

Blended Learning in Inclusive Education: Experienced Teacher's Voices

Tri Retna Astari¹, Nur Hidayanto Pancoro Setyo Putro²

¹ Universitas Negeri Yogyakarta, Indonesia; triretna.2021@student.uny.ac.id

² Universitas Negeri Yogyakarta, Indonesia; 3retna30.tra@gmail.com

ARTICLE INFO

Keywords:

blended learning;
inclusive education;
special education need

Article history:

Received 2022-12-30

Revised 2023-06-30

Accepted 2023-09-30

ABSTRACT

Since the COVID-19 pandemic, many schools have implemented blended learning, where learning is held online and offline. The use of blended learning is considered effective but the application of blended learning will still be the same when applied to inclusive classes where there are not only regular students but also students with special education needs (SEN). The purpose of this research is to better understand teachers' perspectives on blended learning activities in English classrooms, as well as perceived barriers and problems, also in this research, was to tell a story. To know how EFL teacher experiences when teaching in an inclusive classroom the researcher interviewed an EFL secondary school teacher. The findings suggest that the effectiveness of inclusive education implementation is dependent on teachers' instructional approaches, learning resources, and institutional and governmental support. Her perspectives on inclusive education were critical in teaching people about special education students and changing attitudes while dealing with both regularly developing and disabled students. The financial position of the student's families is one of her ongoing difficulties as she tries to adopt blended learning in the inclusive classroom. She had vowed to investigate blended learning and find methods to include it in regular courses or inclusive classes.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Tri Retna Astari

Universitas Negeri Yogyakarta, Indonesia; triretna.2021@student.uny.ac.id

1. INTRODUCTION

The pandemic coronavirus has affected several sectors including the educational sector. Depending on the affluence of the nation, a pandemic epidemic known as the coronavirus (COVID-19) is causing havoc on educational institutions (Wajdi et al., 2020). Due to 87% of students worldwide being impacted by COVID-19 school closures, educational institutions are leaning more and more toward distance and online education by adopting online learning programs (Cahaya et al., 2022; Tadesse & Muluye, 2020). As Education Minister Nadiem Makarim noted, students would be permitted to learn from home, the education system must adapt to new teaching and learning activities by teaching and transitioning to online learning. Churiyah et al. (2020) stated to spread the disease, schools and colleges decided to move academic activities to online learning environments. Because remote learning is defined as teaching and learning activities carried out systematically utilizing technology and information with frequent,

substantial, and supportive communication between students and teachers, distance learning is conducted in the same way as online learning (Rusli et al., 2020). The use of remote learning draws attention to the lack of in-person interaction between students and lecturers.

However, many teachers feel online learning is perceived as less effective and efficient. It is well-recognized that the transition from offline to online learning in the COVID-19 epidemic age is not simple (Aji et al., 2020; Rahman, 2021). Rural schools with limited services lack the necessary digital infrastructure to offer remote education. Regarding technology and instructional resources, private and public schools have significant differences (Tadesse & Muluye, 2020). Teachers, families, and students have been affected negatively by the closing of the school. Students in urban and rural locations, as well as those from richer and lower socioeconomic class families, had unequal access to high-quality education before the coronavirus. Inequities between students may get worse if schools are closed (Tiruneh, 2020). There is restricted access to technology, the Internet, and educational materials for students who live in remote locations or low-income houses. Because of this, blended learning has become one of the ways of teaching and learning that have been implemented since this pandemic. Even if they are not yet ready to completely online teach and learn, it drives students and teachers to embrace blended learning.

Blended learning is believed to be the best teaching strategy because it combines the best elements of online and in-person instruction. Some definitions of blended learning include a training approach that blends face-to-face education with online lectures (Graham, 2004). One method for combining modern and traditional learning is blended learning. The application of contemporary technology can create fresh opportunities for meeting the needs of certain students (Ball et al., 2017). Students are forced to use online learning, especially distance learning, as a result of the pandemic. Blended learning encompasses almost all teaching approaches because of how widely these attitudes define it, (Graham, 2004). By offering autonomous learning possibilities to encourage engagement, cooperation, and involvement in their teaching and learning activities, ICT (information and communication technology) allows both students and teachers to be more adaptable in their learning. ICT also fosters a positive learning environment leading to a more active education sector. (Graham, 2004) predicted that blended learning systems will remain popular throughout the current epidemic, despite the uncertainties of the future. This necessitates their application throughout the educational process, at all educational levels, and on all available platforms.

One of the issues faced by blended learning in Indonesia is the requirement for teachers and students to have more knowledge and expertise with the online platform. Pardede (2019) stated students are less motivated to study when blended learning is implemented, and miscommunications between professors and students are common owing to students' difficulty comprehending the teacher's instructions. Graham (2004) claims that the usage of blended learning may impede professors and students from engaging in in-depth conversations. According to Sukardjo et al. (2020), while employing blended learning, teachers may focus more on assisting students in developing more successful autonomous learning habits. Blended learning, according to another study, is the most successful technique for providing information from the perspective of students, this is known after paying attention to the results of the knowledge and abilities of students (Kwak et al., 2015).

Fraser (2016) defines blended learning as a teaching approach that combines face-to-face education with technologically enhanced online learning. E-learning includes blended learning. E-learning is characterized in the context of education as something global in nature has a wide scope and investigates the use of different electronic technologies to impart instruction (Khairal Abd et al., 2022; Sidabalok & Sinaga, 2021). Virtually all teaching and learning activities occurred online during the Covid-19 outbreak. Fewer students allowed for more efficient utilization of conventional in-person activities or home visits as a complement to online learning. This point of view states that blended learning combines online and face-to-face classroom-based teaching approaches. Use a virtual learning environment, WhatsApp chat, WhatsApp Groups, or both synchronous and asynchronous communication tools frequently. However, attempts at blended learning cannot ensure that students in special education programs will learn well. According to Thompson et al. (2012), students who attend just online schools make less progress than

those who attend normal classes. This is conceivable because one of the most difficult aspects of integrating technology is that students who require special education frequently lack computer literacy and basic technological understanding (Rivera, 2017).

For visually impaired students enrolled in online programs, the teacher has challenges in detecting, developing, and implementing the appropriate adjustments to meet the diverse learning demands of various virtual environments. Many special education teachers may not acquire the essential training or abilities to use blended learning in their classes (Basham et al., 2015). This illustrates that satisfying the particular requirements of special needs students possible now doable in a mixed-ability learning environment. Blended learning and training programs for special education teachers are also required to increase these chances in special education.

The goal of inclusionary education is to enhance student's educational experiences by developing innovative teaching strategies, especially those that are suitable for a wide range of students. Students have full access to all learning opportunities and resources because they feel on par with their classmates (BR et al., 2021). Through the use of strategies, activities, and procedures, inclusive education aims to make everyone's right to a high-quality, pertinent, and suitable education a reality. This inclusive education has a goal to give regular and special education needs students the appropriate learning and help them improve their skills and abilities (de Bruin, 2019). However, inclusive education does not necessarily lead to problems, as prior research has shown. Additionally, it is believed that offering these teenagers more in-depth therapy in schools may improve the efficiency of their support (Hue, 2012). The talents and limits of students with special education needs (SEN) might vary. Each student's and adolescent's educational requirements have a significant impact. According to McCoy et al. (2020), individual learning needs, specific learning needs, emotional or behavioral concerns, and physical impairments like vision, hearing, or speech impediment are the four categories into which students with special education needs are divided. Impairments also include long-term health issues, such as "other" diseases mentioned by a parent, or delayed development.

Previous research has revealed that some teachers are still having difficulty accessing resources for inclusive classrooms (Woodcock & Woolfson, 2019). This is founded on their idea that rather than being forced to educate students with special needs in public school classes, special teachers should be educated about special educational needs, have undergone the requisite training, and have relevant teaching experience. According to a recent survey, teachers wish to promote inclusive education by enabling special needs students to participate in their classes. Other teachers, on the other hand, are less supportive of students with special needs. Furthermore, they thought that special education was inextricably linked to their special education training and teaching experience (Kurniawati et al., 2012). Teachers still accept students with special needs, but those with less severe disabilities, physical limitations, or sensory abnormalities are more likely to be accepted. This illustrates that there is still a lack of acceptance for children with emotional and behavioral disorders who require special education, and attitudes deteriorate in public schools as the severity of the disability increases.

There has not been any research on the experiences of teachers instructing English to students in special education in a blended learning environment. Therefore, additional study is needed to close this gap. The purpose of this study is to compare the experiences of EFL teachers who instructed junior high school students in inclusive classrooms when the coronavirus epidemic was in effect. The following research questions were put out to achieve the study's goals: How do EFL teachers' experiences about teaching students in inclusive secondary school classes that use blended learning (online education and home visits) in the middle of the COVID-19 epidemic?

2. METHODS

This article attempts to know teacher experiences when teaching inclusive students using blended learning strategies. This research was designed as a narrative study using qualitative data, narrative study was chosen to analyze teacher experiences and stories when teaching blended learning in inclusive

classrooms. It is a narrative study that needs opinions, arguments, statements, and behaviors as well as spoken interviews with the participants to retell teacher experiences. The participant chosen is a teacher who works with inclusive students with special needs. The teacher has been teaching for 10 years and has met many students with special needs who join regular classes so that they become inclusive classes. For now, she has four special education students enrolled in two of her classes.

To conduct this research, the researcher used in-depth interviews with the teacher. The participant in this research has previously employed blended learning in inclusive education. The use of in-depth interviews helped participants recall and grasp the topic. The purpose of the interview introduction was to provide the researcher with further information about the participant's background in teaching English to students with and without disabilities in an inclusion class. The interviews are meticulously performed so that she may be frank and candid about their opinions and absorb the most recent information, resulting in higher-quality outcomes. During the interview, pre-written interview questions are utilized.

The study was analyzed using qualitative theme analysis approaches (Barkhuizen, 2014). Thematic analysis is the process of choosing, evaluating, and summarizing data from qualitative research that pertains to a certain topic. After the interview, data transcripts were produced. Coding data and categorizing data outputs based on interview transcripts. When assessing the data, the researcher followed the six steps of theme analysis. Among them include becoming acquainted with the data, developing preliminary codes, searching for themes, reviewing themes, defining and labeling themes, and preparing the report (Nowell et al., 2017).

3. FINDINGS AND DISCUSSION

This section summarizes the results of the data collection and analysis. These are the findings of participant tales on adopting inclusion in an inclusive classroom through blended learning activities, as well as anecdotes regarding teachers' beliefs, current problems, and impediments to doing so, particularly in English classrooms. The findings of the study are based on information gathered through interviews and an evaluation of the details offered during the conversation. The interview was conducted in a single session, and I then prepared and thematized a data transcript. During the analytic process, I was able to dwell on and scrutinize the data by re-listening, re-reading, and re-checking it. The previously thematically organized data in Bahasa Banjar was translated into English.

3.1 Participant Stories on Teaching Techniques and Methods

Combining traditional classroom instruction with online learning is known as blended learning. In a classroom where all students are welcome, the participant has never thought about using blended learning. She has picked the best method for defining learning goals and facilitating students' access to learning materials. Since some students need more time to absorb the material than others, she proceeds more slowly and repeats the courses for several times. She expressed her thoughts "Yes (must explain carefully), even if we could make the special education students learn, they wouldn't be able to comprehend" She communicated with her students and kept an eye on them as she walked around the classroom. Aside from that, she is unclear on the right strategy, therefore she hasn't identified another that appears appropriate for this to occur. Since they were not given the option to enroll in an inclusive education course in college, teachers are currently working to develop new strategies.

Furthermore, the participant had significant dissatisfaction when teaching an inclusive class. When learning in person, some SEN youngsters struggle to understand the subject content. When learning is done online, regular and special education students must have more difficulty understanding the information. While teaching online, she just uses WhatsApp as a learning tool. She just gives or distributes educational information, followed by a series of questions to which the students must respond. Her experience has prevented her from creating effective teaching strategies and procedures for inclusive classrooms. She suggests icebreakers or a strategy to help students with particular challenges understand English, for instance. Furthermore, she has trouble creating a lesson plan for online learning because of her students' low skills and talents.

3.2 Feeling and Experiences Teaching in an Inclusive Education

The participant started her career as a teacher twelve years ago after receiving her degree from one of the state institutions in Kalimantan Selatan. She has evolved into a teacher as a result of her immediate exposure to a teacher-friendly atmosphere. Twelve years ago, she started teaching in public junior high schools in Hulu Sungai Utara. Because of her prior expertise, she was able to recognize the traits of various students, and more than six years ago, she started teaching in an inclusive classroom. She had only recently started using blended learning when the virus hit Indonesia.

These students came together to form a class with a diverse variety of traits. She is quite likely to encounter various characteristics of students in regular classrooms, especially in an inclusive class. She found SEN students in her inclusive class who needed a variety of learning accommodations and support, comprising learning difficulties such as slow development, emotional issues, and intellectual disabilities. And physical disabilities such as speech Impairment and Physical Disabilities. She found as an English teacher that students require more than just material to be educated. Based on this, the instructional strategies and appropriate learning resources are important for special needs students. Do they have different personalities that make teachers also have different teaching methods and many resources for inclusive classrooms? As a result, the participant had to maintain the proper mindset while presenting the inclusive lesson. She cannot give in to her desires. She must ascertain whether or not all of the pupils share her tastes. She must connect with pupils from many racial and cultural origins and show a stronger readiness to embrace inclusion than those who do not. Because she taught in an inclusive classroom, the instructor indicated that good attitudes toward inclusion were critical for developing healthy communication between her and her pupils, as well as for her capacity to be a competent teacher. She suggested that she should go above and above in this inclusion class to urge her students, particularly the SEN students, to follow. She uttered "In an inclusive classroom, I should say anything five or three times before I pause to ask, "Did you understand?" What do you believe? As an alternative, if they have a work to complete, I steer them in the appropriate route by going to the website and describing what it is" She emphasized that students with special needs should have an equal learning opportunity like the other regular students. They must compete fairly. If youngsters feel they have learning or intellectual problems as a result, she will be a better mentor for her students.

Teachers believe that paying close attention to inclusive classrooms will lead success to the academic achievement. To avoid feelings of prejudice or jealousy, both ordinary and SEN students in this class must get equal attention. To guarantee comprehension, she must pay great attention to her students throughout lectures. She concentrated her efforts on SEN students, who require more attention than other students. It all comes down to the reality that when a teacher pays attention to them, the students notice. Their capacity to be respected and accepted in the classroom affects how they teach and learn. Teachers may also be able to assist SEN students in achieving their learning goals by fostering their confidence and assisting them in avoiding misconceptions when participating in activities. She also paid more attention to the regular students so they also had equal attention and explanation from their teacher. She believes that even if students receive less attention, it is adequate for their needs. She advised and directed her students to undertake as much preparation as they could to pay attention. By asking the students how they felt about their learning, she ignited a lively debate and set a high standard for her evaluation.

3.3 Participants' Stories of Learning Resources and Opportunities

To support the needs of students in online learning, schools should have created digital infrastructure for them. The teacher also should find rich instructional resources that can be useful in an inclusive blended learning context. In this research, her learning resource is a book from the Ministry of Education and Culture that includes a student workbook and a pocketbook. She uses this technology to strike a balance between her lesson plans and the existing curriculum. She only used the information she had received at an MGMP meeting or the district's training, aside from that learning resource. However, she said that she appreciated working with cooperative students who needed guidance and that schools and the government supported the introduction of inclusive education, therefore she

preferred teaching in inclusive classes. She anticipates having additional chances to learn more about inclusive education. She discovered inclusive education through a government-sponsored initiative. They gathered speakers from the province to talk about the complexities of inclusive education. Since students have already interacted with inclusive education at school, this workshop on inclusive education is meant to help both teachers and students comprehend inclusion. She felt the school and government give much support for her. Since the workshop was conducted in her school, the government and the school make collaborated to utilize the school as a pilot school for inclusive education. She was advised to study more about inclusiveness since, despite having taken the lesson, she was still confused about what it meant.

3.4 Participant Challenges on Blended Learning in Inclusive Classroom

When it comes to blended learning, the participant faces far too many challenges. She has never before taught using blended learning, which is crucial given the present pandemic and the need for online research. The issues were caused by a dearth of appropriate learning support resources and challenges in creating a productive teaching schedule. The school location was located in a small town that has not good infrastructure so the school has limited access to relevant learning materials, such as the Internet, which is still not completely available to students' homes in remote areas. Students' finances are also one of the challenges, here the students come from the lower middle class so not everyone there has a phone to join online classes. Her usage of an online course that necessitates mobile devices and internet connectivity as an example demonstrates how student costs may affect education. Lacking access to learning tools or just being unable to collect their assignments, students who lack these items impede lessons and learning experiences.

Because of the pandemic, the school developed blended learning, which combines student visits with online learning activities. Teachers visit students' homes and perform instructional activities while they learn offline. However, it has been shown that this is also challenging to incorporate since when offline learning takes place, the teacher finds it difficult to set schedules that will ensure that every student gains an equal understanding of the material and studies it in class while adhering to the semester's objectives and deadlines. Furthermore, due to housing disparities, some students are located rather far away and must commute a substantial distance. Finally, many posts were constructed around the school so that they could assemble there and on time. Five to seven pupils are needed for each meeting, but a new problem arises. When they are picked up from their homes, some students who are missing for no obvious reason are still sleepy and unready to study. She explained "The difficulty is that visitation can extend up to six months or a semester. It might only see a student once or never"

Furthermore, the teacher had a variety of difficulties while delivering inclusive classes. These concerns are not just exhibited by SEN children; regular students exhibit characteristics that prompt them to seek remedies as well. SEN students, unlike many typical students, are neither drowsy nor rowdy in class, according to her. When SEN students cannot understand what the teacher is saying, they usually remain quiet in class. This has an impact on teaching-learning activities because students would struggle and find it difficult to complete the assignment after the exercise. As a result, both online and offline learning face obstacles. However, incorporating blended learning in inclusive classrooms presents unique challenges. She claims that when only SEN children have access to online schooling, misconceptions are common. Many students do not turn in their assignments because they do not grasp the purpose of the study, especially when learning is done online. Furthermore, the school solely utilizes WhatsApp (WA). Zoom or Google Meet cannot be used for synchronous meetings owing to a variety of really difficult challenges.

Discussion

Teachers' Attitudes Towards Inclusive Classroom

The results show that the attitudes of teachers are important, especially when it comes to providing inclusive education in the era of blended learning. Silvhiyani (2022) asserts that the attitudes of teachers can influence their conduct and language in the classroom, as well as their teaching strategies, teacher

behavior, student progress, and interactions with students. This is done to make students with special needs feel secure and welcomed in the classroom, as well as to allow them to express themselves as unique and creative learners. The four attitudes reflect teachers' attitudes toward leading, comprehending, and paying attention. This is due to the teacher being the primary figure in organizing, leading, and encouraging students' learning in the classroom (Safrizal et al., 2022). Although patience is frequently emphasized in the context of developing inclusive strength, many instructors may become perplexed as to how to effectively instruct included students with disabilities if their patience does not produce the desired results in their classrooms for those students with disabilities (Hill et al., 2020).

To help students grow and evolve as a result of these triumphs, the teacher functions as a guide, assisting students in recognizing the numerous potentials they have as people, based on their potential, interests, and abilities. Teachers still should pay attention to how students interact with each other and how they participate in classroom activities (Hue, 2012). Students and teachers' assistance helped them to discover people, comprehend their surroundings, and create goals for the future (Unianu, 2012). Teacher's development of their strengths, boundaries, and self-confidence under the guidance of teachers also equips them with the tools they need to thrive in their homes, schools, and other social settings. Another attitude toward inclusive education is the capacity to comprehend students with a diversity of characteristics. Professional instructors should become acquainted with the characteristics of their students. Learning activities will go smoothly and provide excellent results if teachers can grasp their students' qualities and provide guidance and recommendations. While some special education students are sluggish learners, others struggle with teaching and learning activities regularly. We must be able to relate to many of our students as teachers. Not to mention the fact that many students struggle to grasp topics, fail to pay attention in class when instructors explain concepts and submit late assignments. As teachers, we should not judge their lack and should understand them. Teachers want proactive leadership, encouraging coworkers, and policies that reflect their inclusive ideals. To achieve this, individuals who interact with students daily, such as teachers, must have faith in their capacity to support and nurture the growth of every student enrolled in their courses by using inclusive tactics and practices. This shows that teachers' opinions on inclusion and potential solutions have improved significantly.

Understanding Inclusive Practice through Teachers' Experiences

Asked about her approach to teaching in inclusive classrooms, she shared a range of experiences and perspectives regarding the process. Teaching inclusive classrooms has provided her with a variety of obstacles, particularly when she first encountered students with special needs. She still has trouble coming up with lesson plans for the inclusive class. Teachers in inclusive classrooms are still not experimenting with interesting techniques to engage students (Othman & Mohamad, 2014). Since this learning happens in inclusive classrooms, teachers ought to offer some fun learning strategies for both general education and special education students. Teachers only learned about special education throughout the first two class sessions of their college methods courses because they lacked the skills necessary to conduct inclusive courses connected to secondary school instructors. This lack of competence may be caused by ineffective teaching approaches utilized in inclusive classrooms (Mangope et al., 2018). When the participant attempts to teach the same topic to a large number of students, particularly those with special needs, she becomes perplexed. This is similar to previous study findings that some teachers in inclusive courses are still unsure of their correct duties since SEN students are perceived as exceptionally gifted and hence have an easier time with classwork and assignments (Tiwari et al., 2015).

This knowledge gap might be filled by providing additional inclusive education lectures or seminars. There has also been criticism of the teacher's inability to teach English in an inclusive classroom. It is recommended that special education teachers acquire more extensive training to enhance student results (Holmqvist & Lelinge, 2020). If the government and the school work together, a suitable atmosphere for teaching and learning activities is feasible. Instructional support must come from the governing legal and regulatory structures that make it possible to operate. To meet the needs

of the students, classrooms must also have a range of instructional resources. The teacher should find the appropriate material, and methodologies that are suitable to apply in inclusive blended learning.

The teacher was unable to teach inclusive courses because she lacked professional experience in inclusive classrooms or working with students who had special needs. While many schools unwittingly conduct inclusive education but do not fully grasp it, there are few, if any, training sessions on the issue since it is viewed as unimportant. Furthermore, whether they are scientific graduates or professional teachers, SEN students want specialist counseling from teachers who have taught and understood special education. In this case, counseling instructors are also required so that they may collaborate to develop the best learning plan for inclusive courses. Hue (2012) asserts that a team of teachers who have a foundational understanding of counseling offers guidance to school groups. It has occasionally been necessary for the school counselor to communicate with the parents of students who require special education services to coordinate so that learners can develop according to plan.

When teaching and learning online, being aware of multimodality and embodiment may improve teachers' perspectives on utilizing digital technology for engagement and learning. To carry out teaching and learning activities, the teacher may choose either synchronous or asynchronous learning strategies. In this research, however, she is only allowed to employ asynchronous activities to enhance her teaching efforts. It resulted in a scarcity of media that might sustain synchronous activity, yet cyclical activity isn't always negative. According to McKnight et al. (2016), by promoting deep, intellectual debate, interacting with students, keeping constant dialogue when accomplishment is required, and allowing all students to engage in a topic, synchronous learning may be beneficial. Online learning will improve both effectiveness and engagement (Dukuzumuremyi & Siklander, 2018). As a result, when online learning happens, teachers should be encouraged to develop solutions that may be utilized in inclusive courses, especially when the end date of the pandemic is unknown. Secondary school students, on the other hand, may be better equipped to integrate online learning with face-to-face education. The blended learning method is one of the most recent educational models for incorporating ICT in English teaching.

Teachers' challenges in inclusive education

Teachers may be able to spend less time lecturing large groups of students and more time working one-on-one or in small groups with students with special needs to assist them in overcoming particular ideas, skills, issues, or learning hurdles using blended learning. Higher levels of technological literacy and confidence in utilizing new technology come naturally to them, which is critical for 21st-century living and the future. However, the person is still apprehensive about using blended learning in the inclusive classroom. She deals with a variety of difficulties, including media, time limits, and economic students. The participation class, on the other hand, has difficulties since it lacks the requisite content. Accessing even a small area of the region, like the internet, is still challenging that is why many students will thus be unable to take part in online learning. Less affluent middle-class students continue to be denied access to phones that allow them to participate in online classes. Because of this issue, many find it challenging to participate in online classes. Parents' financial difficulties cannot be remedied because there is no assistance in providing mobile phones or other services, according to (Hartas, 2011).

Through the use of home visits and traditional teaching, the deadlock was ultimately addressed. There were not many students in attendance, so the lecture was broken up into groups. The most difficult element of this house visit was making a timetable for each group. In a semester she only visited her student once or even never at all. This is considered less successful; how can students who do not engage with their lecturers in person during the semester be considered successful? How can students absorb information thoroughly if there are no clear explanations? According to Arkorful & Abaidoo (2015), one disadvantage of computer-mediated environments is the lack of spontaneity and interpersonal contact.

Meetings in person, on the other hand, are less adaptable and have a lower degree of engagement. A mixed learning method still has its drawbacks for students with special education needs. Technology is seen to be less successful because of media limits, while face-to-face encounters are thought to be less

successful due to time constraints. The teacher will thus have to put in much more effort to develop the best plan for adopting blended learning in the inclusive classroom.

Participants' Lifetime Experience during Teaching Using Blended Learning in Inclusive Education

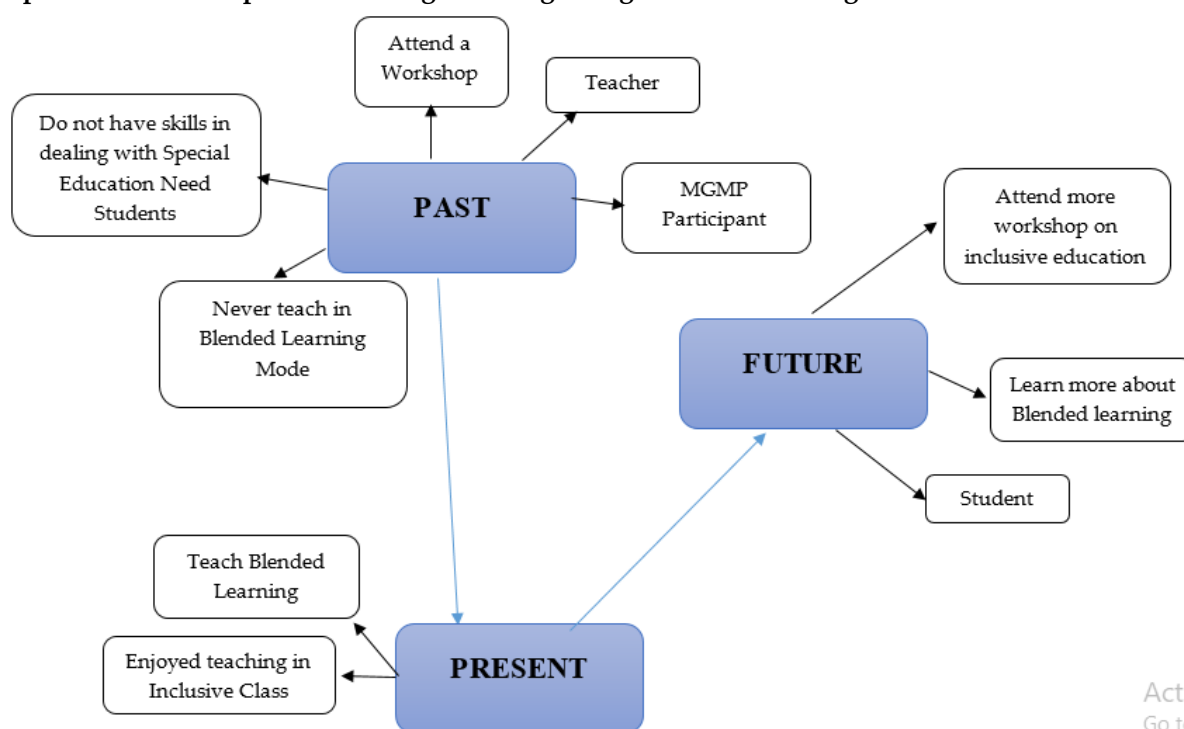


Figure 1. Participants' Lifetime Experience

Someone who has been teaching English for more than 10 years is likely to be informed about the subject. Similarly, she spent nearly five years teaching and dealing with youngsters who required special education. Conducting teaching in inclusive classes made some challenges for her, she had never experienced or taken a course about inclusive education before. In 2018, in Hulu Sungai Utara, she was offered the opportunity to participate in a provincial government teacher training program. She ultimately figured out how to teach inclusive lessons. She got a much better awareness of teaching in inclusive classrooms by attending that workshop. Presently, she enjoys instructing inclusive classes, particularly with regular attendance by students with special needs. The COVID-19 epidemic then forces her to teach blended learning. Without any prior preparation, online teaching is challenging. She must thus possess the ability to quickly adopt new technology. Since she taught blended learning in inclusive classrooms two years ago, she found a lot of new experiences dealing with this inclusive term. However, the issues she ran at the time seemed unsolvable. She is concerned about associating more with inclusive education by taking part in seminars or workshops. She is willing to learn more about blended learning and enrol for a brief semester to earn a teaching credential.

4. CONCLUSION

As a consequence of teacher inclusive education experience, she was encouraged to become a better teacher because of her tolerance, empathy for students, capacity to help students, and commitment to providing them her entire attention. The participant employs blended learning to teach inclusive classes but encounters a variety of issues that result in unanticipated student behavior. Participants' use of inclusive education is far from ideal and may not be successful. Nonetheless, she is committed to learning more about the subject and enhancing her teaching abilities. She will be better equipped to cope with students with special education needs if she encounters them again. An effective instructor, according to the participant, delivers information with passion. Students with special

education needs attend class with their peers. Working with special education students needs patience, devotion, and a loving heart. She also understands that, while each student is unique in terms of personality and skill set, they all need equal access to educational opportunities.

Based on the study's findings, I'd like to suggest some future research directions for transforming blended learning while instructing in inclusive education. It is strongly advised that the researcher gather information not just via interviews but also through a variety of documents to back up the study's results. Following that, it is designed to ask further in-depth questions to ensure that the information acquired is highly precise. Before delving into the tale, ensure that the participant relates it from beginning to end, including the past, present, and future. Then to set the boundaries of participants' stories the researcher should prepare the storyboard to anticipate the blurred line between fantasy and reality. Moreover, this technique can reduce the information that is mostly and felt less important. Finally, this research might shed light on how teachers have employed blended learning in inclusive classrooms.

REFERENCES

- Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 632–646. <https://doi.org/10.24256/ideas.v8i2.1696>
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages, and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 7.
- Ball, F., Hummel, T. P., Sonnenbichler, A. C., & Schweigert, V. (2017). *EAI Endorsed Transactions ThesesDB – blended self-service and supervision of students' theses*. 4(1), 1–9.
- Barkhuizen, G. (2014). Revisiting narrative frames: An instrument for investigating language teaching and learning. *System*, 47, 12–27. <https://doi.org/10.1016/j.system.2014.09.014>
- Basham, J. D., Stahl, W. S., Ortiz, K. R., Rice, M. F., & Smith, S. J. (2015). *Equity Matters: Digital & Online Learning for Students with Disabilities*. <http://centeronlinelearning.org/publications/annual-publication-2015/>
- BR, R., Baharun, H., & Asiya, D. (2021). Inclusive Education Management in the Development of Cognitive Intelligence of Children. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1057–1067. <https://doi.org/10.35445/alishlah.v13i2.538>
- Cahaya, A., Yusriadi, Y., & Gheisari, A. (2022). Transformation of the Education Sector during the COVID-19 Pandemic in Indonesia. *Education Research International*, 2022. <https://doi.org/10.1155/2022/8561759>
- Churiyah, M., Sholikhah, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia Education Readiness Conducting Distance Learning in Covid-19 Pandemic Situation. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 491. <https://doi.org/10.18415/ijmmu.v7i6.1833>
- de Bruin, K. (2019). The impact of inclusive education reforms on students with disability: an international comparison. *International Journal of Inclusive Education*, 23(7–8), 811–826. <https://doi.org/10.1080/13603116.2019.1623327>
- Dukuzumuremyi, S., & Siklander, P. (2018). Interactions between pupils and their teacher in collaborative and technology-enhanced learning settings in the inclusive classroom. *Teaching and Teacher Education*, 76, 165–174. <https://doi.org/10.1016/j.tate.2018.08.010>
- Fraser, M. (2016). I. McGrath, Teaching materials and the roles of EFL/ESL teachers: Practice and theory. *Australian Review of Applied Linguistics*, 39(3), 298–301. <https://doi.org/10.1075/aral.39.3.07mcg>
- Graham, C. R. (2004). *BLENDED LEARNING SYSTEMS: DEFINITION, CURRENT TRENDS, AND FUTURE DIRECTIONS*. <https://doi.org/10.2307/4022491>
- Hartas, D. (2011). Families' social backgrounds matter: Socio-economic factors, home learning and young children's language, literacy and social outcomes. *British Educational Research Journal*, 37(6),

- 893–914. <https://doi.org/10.1080/01411926.2010.506945>
- Hill, C., Rosehart, P., St. Helene, J., & Sadhra, S. (2020). What kind of educator does the world need today? Reimagining teacher education in post-pandemic Canada. *Journal of Education for Teaching*, 46(4), 565–575. <https://doi.org/10.1080/02607476.2020.1797439>
- Holmqvist, M., & Lelinge, B. (2020). Teachers' collaborative professional development for inclusive education. *European Journal of Special Needs Education*, 00(00), 1–16. <https://doi.org/10.1080/08856257.2020.1842974>
- Hue, M. tak. (2012). Inclusion practices with Special Educational Needs students in a Hong Kong secondary school: Teachers' narratives from a school guidance perspective. *British Journal of Guidance and Counselling*, 40(2), 143–156. <https://doi.org/10.1080/03069885.2011.646950>
- Khairal Abd, T. M., Atussolihah, B., Prima Kasillia, F. D., & Swaestya, D. (2022). The Effectiveness of Blended Learning During the Covid-19 Pandemic at the High School Level. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 2605–2614. <https://doi.org/10.35445/alishlah.v14i2.1201>
- Kurniawati, F., Minnaert, A., Mangunsong, F., & Ahmed, W. (2012). Empirical Study on Primary School Teachers' Attitudes Towards Inclusive Education in Jakarta, Indonesia. *Procedia - Social and Behavioral Sciences*, 69(Icepsy), 1430–1436. <https://doi.org/10.1016/j.sbspro.2012.12.082>
- Kwak, D. W., Menezes, F. M., & Sherwood, C. (2015). Assessing the Impact of Blended Learning on Student Performance. *Economic Record*, 91(292), 91–106. <https://doi.org/10.1111/1475-4932.12155>
- Mangope, B., Otukile-Mongwaketse, M., Dinama, B., & Kuyini, A. B. (2018). Teaching Practice Experiences in Inclusive Classrooms: The Voices of University of Botswana Special Education Student Teachers. *International Journal of Whole Schooling*, 14(1), 57–92.
- McCoy, S., Shevlin, M., & Rose, R. (2020). Secondary school transition for students with special educational needs in Ireland. *European Journal of Special Needs Education*, 35(2), 154–170. <https://doi.org/10.1080/08856257.2019.1628338>
- McKnight, K., O'Malley, K., Ruzic, R., Horsley, M., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(3), 194–211. <https://doi.org/10.1080/15391523.2016.1175856>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Othman, N., & Mohamad, K. A. (2014). Thinking skill education and transformational progress in Malaysia. *International Education Studies*, 7(4), 27–32. <https://doi.org/10.5539/ies.v7n4p27>
- Pardede, P. (2019). Pre-Service EFL Teachers' Perception of Blended Learning. *JET (Journal of English Teaching)*, 5(1), 1. <https://doi.org/10.33541/jet.v5i1.955>
- Rahman, A. (2021). The Impact of Covid-19 Pandemic on Students' Learning Outcome in Higher Education. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1425–1431. <https://doi.org/10.35445/alishlah.v13i2.974>
- Rivera, J. H. (2017). The Blended Learning Environment: A Viable Alternative for Special Needs Students. *Journal of Education and Training Studies*, 5(2), 79. <https://doi.org/10.11114/jets.v5i2.2125>
- Rusli, R., Rahman, A., & Abdullah, H. (2020). Student perception data on online learning using the heutagogy approach in the Faculty of Mathematics and Natural Sciences of Universitas Negeri Makassar, Indonesia. *Data in Brief*, 29, 105152. <https://doi.org/10.1016/j.dib.2020.105152>
- Safrizal, S., Nurhafizah, N., Yulia, R., & Husnani, H. (2022). Analysis of Guru Penggerak Programs as Sustainable Professional Development for Teachers. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 2135–2142. <https://doi.org/10.35445/alishlah.v14i2.829>
- Sidabalok, N. E., & Sinaga, A. Y. (2021). Blended learning model during the COVID-19 pandemic to increase Mathematics learning outcomes in senior high school. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 2997–3003.
- Silvhiany, S. (2022). Indonesian Teachers' Professional Development Practices and Needs in Post-Pandemic Education. *VELES Voices of English Language Education Society*, 6(1), 215–232.

- <https://doi.org/10.29408/veles.v6i1.5265>
- Sukardjo, M., Ibrahim, N., Ningsih, H. P., & Nugroho, A. W. (2020). Implementation-blended learning in Indonesian Open Junior High Schools. *International Journal of Innovation, Creativity and Change*, 10(12), 638–654.
- Tadesse, S., & Muluye, W. (2020). The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review. *Open Journal of Social Sciences*, 08(10), 159–170. <https://doi.org/10.4236/jss.2020.810011>
- Thompson, L. A., Ferdig, R., & Black, E. (2012). Online schools and children with special health and educational needs: Comparison with performance in traditional schools. *Journal of Medical Internet Research*, 14(2), 249–257. <https://doi.org/10.2196/jmir.1947>
- Tiruneh, D. T. (2020). COVID-19 school closures may further widen the inequality gaps between the advantaged and the disadvantaged in Ethiopia - *The Education and Development Forum (UKFIET)*. April. <https://doi.org/10.13140/RG.2.2.11243.57120>
- Tiwari, A., Das, A., & Sharma, M. (2015). Is inclusive education a “rhetoric” or “reality”? Teachers’ perspectives and beliefs. *Teaching and Teacher Education*, 52, 128–136. <https://doi.org/10.1016/j.tate.2015.09.002>
- Unianu, E. M. (2012). Teachers’ attitudes towards inclusive education. *Procedia - Social and Behavioral Sciences*, 33(1), 900–904. <https://doi.org/10.1016/j.sbspro.2012.01.252>
- Wajdi, M. B. N., Iwan Kuswandi, Umar Al Faruq, Zulhijra, Z., Khairudin, K., & Khoiriyah, K. (2020). Education Policy Overcome Coronavirus, A Study of Indonesians. *EDUTECH : Journal of Education And Technology*, 3(2), 96–106. <https://doi.org/10.29062/edu.v3i2.42>
- Woodcock, S., & Woolfson, L. M. (2019). Are leaders leading the way with inclusion? Teachers’ perceptions of systemic support and barriers towards inclusion. *International Journal of Educational Research*, 93(November), 232–242. <https://doi.org/10.1016/j.ijer.2018.11.004>