

The Influence of Inclusive Education Management and Teacher Competence on Student Participation in Learning

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ABSTRACT

This study investigates how inclusive education management and teacher competence contribute to expanding student participation in the learning process. A quantitative research design was employed, involving 125 respondents from inclusive education settings. Data were collected using a structured questionnaire measured on a Likert scale and analyzed using SPSS version 25. The results of multiple linear regression analysis reveal that inclusive education management has a positive and significant effect on student participation, indicating that effective leadership, inclusive policies, and supportive management practices foster more engaging learning environments. Teacher competence also shows a positive and significant influence on student participation and emerges as the stronger predictor, highlighting the critical role of teachers' pedagogical skills, classroom management, and inclusive instructional strategies in encouraging active student engagement. Simultaneously, inclusive education management and teacher competence explain a substantial proportion of variance in student participation. These findings emphasize that inclusive education is most effective when supported by both strong organizational management and competent teachers. The study provides empirical evidence to inform school leaders and policymakers in developing integrated strategies to enhance student participation through inclusive education practices.

Keywords: *Inclusive Education Management, Teacher Competence, Student Participation, Inclusive Learning, Quantitative Analysis*

1. INTRODUCTION

Inclusive education has become a central agenda in contemporary educational policy and practice, reflecting a global commitment to ensuring equitable access, participation, and learning opportunities for all students, regardless of their physical, cognitive, social, or cultural differences. International frameworks such as the Salamanca Statement and the Sustainable Development Goals (SDG 4) emphasize that education systems must not only accommodate diversity but also actively promote meaningful participation of all learners within mainstream educational settings. In this context, student participation in the learning process is increasingly recognized as a key indicator of the effectiveness of inclusive education, as it reflects students' engagement, sense of belonging, and opportunities to actively contribute to classroom activities [1–3].

Student participation goes beyond mere physical presence in the classroom. It encompasses active involvement in learning activities, interaction with teachers and peers, expression of ideas, and engagement in decision-making related to learning [4–6]. Research has consistently shown that higher levels of student participation are associated with improved academic achievement, social development, and emotional well-being. However, in inclusive classrooms, fostering participation can be particularly challenging due to diverse learning needs, varying abilities, and differences in students' backgrounds. These challenges highlight the importance of systemic and instructional factors that can either facilitate or hinder student participation [7–9].

One of the key systemic factors influencing inclusive learning environments is inclusive education management. Inclusive education management refers to the planning, organizing, implementing, and evaluating of educational processes in ways that recognize and respond to learner diversity. This includes the development of inclusive policies, allocation of resources, coordination of support services, flexible curriculum implementation, and the creation of a school culture that values diversity and equity [7,10,11]. Effective inclusive management is expected to create supportive structures that enable teachers to implement inclusive practices and students to participate actively in learning. Nevertheless, in many educational contexts, inclusive policies are often implemented at a formal level without being fully translated into classroom practices that genuinely enhance student participation [12].

Alongside management practices, teacher competence plays a critical role in determining the quality of inclusive learning experiences. Teacher competence in inclusive education encompasses pedagogical knowledge, instructional skills, classroom management abilities, and positive attitudes toward learner diversity [13–15]. Competent teachers are better equipped to differentiate instruction, apply varied teaching strategies, manage heterogeneous classrooms, and provide appropriate support for students with diverse needs. In inclusive learning settings, teachers' ability to adapt teaching methods and design interactive learning environments is essential for encouraging active student participation. Conversely, limited competence or low confidence in inclusive teaching practices may lead to teacher centered instruction, passive learning patterns, marginalization of certain students, and reduced opportunities for meaningful engagement in the learning process [12,16,17].

Despite the recognized importance of inclusive education management and teacher competence, empirical studies that simultaneously examine their influence on student participation remain limited, particularly within quantitative research contexts. Most existing studies tend to focus either on policy implementation at the institutional level or on teacher-related factors in isolation, without sufficiently exploring how these dimensions interact to shape students' participatory experiences in the classroom. Therefore, this study aims to analyze how inclusive education management and teacher competence contribute to expanding student participation in the learning process, both individually and collectively. Using a quantitative approach, data were collected through a Likert-scale questionnaire and analyzed using SPSS version 25. By providing empirical evidence based on measurable indicators, this study contributes to the growing body of inclusive education literature and offers practical implications for school leaders, policymakers, and educators in strengthening inclusive learning environments that actively engage all students.

2. LITERATURE REVIEW

2.1 *Inclusive Education and Student Participation*

Inclusive education is grounded in the principle that all students, regardless of individual differences, have the right to learn together in mainstream educational settings, with an emphasis on equity, access, participation, and achievement for learners with diverse needs, including students with disabilities, learning difficulties, and varied socio-cultural backgrounds [2,18]. Within this framework, student participation is considered a core outcome of inclusive education, as it reflects not only physical inclusion but also active engagement in academic and social learning activities, such as asking questions, contributing to discussions, collaborating with peers, and engaging

in learning tasks [8,19]. Active participation has been consistently associated with deeper learning, higher motivation, and stronger academic and social outcomes, and it becomes particularly crucial in inclusive classrooms where students may face barriers related to learning styles, communication, or accessibility. However, achieving meaningful participation in inclusive settings is not automatic, as it is influenced by multiple factors at the system, school, and classroom levels, including school leadership, inclusive policies, availability of learning resources, classroom climate, and teacher practices. Therefore, student participation should be understood as a multidimensional construct shaped by the interaction between management practices and instructional processes within inclusive education environments [19,20].

2.2 *Inclusive Education Management*

Inclusive education management refers to the strategic and operational processes through which schools plan, organize, implement, and evaluate inclusive practices, encompassing leadership commitment to inclusion, formulation of inclusive policies, allocation of resources, coordination of support services, and monitoring of inclusive outcomes in order to create an environment where diversity is valued and supported through flexible and collaborative structures [1,2]. School leaders play a crucial role in this process by articulating a clear vision for inclusion and fostering a school culture that embraces diversity, as research indicates that strong inclusive leadership is associated with more consistent and sustainable implementation of inclusive practices. Inclusive education management also involves the provision of adequate infrastructure, learning materials, support personnel, and collaboration among teachers, parents, and external professionals [4,5]. From a participation perspective, effective management practices influence the extent to which students feel supported and encouraged to engage in learning, as flexible curricula, student-centered approaches, and collaborative problem-solving enable teachers to design inclusive learning activities that promote active student participation. Conversely, weak management support, unclear policies, or limited resources may hinder teachers' ability to implement inclusive strategies, resulting in reduced student engagement. Although empirical studies have demonstrated positive relationships between inclusive school management and student outcomes such as engagement, motivation, and academic performance, the effect of inclusive management on student participation is often indirect and mediated through classroom practices, underscoring the importance of examining inclusive education management alongside teacher-related factors [21,22].

2.3 *Teacher Competence in Inclusive Education*

Teacher competence is widely recognized as a key determinant of successful inclusive education, as it encompasses a combination of knowledge, skills, and attitudes that enable teachers to effectively address learner diversity. In inclusive contexts, this competence includes understanding inclusive principles, applying differentiated instruction, managing diverse classrooms, using adaptive assessment strategies, and demonstrating positive attitudes toward inclusion [23,24]. Competent teachers are more likely to employ instructional strategies that promote active learning, such as cooperative learning, discussion-based activities, and the use of varied teaching media, thereby providing multiple opportunities for students to participate according to their

abilities and learning preferences. Strong classroom management skills further allow teachers to create safe and supportive learning environments in which students feel confident to express ideas and engage with peers [24,25]. Empirical studies consistently indicate that higher levels of teacher competence in inclusive education are positively associated with student engagement and participation, as well-prepared teachers tend to interact more frequently with students, provide constructive feedback, and adapt instruction to diverse needs [26,27]. Conversely, limited competence or insufficient training in inclusive practices may lead to teacher-centered instruction, reduced interaction, and passive student roles. Therefore, professional development and continuous training focused on inclusive pedagogy, collaborative teaching, and reflective practice are essential to strengthening teacher competence and enhancing student participation in inclusive classrooms.

2.4 Research Hypotheses

Based on the theoretical and empirical literature reviewed, the following hypotheses are proposed:

H1: Inclusive education management has a significant positive effect on student participation in the learning process.

H2: Teacher competence has a significant positive effect on student participation in the learning process.

H3: Inclusive education management and teacher competence simultaneously have a significant positive effect on student participation in the learning process.

3. METHODS

3.1 Research Design

This study employed a quantitative research design with an explanatory approach to examine the influence of inclusive education management and teacher competence on student participation in the learning process. Quantitative methods were selected to allow for objective measurement of variables and statistical testing of the proposed hypotheses. The study focused on identifying both partial and simultaneous effects of the independent variables on the dependent variable through statistical analysis.

3.2 Research Variables

This research involved three main variables, namely inclusive education management (X_1), teacher competence (X_2), and student participation in the learning process (Y). Inclusive education management refers to school-level management practices that support inclusive learning, including the formulation and implementation of inclusive policies, leadership commitment, resource allocation, coordination of support services, and the development of a supportive school culture. Teacher competence encompasses teachers' knowledge, pedagogical skills, classroom management abilities, and attitudes toward inclusive education that enable them to effectively address student diversity in the classroom. Student participation in the learning process refers to the extent to which students are actively involved in learning activities, including engagement in discussions, collaboration with peers, asking questions, expressing opinions, and participating in classroom tasks.

3.3 Population and Sample

The population of this study consisted of teachers working in inclusive education settings, from which a total of 125 respondents were selected as the research sample. This sample size was

considered adequate for quantitative analysis and regression-based statistical testing. Sampling was conducted using a non-probability technique, specifically purposive sampling, with criteria that respondents were active teachers in schools implementing inclusive education practices and had direct experience in teaching and managing classrooms with diverse student needs.

3.4 Data Collection Technique

Data were collected using a structured questionnaire designed to measure the research variables, consisting of closed-ended statements assessed on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was developed based on relevant literature and adapted to the context of inclusive education. The questionnaire was divided into three sections covering inclusive education management (X_1), teacher competence (X_2), and student participation in the learning process (Y), with each section containing several indicators representing key dimensions of the respective variables. Prior to data analysis, all questionnaire responses were coded and tabulated to facilitate statistical processing.

3.5 Instrument Validity and Reliability

To ensure the quality of the research instrument, validity and reliability tests were conducted. The validity of each questionnaire item was examined using the Pearson Product Moment correlation, where items were considered valid if the correlation coefficient (r-value) exceeded the critical value at a significance level of 0.05. Reliability testing was performed using Cronbach's Alpha, with a variable deemed reliable if the Alpha value was greater than 0.70, indicating adequate internal consistency among the items. Only items that met both validity and reliability criteria were included in the subsequent data analysis.

3.6 Data Analysis Technique

Data analysis was conducted using SPSS version 25 through several stages. First, descriptive statistics were employed to describe respondents' perceptions of inclusive education management, teacher competence, and student participation based on mean scores and standard deviations. Prior to hypothesis testing, classical assumption tests were performed to ensure the suitability of the data for multiple linear regression analysis, including tests of normality, multicollinearity, and heteroscedasticity. Multiple linear regression analysis was then used to examine the effect of inclusive education management (X_1) and teacher competence (X_2) on student participation (Y), with the regression model expressed as $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$, where Y represents student participation, X_1 inclusive education management, X_2 teacher competence, β_0 the constant, β_1 and β_2 the regression coefficients, and ϵ the error term. Hypothesis testing was conducted using the t-test to examine the partial effects of each independent variable and the F-test to assess their simultaneous effect on student participation, while the coefficient of determination (R^2) was used to measure the proportion of variance in student participation explained by the independent variables. All statistical tests were conducted at a significance level of 0.05.

4. RESULTS AND DISCUSSION

4.1 Descriptive Statistics

Descriptive statistics were used to provide an overview of respondents' perceptions regarding inclusive education management, teacher competence, and student participation in the learning process. Table 1 presents the mean scores and standard deviations for each research variable.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation	Category
Inclusive Education Management	3.87	0.56	High

Teacher Competence	3.92	0.52	High
Student Participation	3.78	0.60	High

Table 1 presents the descriptive statistics of the research variables, showing that inclusive education management, teacher competence, and student participation are all perceived at a high level by the respondents. Teacher competence has the highest mean score ($M = 3.92$; $SD = 0.52$), indicating that teachers generally perceive themselves as having strong pedagogical skills, classroom management abilities, and positive attitudes toward inclusive education. This suggests that teachers feel relatively confident in managing diverse classrooms and applying inclusive teaching strategies. Inclusive education management also demonstrates a high mean score ($M = 3.87$; $SD = 0.56$), reflecting respondents' positive perceptions of school leadership, inclusive policies, and organizational support for inclusive practices. Meanwhile, student participation shows a slightly lower, yet still high, mean score ($M = 3.78$; $SD = 0.60$), indicating that although students are actively involved in learning activities, there remains room for improvement in fostering more consistent and equitable participation across all learners. Overall, these findings suggest that strong management practices and teacher competence provide a supportive foundation for student participation in inclusive learning environments, while also highlighting the need for continued efforts to further enhance active engagement among students.

4.2 Instrument Validity and Reliability Results

Validity testing showed that all questionnaire items had correlation coefficients greater than the critical value ($r\text{-table} = 0.176$; $\alpha = 0.05$), indicating that all items were valid. Reliability testing using Cronbach's Alpha demonstrated strong internal consistency, as shown in Table 2.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Reliability Status
Inclusive Education Management	0.841	Reliable
Teacher Competence	0.888	Reliable
Student Participation	0.864	Reliable

Table 2 presents the results of the reliability testing for all research variables using Cronbach's Alpha, indicating strong internal consistency of the measurement instruments. Inclusive education management obtained a Cronbach's Alpha value of 0.841, teacher competence showed the highest reliability with an Alpha value of 0.888, and student participation achieved an Alpha value of 0.864. All values exceed the commonly accepted threshold of 0.70, confirming that the questionnaire items for each variable are reliable and consistently measure the intended constructs. The high reliability of the teacher competence instrument suggests that the items related to pedagogical skills, classroom management, and inclusive attitudes are well aligned, while the reliability results for inclusive education management and student participation indicate coherent measurement of management practices and student engagement dimensions. These findings support the robustness of the research instrument and justify its use for further statistical analysis and hypothesis testing.

4.3 Classical Assumption Test Results

Prior to regression analysis, classical assumption tests were conducted. The normality test using the Kolmogorov–Smirnov method produced a significance value of 0.200 (> 0.05), indicating normally distributed data. Multicollinearity testing showed tolerance values of 0.62 for inclusive education management and 0.62 for teacher competence, with VIF values of 1.61, indicating no multicollinearity. The heteroscedasticity test revealed significance values above 0.05, confirming the absence of heteroscedasticity. These results indicate that the data met the assumptions required for multiple linear regression analysis.

4.4 Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effects of inclusive education management and teacher competence on student participation. The regression results are presented in Table 3.

Table 3. Multiple Linear Regression Results

Variable	B	Std. Error	t-value	Sig.
Constant	0.742	0.312	2.382	0.019
Inclusive Education Management	0.356	0.082	4.346	0.000
Teacher Competence	0.421	0.079	5.331	0.000

Table 3 presents the results of the multiple linear regression analysis examining the effects of inclusive education management and teacher competence on student participation in the learning process. The constant value of 0.742 ($p = 0.019$) indicates that student participation has a positive baseline level even in the absence of the independent variables, although its primary role is to support the regression model. Inclusive education management shows a positive and statistically significant effect on student participation ($B = 0.356$; $t = 4.346$; $p < 0.001$), indicating that improvements in inclusive management practices such as inclusive policies, leadership support, and resource allocation are associated with higher levels of student participation. Teacher competence also demonstrates a positive and significant influence on student participation ($B = 0.421$; $t = 5.331$; $p < 0.001$) and exhibits a stronger effect than inclusive education management, as reflected by its larger regression coefficient and t-value. This finding suggests that teachers' pedagogical skills, classroom management abilities, and inclusive instructional practices play a particularly critical role in encouraging active student engagement. Overall, the results confirm that both organizational and instructional factors significantly contribute to expanding student participation, with teacher competence serving as the more dominant predictor within the regression model.

The results of the simultaneous effect test (F-test) show an F-value of 68.523 with a significance level of 0.000, indicating that inclusive education management and teacher competence simultaneously have a significant effect on student participation in the learning process, thus confirming that H3 is accepted. Furthermore, the coefficient of determination (R^2) is 0.529, which means that 52.9% of the variance in student participation can be explained by the combined influence of inclusive education management and teacher competence, while the remaining 47.1% is attributed to other factors not examined in this study, such as student motivation, peer interaction, learning facilities, and parental support.

Discussion

The findings of this study provide empirical evidence that inclusive education management plays a significant role in expanding student participation in the learning process. The positive effect of inclusive education management indicates that effective leadership, clear inclusive policies, and supportive organizational structures create learning environments that encourage students to engage more actively in classroom activities. When schools prioritize inclusive practices through well-defined management strategies, adequate resource allocation, and coordinated support systems, teachers are better positioned to implement learning approaches that promote participation and accommodate diverse student needs [23,25,26].

Teacher competence emerged as the stronger predictor of student participation, underscoring the central role of teachers in translating inclusive policies into effective classroom practices. Teachers with strong pedagogical skills, effective classroom management, and positive attitudes toward diversity are more capable of designing interactive learning activities, adapting instruction to varied learning needs, and fostering safe and supportive environments where students feel confident to express ideas and participate actively. This finding reinforces the perspective that

inclusive education is not solely determined by policy frameworks and management structures, but is critically shaped by teachers' daily instructional practices and professional capacities.

The significant simultaneous effect of inclusive education management and teacher competence suggests that these two factors function in a complementary manner. Inclusive management provides the structural, cultural, and policy foundations that support inclusion, while teacher competence operationalizes these principles at the classroom level through instructional strategies and interactions with students. In line with ecological and systems perspectives in education, student participation is influenced by the interaction between organizational and instructional factors rather than by a single determinant. Overall, the results highlight the importance of strengthening inclusive education management alongside continuous professional development for teachers, offering practical implications for school leaders and policymakers to adopt integrated approaches that foster inclusive and participatory learning environments.

CONCLUSION

This study concludes that inclusive education management and teacher competence are key determinants in expanding student participation in the learning process, as inclusive management significantly contributes to participation by creating supportive organizational structures, inclusive policies, and a school culture that values diversity, while teacher competence exerts an even stronger influence through pedagogical skills, adaptive instructional strategies, and effective classroom management that directly shape students' willingness and ability to engage in learning activities. The findings further confirm that student participation is influenced by the interaction between organizational and instructional factors, as inclusive policies and management alone are insufficient without competent teachers, just as teacher competence requires supportive management to be optimally effective. Therefore, efforts to enhance student participation in inclusive education should adopt an integrated approach that simultaneously strengthens school management systems and continuously develops teacher competencies, offering important practical implications for policymakers, school leaders, and educators in designing inclusive education strategies that not only ensure access but also foster active and equitable participation in the learning process.

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