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Afroh Nailil Hikmah<sup>1\*</sup>, Zhuldiz Anay<sup>2</sup>, Wuri Wuryandani<sup>3</sup>,  
Ali Mustadi<sup>4</sup>, Supartinah<sup>5</sup>

<sup>1</sup>Institut Agama Islam Negeri Sorong, Indonesia

<sup>2</sup>SDU University, Kazakhstan

<sup>3,4,5</sup>Universitas Negeri Yogyakarta, Indonesia

\*e-mail: [afrohhikmah@iainsorong.ac.id](mailto:afrohhikmah@iainsorong.ac.id)

## **EXPERIENCE OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS IN REMOTE REGIONS OF INDONESIA IN POSITIVE DISCIPLINE TRAINING AND INCLUSIVE EDUCATION: IMPLICATIONS FOR MORAL AND CHARACTER EDUCATION**

**Abstract.** This study explores the implications of positive discipline training and inclusive education for prospective elementary teachers in Southwest Papua, with a focus on developing moral and character education as well as building a supportive learning environment. The number of participants is 30 students/teacher candidates with 5 trainers. Through this training, prospective teachers are able to increase their understanding of inclusivity, adopt proactive classroom management strategies, and develop inclusive teaching skills. As a result, they are able to create a safe and supportive learning environment, which promotes moral values and strong character among students. The implications of this research provide an optimistic picture of the role of prospective teachers in building inclusive education and strengthening student character, especially in the special cultural and environmental context of Southwest Papua.

**Keywords:** *Positive Discipline; Inclusive Education; Moral education; value education.*

### **Introduction**

Positive discipline training and inclusive education are the main focus in efforts to improve the quality of education in various regions of Indonesia, including Southwest Papua. Moral and character education as the main foundation for the formation of the nation's next generation is greatly influenced by these approaches. In the context of basic education, especially in elementary schools, the application of positive discipline and inclusive education not only helps overcome challenges in the classroom, but also strengthens students' moral values and character.

The implementation of positive discipline in schools can be achieved in three ways: (1) understanding positive discipline as a disciplinary standard; (2) increasing broad stakeholder awareness regarding positive discipline; and (3) adopt a whole-school approach to implementing positive discipline[1]. A

better understanding of value-based leadership practices in facing challenges in schools encourages the application of positive discipline, tolerance for conflict, humility and gentleness, building trust, empowerment, justice and responsibility, shared decision-making, and rational problem-solving[2]. Therefore, the experience of prospective teachers in Southwest Papua in undergoing this training provides important insights for improving and adapting the existing education system.

Southwest Papua, with its rich diversity, faces unique challenges in implementing positive discipline and inclusive education. Inclusive education is a complex issue that, without appropriate adaptation and deep understanding, can present major challenges for the education community[3]. Comprehensive implementation of the Inclusive Education Policy can help reduce educational and social disparities[4]. Prospective teachers need to develop specific skills to create inclusive and supportive learning environments. Inclusive education ensures that all students have equal access to quality education. A cohesive approach to behavior management, setting clear boundaries, rules, and consequences, using positive discipline techniques, understanding different parenting styles and their impact on behavior management, creating an enabling environment to support behavior modification, and providing effective training [5] aligned with the global commitment to inclusive and accessible education [6]. This training provides theoretical knowledge and practical experience to manage heterogeneous classes, build positive relationships, encourage active involvement, and overcome negative behavior without harsh punishment, establishing a conducive learning environment and supporting students' moral and character development.

Inclusive education in Southwest Papua requires adapting curricula and teaching methods to meet the needs of all students, including those with special needs. A framework applied globally to create accessible learning opportunities for all students [7]. Prospective teachers are trained to recognize and accommodate students' varying needs, as well as create a classroom atmosphere that accepts each individual. Positive discipline training and inclusive education emphasize the development of values such as empathy, tolerance, and honesty, in addition to academic achievement. Many correlations show a positive relationship between the implementation of inclusive education by teachers and students' social and emotional competence at these three levels [8]. It plays an important role in forming a generation that is intelligent and has strong character. The experiences of prospective teachers in this training provide important insights for improving the education system in Southwest Papua.

Southwest Papua, with its rich diversity, faces unique challenges in implementing positive discipline and inclusive education. Prospective teachers in this region need to develop specific skills to create inclusive and supportive learning environments that respect the diversity and individual needs of students. Positive discipline training teaches prospective teachers to

use a non-punitive approach that emphasizes respect and self-development of students, while inclusive education ensures that all students, regardless of differences, have equal access to quality education.

In the 21st century, developments in science and technology as well as global changes, bring new challenges in improving the quality of life, including education. Indonesia seeks to improve the quality of human resources through education that integrates knowledge, skills, attitudes and ICT. Higher Order Thinking Skills are needed, and the Directorate of High School Development (Direktorat PSMA/ Direktorat Pembinaan Sekolah Menengah Atas) emphasizes the four 4C skills: communication, collaboration, critical thinking and problem solving, as well as creativity and innovation. Pre-service teacher training addresses the successes and challenges of managing heterogeneous classes, building positive relationships, encouraging active engagement, and addressing negative behavior without harsh punishment, establishing a conducive learning environment and supporting moral development. The concepts of positive discipline, positive influence, and the role of positive emotions are seen as initial guides, drawing on research, case studies, and applied practice to glean and reinforce the value of positive approaches [9].

Inclusive education in Southwest Papua requires adaptation of curriculum and teaching methods to meet the needs of all students, including those with special needs. Inclusive education provides a space that not only recognizes but also celebrates the well-being and holistic development of each student [10]. Prospective teachers are trained to recognize and accommodate student needs, as well as create a classroom atmosphere that accepts each individual. This involves a deep understanding of pedagogical approaches that are responsive to diversity. Positive discipline training and inclusive education are significant for moral and character education, helping teachers create an environment that supports values such as empathy, tolerance and honesty. Diverse learning remains one of the main frameworks for the global education community to achieve sustainable and inclusive educational development goals [11]. They play an important role in forming a generation that is intelligent and has strong character, ready to face global challenges.

### **Methods and materials**

This research was conducted at the Sorong State Islamic Institute (Institut Agama Islam Negeri Sorong/IAIN Sorong), Southwest Papua at the Elementary Teacher Education Study Program with a total of 32 students/teacher candidates with five rainers. This population consists of all students enrolled in semester III and semester V in the Teacher Education study program of the Sorong State Islamic Institute. A total of 32 students were randomly taken from the 3rd and 5th semester student populations. Random sampling ensures that every student has an equal chance of being selected, so that the results of the study can be generalized to the entire

population. 5 lecturers who acted as trainers, who had received ToT (Training of Trainers) training from UNICEF, these lecturers were selected because they had received special training relevant to the research topic. The aim of this research is to describe the experiences of prospective elementary teachers in Southwest Papua in participating in positive discipline and inclusive education training. It is hoped that through this training, prospective teachers can improve their teaching abilities and apply effective strategies in educating students with diverse backgrounds and needs. The method used is descriptive qualitative with a phenomenological approach. Qualitative phenomenological studies [12] were conducted using open format exercises conducted during class. which helps explore the understanding, internalization and application of the concepts of positive discipline and inclusive education by prospective teachers. This research also maps how the training experience shaped their views and practices in learning.

To obtain adequate data, researchers determined several key informants, namely; 1) Tarbiyah Faculty Leaders: Provide perspectives regarding policies and implementation of training programs; 2) Literacy Course Lecturer: Provides insight into the content and methods of teaching literacy; 3) Students: As the main subjects who experience training directly.

Types and Sources of data was obtained from two main sources. Types and sources of data were obtained from two sources, in the form of main sources, namely documentation and observation. Additional sources are interviews with students and trainers. Data collection techniques include; 1) guided interview: Using a pre-prepared questionnaire to guide the interview but still allowing flexibility in the delivery of questions. 2) Direct Observation: researchers were directly involved in learning situations and literacy activities to collect data systematically. 3) Documentation in the form of: activity reports, daily journals or journals that record the training process, training modules, test results and evaluations.

The data analysis technique in this research uses the Miles and Huberman model[13] which consists of three stages: data reduction, data display, and data verification or drawing conclusions. With this technique, researchers can collect and analyze data in depth about the experiences of prospective elementary teachers in Southwest Papua in positive discipline training and inclusive education and their impact on moral and character education. This analysis technique allows researchers to obtain a comprehensive and credible picture of the effectiveness of training in improving the competency of prospective teachers, so that it can provide significant implications for moral and character education in the region.

## **Findings**

### ***Implementation of Positive Discipline Training and Inclusive Education***

Based on interviews, it shows that positive discipline training and inclusive education have a significant influence on the understanding and

skills of prospective teachers. The following is a chart or mind map that illustrates the results of research on developing teaching skills for prospective teachers:

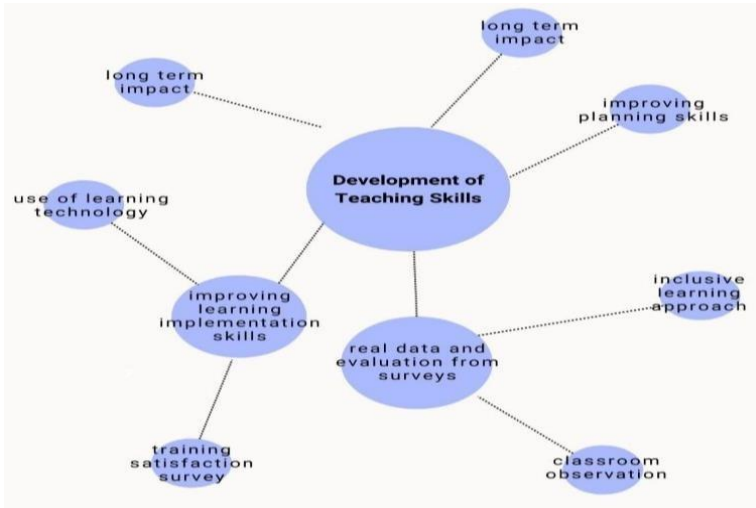


Figure 1: mind map of research results on developing teaching skills for prospective teachers

### **Increasing Understanding of Inclusive Education**

The research participants become more understanding of the concept and importance of inclusive education. They realize that every student has the right to receive a decent education without discrimination. In the Primary School Teacher Prospective Education Study Program, this understanding is facilitated through a training program specifically designed to increase the competence of prospective teachers in handling diversity in the classroom. The study program held more than 5 training session on inclusive teaching strategies and handling students with special needs which were attended by more than 32 prospective teachers.



Image 2: Faculty Leaders and Trainers

The participants are taught to recognize and appreciate diversity in

terms of academic abilities, social backgrounds, and special needs. They learn that inclusive education is not just about accepting students with different needs, but is also committed to adapt teaching methods and provide the necessary support so that each student can learn effectively and reach their full potential. For example, they are trained to use special teaching aids such as adaptive learning software and differentiation teaching methods.

Through a curriculum that integrates the principles of inclusivity, prospective teachers at the Sorong State Islamic Institute are equipped with the skills to create a fair and equitable learning environment, where all students feel valued and supported. As part of this commitment, the Primary School Teacher Education Study Program also collaborates with local NGOs that focus on inclusive education to provide assistance and mentoring programs for students with special needs. The organization is the Unimuda-UNICEF Partnership for the West Papua region.

In this way, prospective teachers are not only ready to teach in inclusive classes, but also become agents of change who are able to promote the values of inclusivity in the wider educational community. They are trained to establish effective collaboration between teachers, parents and the community in supporting the development of each student, which directly contributes to creating a more inclusive and friendly educational environment for all parties.

### **Increasing Understanding of Inclusive Education**

The implementation of positive discipline strategies in the elementary school Teacher Education Study Program aims to create a learning environment that supports the development of students' character and morals. This strategy focuses on rewarding positive behavior rather than punishing negative behavior, and encourages healthy relationships between teachers and students.

The Primary School Teacher Education Study Program carries out a series of training for prospective teachers that focuses on implementing positive discipline. A total of 30 prospective teachers took part in this program, which included 3 days of intensive training with 4-6-5 hours per day on positive and inclusive discipline techniques.



*Image 3: Elementary/MI teacher candidates receiving Positive Discipline and Inclusive Education material*

**Empathetic Communication** is training prospective teachers to communicate empathetically and building respectful relationships with students. **Providing Positive Reinforcement** to encourage good behavior, such as praise, rewards, and public recognition. **Effective Classroom Management:** classroom management strategies that help maintain discipline without using physical or verbal punishment. **Development of Teaching Skills:** prospective teachers report improvements in teaching skills, especially in terms of planning and implementing learning that is student-centered and responsive to individual student needs. **Developing the Values of Empathy and Tolerance:** this training helps prospective teachers to understand and appreciate differences between students, both in terms of abilities, backgrounds and individual needs. This encourages high levels of empathy and tolerance. **Strengthening Integrity and Responsibility:** prospective teachers learn to manage classes with an approach that respects the values of integrity and responsibility, becoming role models in behaving honestly, fairly and responsibly. **Promotion of Proactive Attitudes and Independence:** the positive discipline strategies implemented encourage students to take initiative and be responsible for their own actions, which is an important aspect of character development. **Building a Safe and Supportive Learning Environment:** this course helps prospective teachers create a safe and supportive learning environment, where every student feels valued and supported.

### **Teaching Skills Development**

Prospective elementary school teachers in Indonesia must have various competencies, including the ability to build positive working relationships, coaching, continuous learning, good decision making, ethical maturity, efficient work management, understanding of mission and goals, resilience, effective and engaging communication , as well as respect for differences [14]. Developing teaching skills is the main focus in the training program for prospective teachers in the elementary school Teacher Education Study Program. Based on data collected from various evaluations and surveys, there is a significant increase in the abilities of prospective teachers, especially in the aspects of planning and implementing learning that is student-centered and responsive to individual student needs.

Prospective teachers are trained to design student-focused learning by utilizing various approaches and strategies. This program teaches prospective teachers to create lesson plans that include a variety of learning methods such as project-based, collaborative, and problem solving. In addition, they also learn to accommodate diverse learning styles by designing activities suitable for visual, auditory, and kinesthetic learners, and include authentic assessment

through formative and summative assessments to provide an accurate picture of student progress.

Supervised training is an important context for prospective teachers' professional learning, providing them with direct experience in the teaching profession as well as opportunities for critical reflection on their theoretical and practical experiences [15]. In teaching practice at partner schools, prospective teachers report increased abilities in implementing student-centered learning. Some of the progress recorded includes the use of technology in learning, where prospective teachers succeeded in integrating technology such as educational applications and interactive media in their teaching. In addition, prospective teachers are able to apply teaching differentiation to meet the needs of diverse students.

Supervised training plays an important role in teacher candidates' professional learning, providing direct exposure to the profession as well as opportunities for critical reflection on their theoretical and practical experiences [16]. This survey involved 32 prospective teachers who participated in training held by the Primary School Teacher Education Study Program. Data was collected through a questionnaire that measured their perceptions and beliefs regarding their readiness and confidence in planning and implementing student-centered learning. As many as 92% of prospective teachers reported that they felt more prepared and confident after attending the training. The participants felt able to design and implement learning that was more effective, student-centered, and involved innovative learning strategies. Many participants stated that this training gave them a better understanding of the importance of student-centered learning. They feel better able to manage the class, create interactive lesson plans, and use various methods to increase student participation.

Observations were carried out by independent observers who recorded the implementation of learning by prospective teachers before and after participating in the training. The main focus is the use of active and participatory learning strategies in the classroom.

The following is a table that presents data from a satisfaction survey of prospective teachers and the results of classroom observations:

*Table 1: satisfaction survey of prospective teachers and the results of classroom observations*

<b>Indikator</b>	<b>Jumlah Responden</b>	<b>Persentase (%)</b>	<b>Keterangan</b>
Kepuasan dan Kesiapan	32	92%	Calon guru merasa lebih siap dan percaya diri dalam merencanakan dan melaksanakan pembelajaran.



Indikator	Penggunaan Sebelum Pelatihan	Penggunaan Setelah Pelatihan	Persentase Peningkatan
Strategi Pembelajaran Aktif dan Partisipatif	50%	75%	25%

### **Long Term Impact**

The importance of interventions that address emotional well-being in the teaching profession highlights the need for support structures, workload management, and tailored training to reduce the negative impact of emotional exhaustion on teacher satisfaction and performance, with the ultimate goal of achieving optimal health and performance for teachers [17]. This improvement in teaching skills not only benefits prospective teachers, but also has a long-term positive impact on students. Students become more active and involved in the learning process, showing increased motivation and better learning outcomes. This is in line with the aim of the Elementary School Teacher Education Study Program to produce quality teachers who are able to provide quality and inclusive education for all students.

In addition, collaboration with partner schools is also strengthened through this program, creating mutually beneficial relationships between educational institutions and the community. Thus, the Sorong Elementary School Teacher Education Study Program continues to be committed to improving the quality of education through developing responsive and student-centered teaching skills for prospective teachers.

### ***Implications for Moral and Character Edusscation***

Moral and character education has an important role in forming individuals with integrity, responsibility and a strong moral compass. Virtues and vices play an integral role in moral education and character formation [18]. Moral education aims to instill positive values and reduce negative behavior, so that individuals are able to differentiate between right and wrong. In this process, virtues such as honesty, empathy, and responsibility are taught and practiced so that they become part of the student's character. Instead, vices such as dishonesty, egoism, and indifference must be identified and addressed to prevent negative impacts on students' moral development. Virtues in moral education serve as the foundation for building strong character and personal integrity. Students are taught the importance of having good moral values, which will guide them in making the right decisions and acting in an ethical manner. By practicing virtues in everyday life, students learn to appreciate and implement these values, thereby forming a character that can be relied on and respected by others.

On the other hand, recognizing and overcoming evil is also an important

part of moral education. Character education is a crucial aspect that needs to be integrated into learning. One of the character values considered important in supporting learning activities is responsibility. If students lack responsibility, issues such as deviant behavior may arise, for example, needing to perform tasks only when instructed by others[19]. Character-based learning is an educational approach aimed at fostering the development of moral and ethical values in students [20]. Character is a combination of habits and character[21]. Teaching students to understand the negative impacts of bad behavior and giving them the tools to change that behavior is an important step in character building. This process involves self-reflection and understanding the consequences of their actions, which in turn helps students develop self-control and responsibility for their actions. Thus, effective moral education not only emphasizes the development of virtue, but also the ability to overcome and avoid vice, thereby producing individuals with good character and morals.



*Image 4: Training also includes the form of inclusive learning and positive discipline*

In educational contexts, the importance of interventions that address teachers' emotional well-being is becoming increasingly apparent. Teachers who feel supported and not emotionally burdened are better able to provide effective moral and character education. Supporting structures, workload management and tailored training not only improve teachers' well-being, but also enable them to be good role models for students.

Supporting structures in the school environment should include emotional and professional support for teachers. This support can take the form of counseling, support groups, or ongoing training. When teachers feel heard and supported, they are better able to create a positive and inclusive learning atmosphere. This is very important in moral and character education, because a supportive atmosphere helps students develop values such as empathy, cooperation and respect.

Workload management also plays an important role in ensuring teachers' emotional well-being. Excessive workload can cause stress and fatigue, which ultimately reduces teacher effectiveness in teaching moral values and character.

By setting realistic workloads and allowing sufficient time for planning and reflection, teachers can focus more on deep and meaningful teaching. This allows them to be more effective in guiding students to understand and internalize moral values.

Tailored and relevant training is also essential. This training should include strategies for managing stress, effective teaching techniques, and methods for instilling moral values and character. When teachers are equipped with these skills, they are better prepared to face challenges in the classroom and are more effective in teaching values to students. Good training also helps teachers develop self-confidence and professional competence, which are essential for optimal performance.

Ultimately, good teacher health and performance are very important for the success of moral and character education. Emotionally prosperous teachers are better able to provide inspirational and meaningful teaching. They can be positive role models, helping students develop strong character and good morals. Therefore, interventions that support teachers' emotional well-being are not only beneficial for teachers themselves, but also for students and society as a whole, by forming a generation with morals and character.

### **Discussion**

Discussion of research results indicates several important implications. The following is a table that summarizes the discussion of research results regarding the implications of positive discipline training and inclusive education for prospective elementary school teachers, as well as the implications for moral and character education.

Aspect	Description	Implications for Moral and Character Education
Increasing Understanding of Inclusive Education	Positive discipline training and inclusive education increase prospective teachers' understanding of the importance of inclusivity in education. Prospective teachers learn to identify and overcome challenges faced by students with special needs, as well as develop more effective and inclusive learning strategies. An empathetic and solution-oriented approach in dealing with student behavior is prioritized.	Creating a more conducive learning environment, where every student feels valued and supported. Values such as empathy, tolerance and mutual respect are strengthened. Prospective teachers also develop integrity, patience, and

		commitment to fair and equitable education.
Implementation of Positive Discipline Strategies	This training emphasizes the importance of a disciplined approach that rewards positive behavior. Prospective teachers are equipped with techniques for managing student behavior constructively, such as the use of positive reinforcement and conflict mediation techniques. In the field, this strategy has succeeded in creating a harmonious and productive classroom environment.	Reinforcing positive behavior and peaceful conflict resolution teaches moral values such as justice, respect, and empathy. It helps students to develop strong and responsible characters.
Teaching Skills Development	This training helps prospective teachers plan and implement inclusive and child-friendly learning. They learn to use teaching methods that are adaptive and responsive to student needs, such as differentiated learning strategies and the use of educational technology.	Increased student motivation and engagement. Helping to build student character through an inclusive and adaptive learning approach. Prospective teachers also learn the importance of reflection and self-evaluation in developing teaching quality.
Development of the Values of Empathy and Tolerance	This training emphasizes developing empathy through activities and discussions that emphasize the importance of understanding students' perspectives. Prospective teachers are taught to appreciate diversity and manage differences constructively.	Helping students respect the feelings and perspectives of others, building good and ethical character. Encourage cooperation in diverse environments.

<p>Strengthening Integrity and Responsibility</p>	<p>This training emphasizes the importance of the values of integrity and responsibility in teaching. Prospective teachers are taught to model honest and ethical behavior and take full responsibility for students' academic and moral development.</p>	<p>The values of integrity and responsibility are strengthened, helping students to develop strong character. The integration of Papuan cultural values in teaching emphasizes the importance of honesty and responsibility in the local context.</p>
<p>Promotion of Proactive Attitude and Independence</p>	<p>This training encourages prospective teachers to develop a proactive attitude and student independence. They are taught to use learning methods that require students to carry out their own exploration and discovery, such as community-based projects.</p>	<p>It develops students' proactive attitudes and independence. Encourage students to learn independently and take responsibility for their own learning. Local wisdom values are used to strengthen this attitude.</p>
<p>Building a Safe and Supportive Learning Environment</p>	<p>This training teaches prospective teachers how to create a classroom environment that is physically and psychologically safe. They learn to recognize and address bullying and discrimination, as well as provide emotional support to students.</p>	<p>The course helps to create a safe learning environment and supports students' emotional well-being. It strengthens the sense of togetherness and mutual respect among students. It integrates local cultural values in creating an inclusive and</p>

		supportive environment.
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The table illustrates various aspects of teacher training and their implications for moral and character education. First, positive discipline training and inclusive education increase prospective teachers' understanding of the importance of inclusivity in education. In studying the positive discipline approach advocated by the responsive classroom, it becomes clear that there is potential for synergy between various disciplinary systems [22]. They are taught to recognize and overcome the challenges faced by students with special needs, as well as develop effective and inclusive learning strategies. This program emphasizes the formation of positive discipline through teacher involvement with an authoritative teaching style [23]. An empathetic and solution-oriented approach to dealing with student behavior is prioritized, creating a more conducive learning environment where each student feels valued and supported. Values such as empathy, tolerance and respect are strengthened. Humanities help children to understand themselves and others in relation to place, time, beliefs, identity and culture and become empathetic, thoughtful and critical citizens [24]. This training emphasizes the importance of a structured discipline approach and rewards positive behavior. Prospective teachers are provided with special knowledge [25] disciplines, as well as high-quality feedback appropriate to disciplines and contexts, are discussed as models for encouraging coherent experiences. Teacher candidates are equipped with techniques for managing student behavior constructively, such as the use of positive reinforcement and conflict mediation techniques. Conflict mediation techniques [26] proven to produce satisfactory conflict resolution. In the field, this strategy has succeeded in creating a harmonious and productive classroom environment. Reinforcing positive behavior and peaceful conflict resolution teaches moral values such as fairness, respect, and empathy, which helps students develop strong, responsible characters. Value education is of interest to [27] develop students' moral and ethical values. So that they understand how to manage and live a satisfying quality life.

This training helps prospective teachers plan and implement inclusive and child-friendly learning. A child-friendly school program is [28] one of the education policies in Indonesia. They learn to use teaching methods that are adaptive and responsive to student needs, such as the use of active learning strategies and educational technology. Adaptive teaching and activation learning [29], considered a clear added value in teaching practice. Improving teaching skills also means increasing student motivation and engagement, as well as helping to build student character through inclusive and adaptive teaching

approaches.

This training emphasizes developing empathy through activities and discussions that emphasize the importance of understanding students' perspectives. Prospective teachers are taught to appreciate diversity and manage differences constructively. Developing empathy and tolerance helps students respect the feelings and perspectives of others, builds and strengthens moral and ethical character, and encourages cooperation in diverse environments. As society continues to struggle against oppression, physical violence, and social unrest, teaching empathy [30] has the potential to change the way students relate to each other in the classroom, and ultimately, in the world as a whole.

This training emphasizes the importance of the values of integrity and responsibility in teaching. Prospective teachers are taught to model honest and ethical behavior and take full responsibility for students' academic and moral development. The values of integrity and responsibility are strengthened, helping students develop strong character. In addition, the integration of local Papuan cultural values in teaching strengthens the importance of honesty and responsibility in the local environment.

## **Conclusion**

The research results show that positive discipline training and inclusive education in the Elementary School Teacher Education Study Program in remote areas, has a significant impact on prospective teachers. This training not only increases prospective teachers' understanding of inclusive education, but also equips them with practical skills in managing the classroom and developing effective and inclusive learning strategies.

**1. Increased Inclusive Understanding:** Prospective teachers understand the importance of inclusivity and are able to develop adaptive learning strategies for students with special needs.

**2. Positive Discipline Strategies:** This training teaches prospective teachers to manage student behavior with a constructive approach, creating a harmonious and productive classroom atmosphere.

**3. Development of Teaching Skills:** Prospective teachers are equipped with the ability to plan and implement inclusive and child-friendly learning, as well as implement learning strategies that support the participation of all students.

**4. Moral and Character Education:** This training also emphasizes the importance of moral values such as empathy, tolerance and responsibility, which are integrated in teaching to form strong and ethical student characters.

Overall, this training brought positive change, preparing prospective teachers to create an inclusive learning environment and support the moral and character development of students in Southwest Papua.

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*Afroh Nailil Hikmah*<sup>1</sup>, *Жұлдыз Анай*<sup>2</sup>, *Wuri Wuryandani*<sup>3</sup>,  
*Ali Mustadi*<sup>4</sup>, *Supartinah*<sup>5</sup>

<sup>1</sup>Institut Agama Islam Negeri Sorong, Индонезия  
SDU University, Қазақстан

<sup>3,4,5</sup>Universitas Negeri Yogyakarta, Индонезия  
\*e-mail: [afrohhikmah@iainsorong.ac.id](mailto:afrohhikmah@iainsorong.ac.id)

## **ИНДОНЕЗИЯНЫҢ ШАЛҒАЙ АЙМАҚТАРЫНДАҒЫ БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ОҢ ТӘРТІПТІ ОҚЫТУ ЖӘНЕ ИНКЛЮЗИВТІ БІЛІМ БЕРУДЕГІ ТӘЖІРИБЕСІ: АДАМГЕРШІЛІК ПЕН МІНЕЗ-ҚҰЛЫҚҚА ТӘРБИЕЛЕУДІҢ САЛДАРЫ**

**Аңдатпа.** Бұл зерттеу Папуаның Оңтүстік-Батысындағы болашақ бастауыш сынып мұғалімдері үшін оң тәртіпті оқыту мен инклюзивті білім берудің салдарын зерттейді, адамгершілік пен мінез-құлық тәрбиесін дамытуға, сондай-ақ қолайлы оқу ортасын құруға бағытталған. Қатысушылар саны-5 тренері бар 30 студент/оқытушыға үміткер. Осы тренинг арқылы болашақ мұғалімдер инклюзивтілік туралы түсініктерін арттыра алады, сыныпты басқарудың белсенді стратегияларын қабылдай алады және инклюзивті оқыту дағдыларын дамыта алады. Нәтижесінде олар студенттер арасында адамгершілік құндылықтар мен берік мінезді насихаттайтын қауіпсіз және қолдау көрсететін оқу ортасын құра алады. Бұл зерттеудің салдары болашақ мұғалімдердің инклюзивті білім берудегі және оқушылардың мінезін нығайтудағы, әсіресе Папуаның Оңтүстік-Батысындағы ерекше мәдени және экологиялық контекстегі рөлі туралы оптимистік түсінік береді.

**Түйінді сөздер:** Позитивті Тәртіп; Инклюзивті Білім Беру; Адамгершілікке тәрбиелеу; құнды білім.

*Afroh Nailil Hikmah<sup>1</sup>, Жұлдыз Анай<sup>2</sup>, Wuri Wuryandani<sup>3</sup>,  
Ali Mustadi<sup>4</sup>, Supartinah<sup>5</sup>*

<sup>1</sup>Institut Agama Islam Negeri Sorong, Индонезия

<sup>2</sup>SDU University, Казахстан

<sup>3,4,5</sup>Universitas Negeri Yogyakarta, Индонезия

\*e-mail: [afrohhikmah@iainsorong.ac.id](mailto:afrohhikmah@iainsorong.ac.id)

## **ОПЫТ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ В ОТДАЛЕННЫХ РЕГИОНАХ ИНДОНЕЗИИ В ОБУЧЕНИИ ПОЗИТИВНОЙ ДИСЦИПЛИНЕ И ИНКЛЮЗИВНОМ ОБРАЗОВАНИИ: ПОСЛЕДСТВИЯ ДЛЯ ВОСПИТАНИЯ НРАВСТВЕННОСТИ И ХАРАКТЕРА**

**Аннотация.** В этом исследовании рассматриваются последствия обучения позитивной дисциплине и инклюзивного образования для будущих учителей начальных классов на Юго-западе Папуа с акцентом на развитие нравственности и характера, а также создание благоприятной учебной среды. Количество участников - 30 студентов/кандидатов в учителя с 5 инструкторами. Благодаря этому тренингу будущие учителя смогут лучше понять принцип инклюзивности, внедрить проактивные стратегии управления классом и развить навыки инклюзивного преподавания. В результате они могут создать безопасную и благоприятную учебную среду, которая способствует формированию моральных ценностей и сильного характера у учащихся. Результаты этого исследования дают оптимистичную картину роли будущих учителей в построении инклюзивного образования и укреплении характера учащихся, особенно в особом культурном и экологическом контексте Юго-Западного Папуа.

**Ключевые слова:** Позитивная дисциплина; Инклюзивное образование; Нравственное воспитание; воспитание ценностей.

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