

THE ROLE OF TEACHERS IN IMPROVING THE QUALITY OF EDUCATION FOR STUDENTS WITH DISABILITIES: A LITERATURE REVIEW

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Abstract

This article examines the crucial role of teachers in improving the quality of education for students with disabilities. The main focus is on the methods applied by teachers to create learning environments that are inclusive and responsive to students' individual needs. The study identifies that teachers' expertise in designing adaptive learning strategies, as well as the use of assistive technology, are key factors in facilitating effective learning. In addition, the study highlights the importance of collaboration between teachers, families and other professionals to build a comprehensive and sustainable education plan. Thus, the proactive role of teachers contributes not only to the academic development but also to the social and emotional progress of students with disabilities, enabling them to reach their full potential in a supportive and inclusive environment.

Keywords: Teacher's role, quality of education, students with disabilities.

Introduction

Education is the process of learning and developing abilities, knowledge, values, attitudes, and skills through various methods such as teaching, training, research, or direct experience (Judijanto & Aslan, 2024); (Sartika & Fransiska, 2024); (Irwan et al., 2024); (Juliani & Aslan, 2024). Through education, individuals not only acquire information and skills necessary for daily life and work, but also develop a deeper understanding of the world around them, enhancing critical thinking, creativity and character. Education is not limited to formal institutions such as schools and universities, but also encompasses family, community and daily life environments, making it a lifelong process essential for personal and social development (Mariska & Aslan, 2024); (Fiteriadi et al., 2024); (Antika et al., 2024).

Education is a basic right of every individual, including students with disabilities. Students with disabilities are individuals who have physical, intellectual, emotional, or sensory limitations that can affect the way they function in various daily activities, including learning in a school environment (Park, 2024). Disabilities can be diverse and complex, ranging from visual and hearing impairments to cognitive challenges and other developmental disorders. Students with disabilities require specialised and