

Various Strategies to Increase Sensitivity in Inclusive Schools

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Abstract: *Sensitivity toward students with disabilities is a crucial element in fostering an inclusive learning environment. However, schools labeled as inclusive are not always able to demonstrate adequate sensitivity in their daily educational practices. This study aims to identify and analyze strategies for enhancing sensitivity toward students with disabilities in inclusive schools through three main dimensions: teacher strategies, student strategies, and school policy strategies. The study employed a qualitative approach with a case study design at an inclusive elementary school in Banjar Regency, South Kalimantan. The participants consisted of 20 teachers selected purposively, including 6 classroom teachers, 2 subject teachers, and 12 special education teachers. Data were collected through an open-ended questionnaire administered via Google Forms and analyzed using thematic analysis. Data trustworthiness was maintained through source triangulation across participant groups. The findings revealed three main strategies for enhancing sensitivity. Teacher strategies were manifested in instructional adjustments, differentiated teaching strategies, and role modeling in fostering empathy. Student strategies were reflected in collaboration, positive social contact, dialogue on diversity, and the habituation of nondiscriminatory interaction. School policy strategies were strengthened through supportive leadership, reflective forums, the habituation of inclusive values, and partnerships with parents and the community. This study confirms that sensitivity toward students with disabilities is not merely an individual attitude, but rather a collective school competence shaped pedagogically, socially, and institutionally. The implications of the study indicate that strengthening sensitivity can be achieved through realistic and low-cost measures, such as teacher reflection forums, peer support systems, the habituation of inclusive values, and the strengthening of partnerships with parents.*

Keywords: Strategy, Sensitivity, Inclusive School

Abstrak: *Sensitivitas terhadap peserta didik penyandang disabilitas merupakan unsur penting dalam pembentukan lingkungan belajar yang inklusif. Namun, sekolah yang berlabel inklusif belum selalu mampu menghadirkan kepekaan yang memadai dalam praktik pendidikan sehari-hari. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis strategi peningkatan sensitivitas terhadap peserta didik penyandang disabilitas di sekolah inklusif melalui tiga dimensi utama, yaitu strategi guru, strategi siswa, dan strategi kebijakan sekolah. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus pada satu sekolah dasar inklusif di Kabupaten Banjar, Kalimantan Selatan. Partisipan penelitian terdiri atas 20 guru yang dipilih secara purposive, meliputi 6 guru kelas, 2 guru mata pelajaran, dan 12 guru pendidikan khusus. Data dikumpulkan melalui kuesioner berbentuk pertanyaan terbuka*

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menggunakan Google Form dan dianalisis dengan analisis tematik. Keabsahan data dijaga melalui triangulasi sumber antarkelompok partisipan. Hasil penelitian menunjukkan tiga strategi utama dalam peningkatan sensitivitas. Strategi guru diwujudkan melalui penyesuaian pembelajaran, diferensiasi strategi mengajar, serta keteladanan dalam menanamkan empati. Strategi siswa tampak melalui kerja sama, kontak sosial yang positif, dialog tentang keberagaman, dan pembiasaan interaksi nondiskriminatif. Strategi kebijakan sekolah diperkuat melalui kepemimpinan yang suportif, forum reflektif, pembiasaan nilai inklusif, serta kemitraan dengan orang tua dan komunitas. Penelitian ini menegaskan bahwa sensitivitas terhadap peserta didik penyandang disabilitas tidak hanya merupakan sikap individual, tetapi kompetensi kolektif sekolah yang dibentuk secara pedagogis, sosial, dan kelembagaan. Implikasi penelitian menunjukkan bahwa penguatan sensitivitas dapat dilakukan melalui langkah-langkah realistis dan berbiaya rendah, seperti forum refleksi guru, sistem teman sebaya, pembiasaan nilai inklusi, dan penguatan kemitraan dengan orang tua.

Kata Kunci: Strategi, Sensitivitas, Sekolah Inklusif

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INTRODUCTION

Sensitivity toward students with disabilities is a crucial element in fostering an inclusive learning environment. In education, sensitivity refers to the ability of teachers, students, and school stakeholders to understand, value, and respond fairly to the learning needs of students with disabilities. It encompasses not only an attitude of acceptance, but also a readiness to build equitable interactions, adaptive learning experiences, and institutional support that enable meaningful participation for all students. Sensitivity can be strengthened through various approaches, including empathy training, teacher professional development, and comprehensive inclusive policies (Naelatus et al., 2023; Kriswanto et al., 2023).

Strengthening sensitivity also contributes to the creation of a more positive and supportive learning environment for all students. Studies have shown that a positive inclusive classroom climate plays an important role in enhancing student engagement, social relationships, and students' sense of belonging in the learning process (Margas, 2023). Research has also demonstrated that teacher sensitivity directly influences the design of more inclusive and effective instruction (Choi, 2024).

Inclusive education refers to an educational approach that provides equal opportunities for all students, including those with disabilities, to learn and participate in instructional activities within the same setting. This perspective aligns with Ainscow et al. (2006), who emphasized that inclusion is not merely the physical placement of students with disabilities in regular schools, but rather a process of identifying and addressing barriers to learning and participation. Inclusive education requires the development of an inclusive culture, relevant curricula, and flexible instructional practices (Ainscow et al., 2006; Kriswanto et al., 2023).

The label of an inclusive school does not always correspond to the presence of sensitivity in everyday educational practice. Kriswanto et al. (2023) found that the implementation of inclusive education in elementary schools continues to face several challenges, including limited teacher competence in providing support, the diversity of students' needs, the demand for additional assistance, and the need for parental support, school leadership, and regular monitoring. Similar challenges have also been identified in other studies, which highlight budget constraints, insufficient teacher competence, and weak implementation support in inclusive education (Ningrum et al., 2025).

More specific evidence suggests that this issue is not an isolated case. Based on a study involving 1,477 teachers in inclusive schools in East Java, Indonesia, Ediyanto and Kawai (2023) reported that

61.1% of teachers demonstrated positive attitudes toward inclusive education. This finding indicates that teachers' acceptance of and readiness for inclusive education have not been evenly established, even in schools that have formally adopted inclusive education.

Criticism of schools labeled as inclusive becomes even more relevant when practices in the field give rise to new forms of exclusion. Riani et al. (2025) showed that inclusive education in Banyumas may still generate new exclusion for children with special needs, even though schools have implemented inclusion programs. This finding suggests that inclusion policies may remain at the administrative level when school culture, social relationships, and implementation support have not changed sufficiently. Such conditions indicate that the status of an inclusive school does not always go hand in hand with the presence of sensitivity in daily educational practice.

A number of previous studies have proposed solutions for strengthening inclusive education. Saputra (2020) emphasized the importance of guidance and counseling services in promoting disability awareness. Rudiwati (2013) showed that collaborative training can improve teachers' professional competence in managing inclusive learning. Naelatus et al. (2023) and Kriswanto et al. (2023) also highlighted the importance of empathy, social support, and supportive relationships in inclusive education. Studies that specifically examine sensitivity strategies from a multilevel perspective at the levels of teachers, students, and school policy simultaneously remain limited. Many studies discuss teacher competence, student interaction, or school policy separately, even though inclusive practices in schools operate through the interrelationship among these three dimensions.

The present study aims to identify and analyze strategies for enhancing sensitivity toward students with disabilities in inclusive schools through three main dimensions, namely teacher strategies, student strategies, and school policy strategies. This study is expected to contribute to a stronger understanding of sensitivity as an outcome of the relationship among pedagogical practices, social interactions, and institutional support. It also provides a foundation for the development of inclusive education practices that are more responsive to diversity.

METHODS

This study employed a qualitative approach with a case study design. This design was selected because the research focused on a single bounded context, namely the practice of enhancing sensitivity toward students with disabilities in an inclusive elementary school in Banjar Regency, South Kalimantan. The school was positioned as the case because it represents the real context of inclusive education implementation, particularly in efforts to foster sensitivity among school members toward student diversity. The study was not intended to produce statistical generalization, but rather to generate a contextual understanding of the strategies developed within the school setting under investigation.

The participants consisted of 20 teachers selected purposively on the basis of their direct involvement in the implementation of inclusive education at the school. The participants included 6 classroom teachers, 2 subject teachers, and 12 special education teachers. The inclusion of these three participant groups was intended to capture a range of perspectives based on their different pedagogical roles in inclusive educational practice. The participant criteria were as follows: (1) actively teaching in an inclusive school, (2) having experience interacting with students with disabilities, and (3) willingness to provide responses voluntarily.

Data were collected through a Google Form questionnaire consisting of open ended questions. The instrument was designed to explore participants' views and experiences regarding strategies for enhancing sensitivity toward students with disabilities, the role of teachers in inclusive learning, efforts to foster empathy among nondisabled students, forms of school support, challenges encountered, and suggested programs to strengthen sensitivity in schools. The use of open ended questions allowed participants to provide more reflective narrative responses based on their experiences within the school context under study. The analysis focused on responses directly related to strategies for enhancing

sensitivity in inclusive schools, while other responses were used as supporting context insofar as they were relevant to the focus of the study.

The data consisted of the participants' written responses. All responses were read repeatedly to gain a comprehensive understanding of the data content and were then analyzed using thematic analysis. The analysis process involved several stages: (1) familiarizing with the data through repeated reading of all responses, (2) assigning initial codes to statements relevant to the research focus, (3) grouping the codes into categories with similar meanings, (4) reviewing relationships among categories to develop themes, and (5) formulating and naming the final themes that explained strategies for enhancing sensitivity in inclusive schools. This process generated three main themes, namely teacher strategies, student strategies, and policy strategies.

Data trustworthiness was maintained through source triangulation by comparing the consistency and variation of responses across the three participant groups, namely classroom teachers, subject teachers, and special education teachers. This technique was used to examine the extent to which particular findings were supported by more than one source within the same context. This procedure enabled the researchers to identify both similarities and differences in perspectives across participant groups in explaining strategies for enhancing sensitivity toward students with disabilities. To ensure confidentiality, participant identities were anonymized using codes such as P1, P2, P3, and so forth.

This study was conducted in accordance with research ethics principles. Before completing the Google Form, participants were provided with an explanation of the study's purpose, the voluntary nature of participation, and assurances regarding the confidentiality of their identities and responses. The participants' completion of the form was treated as an indication of their consent to participate in the study. All data obtained were used solely for academic purposes and were reported anonymously.

RESULTS AND DISCUSSION

This article focuses on three main strategies for enhancing sensitivity in inclusive schools, namely teacher strategies, student strategies, and school policy strategies. The thematic analysis of the written responses from 20 participants at an inclusive elementary school in Banjar Regency, South Kalimantan, directed the discussion toward how these three strategies emerged in the school's everyday practices. Sensitivity toward students with disabilities should not be understood merely as an individual quality, but rather as the outcome of a social process that is shaped and sustained through instructional practices, social interactions among students, and institutional support within the school.

The role of teachers is particularly important because they are directly engaged with students' learning needs, instructional adjustments, and the development of nonexclusive interactions. Social interaction among students also reveals another dimension of sensitivity formation, as peer acceptance, willingness to cooperate, and nondiscriminatory relationships provide the social context that determines whether inclusive values are experienced as a lived reality or remain only a normative discourse. Institutional support also deserves attention because the sustainability of teacher and student strategies is strongly influenced by school policy. School policy strategies provide direction, legitimacy, and consistency for inclusive practices, particularly when inclusive values are integrated into governance, organizational culture, and school routines.

Previous literature has shown that strengthening sensitivity in educational settings requires a connection between individual capacity and institutional culture. Social sensitivity training for teachers and students contributes to greater empathy, acceptance of difference, and inclusive attitudes in everyday interactions (Damyanov, 2024). An inclusive culture developed through repeated social interaction, collaborative norms, and the habituation of mutually supportive behavior also plays an important role in shaping sustainable sensitivity (Triwardhani, 2020). The involvement of parents and the wider community further strengthens this process, since inclusive experiences at school remain closely connected to the broader social environment (Kriswanto et al., 2023). The following discussion explains how teacher strategies, student strategies, and school policy strategies emerged in the context of the

school under study, and how these three dimensions were interconnected in shaping sensitivity toward diversity.

Teacher Strategies: Role Complexity and Classroom Realities

Teachers play a role not only as facilitators of learning but also as agents of cultural change (Yasin et al., 2024; Pramuji, 2025). They may serve as educators, motivators, facilitators, and catalysts in shaping character and a positive school culture, while also functioning as role models and drivers of social change (Yasin et al., 2024). The participants' written responses indicate that inclusive learning is not merely concerned with teaching students with disabilities, but also constitutes a process of internalizing values within the everyday practices of the school. One participant stated that the strategy implemented was "developing flexible and adaptive teaching modules or learning activities by adjusting materials, methods, and evaluation, as well as providing task options or alternative ways for students to express their understanding" (P3). Another participant emphasized the importance of "developing an individualized learning program according to the child's needs and abilities, adjusting to the child's learning style, and promoting collaboration between the classroom teacher and the special education teacher" (P12). These responses suggest that enhancing sensitivity is not solely a technical process, but also a pedagogical, emotional, and moral one.

Teacher strategies are not limited to instructional skills, but also involve the reflective capacity to translate the principles of inclusion into concrete pedagogical action. Such competence includes inclusive attitudes, social sensitivity, and ethical commitment in ensuring every student's right to learn. These qualities are manifested through instructional adaptation, heterogeneous group work, and differentiated learning strategies tailored to the diversity of students' needs (Yasin et al., 2024; Maulana et al., 2026). This position confirms that teachers are central actors in connecting inclusive values with students' learning experiences.

Strategies such as modifying instructional materials were implemented through teachers' informal efforts to adapt language, media, and even physical activities to students' abilities. A similar pattern appeared in participants' responses that emphasized "modification and adaptation of materials according to students' abilities, whether in terms of content, process, or final outcomes" (P4), as well as "individualized instruction, the use of visuals, the use of technology, rewards, and motivation" (P20). The scarcity of formal guidelines was also reflected in the limited structure of these approaches. Strengthening instructional support systems based on Universal Design for Learning, or UDL, is therefore relevant in this context (Veshal, 2024). UDL is a pedagogical framework that promotes flexibility in learning goals, methods, and assessment (Veshal, 2024). Its implementation has been shown to increase accessibility, participation, and engagement in learning, particularly for students with disabilities (Praveen et al., 2024; Novembli et al., 2024). Greater teacher understanding and implementation of UDL therefore remain necessary (Mitchell, 2023; Edyburn, 2020).

The teacher's role in this context can be explained through Social Learning Theory, which emphasizes that social behavior is learned through observation, imitation, and modeling (Bandura, 1977). In inclusive learning, teachers do not merely communicate inclusive values verbally, but also function as social models whom students observe in daily interaction. The way teachers speak, involve students with disabilities, and respond to difference provides concrete examples of how diversity should be treated in the classroom. This position further reinforces the argument that teachers are central actors who connect inclusive values with students' learning experiences.

Empathy education does not always take the form of a formal program. The participants' responses show that teachers used narrative approaches such as telling stories about people with disabilities, conducting simple simulations, and modeling inclusive behavior. One participant stated that empathy was fostered through "early inclusion education through stories, films, and discussions that instill the values of equality and respect for difference" (P17). Another participant emphasized that "teachers must set a good example so that students can emulate attitudes of respecting others without discrimination"

(P12). This description suggests that empathy cannot be taught instantly, but must be built through consistent relationships and meaningful examples (Samra & Jones, 2019).

This explanation is consistent with the Empathy Altruism Hypothesis, which states that empathic concern can encourage prosocial behavior and altruistic motivation to improve the well being of others (Batson, 1991). In the context of this study, teachers' efforts to cultivate empathy were intended not only to help students understand disability at the cognitive level, but also to encourage them to develop care, acceptance, and a willingness to support peers in different circumstances. These teacher strategies indicate that sensitivity in inclusive schools is built through a combination of pedagogical adaptation, social modeling, and empathy cultivation as the basis of social action.

The overall discussion demonstrates that sensitivity toward students with disabilities emerges from the relationship between teachers' pedagogical competence and their moral and relational qualities. Teachers are responsible not only for adapting instruction, but also for shaping a classroom climate in which inclusive values can be practiced in meaningful ways. This position confirms that teacher strategies serve as an essential foundation for the development of student strategies and for the success of school policies in building an inclusive culture.

Student Strategies: Building Inclusive Awareness through Social Habits

The participants' written responses show that students, particularly nondisabled students, play an important role in shaping a learning environment that is sensitive to diversity, including the presence of students with disabilities. Effective strategies for fostering sensitivity among students were carried out through introduction, active involvement, and the internalization of empathy based values in everyday school life. Sensitivity at the student level developed not only as a result of teacher direction, but also as part of the shared social experience formed through daily interaction.

Collaborative activities without role segregation emerged as one of the main strategies implemented in the school. In group work, teachers intentionally assigned constructive roles to students with disabilities according to their abilities, while maintaining equal standing with their peers. This pattern is reflected in one participant's response, which stated, "assigning group tasks that combine regular students with students with special needs" (P13). Another participant explained that students with disabilities were "more frequently encouraged to appear and participate in front of the class. In addition to building their self confidence, this also gives their classmates an opportunity to see the abilities they possess" (P11). These responses indicate that student strategies were directed toward eliminating feelings of pity or marginalization and replacing them with the awareness that all students have meaningful contributions to make. This strategy is consistent with the principle of inclusive peer interaction, which promotes natural participation and increases empathy through shared experience (Khalfaoui et al., 2020; Woodgate et al., 2020).

The development of sensitivity at the student level can be explained through the Contact Hypothesis, which emphasizes that interaction between groups can reduce prejudice and increase social acceptance (Allport, 1954). In the context of inclusive schools, the involvement of nondisabled students and students with disabilities in shared learning activities, group work, and classroom participation creates opportunities for equal and meaningful social contact. This kind of social contact enables students not only to understand difference conceptually, but also to experience it directly in everyday relationships. The findings suggest that sensitivity develops through social experiences that foster acceptance rather than solely through moral instruction.

Safe spaces for dialogue about diversity, including disability related issues, also formed an important part of student strategies. Several teachers facilitated classroom discussions, shared stories, and used narrative based learning media to open honest conversations about difference and acceptance. This can be seen in one participant's statement that teachers need to "explain to nondisabled children what disability means, then guide them to always treat children with disabilities kindly and without discrimination" (P13). Another response emphasized that students need to

understand that “all students are equal, all students are unique, and each of them certainly has their own strengths and limitations” (P12). This strategy not only increased students’ cognitive understanding of disability, but also fostered compassion and open mindedness, which form the foundation of social sensitivity (Herbert et al., 2020). This kind of approach supports dialogic and transformative learning rather than merely normative learning (Tiraeni et al., 2024).

Innovative practices such as peer support systems and rotating seating arrangements were also identified in the participants’ responses. One participant proposed an “Inclusive Friendship program, a collaborative program between students with disabilities and nondisabled students in learning activities” (P3). Another response emphasized the importance of “learning together frequently, and being involved in every learning activity and school activity without favoritism or discrimination” (P6). These practices provide students with direct experience in building social relationships across difference. Over time, such patterns reduce stigma and create new social norms in which diversity is recognized as a natural part of school life. These findings are consistent with Nardacchione and Peconio (2022), who showed that guided social experiences in the classroom can encourage the development of prosocial behavior and positive attitudes toward individuals with disabilities.

The internalization of inclusive values did not stop at direct classroom interaction. The participants’ responses indicate the importance of embedding these values into school activities such as ceremonies, daily announcements, and religious or cultural programs. At this point, student strategies were integrated systematically as part of school life rather than being treated as a one time project. Such habituation reinforces sensitivity as a collective character rather than merely an individual attitude. An inclusive school culture becomes most visible when it is present in repeated social interaction, collectively accepted, and practiced in everyday life.

The overall analysis in this section shows that sensitivity toward students with disabilities develops through social relationships that are equal, open, and repeated within school life. Social acceptance does not emerge automatically, but is formed through collaborative experiences, dialogue about diversity, and the habituation of inclusive values in everyday interaction. This position confirms that students are not merely the objects of inclusive education, but also important actors in building and sustaining a school culture that is sensitive to diversity.

School Policy Strategies: From Commitment to Culturally Responsive Policy

The participants’ written responses indicate that the school plays a central role in shaping systems and cultures that support the enhancement of sensitivity toward students with disabilities. Policy strategies are not sufficient when expressed only through technical training or the provision of facilities. Long term commitment, supportive leadership, and inclusive values embedded in the school’s organizational culture are essential elements in determining whether inclusive practices can be sustained consistently in everyday school life.

Most participants indicated that the school had supported inclusive education through teacher training and the provision of basic facilities. This is reflected in responses describing school support as “providing learning resources for special education teachers and classroom teachers” and “seeking expert resource persons who are able to guide us” (P18). Another response also confirmed the existence of “facilities such as a special room when students with disabilities experience tantrums, interactive learning tools, and the organization of supportive activities” (P9). Such support, however, has not always been systematic or sustainable. This condition points to the need for more contextual and continuous training designed in accordance with actual challenges in the field. A number of studies have shown that teacher training in inclusive education is often not aligned with real classroom needs, and that a gap still exists between policy and implementation in practice (Nembambula et al., 2022; Korkie et al., 2025). One time training has also been shown to be insufficient without continuous and systematic support (Tuerah, 2025).

Budget limitations and constraints in human resources emerged as important barriers to expanding inclusive services. Several participant responses indicated that these constraints were still felt in school practice, as reflected in statements such as “lack of understanding about disability, limited teacher training, and inadequate school facilities and infrastructure” (P12), as well as “insufficient time to gather or hold meetings to discuss these matters” (P14). These obstacles are consistent with studies showing that limited resources, including lack of understanding, minimal teacher training, and inadequate facilities, infrastructure, and time, remain major challenges in the implementation of inclusive education (Deroncele Acosta & Ellis, 2024; Santi et al., 2025).

The participants’ responses also suggest that school policy strategies do not always have to depend on large budget based interventions. Several proposals instead pointed to realistic and low cost measures, such as regular reflective forums among teachers, the habituation of inclusive values in school activities, and strengthened communication with parents. This can be seen in one participant’s proposal to “hold meetings every two weeks to discuss sensitivity and its development” (P14), as well as another suggestion for “regular training every two weeks with different topics but still within the same general focus” (P11). Another response proposed a “Disability Friendly School” program through workshops, simulations, and the involvement of resource persons with disabilities (P5). These descriptions indicate that strengthening sensitivity can be developed not only through the provision of physical infrastructure, but also through social habituation, shared learning forums, and the organization of a more reflective school culture.

Effective school policy becomes visible when inclusive values are integrated into everyday school practices and culture. The participant data show that sensitivity can be institutionalized through teacher and student codes of ethics, character development activities, and reflective forums among teachers that allow the sharing of good practices and collaborative problem solving. Such forums are important because they strengthen professional solidarity in responding to the challenges of inclusive education. School policy strategies therefore function not only as formal directives, but also as institutional mechanisms that preserve the continuity of inclusive values in school practice.

The principal’s role emerged as an important factor in creating an atmosphere that supports inclusion. Principals who are responsive, open to feedback, and willing to provide space for teacher initiative play a major role in accelerating the development of a sensitive school culture. Schools with this kind of leadership tend to be better able to align formal programs with practical implementation, such as the development of adaptive curricula and assessment systems based on student needs (Ismiyanto et al., 2024; Syafi’i & Rosyidah, 2022). This direction is consistent with Ainscow’s framework, which emphasizes the importance of systemic leadership and collaborative culture in the development of equitable inclusive education.

The school policy strategies identified in this study can be interpreted through Bourdieu’s concept of habitus, which explains that behavior and attitudes are not formed solely at the individual level, but are shaped by social environments and continually repeated practices (Bourdieu, 1977). In the context of inclusive schools, organizational culture, daily routines, reflective teacher forums, and the habituation of inclusive values function as mechanisms for shaping social habits that influence how school members perceive and treat students with disabilities. This perspective suggests that sensitivity toward disability is better understood as the outcome of school culture formation rather than as the result of temporary technical intervention alone.

Inclusive relationships with the community and with parents also broaden the reach of school policy strategies. The participants’ responses indicate that activities involving parents, whether through socialization, regular communication, or their involvement in strengthening inclusive values, can reinforce emotional support while also increasing collective awareness. This strategy represents a whole school and whole community approach, emphasizing that the enhancement of sensitivity cannot be built exclusively within the classroom, but must involve the entire educational ecosystem. This finding is in line with studies emphasizing that the involvement of parents and the community is a key element in

strengthening inclusive education practices through collaboration between schools and the broader social environment (Muhammad et al., 2024).

The overall discussion in this section shows that the sustainability of inclusive education depends greatly on the school's ability to institutionalize inclusive values within governance, organizational culture, and broader social relationships. School support is not sufficient when it appears only in the form of facilities or formal regulations, but must also be realized through supportive leadership, reflective habits, the habituation of inclusive values, and sustainable partnerships with families and communities. This position confirms that school policy strategies serve as the main support for teacher strategies and student strategies in building a school culture that is sensitive to diversity.

The analysis shows that sensitivity toward students with disabilities develops through the interconnection of teacher strategies, student strategies, and school policy strategies. The role of teachers is reflected in adaptive instruction, social modeling, and the cultivation of empathy. The role of students is visible in equal interaction, peer collaboration, and the habituation of attitudes that accept diversity. The role of school policy is expressed through organizational culture, leadership, reflective forums, and institutional support that preserve the continuity of inclusive values.

An integrated reading of the findings shows that sensitivity cannot be understood adequately as an individual attitude, but rather as the result of the relationship among pedagogical practices, social interaction, and school culture. This framework is consistent with Bandura's Social Learning Theory and Batson's Empathy Altruism Hypothesis at the teacher level, Allport's Contact Hypothesis at the student level, and Bourdieu's concept of habitus at the school level (Bandura, 1977; Batson, 1991; Allport, 1954; Bourdieu, 1977). Sensitivity toward disability grows through social modeling, positive intergroup contact, and the habituation of inclusive values in school life.

Enhancing sensitivity in inclusive schools can be understood as the result of synergy among multiple actors rather than a single intervention. Adaptive instructional practices, inclusive social habits, and consistent school policies reinforce one another in shaping a culture that is sensitive to diversity. Even environments with limited resources can still develop sensitivity through realistic and low cost measures, such as teacher reflection forums, peer support systems, the habituation of inclusive values in routine school activities, and the strengthening of partnerships with parents.

The contribution of this study lies in affirming that sensitivity toward persons with disabilities is a collective school competence shaped pedagogically, socially, and institutionally. Strengthening inclusive education should be directed not only toward the provision of facilities, but also toward the development of school culture, social routines, and collaboration among stakeholders so that inclusive values can be implemented consistently in everyday life.

The overall findings of this study confirm that enhancing sensitivity in inclusive schools requires a relational, systemic, and sustainable approach. Teacher strategies, student strategies, and school policy strategies form the main foundation for shaping and sustaining sensitivity toward diversity. Sensitivity cannot be developed sufficiently through formal regulation alone, but must be integrated into pedagogical practices, student relationships, and the school's institutional culture. Strengthening inclusive practices in schools requires collaborative strategies as well as the ability to identify cultural and structural barriers that limit the implementation of inclusion and equity (Ainscow & Viola, 2024). Efforts to strengthen inclusive education should be directed not only toward policy, but also toward the social conditions that enable inclusive values to be practiced consistently in everyday school life.

CONCLUSION AND SUGGESTIONS

This study shows that enhancing sensitivity toward students with disabilities in inclusive schools develops through the interconnection of teacher strategies, student strategies, and school policy strategies. Based on the thematic analysis of the participants' written responses at an inclusive elementary school in Banjar Regency, South Kalimantan, sensitivity was shaped through adaptive instructional practices, equitable social interaction, and institutional support that sustained inclusive

values. In this study, sensitivity did not appear merely as an individual attitude, but as the outcome of the relationship among pedagogical practices, peer social relations, and school culture.

At the teacher level, sensitivity was developed through instructional adjustment, differentiated teaching strategies, and role modeling in treating students equitably. At the student level, sensitivity developed through cooperation, positive social contact, dialogue about diversity, and the habituation of nondiscriminatory interaction. At the school level, sensitivity was strengthened through supportive leadership, reflective forums, the habituation of inclusive values, and policy support that provided direction and consistency for inclusive practice, including strengthened communication and partnerships with parents. These three strategies were closely interconnected and together formed a school environment that was more responsive to diversity.

This study confirms that sensitivity in inclusive schools can be understood through the synergy among teacher strategies, student strategies, and school policy strategies. Teachers shaped the direction of pedagogical practice, students built social acceptance in everyday life, and the school provided the institutional framework that sustained both. The contribution of this study lies in affirming that sensitivity toward students with disabilities is a collective school competence shaped pedagogically, socially, and institutionally.

Schools with limited resources can still strengthen sensitivity without relying heavily on extensive infrastructural support. Teacher reflection forums, the habituation of inclusive values in routine school activities, the strengthening of student interaction, and partnerships with parents are realistic measures that can reinforce an inclusive school culture. This implication shows that strengthening sensitivity can be pursued through the organization of school culture and social collaboration, rather than through material intervention alone.

The limitations of this study should also be acknowledged. The research was conducted in a single inclusive elementary school and relied on participants' written responses, so the findings are not intended to be directly generalized to all inclusive education practices in Indonesia. This study also did not directly incorporate the perspectives of students with disabilities, meaning that their experiences have not yet been fully represented.

Recommendations for future research should focus on expanding both the range of perspectives and the scope of investigation. Future studies need to involve students with disabilities as primary participants, while also incorporating the perspectives of nondisabled students, parents, principals, and other relevant stakeholders in order to provide a more comprehensive understanding of how sensitivity is formed in inclusive schools. Multi site studies are also needed to compare variations in strategies across different schools. Further research may also examine how teacher strategies, student strategies, and school policy strategies are sustained over longer periods, particularly in schools with limited resource support.

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