



Teacher Collaboration in Managing Islamic Religious Education Classes in Inclusive SDIT Ibnu Taimiyah Bandung

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Abstract

Inclusive education requires effective interprofessional collaboration to ensure equitable learning access for students with special needs, particularly within Islamic Religious Education (IRE) in inclusive school contexts. This qualitative case study examines collaboration between Islamic Religious Education teachers and Special Education Support Teachers (SEST) in managing inclusive IRE learning at an Integrated Islamic elementary school (SDIT) in Bandung, focusing on planning, implementation, and evaluation. Data were collected through semi-structured interviews and document analysis and analyzed using an interactive thematic approach. The findings indicate that structured co-teaching collaboration characterized by clear role delineation, shared planning, routine pre-instructional communication, responsive differentiation, dynamic role rotation, and dual-track evaluation supports effective inclusive IRE learning while maintaining curriculum standards. This collaborative approach enhances engagement, social adaptation, and confidence among students with special needs without marginalizing their participation in collective religious learning. However, institutional capacity constraints, selective admission policies, limited continuous professional development, and gradual technology integration remain significant challenges. The study concludes that context-sensitive collaboration models grounded in Islamic values such as empathy, cooperation (ta'awun), and justice are essential for strengthening inclusive IRE learning management and advancing equitable educational practices in Indonesian inclusive elementary schools.

Keywords: Co-Teaching, Inclusive Education, Islamic Religious Education, Students with Special Needs, Teacher Collaboration

How to Cite: Helmy, H. A., et.al. (2026). Teacher Collaboration in Managing Islamic Religious Education Classes in Inclusive SDIT Ibnu Taimiyah Bandung. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 13(1) 55-68. doi: <https://doi.org/10.21093/twt.v13i1.12349>



<https://doi.org/10.21093/twt.v13i1.12349>

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INTRODUCTION

Inclusive education emphasizes the child's right to participate in the educational process and the school's duty to accept and accommodate all children (Mathias, 2015; Shabir et al., 2025). In Islamic Religious Education (IRE) learning, inclusive classrooms should ideally accommodate learner diversity through planned differentiation, adaptive implementation, and comprehensive evaluation (Fauzi & Inayati, 2023; Pat & Noonan, 2019). Effective IRE learning management necessitates systematic collaboration between IRE teachers as content experts and Special Education Support Teachers (SEST) as special education experts. This collaboration is implemented throughout the entire learning cycle: planning that involves identifying

individual needs, developing Individualized Education Programs (IEP), creating accessible strategies and media, implementation with intensive support, and modified evaluation according to the characteristics of Students with Special Needs (SSN).

Several studies demonstrate that co-constructive collaboration involving joint planning, co-instruction, and iterative collaborative assessment forms the foundation of effective inclusive practice (Brendle et al., 2017; Kluge et al., 2025). In religious education, the integration of religion-based character values such as empathy, tolerance, and mutual assistance has proven to support the academic and socio-emotional development of students with special needs (Abdillah et al., 2025; Bakti et al., 2025). An ideal collaboration model necessitates clear role delineation, common objectives, ongoing communication, and robust administrative support (Lago et al., 2025; Serceki & Curwen, 2024).

The challenges in inclusive schools often reveal that collaborative practices between IRE teachers and SEST face structural and cultural constraints. IRE teachers generally lack specialized competencies in handling SSN, while SEST have limited understanding of IRE content and spiritual values. Findings in developing Asian countries identify major barriers: inadequate teacher training, limited resources, large class sizes, and cultural resistance (Beamish et al., 2024; Mu'min et al., 2025). In Indonesia, collaboration is still developing at an early stage, with limited consultation patterns that are not yet fully integrated (Bastiana & Syamsuddin, 2025). The existing SEST ratio is not ideal, with one SEST serving multiple classes and diverse special needs (Xi & Low, 2025). Collaboration tends to be incidental, not yet structured within an integrated learning management system. Unclear role division causes negative student perceptions (Opitz et al., 2021). IRE planning is developed individually without SEST involvement in identifying specific SSN needs, making it less responsive. Evaluation remains uniform without substantial modification, despite literature emphasizing the importance of differentiated assessment strategies with multimodal approaches such as braille, tactile materials, and adaptive technology (Fitriyah et al., 2023; Rangkuti et al., 2025).

The existing gaps impact suboptimal IRE learning in inclusive environments. SSN struggle to understand abstract religious concepts that require multi-sensory and concrete approaches. Without systematic collaboration, IRE teachers face dilemmas between curriculum completion and individual SSN needs, resulting in marginalization. Limited shared planning time, restricted communication, and uneven role distribution constitute common barriers directly impacting inclusive learning quality. Unmodified evaluation results in inaccurate measurement of SSN achievement, leading to imprecise interventions. The absence of a managed collaboration system has psychosocial impacts. For instance, SSN are at risk of being marginalized from collective religious activities, such as worship practices and moral value discussions. Teaching strategies that integrate Islamic values can enhance peer acceptance and strengthen social integration (Mariyam & Kurniawati, 2022). This problem contributes to high stress and burnout among both IRE teachers and SEST due to the absence of adequate support systems (Ratanasiripong et al., 2022; Sujarwanto et al., 2024). This situation provides urgency to examine effective collaboration across all dimensions of inclusive IRE learning management.

Previous studies have explored inclusive education but significant gaps exist regarding teacher collaboration in IRE learning. Global research identifies effective models such as co-constructive collaboration with cyclical negotiation and reflection

(Grosche & Opitz, 2023; Kluge et al., 2025), and co-teaching models like One Teach/One Assist and Station Teaching whose effectiveness depends on structured planning and sustained professional development (Brendle et al., 2017; Zamkowska et al., 2025). SEST have multifaceted roles but face role ambiguity and burnout risks (Xi & Low, 2025; Xie et al., 2024). Psychological safety within teams is essential for trust and quality collaboration (Hackett et al., 2021; Kim et al., 2020). In Asian religious education research explores the integration of Islamic values in inclusive settings through ritual activities and Qur'anic recitation (Bakti et al., 2025; Shaleh et al., 2024), and the importance of Individualized Education Programs (IEP) in aligning academic and spiritual goals (Nurdin et al., 2024). However, these studies are generally descriptive without in-depth analysis of interprofessional collaboration mechanisms. Western research may not be applicable to IRE learning in Indonesia with its unique spiritual content characteristics (Wijarwadi et al., 2025). Thus, research on collaboration between Islamic Religious Education (IRE) teachers and Special Education Support Teachers (SEST) in planning, implementation, and evaluation within Indonesian inclusive elementary schools remains extremely limited, necessitating further exploration to develop contextual models for Islamic religious education.

Therefore, this research aims to comprehensively analyze collaboration between IRE teachers and SEST in IRE learning management in inclusive integrated Islamic elementary classrooms, also known as *Sekolah Dasar Islam Terpadu* (SDIT) in Bandung, encompassing the dimensions of planning, implementation, and learning evaluation. This study is guided by several research questions that aim to capture the dynamics of collaboration between Islamic Religious Education (IRE) teachers and Special Education Support Teachers (SEST) in inclusive classrooms. First, the study explores how IRE teachers and SEST collaborate in designing inclusive learning that responds to the needs of Students with Special Needs (SSN). Second, it examines how co-teaching strategies are implemented in the execution of IRE learning within inclusive classroom settings. Third, the research investigates how evaluation instruments are developed and adapted by IRE teachers and SEST to ensure fair and comprehensive assessment of SSN. Finally, the study identifies the barriers encountered in the collaboration process and the strategies employed to overcome them.

Unlike many inclusive schools that rely mainly on classroom adjustments, this study identifies a structured collaboration model in an Islamic elementary school characterized by a rotating partner-teacher system, dual-track evaluation involving external psychologists, and institutional reinforcement of empathy at the foundation level. These elements offer a context-specific framework for inclusive education within an Islamic schooling context. Theoretically, this research enriches the literature on IRE learning management in inclusive education contexts by offering an interprofessional collaboration framework contextualized with Islamic religious education values and characteristics. Practically, the research findings are expected to serve as a reference for inclusive schools in developing effective collaboration systems between subject teachers and SEST, provide guidance for IRE teachers in integrating inclusive approaches in religious learning, and serve as input for educational policymakers in designing professional development programs responsive to inclusive education needs. Unlike many inclusive schools that rely mainly on classroom adjustments, this study identifies a structured collaboration model in an

Islamic elementary school characterized by a rotating partner-teacher system, dual-track evaluation involving external psychologists, and institutional reinforcement of empathy at the foundation level. These elements offer a context-specific framework for inclusive education within an Islamic schooling context. Furthermore, this research also contributes to efforts to realize IRE learning that is not only excellent in transferring religious knowledge but also upholds principles of justice and equality in education, in line with fundamental Islamic values of *rahmatan lil alamin* and appreciation for diversity as *sunnatullah*.

RESEARCH METHODOLOGY

This study employed a qualitative descriptive approach to explore in depth the collaborative practices between Islamic Religious Education (IRE) teachers and Special Education Support Teachers (SEST) in managing IRE learning within inclusive classrooms. The research focused on a specific case of collaboration at an Integrated Islamic Elementary School (Sekolah Dasar Islam Terpadu/SDIT) located in Bandung City, West Java, Indonesia. The selected school, SDIT Ibnu Taimiyah Bandung, was chosen purposively due to its strong Islamic institutional foundation, formal acceptance of students with special needs (particularly ADHD and autism), structured provision of partner teachers in each classroom, and systematic collaboration with external psychologists in student assessment and monitoring. Compared to many inclusive schools that rely solely on general classroom adjustments, this institution has established a coordinated multi-layered support system involving teachers, helpers, foundation leadership, and psychological services, making it a relevant site to examine collaborative practices in depth.

This approach was chosen to capture the contextual dynamics of collaboration as they occur naturally in classroom settings, allowing the study to reveal the interactions, mechanisms, and processes that characterize inclusive education practices. Two key informants participated in the study: one IRE teacher and one SEST. They were selected using purposive sampling based on three criteria: (1) having at least one academic year of experience teaching in inclusive classrooms, (2) active involvement in collaborative planning, implementation, and evaluation of IRE learning, and (3) willingness to participate and share their experiences openly. Although the number of informants was limited, their direct involvement in collaborative practices provided rich and contextual insights into the phenomenon under investigation.

Data collection was conducted through semi-structured interviews and non-participant classroom observations. The interviews explored experiences of collaboration, role division, co-teaching practices, instructional adaptations, challenges encountered, and strategies developed. Observations were carried out to document classroom interactions, student behavior, and the implementation of adaptive practices. In addition, school documents such as weekly lesson plans were examined to triangulate and strengthen the findings.

Data analysis followed the interactive model of Miles et al. (2014), consisting of three concurrent stages: data condensation, data display, and conclusion drawing/verification. Coding was conducted systematically to identify emerging patterns and categories related to collaboration mechanisms. The reduced data were organized into thematic matrices aligned with the three dimensions of learning management: planning, implementation, and evaluation. To ensure validity and

credibility, member checking was conducted by presenting preliminary findings to the informants for feedback, while researcher reflexivity was maintained throughout the process to minimize bias and ensure that interpretations remained grounded in participants' actual experiences.

RESULTS

Collaborative Experience between IRE Teachers and SEST

Based on interview data, the collaborative practice between IRE teachers and SEST at SDIT Ibnu Taimiyah Bandung was described by the participant as a routine and structured classroom arrangement rather than a formally labeled inclusive program. This collaboration is implemented through a two-teacher system in one classroom, comprising the main teacher (lead) and the supporting teacher (partner) who assists in conditioning the learning environment. In cases of students with severe special needs, a Special Education Support Teacher, commonly referred to as a Helper, is also provided. The teacher explained that the school accepts Students with Special Needs (SSN) in the categories of ADHD and autism with mild to moderate levels, while students with special needs such as hearing or speech impairment have not yet been accepted at this school due to the need for different helper qualifications, such as sign language proficiency. As the teacher stated, *'In this school, every class includes at least one student with special needs. Each class consists of two teachers: the main classroom teacher and a partner teacher who helps manage the class and provide assistance to students.'*

According to the teacher, collaboration is viewed as a natural operational part of daily teaching practice with clear role division. In carrying out their functions, the supporting teacher maintains learning continuity by reinforcing the lead teacher's instructions, managing classroom conditions, monitoring behavior, and providing direct support to SSN. Meanwhile, the lead teacher focuses on delivering core instruction. The teacher emphasized that this role division is implemented flexibly, where partner teachers are not designated as special staff but can rotate across different subjects. Weekly pre-learning communication was described as a key mechanism to maintain coordination among teachers, partner teachers and helpers to understand the sequence of activities and prepare what needs to be done. The teacher emphasized the importance of routine coordination: *'There must be ongoing communication. Every week, the teaching materials are distributed to teachers and parents so that the helper understands the learning stages and does not fall out of sync.'* This practice builds an interaction culture that demonstrates the importance of consistent interpersonal communication, informal coordination, and openness as means of maintaining alignment of classroom actions.

Planning and Implementation of Learning

The teacher reported that learning planning process is conducted collaboratively by developing weekly materials distributed to all teachers and parents. The involvement of partner teachers and helpers in understanding this learning material plan is crucial so that classroom implementation runs systematically and collaboratively, especially in providing direct support to SSN. The emerging collaboration model shows flexibility in collaboration, where the lead teacher provides instructions and delivers materials, while the partner teacher reinforces technical steps to students. The clear role division between lead and supporting teachers makes the learning flow more structured and minimizes miscommunication.

In differentiation adjustments, the teacher explained that differentiation is implemented without isolating SSN from regular classroom activities. Learning

indicators remain the same for all students, but the complexity of products or responses is reduced for SSN. This approach is evident in learning practices, for example, in presentation assignments, regular students are asked to deliver complete materials, while SSN are given simpler targets by having them appear in front of the class without an accompanying teacher to build their social abilities. According to the teacher, this strategy is intended to build students' social confidence rather than merely academic performance.

The teacher also explained that differentiation requires careful judgment, as excessive assistance or inappropriate public attention may negatively affect students' emotional comfort. Therefore, teachers must continuously observe students' reactions and adjust support accordingly.

Implementation of peer tutoring and outdoor activities serves as additional strategies to build an inclusive environment. The teacher highlighted the assignment of partner teachers is dynamic with a rotating system to reduce SSN dependency on one teacher. This condition reflects the school's orientation to maintain role flexibility and students' social development.

Evaluation and Reflection of Learning

According to the interview, evaluation practice for SSN is conducted in formative and summative forms through two channels: academic evaluation conducted by classroom teachers and student development evaluation involving psychologists. The teacher explained that evaluation instruments are adjusted based on input from psychologists and helpers, so evaluation results can be obtained validly even though indicator targets are determined based on students' ability levels. He further clarified, *'For evaluation instruments for students with special needs, we consult external psychologists. We are not allowed to determine them independently.'*

Variations in evaluation instruments such as products, practices, or visual aid media are used according to student needs. However, during formal assessment practice, helper/partner teachers contribute by providing technical recommendations regarding the most suitable assessment format, but during the evaluation process, the lead teacher positions themselves as the primary assessor and limits direct assistance from helpers to maintain the validity of student ability results. Regarding assessment integrity, the teacher explained, *'If the helper keeps whispering answers during evaluation, then it cannot be called an evaluation. We want to see how far the learning process has actually progressed.'*

The reflection process is conducted internally among lead teachers, partners teachers, and helpers. At certain times, evaluation is carried out through teacher meetings, evaluation sessions, or discussions with the foundation to assess the effectiveness of strategies used and determine subsequent learning target adjustments. The teacher emphasized that collaborative reflection helps ensure that pedagogical decisions do not stem solely from the teacher's perspective but also consider the emotional development, behavior, and cognitive characteristics of SSN.

Competencies, Strategies, and Impact of Collaboration

From the teacher's perspective, effective collaboration between IRE teachers and supporting teachers requires strong communication competencies, ability to read student character, pedagogical flexibility, and skills to adapt to dynamic classroom situations. The strategies employed include conducting routine briefings regarding learning plans, standardized division of roles, and use of adaptive media, demonstrating that the success of inclusive learning is greatly influenced by the quality of interaction among educators.

The teacher observed that impact of this collaboration is evident in the increased involvement of SSN in learning and activities with other students. The classroom environment formed provides a safe space for students to participate without feeling isolated. Teachers observe positive changes in learning enthusiasm and students' courage to appear in front of the class, while the school notes more adaptive social behavior among SSN.

Full support from the school foundation serves as one of the determinants of collaboration sustainability. The foundation provides a monitoring system, routine coaching, and periodic evaluation sessions that function to maintain teaching quality. On the other hand, selective policies in accepting SSN, helper mechanisms determined by parental approval, and evaluation tools from external psychologists demonstrate an inclusion management structure different from other public or private schools. This environment provides a more conducive space for implementing collaboration between IRE teachers and SEST.

DISCUSSION

Role Division and Communication as the Foundation of Co-Teaching

Collaborative practice between lead teachers and supporting teachers at SDIT Ibnu Taimiyah Bandung demonstrates the implementation of an effective and adaptive co-teaching model. In this model, role division is explicitly designed: the lead teacher is responsible for leading the delivery of core content, while the supporting teacher reinforces instruction, manages the learning environment, and monitors student behavior. Rather than indicating the absence of challenges, the predominantly positive portrayal of collaboration reflects the teacher's professional habituation to inclusive classroom dynamics. This habituation does not negate the presence of challenges, but rather indicates that such challenges are managed through routine pedagogical adjustments and relational strategies rather than articulated as explicit obstacles. The teacher acknowledged that inclusive teaching requires additional preparation: *'When teaching students with special needs, adjustments must be inserted into the lesson. At the very least, tasks must be differentiated. The preparation is indeed more demanding.'* As articulated by the interviewed teacher, this role clarity creates operational stability and enables faster response to diverse student needs through the management of pedagogical tension rather than its elimination.

This approach is supported by research findings showing that joint planning and structured responsibility sharing enhance the effectiveness of collaborative teaching in inclusive settings (Brendle et al., 2017; Lago et al., 2025). Furthermore, the pedagogical redundancy created by the presence of two educators allows one teacher to provide individual intervention without disrupting the continuity of group learning, ensuring all students maintain quality access to the curriculum.

The success of this collaboration model is inseparable from regular communication mechanisms before learning takes place. Weekly briefings involving lead teachers, partners, helpers, and occasionally parents function as coordinative practices that minimize misunderstandings and ensure optimal collaborative planning. This practice aligns with literature emphasizing the importance of dedicated time allocation for joint planning in realizing Universal Design for Learning (UDL) and differentiation strategies in inclusive classrooms (Hunter et al., 2014; Zhang et al., 2022). Through structured planning, the teaching team can adapt materials, divide technical tasks, and synchronize interventions so that learning implementation becomes systematic and responsive. Additionally, the distribution of

weekly plans to parents at the studied SDIT strengthens family involvement as pedagogical partners, which—according to regional research—has been proven to enhance intervention consistency and students' socio-emotional development (Beamish et al., 2024).

Learning Differentiation, Supporting Teacher Rotation, and Assessment

In implementing inclusive learning, the school applies a differentiation approach that maintains a balance between academic standards and social participation. This approach maintains uniform learning indicators for all students but reduces the complexity of products or responses for Students with Special Needs (SSN). For example, SSN remain involved in presentation activities in front of the class with simplified targets, allowing them to practice social skills without experiencing isolation from classmates. This strategy reflects UDL principles and differentiated learning, which have been proven to enhance access and participation without sacrificing learning standards (Keough & Pacis, 2016; Rangkuti et al., 2025). However, the success of differentiation heavily depends on teachers' ability to understand individual student characteristics and design meaningful tasks—competencies that require continuous training and consultative support from psychologists or special education specialists.

To prevent excessive SSN dependency on one supporting teacher, the school implements a dynamic assignment system with alternating partner teacher rotation. This system brings significant pedagogical and social implications: rotation encourages students to adapt to various teaching styles and reduces the risk of forming dependency relationships that can hinder their independence. As stated by the teacher, *“If the partner teacher does not rotate, the student may become dependent on only one teacher.”* From a managerial perspective, this rotation demands more intensive planning, coordination, and systematic documentation of interventions to maintain learning continuity (Mullen & Fleming, 2025). This rotation model aligns with research recommendations on equitable role distribution and responsibility rotation as strategies to enhance teaching team effectiveness and support student independence development in inclusive settings.

Complementing these learning practices, assessment and evaluation for SSN at the studied SDIT are conducted through dual tracks: academic evaluation performed by teachers, while developmental evaluation involves psychologists, thereby strengthening assessment validity through data triangulation and instrument adjustment. Assessment formats are adapted based on input from psychologists and helpers, with limited helper assistance during formal assessment to maintain objectivity while still accommodating students' access (Janney & Snell, 2021; Rangkuti et al., 2025). Variation in assessment instruments, including products, practices, and visual aid media enables a more holistic representation of student abilities. Nevertheless, this variation requires a well-documented assessment framework so that results can be compared and utilized to inform future formulation of realistic and measurable Individualized Education Programs (IEP).

Professional Development and Technology Integration for Sustainable Collaboration

The sustainability of all these collaborative practices is supported by two interconnected pillars: professional development (PD) and teacher well-being. The demands for competencies in communication, differentiation, behavior management, and collaboration require PD that is continuous, contextual, and practice-based (Alsudairy, 2024; Rusconi & Squillaci, 2023). On the other hand, high workload and

burnout risk among special education and supporting teachers necessitate organizational interventions, such as monitoring by the foundation, routine coaching, leadership support, and mental health programs, as demonstrated by research on teacher fatigue and leadership influence on teacher well-being (Ratanasiripong et al., 2022; Susar et al., 2023). The combination of structured PD and well-being support has been proven to enhance collaborative efficacy and reduce teacher turnover rates, which can harm the continuity of educational services.

Opportunities to enhance learning efficiency and personalization are also available through technology integration in joint planning, IEP documentation, and formative assessment. Recent research shows that collaborative platforms and AI-based tools can accelerate feedback delivery, support student data analysis, and facilitate asynchronous planning (Cai et al., 2025; Licwinko, 2024). However, technology implementation must consider infrastructure readiness and teachers' digital literacy, as without adequate training and support, technology can actually widen gaps. For the studied SDIT context, gradual adoption of simple technology for sharing plans and differentiation materials, accompanied by technical PD, represents a pragmatic step that can enhance coordination without burdening existing resources.

Institutional Readiness and Religious Values in Building Inclusive Education

The school's selective policy in accepting certain types of SSN—such as not yet accepting students with hearing or speech impairments—indicates institutional capacity limitations and the need for specific helper qualifications. This affirms that full-scale inclusion requires investment in specialized training, adaptive resources, and cross-service collaboration, such as sign language services or Augmentative and Alternative Communication (AAC). Literature shows that effective inclusion policies must be supported by adequate resource allocation, clear support staff competency standards, and partnerships with external services to ensure equal access for all special needs categories (Beamish et al., 2024; Hunt et al., 2003). Therefore, helper capacity development and expansion of admission criteria need to be planned gradually with support from the foundation and stakeholders.

Overall, the practical and operational implementation model through structured co-teaching strategies—including explicit role division, routine communication, responsive differentiation, and dual evaluation—has proven to enhance SSN engagement. These practical aspects are not only technically effective but also philosophically strengthened and grounded in religious values. Abdillah et al. (2025) identified *ta'awun* (mutual assistance) as the highest religious character value that must be internalized in inclusive education practice. This value functions as an ethical and spiritual foundation for realizing cooperation, sympathy, and justice required in quality inclusive learning management. Additionally, the *ulu al-'ilm* model also emphasizes the importance of integrating spiritual dimensions in learning to produce strong religious character in students, achieved through a holistic approach encompassing cognitive, affective, psychomotor, ethical, social, and spiritual aspects (Budiyanti et al., 2024).

Although collaborative practices at the studied SDIT show positive impacts on SSN engagement, social behavior, and confidence in appearing before others, systematic medium- to long-term evaluation is still needed to comprehensively measure this model's effectiveness on academic achievement, social skills, and student independence. Recommendations for further research include longitudinal studies linking variations in co-teaching models with student learning outcomes, comparative

evaluation of various PD interventions, and examination of collaborative technology implementation in resource-limited contexts. This research agenda aligns with the need for empirical evidence to scale best practices contextually and sustainably (Beamish et al., 2024; Brendle et al., 2017).

CONCLUSION AND RECOMMENDATIONS

The findings of this study reveal that collaboration between Islamic Religious Education (IRE) teachers and Special Education Support Teachers (SEST) in inclusive classrooms at the studied SDIT is marked by structured co-teaching, clear role division, and consistent communication. In the planning stage, teachers jointly prepare weekly lesson materials with the active involvement of partner teachers and helpers, ensuring systematic support for Students with Special Needs (SSN). Implementation takes place through a two-teacher system in which the lead teacher delivers core instruction while the supporting teacher reinforces directions, manages classroom conditions, and provides individualized assistance. Differentiation strategies are applied without isolating SSN, complemented by practices such as peer tutoring, outdoor activities, and rotating partner assignments to strengthen inclusivity. Evaluation is conducted through dual-track assessment—academic evaluation by teachers and developmental evaluation by psychologists—with adapted instruments and collaborative reflection sessions that reinforce fairness and comprehensiveness in assessing SSN progress.

Nevertheless, several challenges remain. The school's selective admission policy restricts inclusion of students with certain disabilities, such as hearing or speech impairments, due to the absence of helpers with specialized skills. Supporting teachers also face high workload and burnout risks, highlighting the need for organizational interventions such as routine coaching, leadership support, and mental health programs. Moreover, while differentiation and assessment practices are in place, systematic long-term evaluation of their impact on academic achievement, social skills, and independence has not yet been established. These limitations point to important directions for improvement. Collaborative planning should be strengthened by expanding helper qualifications and specialized training to accommodate a wider range of SSN. Co-teaching strategies require continuous professional development to enhance teachers' skills in differentiation, behavior management, and adaptive instruction. Evaluation practices need to evolve into a comprehensive framework that integrates academic and developmental assessments with longitudinal tracking. At the same time, institutional support systems must be reinforced to address workload and well-being issues. Future research is recommended to conduct longitudinal studies on the effectiveness of co-teaching, compare professional development models, and explore technology integration in inclusive learning management, particularly in resource-limited contexts.

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