Teacher's Characteristic in Inclusive Education: A Systematic Literature Review

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Abstract
Purpose: Education plays a pivotal role in enhancing an individual's intellectual capacity and overall well-being. For students with special educational needs (SEN), inclusive education programs (IEP) represent a concerted effort to facilitate their integration into diverse environments. Despite these endeavors, several qualified SEN students remain excluded from participating in IEPs. This issue has garnered significant attention from researchers, prompting numerous investigations into its implications. However, comprehensive research exploring the characteristics of IEP teachers and their systematic literature review is relatively scarce. To address this gap, this article presents a methodical examination of past studies concerning the traits of inclusive education teachers.
Methodology: The process adheres rigorously to the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) guidelines. Web of Science and Scopus, the two primary databases, were exhaustively utilized to source relevant articles and scholarly references.
Findings: The conducted thematic analysis unveils four principal themes: knowledge, attitude, skills, and resources.
Research limitations: The SLR was conducted by only retrieving the scholarly writing form Web of Sciences and Scopus databases and may not represents all literatures in the subject matter.
Practical implications: The findings bear significant implications for models and theories pertaining to inclusive educator attributes, enhancing the effectiveness of the nation's inclusive education program.
Value: The findings are expected to assist relevant parties in developing policies for inclusive education programs that align with the capabilities and needs of inclusive teachers and can improve teacher strategies in the classroom.

Keywords: Characteristics, Teacher, Inclusive Education

Introduction

Special Education is a system of learning and educational facilities tailored to individuals, particularly children with special needs or disabilities. According to Mohd Najib Ghafar (2006), children with special needs are those who differ from typical or regular children in terms of mental characteristics, sensory abilities, physical behavior, social or emotional aspects, and various other disabilities to the extent that they require modified school practices or special education services to maximize their potential. In connection with this, the Persons with Disabilities (Act 2008) clearly states that these children with special needs have the right to access equal educational opportunities without discrimination or exclusion. As such, educational institutions, especially

schools, play a crucial role in providing an environment and activities tailored to the needs of Students with Special Education Needs (SEN) to help them reach their maximum potential (Zalizan, 2009). Therefore, the Ministry of Education in Malaysia has initiated the Inclusive Education Program (IEP) to provide equal educational opportunities to all students regardless of their disabilities. Students involved in IEP are typically those with mild to high functioning disabilities.

In the context of this study, the researcher will focus on the characteristics of Inclusive Education Program (IEP) teachers. IEP teachers are responsible for implementing the IEP, which is an educational program for Students with Special Education Needs (SEN) who attend classes alongside regular students in government schools or government-assisted schools (Regulations on Special Education, 2013). However, some teachers hold misconceptions and stigmas about SEN students (Norakyairee, 2019). Some mainstream teachers may resist the involvement of SEN students in their classrooms (Norramlah & Nurfaradilla, 2021). These teachers may perceive SEN students as difficult to educate (Abdullah, S. A. K., 2017). As a result, they may not cooperate or pay attention to SEN students during the teaching and learning process in the classroom. Therefore, an exploration of the characteristics of inclusive teachers is necessary to identify areas for improvement, particularly in enhancing the quality of IEP teachers in Malaysia. Furthermore, there have been numerous previous studies on IEP teachers. In fact, research on IEP has been extensive and requires a systematic literature review (SLR) effort to gather and better understand past research findings. This makes it an appealing subject for researchers to delve deeper into the specific characteristics that an IEP teacher should possess.

Therefore, this systematic literature review (SLR) has been guided by the central research question, which is, what are the characteristics of teachers in inclusive education? The primary objective of this SLR is to conduct a comprehensive, organized, and systematic review of past studies related to the characteristics of teachers in inclusive education. This study makes a significant contribution to both practical and academic fields. By referring to this SLR, stakeholders such as educators and researchers can benefit greatly. Educators can apply and understand the characteristics of Inclusive Education Program (IEP) teachers, while researchers can expand the scope of their research using the foundational knowledge provided in this SLR. This SLR helps bridge the knowledge gap in the field of inclusive education by collecting, analyzing, and synthesizing information from various previous studies. The results of this SLR will provide a clearer understanding of the characteristics of teachers in inclusive education, aid in improving teacher training, and contribute to the development of better education policies for students with special educational needs. In other words, this SLR is a crucial step in understanding and enhancing inclusive education, which can have a positive impact on students with special educational needs and support the development of a more inclusive and equitable education system overall.

Methodology
To shape this systematic literature review (SLR), the author has referred to PRISMA (Preferred Reporting Items for Systematic Review and Meta-analysis). PRISMA is a widely used publication standard in the fields of medicine and public health. PRISMA comprises 27 items that can be followed in the SLR formation process (Moher et al., 2009). Although this SLR pertains to the social sciences, PRISMA is still relevant for reference because it helps formulate clear research

questions and enables systematic searching to be conducted. Furthermore, PRISMA minimizes various types of bias and aids authors in conducting research synthesis effectively (Howard et al., 2019). The initial step in forming this SLR is to establish appropriate research questions. Based on the focus of this SLR, which relates to the characteristics of inclusive education teachers, a research question is proposed:

1. What are the characteristics of teachers in the context of inclusive education?

Identification
Identification is a process of identifying and diversifying suitable keywords to be used in the article search process for the systematic literature review (SLR). Keywords are essential in the search process, and they can enhance the precision of the articles obtained for reference in the SLR. Based on the research questions stated earlier, three main keywords have been selected: character, teacher, and inclusive education. To diversify the keywords that can be used, related words and variations of the main keywords have been sought. This search effort has been conducted through online thesaurus, referencing keywords from past studies, and using the Web of Science and Scopus databases, as well as seeking expert opinions. The results of this identification process can be referred to in Tables 1.

Table 1. The search strings

Database search string	
WoS ($n = 222$)	TS= (("character*" AND "teacher" AND "inclusive education"))
Scopus ($n = 260$)	TITLE-ABS-KEY (("character*" AND "teacher" AND "inclusive education"))

Based on the selected keywords, the article search process has been conducted in two primary databases, namely Web of Science and Scopus. Both databases were chosen based on several advantages they offer. Firstly, according to research conducted by Gusenbauer and Haddaway (2020), databases like Web of Science and Scopus have strengths in terms of comprehensive searching, more stable search results, and a greater variety of advanced search functions compared to other databases. Martin et al. (2018) also emphasized the advantages of Web of Science and Scopus in terms of quality control and systematic indexing. The search technique used for finding articles in these databases (Web of Science and Scopus) involved advanced searching using basic functions such as Boolean Operators (AND), phrase searching, truncation, and field codes functions (Table 1). Based on the keywords, the databases, and the search techniques used, a total of 260 Scopus articles and 222 Web of Science articles were successfully obtained, and all these articles went through the second stage in the systematic search strategy, which is screening.

Screening
Screening is a process used to establish inclusion and exclusion criteria that can be applied to select articles relevant to the systematic literature review (SLR) being conducted. A total of 482 articles obtained during the identification process went through the screening process. Screening is the

stage where inclusion and exclusion criteria are set and used to select articles that are suitable for the SLR (Shaffril et al., 2020). The first criterion used in this SLR is the publication year, where publications within the most recent five years (2018 to 2022) have been chosen. The selection of this time frame is based on several justifications. Firstly, it aligns with the concept of study maturity discussed by Kraus et al. (2020), where within this period, many relevant articles have been published. Additionally, the search in the primary databases has observed a significant increase in the number of publications related to inclusive education teachers starting in 2018. Furthermore, to maintain quality, this SLR only selects publications in the form of journal articles, and to avoid confusion in reading and understanding, only articles published in English are chosen. Moreover, only articles with relevant empirical data can be included in the SLR; review articles cannot be included because the main objective of this SLR is to identify and determine the findings of past research. Another inclusion criterion used is the focus of the findings; selected articles must have findings related to the teacher's character. If an article states that their study examines language used by teachers, teaching methods, educational levels, but does not clearly mention characteristics of inclusive education teachers, or the setting is not in a special education setting like diverse languages or races setting, then that article will be excluded. This is important to ensure that all selected articles can offer findings relevant to the SLR being conducted (Refer to Table 3).

After the screening process, a total of 420 articles were excluded because they did not meet the established criteria, leaving 62 articles available for the subsequent stages of the process.

Table 3 The Inclusion Criteria Used

	Inclusion Criteria
Publication Year	Five years (2018 to 2022)
Publication	Open Access Journal
Language	English
Data	Empirical
Focus of Findings	Data related to a teacher's character in inclusive education

Eligibility
All selected articles will undergo a second round of screening, known as eligibility screening. Eligibility screening is conducted to ensure that all selected articles are genuinely relevant and can be used in this SLR. This process is carried out by referring to the titles and selected abstracts of the articles. If a decision on whether the selected article is relevant or not cannot be determined solely by reading the title and abstract of the study, then the methodology, results, and discussion sections of the article will be referred to. In this process, a total of 50 articles were excluded because their focus was not directed towards "teacher's character in inclusive education." This is because these articles discussed special education in general, inclusivity from a language perspective, teaching methodology, school environment, and challenges faced by teachers in inclusive education. Based on this process, 12 articles have been selected to undergo the next stage, which is quality assessment.
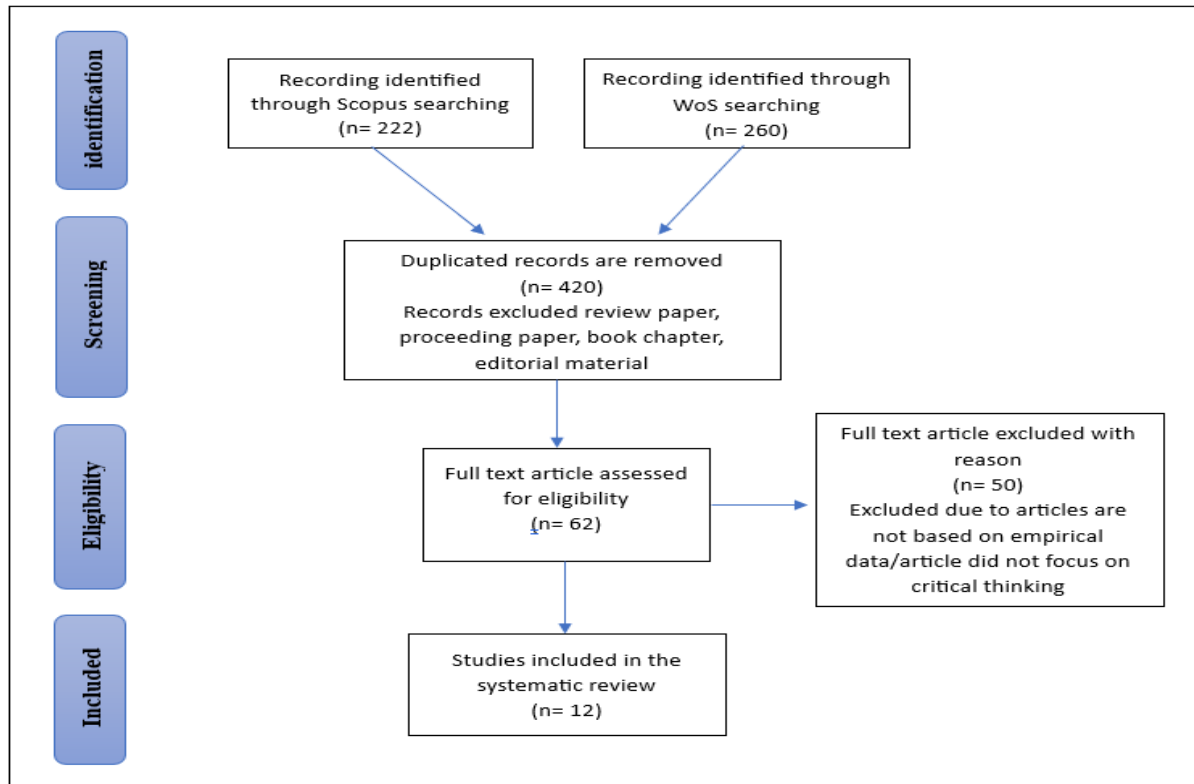
Quality assessment of articles

Quality assessment of selected articles is crucial to minimize bias and identify potential weaknesses in methodology (Edward et al., 2019). Three assessors were chosen among the researchers for the purpose of this assessment. Since the SLR includes articles from various research designs (quantitative + qualitative + mixed methods), the assessors referred to MMAT (Mixed Method Appraisal Tools) to assist them in the assessment process (Hong et al., 2018). Each article was evaluated based on two basic criteria and five specific criteria. The first step in this process was to assess the quality of articles based on two basic criteria: Is the research question clearly stated? And, is the data obtained capable of answering the stated research question? Articles had to fulfill both of these aspects before proceeding to the next stage, where they would be categorized by research design (qualitative or quantitative or mixed methods) before being assessed based on five specific criteria.

For each criterion, assessors were given three response options: Yes, No, and Can't tell. If they were unsure or unclear about the assessment outcome, they would choose the response - Can't tell. To evaluate each article, all three assessors had to reach a mutual agreement for each assessment conducted, and if an agreement could not be reached, they would seek a second opinion. Only articles meeting at least three out of five criteria were considered of sufficient quality and included in the SLR (refer to Table 4). The assessment results found that all 12 articles have met the minimum criteria set, which is at least three criteria, and they have been included in the table below.

Table 4: Quality Assessment of Articles

	Shalbayeva et al., (2021)	Krischler et al., (2019)	Susanne et al., (2021)	Lindner et al., (2022)	Rizzo et al., (2021)	Goddard & Evans (2018)	Lindner at al., (2019)	Leifler (2020)	Zurbrigen et al., (2021)	Leiva-Olivencia et al., (2021)	Rahmadani & Kurniawati (2021)	Kumari (2019)
Basic Criteria/Study Criteria												
Is the research question clearly stated?				Y								
Does the obtained data have the capability to answer the stated research question?				Y								
Qualitative Criteria												
Is the qualitative approach used appropriate for addressing the research question?				Y								
Is the qualitative data collection methodology employed sufficient to address the research question?				Y								
Do the research findings obtained from the data suffice?				Y								
Is the interpretation of the research findings supported by the data?				Y								
Is there consistency between the sources, data collection, analysis, and interpretation of qualitative data?				Y								
Conclusion				Accepted								
Basic Criteria/Study Criteria												
Is the research question clearly stated?	Y	Y	Y		Y	Y	Y		Y	Y	Y	
Does the obtained data have the capability to answer the stated research question?	Y	Y	Y		Y	Y	Y		Y	Y	Y	
Quantitative Criteria												
Is the sampling strategy employed relevant for addressing the research question?	Y	Y	Y		Y	Y	Y		Y	Y	Y	
Does the selected sample adequately represent the studied population?	Y	Y	Y		Y	Y	Y		Y	Y	Y	

Are the measurement instruments used appropriate?	Y	Y	Y		Y	Y	Y		Y	Y	Y	
Is the risk of nonresponse bias low?	Y	Y	Y		Y	Y	Y		Y	Y	Y	
Is the statistical analysis employed suitable for addressing the research question?	Y	Y	Y		Y	Y	Y		Y	Y	Y	
Conclusion	Accepted	Accepted	Accepted		Accepted	Accepted	Accepted		Accepted	Accepted	Accepted	
Basic Criteria/Study Criteria												
Is the research question clearly stated?								Y				Y
Does the obtained data have the capability to answer the stated research question?								Y				Y
Mixed Methods Research												
Is there a valid reason for employing mixed methods to address the research question?								Y				Y
Can the different components of the study be effectively integrated to answer the research question?								Y				Y
Are the combined qualitative and quantitative findings interpreted appropriately?								Y				Y
Are discrepancies and inconsistent elements between the quantitative and qualitative findings adequately addressed?								Y				Y
Do the different study components adhere to quality criteria for each research design involved?								Y				Y
Conclusion								Accepted				Accepted

Data extraction and data analysis

Next is the process of data extraction from the articles that have been assessed for their quality. This process is carried out by three researchers. Since the focus of this SLR is to review findings from past studies related to the characteristics of inclusive teachers, the data extraction process will mainly focus on three key sections of the articles: the abstract, study results, and study discussions. If necessary, readings in other sections of the articles that offer relevant data will also be conducted. The extracted data will be organized into a table to facilitate the upcoming analysis. After the relevant data has been extracted, the next step is data analysis. Since this SLR takes the form of an integrative review that combines various research designs (quantitative + qualitative + mixed methods), qualitative synthesis is the preferred analysis method (Whittemore and Knafl, 2006). There are various analysis techniques that can be used in qualitative synthesis, and according to Flemming et al. (2018), thematic analysis is one of the best techniques for analyzing findings from various types of research designs. Thematic analysis seeks to identify patterns in past studies based on similarities or connections in the extracted research findings.

To identify suitable themes, the extracted findings are examined one by one, and if there are findings that share similarities or connections, they are grouped into a data set. Each data set is then assigned an appropriate theme. In this process, four main themes were identified: 1) knowledge, 2) attitude, 3) skills, and 4) resources. Then, the findings collected within each of these themes were further examined for the formation of sub-themes, resulting in a total of 15 sub-themes. Subsequently, all the main themes and sub-themes were re-evaluated, and through this process, all the main themes and sub-themes were retained.

Table 5: Themes related to teacher characteristic in inclusive education.

Research	Research design	Knowledge		Attitude								Skills	Resources			
		Inclusive Education	Adaptation	Positive attitude towards Inclusive Education	Ability to set up a good classroom environment	Passion	Perception of disability	Responsibility	Competency	Self-efficacy	Sharing knowledge and experience	Teaching practice	Pedagogical intervention	Training	Expert	Parent
Shalbayeva et al., (2021)	QN	/	/	/						/		/			/	
Krischler et al (2019)	QN	/									/			/		/
Susanne et al., (2021)	QN							/								
Lindner et al., (2022)	QA		/		/			/	/			/	/			/
Rizzo et al., (2021)	QN				/	/		/						/		
Goddard & Evans (2018)	QN			/					/					/		
Lindner at al., (2019)	QM		/					/				/				
Leifler (2020)	MIX	/	/													
Zurbriggen et al., (2021)	QN				/											
Leiva-Olivencia et al., (2021)	QN										/	/				
Rahmadani & Kurniawati (2021)	QN									/						
Kumari (2019)	MIX													/		/

QN- Quantitative
QL- Qualitative
MIX-mix methods

Findings
3.1 Background of the selected articles
Before delving into the main findings, this section will focus on the background of the selected articles in the SLR. Out of the 12 selected articles, one of them was published in 2022, six articles were published in 2021, one in 2020, three in 2019, and one more article was published in 2018.

Furthermore, out of the 12 selected articles, one was published in the European Journal of Contemporary Education, two in the Journal of Frontiers In Education, one in the International Journal of Inclusive Education, one in European Journal of Special Needs Education, one in An International Journal of Experimental Educational Psychology, one in Education Sciences, one in the Australian Journal of Teacher Education, one in the International Journal for Lesson and Learning Studies, one in Sustainability, one in the Electronic Journal of Research in Educational Psychology, and one more article was published in the International Journal of Information and Education Technology.

Main Findings
There are four main themes that have been formed in this SLR. The themes are 1) knowledge, 2) attitude, 3) skills, and 4) resources.

Knowledge

The first theme is knowledge. Knowledge is a key factor for inclusive education teachers in imparting knowledge to students, especially to students with special needs. Sub-themes under knowledge are focused on two parts: inclusive education and adaptation. Inclusive education is assessed from four perspectives: pedagogical, psychosocial, and physical. The first sub-theme under the knowledge theme is pedagogical. According to article Shalbayeva et al., (2021), the training provided to inclusive education teachers does not adequately meet the needs of inclusive teaching. Teachers need to have knowledge of the concepts and objectives of inclusive education. For example, inclusive education teachers need specialized knowledge, especially in teaching a particular subject or conducting the teaching and learning process in an inclusive environment (Shalbayeva et al., 2021 & Leifler, 2020). The second sub-theme is psychosocial. In order to achieve as an inclusive teacher, one must possess a profound understanding of the psychosocial domain, encompassing crucial aspects like classroom atmosphere, social composition, sense of coherence, and treatment, as it is within this context that inclusion primarily operates - supporting the diverse needs of all students and creating inclusive learning environments (Leifler, 2020 & Krischler et al,. 2019). In doing so, teachers can address their concerns about accommodating students with specific learning or behavioral difficulties while simultaneously elevating the importance of nurturing relationships within the psychosocial realm, ultimately enhancing students' overall well-being (Leifler, 2020). Third is physical. Inclusive teachers should possess comprehensive knowledge about the physical aspects of their learning environments, encompassing room and facility organization, lighting, sound, and acoustics, recognizing that these elements significantly impact the overall learning experience (Krischler et al., 2019).

The second subtheme for knowledge is adaptation. Teachers should possess knowledge about adaptation, specifically in the context of tailoring a typical curriculum to cater to the special educational needs of their students (Shalbayeva et al., 2021). This knowledge is essential to enhance teachers' readiness to adjust the learning environment, promoting increased inclusivity. The results of measurements demonstrate significant improvements in teachers' awareness and ability to adapt, ultimately leading to improved academic achievement and well-being among students. (Krischler et al., 2019 & Lindner at al., 2019). Inclusive teachers will receive various students with special needs who have different categories and disabilities in the same classroom as typical students. Teachers need to adapt their teaching and learning materials based on the needs of all students, including students with special needs (Lindner et al.,2022; Leifler 2020 & Lindner at al., 2019).

Attitude

The second theme about the teacher's character is attitude. Sub-themes related to attitude include passion, a positive attitude towards inclusive education, the ability to set up a good classroom environment, perception of disability, responsibility, competency, self-efficacy, and sharing knowledge and experience.

The first two sub-themes are passion and a positive attitude towards inclusive education. Inclusive teachers need to be passionate and dedicated to the teaching and learning process, especially with students, including those with special needs (Rizzo et al., 2021). Teachers who are dedicated can create a conducive classroom environment and maintain a positive attitude towards inclusive education. Furthermore, teachers who possess a positive attitude and understanding of inclusive

education are prerequisites for engaging in inclusive education (Goddard & Evans, 2018). Research indicates that teachers with a good understanding of inclusive education have a positive impact on their attitudes and are more prepared for the teaching and learning process (Krischler et al., 2019). It is important for a teacher to have a positive attitude towards inclusive education and equality among students. This is because teachers with a positive attitude can influence inclusive classroom practices and help avoid negative attitudes (Goddard & Evans, 2018). Therefore, the success of inclusive education is generally influenced by a teacher's attitude (Goddard & Evans, 2018).

The third sub-theme is the ability to set up a good classroom environment. The title "Inclusive Teacher" underscores the importance of an educator's ability to establish a nurturing classroom environment, where care and familiarity with students play significant roles (Zurbriggen et al., 2021). This includes dimensions like "taking care of them" and "behaving with tenderness," as well as setting objectives within the class (Rizzo et al., 2021). The findings suggest that efforts should not solely target individual students with special educational needs (SEN) but also focus on transforming the entire classroom environment (Zurbriggen et al., 2021). In this context, teachers should actively seek solutions to problems and conflicts, foster mutual understanding among students, uphold fairness in their behavior, and ensure equal treatment of all children. Moreover, they should actively contribute to creating an enjoyable classroom atmosphere. Ultimately, the overall school culture and a positive discourse climate play crucial roles in promoting students' well-being (Lindner et al., 2022). The fourth sub-theme is the perception of disability. Teachers need to provide support and opportunities for students with disabilities to engage in various activities just like typical students (Lindner et al., 2022).

The fifth sub-theme is responsibility. Teachers need to be responsible for knowing and ensuring the well-being of each student (Susanne et al., 2021) and encouraging and motivating students (Lindner et al., 2022). This is to allow teachers to focus and engage all students, both those with special needs and typical students, in the teaching and learning sessions (Lindner at al., 2019). Furthermore, teachers should create a pleasant classroom atmosphere where students are given the opportunity to share knowledge and opinions (Lindner et al., 2022). This way, students will feel comfortable and can boost their self-confidence without feeling excluded or neglected (Lindner et al., 2022). Additionally, teachers need to constantly motivate students by building good relationships among them and not focusing on their weaknesses but rather on their strengths (Lindner et al., 2022). Teachers also need to play a role as a bridge to strengthen the bond between typical students and those with special needs by instilling good moral values so that they can maintain good relations and mutual respect among themselves (Lindner et al., 2022). Next, teachers need to feel willing to activate and search for more detailed and specific information about the pathology and difficulties of the individual student (Rizzo et al., 2021).

The sixth sub-theme is Competency. The competence of special education teachers is essential for the success of their students' educational development (Lindner et al., 2022). Inclusive teachers will organize learning strategies according to age and appropriate curriculum for each student (Goddard & Evans 2018). The seventh sub-theme is self-efficacy. Teachers' self-efficacy functions as a personal resource in implementing inclusive education (Rahmadani & Kurniawati 2021). A positive attitude of teachers towards inclusive education and high self-efficacy beliefs lead to the

wider use of inclusive teaching methods (Shalbayeva et al., 2021). The last sub-theme in the attitude theme is sharing knowledge and experience. Teachers continually share experiences and enhance their knowledge to remain up-to-date, open-minded, and maintain a positive attitude (Leiva-Olivencia et al.,2021). Teachers share their perspectives, especially regarding the implementation of inclusive practices, based on their experience teaching students with various SEN (Krischler et al., 2019).

Skill
The third theme is skill. Sub-themes under skill include teaching practice. The organization of inclusive education highlights the vital role of teachers' skills in blending standard teaching methods with elements of special correctional education methods (Shalbayeva et al., 2021). This necessity arises from the recognition that students with SEN, who often have diverse special needs, require a heightened level of inclusive teaching practices (Lindner at al., 2019). To facilitate experiences and interactions among children, promote collaboration, mediate between students, and foster a sense of togetherness in the classroom, teachers must undergo comprehensive training in inclusive education (Zurbriggen et al., 2021). This training enables them to effectively organize events, trips, and establish rules and structures that facilitate mutual interaction among all students (Lindner et al., 2022).

Resources
The fourth theme is resources. Sub-themes related to resources include pedagogical intervention, training, expert and parent. The first subtheme is pedagogical intervention. These resources encompass a wide array of pedagogical interventions designed to enhance inclusive education processes across educational, intrapersonal, and interpersonal levels. They cater to the needs of different actors involved in the educational process (Lindner et al., 2022).

Second is training. In the training, it is important to note that pre-service teachers' attitudes toward inclusion tend to be positive and grow stronger during their training years. However, these attitudes can vary based on demographics, constructs, and specific aspects of inclusion (Goddard & Evans, 2018). Teachers' perspectives on inclusion, especially regarding the practical implementation of inclusive practices, evolve through training courses and hands-on experience with students having various special educational needs (SEN) (Krischler et al., 2019). Recognizing the need for training to equip them with essential skills for inclusive classrooms (Kumari 2019), this shift highlights the profound impact of training on knowledge awareness and necessary expertise (Rizzo et al., 2021).

Third is Expertise. It is crucial to acknowledge that the list of specialists whose collaborative efforts positively influence teachers' professional development is unique for each child with special educational needs. Teachers must possess the ability to collaborate effectively with other specialists such as special education teachers, psychologists, and speech therapists to provide psychological and pedagogical support to children with special educational needs and their parents. (Shalbayeva et al., 2021)

Next is Parental involvement. Teachers should cultivate the ability to work collaboratively with students' parents (Shalbayeva et al., 2021). Their preparedness to accommodate children with special needs and their proficiency in implementing specific strategies within inclusive classrooms

are enhanced through effective cooperation between parents and teachers (Krischler et al., 2019 & Kumari, 2019). This cooperation is instrumental in ensuring the overall well-being of students with special educational needs (SEN) (Lindner et al., 2022)

Discussion
The purpose of this SLR study was to identify the characteristics of inclusive teachers in a special education setting. Twelve research articles were included in the SLR based on the acceptance criteria that were set. The findings showed that there were four themes related to the teacher's characteristics in inclusive education, namely knowledge, attitude, skills, and resources.

Inclusive education is an approach that aims to ensure that all students, regardless of their abilities or differences, are provided with equitable opportunities to learn and participate in mainstream educational settings, having access to regular classrooms with sufficient support (Saloviita, 2020). Inclusive programs are designed to create an environment where diversity is celebrated, and everyone feels valued and included, especially for disabled students.

Inclusive education is founded on the principles of equity and inclusion. So, in order to ensure the aim is fulfilled, teachers should have knowledge. Teachers with knowledge in teaching a diverse range of students can create an inclusive classroom environment where every student feels valued and can access quality education (Shalbayeva et al., 2021). The presence of diverse learners in the classroom fosters a sense of belonging and acceptance among all students. It helps break down barriers and prejudices, promoting a more inclusive society. Furthermore, teachers who understand how to differentiate instruction can tailor lessons to match each student's abilities and learning styles (Line Masse et al., 2022). Consequently, students benefit from instruction that is better suited to their needs, leading to increased engagement and better academic progress (Leifler, 2020). Besides, students have varying learning needs, including those with disabilities. Teachers with expertise in addressing diverse needs can adapt their teaching methods to cater to individual students, ensuring that no one is left behind (Zurina Mustaffa et al., 2021). The effect, all students including those with disabilities, can receive appropriate support and accommodations, leading to improved learning outcomes and increased self-esteem (Krischler et al., 2019).

A positive attitude in teaching both typical students and disabled students in the same class is paramount in inclusive education. This positive attitude encompasses several key aspects that are essential for creating an inclusive and effective learning environment (Zurbriggen et al., 2021; Supiah Saad, 2005). A positive attitude involves having high expectations for all students, regardless of their disabilities or differences. Teachers believe that each student can make progress and succeed. High expectations motivate students to strive for excellence, and research has shown that having high expectations can positively impact student achievement (Line Masse et al., 2022). Inclusive classrooms can present challenges, and some students may require additional time and support to grasp concepts. A positive attitude includes patience and persistence in helping students overcome obstacles. Consequently, patient and persistent teaching fosters a growth mindset in students, encouraging them to persevere in the face of challenges and develop a love for learning.

Teachers in inclusive programs must possess skills in teaching both typical students and students with disabilities to create an environment where all students can learn and thrive together (Leifler,

2020). Proficiency in teaching typical students ensures that inclusive classrooms maintain high academic standards and foster a sense of unity and diversity. Simultaneously, skills in addressing the unique needs of students with disabilities are essential for providing tailored support, accommodations, and individualized instruction, promoting their inclusion and access to the curriculum (Krischler et al,. 2019). By blending these skills, teachers can bridge the gap between students with diverse abilities, encourage peer support and understanding, and cultivate an inclusive community where every learner feels valued, engaged, and empowered to reach their full potential. This holistic approach not only benefits students with disabilities but also enriches the overall educational experience for all, preparing them for a more inclusive and diverse society.

Besides, the fourth characteristic that inclusive teachers must have based on the past literatures is resources. Teachers must have adequate resources in terms of pedagogical intervention, training, parental support and consultation with experts. These resources serve as key points to support inclusive teachers. Teachers with enough resources will conduct and manage the classroom effectively (Rahmadani & Kurniawati, 2021).

Conclusion
The latest literature on teacher's character in inclusive education provides a comprehensive overview of studies related to inclusive education. This Systematic Literature Review (SLR) was developed with the aim of creating a systematic, comprehensive, and organized review of past studies related to teachers' character in inclusive education. There is no perfect research, and this SLR has limitations, as two articles were not accessible despite efforts such as searching multiple databases. The analysis conducted resulted in four main themes: knowledge, attitude, skills, and resources. These themes were extracted from the 12 selected articles. The findings of this study are expected to assist relevant parties in developing policies for inclusive education programs that align with the capabilities and needs of inclusive teachers and can improve teacher strategies in the classroom.

Acknowledgement

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