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The 8th Southeast Asia International Philanthropy Conference 2023 (SEAIPC2023)

**Future of Philanthropy and Sustainable Development:
Holistic Approach towards Innovative Fundraising
and Strategic Entrepreneurial Partnership
for Societal Well-Being**

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TEACHER'S CHARACTERISTIC IN INCLUSIVE EDUCATION: A SYSTEMATIC LITERATURE REVIEW

Nurul Asiah Fasehah Muhamad; Nur Syuhaidah Alimar Shidi; Anisah Razali

Ibnu Umami Maktum Research Center, Faculty of Quranic and Sunnah Studies

Universiti Sains Islam Malaysia, 71800 Nilai

Email: nurulasiahfasehah@usim.edu.my

Abstract

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, a number of 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. 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. The conducted thematic analysis unveils four principal themes: knowledge, attitude, skills, and resources. The findings bear significant implications for models and theories pertaining to inclusive educator attributes, enhancing the effectiveness of the nation's inclusive education program.

Keywords: Characteristics, Teacher, Inclusive Education