, learning in inclusive classes, especially subject matter, needs to be specially adapted and cannot be fully equated with what is taught in regular classes, especially when there are students with certain cognitive or sensory barriers. This adjustment is in line with Tiwa and team's research, which involves more than just simplifying content; it includes modifications that take into account students' learning needs through various visual aids (Tiwa et al., 2022). These tools, such as pictures, diagrams and videos, play an important role in converting abstract concepts into more concrete ones, thus facilitating student understanding. With such visualizations, students who have difficulty processing abstract information can understand the material more clearly and effectively, supporting an inclusive and more personalized learning process.

The teaching methods applied in inclusive education are designed to suit the different learning styles of students, so that they can receive the subject matter in the most effective way for them (Yiran, 2022). This approach involves the use of techniques and strategies that can accommodate the needs of individual students, whether they have visual, auditory, kinesthetic learning styles, or a combination of the three. Teachers in inclusive schools are expected to be able to identify each student's learning style so that the teaching methods applied can improve student understanding and comfort during the learning process.

"...We use a multisensory approach, such as combining kinesthetic, visual and auditory activities, so that students can be more involved..." (Interview quote with shadow teacher P in grade 5)

The approach from the above statement allows students to learn the material in a way that suits their strengths and needs, providing flexibility in choosing methods that can optimize each individual's understanding. For example, for

students with concentration disorders, learning approaches involving interactive games and movement-based activities have proven to be very effective. Such methods not only help to keep students' attention, but also utilize body movements that can increase their engagement and understanding of the material. According to Noortyani and team, through the use of a more personalized approach that suits the needs of each student, it is expected that the learning process will become more inclusive and enjoyable, as well as supporting the development of students' academic and social abilities more optimally (Noortyani et al., 2023).

One of the major changes in education is the use of technology to assist shadow teachers in inclusive schools. Technology now makes it easier for shadow teachers to access a variety of teaching materials and can be tailored to the needs of students. For example, educational software and learning apps can be integrated to help students with language disorders or dyslexia understand lessons in a more interactive way, such as Kahoot or Spokle. In addition, technology allows shadow teachers to track students' progress in real-time and provide quick and useful feedback (Chimbunde & Jakachira, 2024). In this situation, technology can serve as a tool and enhance the quality of more inclusive learning.

Conversely, the use of technology gives shadow teachers the opportunity to adapt their teaching methods to students' unique learning styles. Shadow teachers can tailor teaching materials to individual students' abilities and needs by using various apps and digital devices. For example, visual students can use learning videos, while auditory students can concentrate on voice recordings or podcasts. Technology plays a major role in creating a more inclusive and adaptive learning environment as it enables more individualized teaching methods, accelerates student understanding, and increases student engagement (Yung et al., 2023). In addition, technology allows shadow teachers to continuously update their teaching strategies, making them more dynamic and relevant to the times.

Adaptation strategies in inclusive education are not only limited to providing additional materials or technology that supports the learning of students with special needs. Rather, collaboration between shadow teachers and regular teachers plays a very important role in creating effective and inclusive teaching strategies (Pozas & Letzel-Alt, 2023). This collaboration allows both parties to develop more targeted lesson plans, adapt teaching methods to the specific needs of students, and overcome obstacles that may arise during the learning process. As expressed by shadow teacher P in grade 5 below.

"...We always discuss with the class teacher to harmonize the teaching methods we apply with the applicable lesson plan..." (Interview excerpt with shadow teacher P in grade 5)

From the statements above, collaboration between the class teacher and the shadow teacher is an important step to ensure that the teaching materials are not only relevant but also consistent with the curriculum. According to Jansen and team, in the inclusive learning process shadow teachers play a crucial role in helping students with special needs understand the material being taught, without feeling separate or different from their classmates (Jansen et al., 2022). The shadow teacher works closely with the class teacher to adjust the teaching methods to suit the students' abilities and special needs, so that they can still follow the learning flow smoothly. With this collaboration, teaching materials can be delivered effectively and thoroughly, minimizing the risk of students feeling isolated or left behind. It also increases students' confidence in interacting with the learning environment, creating an inclusive classroom atmosphere where every student is valued and supported according to their potential.

According to Prendergast and team, to ensure that adaptations made in the learning process are effective, it is important to monitor students' progress regularly (Prendergast et al., 2022). With this monitoring, educators can find out the extent to which the changes implemented have a positive impact on student development. Student progress should be evaluated in terms of academic, social and emotional aspects. Regular monitoring also gives educators the opportunity to identify additional needs or changes in teaching strategies. This is important to ensure that the changes made are always relevant and developmentally appropriate.

To make more informed decisions, any evaluation conducted should be based on relevant and objective data. The involvement of students in this process is essential so that they can express their opinions and feelings about the changes that have been made. Students feel valued and given space to participate in the ongoing adaptation process. In addition, monitoring carried out in a structured and planned manner will help educators plan the next action (Adhikari, 2022). Monitoring is therefore part of a continuous learning process and not just an administrative activity. The adaptation process will be more effective and result in optimal student development if done with the right approach.

Classroom and behavior management

Classroom management is one of the main tasks of shadow teachers in inclusive classrooms, as they are responsible for helping to create a conducive learning environment for all students, including students with special needs. According to Chappell & Thomas in practice, shadow teachers play a role in managing interactions between students with special needs and other students, ensuring that each individual feels valued and has equal opportunities to learn (Chappell & Thomas, 2019). They must also monitor student behavior, assist in the implementation of classroom rules, and support the main teacher in identifying and addressing learning barriers that may arise. In addition, shadow teachers are required to have good communication skills in order to provide understanding to students, teachers and parents about the conditions and needs of the students they assist. This is according to the following statement from shadow teacher F, who is in grade 3.

“...One of the ways I use is to create a clear and consistent daily routine...” (Interview excerpt with F shadow teacher in grade 3)

From the statement, this routine helps students understand the teacher's expectations and reduces the potential for disruptive behavior. In addition, coordination with the class teacher is important to ensure that the approach is consistent with classroom teaching methods. Shadow teachers also utilize simple technology, such as visual timers, to help students understand the time allocation for completing tasks.

The implementation of rules and consequences is a strategy often used by shadow teachers to maintain discipline in inclusive classrooms. By implementing clear rules, shadow teachers can help students understand the boundaries they must follow, thus creating an environment that is more conducive to learning. Shadow teachers also design rules that are easy to understand and adapted to the needs and abilities of each student, especially students with special needs. These rules not only serve to enforce discipline, but also to train students to have good social skills and understand the importance of responsibility (Thompson, 2012). The existence of shadow teachers is instrumental in shaping the positive character of students in inclusive classrooms. In addition, the rules applied by the shadow teacher can also reduce the potential for conflict in the classroom because students already understand the consequences of every action they take.

In addition to rules, consistent enforcement of consequences is an important part of the shadow teacher's strategy in maintaining discipline. Consequences are not negatively punitive in nature, but rather emphasize the learning aspect so that students can understand the impact of their behavior. For example, if a student breaks a certain rule, the shadow teacher gives a consequence in the form of temporarily losing the opportunity to participate in their favorite activity, so that students learn about the cause and effect of their actions (Setianingrum, 2019). These consequences also help students to appreciate the rules that have been made and understand the importance of cooperation and tolerance towards others. Shadow teachers always give consequences wisely, taking into account the conditions and abilities of each student so as not to cause trauma or anxiety. Through consistent application of rules and consequences, shadow teachers can create a safer and more productive learning atmosphere in inclusive classrooms.

Positive reinforcement strategies are an effective method of helping students manage their behavior in inclusive classrooms by rewarding or encouraging when students demonstrate expected behavior (Wijaya & Prastuti, 2021). By providing praise, stickers, or small gifts as a form of recognition for positive actions, students are motivated to continue behaving well and develop the necessary social skills, as described below.

“...When students successfully follow instructions or complete tasks, I usually give award stickers as a form of appreciation...” (Interview excerpt with F shadow teacher in grade 3)

This technique not only reinforces positive behavior but also increases students' confidence. In addition, shadow teachers often use the token economy as an additional incentive, such as giving access to a favorite activity if the student shows good behavior during a certain period. This strategy is considered effective for building consistent positive behavior patterns among students with special needs.

In addition to positive reinforcement, managing students' emotions is a crucial part of the shadow teacher's role, especially in supporting the social and emotional development of students with special needs. According to Retno and team, shadow teachers are responsible for helping students understand, manage and express their emotions in constructive ways (Yuliani et al., 2024). This is very important to prevent aggressive behavior or tantrums that can interfere with the learning process. In a classroom situation, the shadow teacher must be able to identify early signs of emotional change in students in order to respond appropriately and help calm students down. With the right strategies, shadow teachers can help students overcome anxiety and tension, so that they feel more comfortable and focused on learning. In addition, shadow teachers also teach basic social skills that help students to interact with peers in a healthy manner.

According to Shopwandin & Rostiana, the management of students' emotions by shadow teachers involves various approaches that are tailored to the individual needs of each student (Sopwandin & Rostiana, 2024). For example, breathing and relaxation techniques can be used to help students calm themselves down when feeling anxious or angry. Shadow teachers can also use a dialogue approach, where they invite students to talk about the feelings they are experiencing and find solutions together. In this process, the shadow teacher needs to have patience and a deep understanding of the student's emotional state in order to provide effective support. In addition, the shadow teacher also works closely with the class teacher and parents to develop strategies for ongoing emotional management in the school and home environment. With this synergy, students receive consistent support in managing their emotions in various situations. This will ultimately help students develop into more independent individuals who are able to manage their emotions better.

Collaboration between shadow teachers and classroom teachers is an important element in achieving successful student behavior management, especially in inclusive schools (Díaz-Sacco & Muñoz-Salinas, 2024). In the learning process, shadow teachers play a role in helping students with special needs to participate in class activities properly and according to their abilities. Close collaboration between the shadow teacher and the class teacher allows for a deeper understanding of the students' individual needs, so that both can design effective and consistent behavior management strategies, such as the following interview quote from one of the regular grade 5 teachers.

“...My job as a class teacher is to make sure all students can learn comfortably, including students with special needs. With the shadow teacher, I feel helped because we can work together to handle their special needs...” (Interview with D, regular 5th grade teacher)

From the above opinion, regular teachers who understand the intervention or special approach of the shadow teacher will find it easier to maintain classroom stability, prevent behavioral disturbances that may arise, and increase the involvement of all students in learning activities. This synergy not only impacts student academic achievement, but also creates a more inclusive classroom environment where students with special needs feel valued and supported in their learning process. With the right approach, the inclusion process becomes more effective and helps each student develop to their potential.

Ultimately, the success of classroom and behavior management in an inclusive environment relies heavily on a flexible and individual student needs-based approach. Each student with special needs has different challenges and potential, so appropriate strategies are needed to support them. Shadow teachers play a crucial role in creating approaches that can be tailored to the needs of individual students, such as positive reinforcement to build motivation, consistent application of rules to provide structure, and emotional management to help students overcome frustration or anxiety. By utilizing a combination of these strategies, shadow teachers can help students with special needs reach their full potential, without compromising the quality of learning for other students. This integrated approach not only ensures a more inclusive learning environment, but also proves how the role of shadow teachers has a positive impact on the implementation of inclusive education at SD Negeri 1 Pajang, Surakarta City, making every student feel supported and valued.

Communication and collaboration with classroom teachers and principals

An effective communication approach between shadow teachers and regular teachers is an important foundation in supporting inclusive learning, because good coordination between the two can ensure that the learning needs of each student, especially students with special needs, can be met optimally. In inclusive learning, shadow teachers are not only in charge of directly assisting students, but also play an active role in providing important information related to the conditions, development and challenges faced by these students to regular teachers, as the following opinion.

"...Targeted communication really helps me understand the needs of students with learning disabilities and harmonize the methods used by the main teacher in class..." (Interview excerpt with F shadow teacher in grade 3).

This opinion emphasizes that the success of inclusive learning does not only depend on the ability and role of the educator or shadow teacher alone, but also requires openness and good collaboration between educators and parents. In inclusive education, both parties are expected to share information about students' development, challenges and special needs regularly and transparently (El-Rashidy, 2023). With open communication, various learning strategies can be adjusted to meet students' individual needs, so that students' potential in adapting and developing in an inclusive environment can be optimally realized. This openness can also minimize miscommunication and encourage the creation of a supportive environment for students with special needs, both at school and at home. The regular grade 3 teacher also confirmed the importance of regular communication by stating that,

"...Daily discussions with the shadow teacher help me ensure each student gets the appropriate support, both academically and socially..." (interview with E, regular grade 3 teacher)

The role and responsibility of shadow teachers in the education team is very important as they provide intensive and personalized support to students with special needs. In carrying out this task, shadow teachers not only assist students in understanding the subject matter but also assist them in interacting with the classroom environment effectively (Duong & Silova, 2021). Shadow teachers serve as a bridge that connects students' individual needs with the learning strategies implemented by the main teacher, so that students can participate in teaching and learning activities more optimally.

"...Shadow teachers are strategic partners for the main teacher, especially in understanding the behavior and needs of students with learning disabilities..." (Interview quote with the principal of SD Negeri 1 Pajang).

From this opinion, the shadow teacher is not only a companion for students but also an active contributor to the education team. In practice, the shadow teacher's responsibilities include ensuring students remain engaged in classroom activities and motivating them to achieve the learning targets set together. Close collaboration between the shadow teacher, the lead teacher and the principal is necessary in developing and evaluating learning targets.

Communication strategies used by shadow teachers also play an important role in maintaining a good relationship with the main teacher and creating a collaborative environment in the classroom (Aydarova, 2022). Through open, clear and regular communication, the shadow teacher can ensure that any changes or needs of the students can be immediately addressed together by the education team. As the following explains.

"...The interaction with the shadow teacher opened my mind to use more diverse approaches in teaching..." (interview with E, regular grade 3 teacher)

In addition, the role of the principal in supporting collaboration between shadow teachers and main teachers cannot be ignored, as the principal has an important responsibility in creating an environment that supports inclusive practices. By providing clear directions, facilities and policies, principals can ensure that both shadow teachers and main teachers have the space and opportunity to work together optimally for the benefit of students with special needs. Principals also play a role in providing support in the form of relevant training or workshops to improve the collaborative abilities and technical skills of both (Fülöp & Gordon Györi, 2021). In addition, principals who actively provide feedback and appreciation for collaborative efforts can build a positive teamwork spirit, so that all parties feel valued and supported in carrying out their respective roles.

“...We always encourage open communication between lead teachers and shadow teachers through monthly meetings and informal discussions...” (Excerpt from interview with the principal of SD Negeri 1 Pajang).

With this support, the shadow teachers feel more confident to convey their ideas, while the lead teachers feel supported in carrying out their roles. This kind of collaboration creates a conducive working environment and supports the effectiveness of inclusive learning. It also shows the importance of leadership that supports innovation and collaboration.

At SD Negeri 1 Pajang, a solid inclusive education ecosystem is created through intensive communication and collaboration between shadow teachers, lead teachers and principals. Each party plays a complementary role, with the shadow teacher focusing on the specific needs of students with special needs, the lead teacher directing learning according to the curriculum and the principal ensuring a supportive environment for the inclusion policy. Effective communication between them allows for a smooth exchange of information, so as to respond to students' needs in a timely manner. This collaboration is supported by a clear division of roles, reducing the potential for overlapping tasks and increasing the accountability of each party in carrying out their functions. Through a planned work structure, each party not only acts as a supporter but also as an innovator, bringing new ideas that enrich inclusive education practices. This joint effort opens up space for continuous improvement in approaches, methods and strategies, so that every student gets the same opportunity to develop according to his or her potential

Conclusion

This study highlights the important role of shadow teachers in inclusive education in primary schools in Surakarta City. Shadow teachers have a big responsibility in supporting students with special needs to actively participate in teaching and learning activities. Various classroom and behavior management strategies, such as consistent rules, consequences and positive reinforcement, are implemented by shadow teachers to create an inclusive learning environment. In addition, the shadow teacher works closely with the class teacher and principal to ensure each student receives the attention they need. This study emphasizes the importance of continued support for shadow teachers, both in terms of policy and training, to improve the quality of inclusive education in Indonesia.

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