



Classwide Peer Tutoring as a Bridge to Social Inclusion: Teachers' Perspectives from an Inclusive Classroom

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Article Info	Abstract
Received: 2026 - 06 - 01 Revised: 2026 06-18 Accepted: 2026 06-25	<i>Classwide Peer Tutoring (CWPT) has been recognized as an effective instructional strategy, yet its socio-emotional impacts within inclusive English as Foreign Language (EFL) classrooms remain under-explored. While contemporary Indonesian EFL research heavily focuses on digital innovations, this study addresses an empirical gap by investigating a nondigital, peer-mediated approach within local inclusive primary education. Utilizing Interpretative Phenomenological Analysis (IPA), this study explores how a classroom teacher and a shadow teacher interpret their lived experiences in implementing CWPT to foster social inclusion for a first-grade student with an Autism-Dysgraphia profile. Data were collected through semi-structured interviews and field observations over a full program cycle. The analysis revealed five interconnected experiential themes: (1) focusing on independence before academics; (2) stepping back to let the student stand alone; (3) using friends as social bridges; (4) moving from writing to speaking in English; and (5) moving from feeling overwhelmed to professional pride. The findings demonstrate that CWPT operates not merely as an academic tool, but as a critical scaffolding mechanism that fosters collective empathy. Crucially, student progress is not an isolated outcome of CWPT, but is significantly accelerated by natural developmental maturation and a tri-partite communication loop involving parents. Practically, these insights offer valuable guidance for teachers regarding instructional adaptations and highlight the boundary conditions of transferring peer-mediated frameworks into high-density classrooms without secondary teacher support.</i>
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1. Introduction

Currently, the direction of inclusive education worldwide has shifted. The

focus is no longer simply on physically placing students with special needs into regular schools, but on how to create a classroom environment that allows all students to make friends, socialize, and learn together equitably (UNESCO, 2020). In Indonesia, this goodwill is fully backed by national legislation regarding the protection of persons with disabilities and the latest ministerial regulations that strictly require regular schools to provide a welcoming, barrier-free learning environment for all children. However, for regular classroom teachers, turning these written rules into daily practice in the field brings quite a heavy challenge and emotional pressure. Teachers are expected to adjust a rigid national curriculum to fit highly diverse student needs, even though they rarely receive specialized special-education training or adequate facility support from their schools. This baseline constraint is deeply exacerbated by the broader pedagogical demands placed on foreign language educators, where a high level of technological, pedagogical, and content knowledge (TPACK) is fundamentally required to successfully execute non-traditional and customized instructional designs (Sahnan, Daulay, & Purnomo, 2025)

This teaching challenge feels much heavier when teachers must support a student with dual developmental barriers, such as a child who is on the autism spectrum while also experiencing severe physical motor difficulties in writing (Autism-Dysgraphia). For teachers in the field, this condition is no longer just a medical issue inside the child, but a daily teaching dilemma: how to help this child without sacrificing the learning time of other students. On one hand, teachers have to deal with the student's natural autistic traits that make it hard to communicate non-verbally and cause awkward social interactions, leaving classmates confused about how to approach them (American Psychiatric Association, 2023). On the other hand, the writing barrier makes it very difficult for the student to coordinate hand and finger movements to write with a pen on paper (McCloskey & Rapp, 2017). In English lessons, where writing words or sentences plays an important role, teachers see firsthand how the physical act of writing completely drains the child's mental energy, ultimately triggering excessive anxiety and causing frequent outbursts (*tantrums*) in class (Berninger & Wolf, 2016).

As a result, the teacher's role in the classroom shifts. They do not just teach a language, but also carry the emotional burden of constantly calming a student who is frustrated by these physical limitations. Several studies show that this continuous pressure often leads to mental exhaustion for teachers and a loss of self-confidence in teaching (Sreckovic et al., 2021). To bypass these barriers, teachers usually take a practical shortcut by relying heavily on the assistance of a special education shadow teacher. However, even though the initial intention is good—to help manage the student's behavior—the constant close presence of a shadow teacher right next to the student often brings negative side effects. Teachers notice that having an adult constantly watching actually isolates the special needs student and makes them feel awkward about mingling naturally with their peers

(Malmgren & CaustonTheoharis, 2016; Giangreco, 2010). This situation creates a new anxiety for regular teachers, as the room for the student to build closeness, trust, and natural communication with classmates becomes closed off (Sreckovic et al., 2021).

Seeing this situation, teachers find themselves at an urgent crossroads. They must immediately change their teaching strategies—moving away from models that make the student dependent on adults, and shifting to strategies that utilize peer support. This choice leads teachers to implement Classwide Peer Tutoring (CWPT), a structured group learning method where the teacher's role changes from being the center of information to overseeing the cooperation between students (Greenwood et al., 2016). Through a system where all students take turns being the "tutor" (the one teaching) and the "tutee" (the one learning), teachers try to apply Vygotsky's (1978) concept of a social learning environment, where friendship dynamics are used as a natural support system. In terms of classroom management, teachers feel that CWPT not only lightens their burden in helping the student learn English (Fuchs & Fuchs, 2019), but also serves as a powerful social tool to break down negative labels (*stigma*), nurture empathy, and spark a genuine sense of togetherness among students in the classroom (Carter et al., 2022).

To connect all these problem points into one complete story, this study operates within an interconnected conceptual framework. The natural barriers of the student experiencing autism and writing difficulties are bridged through this peer-learning method (CWPT), which works to reduce the child's mental load so they do not become overly exhausted while studying. Most importantly, the success of practicing this method in class—such as when the shadow teacher should start keeping a distance and how lesson tasks are adjusted—is highly influenced by the teacher's own self-confidence (teacher efficacy) (Bandura, 1997). When teachers feel confident in their abilities, they can transform a classroom atmosphere that was once full of anxiety into an inclusive space full of warmth, which ultimately brings deep personal fulfillment to the teacher instead of stress or mental fatigue.

If we look at current global research on CWPT, most of it is still dominated by quantitative numbers that only count how long a student focuses on a task or how often they physically interact (Whalon et al., 2015; Ledford et al., 2019). Such rigid approaches often miss the human side, like the emotional feelings, anxieties, and subjective views of the teachers who actually drive this strategy directly in the classroom. To see where the novelty of this study lies, we can look at the landscape of English as Foreign Language (EFL) teaching research in Indonesia in recent years.

The focus of recent English research has mostly discussed how students use digital technology to memorize vocabulary (Khairunnisa & Daulay, 2025), or how certain teaching techniques can boost student learning motivation in class (Sahnan & Daulay, 2025). Furthermore, contemporary local EFL inquiries have frequently leaned toward examining individual learners' autonomous communication through voice-based talk applications (Sitanggang & Purnomo, 2025), interactive

languagelearning networks (Batubara & Purnomo, 2025), or the structural translation of specialized vocabulary programs within specific boarding-based institutions (Walidin, Purnomo, & Daulay, 2026). While these digital and platform-centered innovations aim to optimize target language mastery, they inherently present a critical empirical gap, as they overlook the organic, real-time social adaptations needed for atypical learners who cannot naturally engage with standardized individual software without adult or peer mediation.

Through this research mapping, a clear empty gap becomes visible: qualitative studies in Indonesia that specifically examine the direct experiences of teachers using non-digital, friendship-based methods—such as CWPT—to bypass writing barriers while building social closeness for students with autism-dysgraphia are still very rare. To fill this gap, this study uses an Interpretative Phenomenological Analysis (IPA) approach to explore deeper into the lived experiences and subjective views of a regular classroom teacher and a shadow teacher in an inclusive elementary school in Medan, Indonesia. Holding onto the research principle that focuses on the depth of each individual's story (Smith et al., 2022), this study is committed to answering one main question: *How do educators in an inclusive school interpret the role of Classwide Peer Tutoring as a bridge to build social acceptance and peer intimacy for a student with an Autism-Dysgraphia profile?*

2. Method

To capture the profound depth of educators lived experiences, this study employed an Interpretative Phenomenological Analysis (IPA) design, focusing on a purposively selected dyad of key informants: one primary classroom teacher and one special education shadow teacher managing a single inclusive first-grade classroom in Medan, Indonesia. Although the participant pool is limited to two educators, this small sample size is epistemologically justified within the idiographic nature of IPA, which prioritizes psychological depth and contextual homogeneity over statistical generalizability.

Concurrently, data collection was conducted through semi-structured in-depth interviews with each informant (lasting approximately 60 to 90 minutes in total) alongside non-participant classroom observations conducted over a full cycle of the CWPT program implementation. These observations focused directly on documenting the teachers' instructional adaptations, classroom management, and behavioral handling from the initial transition phase to the routine establishment of the tutoring sessions.

Furthermore, strict ethical procedures were maintained throughout the research timeline; formal institutional ethical approval was secured, and written informed consent was obtained from both participants, thereby ensuring complete confidentiality, anonymity through pseudonyms, and the freedom to withdraw at any stage without consequence. Consequently, to ensure methodological rigor and trustworthiness, data analysis strictly followed the systematic iterative stages of

IPA—moving from initial noting to developing emergent themes. This analytical process was subsequently strengthened by continuous member checking with the informants, a comprehensive audit trail of analytical decisions, and the diligent maintenance of a reflexive journal to acknowledge and manage the researcher's own interpretative role and pedagogical preconceptions.

3. Result and Discussion

This section unpacks how the teachers experienced, felt, and made sense of their journey in guiding the inclusion student through Classwide Peer Tutoring (CWPT). To make the findings scannable and easy to follow, Table 1 provides an overview of the core themes, the real classroom challenges faced, and how they connect to the chosen theoretical frameworks.

Table 1. Overview of Classroom Themes, Challenges, and Theoretical Frameworks

Core Themes	Real Classroom Challenges	Solved Through / Theoretical Framework
Theme 1: Focusing on Independence Before Academics	Late diagnosis, constant accidents in class, and slow physical movement.	Shift to Toilet Training Instruction/Differentiated Ecology (Tomlinson, 2014)
Theme 2: Stepping Back to Let the Student Stand Alone	Severe adult dependency (The Velcro Effect).	Fading Adult Presence Strategy/Paraprofessional Proximity Theory (Giangreco, 2010)
Theme 3: Using Friends as Social Bridges	Unclear speech, onesided peer pairing, and social isolation.	Strategic Peer Pairing/ Zone of Proximal Development (Vygotsky, 1978)
Theme 4: Moving from Writing to Speaking in English	Writing pain, messy notebooks, and handwriting anxiety.	Oral-verbal Game Structure / Cognitive Load Theory (Sweller, 2016)

Theme 5: From Feeling Overwhelmed to Professional Pride	Initial teacher burnout and anxiety over student behavior.	Shared Team Breakthroughs/SelfEfficacy Theory (Bandura, 2016)
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Theme 1: Focusing on Independence Before Academics

When the inclusion student first entered the first-grade classroom, both the classroom teacher (CT) and the shadow teacher (ST) faced an immediate professional dilemma. This was primarily triggered by the fact that the student's parents initially did not know she had special educational needs, since she appeared to behave like typical children back in kindergarten. As a direct result of this late diagnosis at the primary school level, the teachers were forced to quickly shift gears and change their entire set of expectations.

Within early-childhood inclusive EFL settings, linguistic development cannot be treated in isolation from foundational ecological stability. The educators recognized that attempting to introduce foreign language literacy to a student experiencing acute physical discomfort or basic regulatory challenges is counterproductive. Therefore, instead of pushing her to meet rigid academic benchmarks right away, the CT made a tactical decision to focus on her basic bodily autonomy first through a structured toilet training program.

"...nah target dia bukan ke akademik tapi kepada kemandirian dia... karna toilet training ini yg paling urgent karna gamungkin kan dia pipis dicelana, dan emang ga dipakai kan pampers... biar bisa melatih kemandirian siswa untuk bisa bicara apa yg dirasakannya kalau mau pipis..."

"...Hence, the target for her is not centered on academics, but rather on her personal independence... because toilet training is the most urgent issue. It's completely unfeasible for her to urinate in her pants, especially since diapers are no longer used... This is aimed at training the student's independence so she can verbally articulate what she feels when she needs to go to the bathroom..." **(CT-Int-040526)**

This intentional choice perfectly reflects Tomlinson's (2014) framework of differentiated classroom ecology. The CT clearly understood that academic learning cannot happen if a child does not feel secure or lacks basic bodily dignity. Therefore, by removing the safety net of diapers, the teachers created a constructive challenge, encouraging the student to connect her inner physical needs with simple verbal communication.

Even so, implementing this intervention on the ground was initially messy and exhausting. During the first three weeks, the regular classroom routine was

repeatedly broken by accidental wetting incidents, forcing the teachers to split their focus between handling the inclusion student's sanitation needs and keeping the lesson moving. On top of that, the ST observed that the student's daily physical transitions took a lot longer compared to her peers:

"...karna siswa pakai sepatu bisa, makan sendiri bisa, wudhu bisa, meskipun prosesnya agak lambat dan harus diawasi..."

"...Because the student can actually put on her shoes, eat independently, and perform ablution by herself, even though the process is quite slow and requires constant supervision..." (ST-Int-110526)

This reality shows that while the student understood the steps of basic routines cognitively, her motor-processing skills were slow. This condition was further complicated by the student's unpredictable mood swings. Her struggles with emotional regulation often turned into stubborn resistance during transitions, requiring immediate, gentle redirection from the ST:

"...Anaknya moodyan, jadi kalau moodnya buruk kita harus ngikuti kemauannya dan tidak suka diganggu"

"...The student is highly moody. So, when her mood drops, we as educators just have to go along with what she wants for a bit and avoid disrupting her, because she really hates being disturbed." (ST-Int-060526)

When viewed from a psychological perspective, this "moody" behavior is an affective manifestation of emotional dysregulation, often triggered by sensory or cognitive overload. Thus, the ST's tactical decision to hold back and give the child some space represents an intuitive application of de-escalation theory, allowing the child to restore her emotional balance while keeping the classroom stable.

Theme 2: Stepping Back to Let the Student Stand Alone

Interestingly, one of the most common traps in inclusive schools is the "Velcro Effect"—a situation where a shadow teacher constantly stays too close to the student, accidentally isolating them from their classmates (Giangreco, 2010). To prevent this, the ST intentionally practiced a "fading presence" technique, gradually reducing the level of direct assistance. As it turned out, the real test of this strategy happened completely by accident when the ST had to miss school due to illness.

"...Saat shadownya enggak masuk, kalau dia mau pipis dia ke kamar mandi sendiri, dia bersihkan sendiri. Ternyata dia malah lebih mandiri, apa-apa bisa sendiri kalau ditinggal."

"...When her shadow teacher was absent, she managed to go to the restroom independently and clean up without any assistance. Paradoxically, she turned out to be much more independent and could do everything on her own when left alone." (CT-Int-110526)

This sudden absence of the teacher revealed a fascinating psychological paradox. When the adult safety net vanished, the student didn't panic; instead, her hidden autonomy emerged. She proved she could handle her own physical environment independently. This breakthrough strongly supports Giangreco's (2010) warnings, showing that constant adult proximity can sometimes paralyze a child's natural growth.

Furthermore, breaking this dependency on the teacher opened up a whole new world of social interaction for the student, as noted by the ST:

"...Dia kalau ada orang baru senang, apalagi kalau orang itu welcome ke dia, dia pasti selalu ngedeketi atau ngeliatin, suka bermain anaknya."

"...She genuinely enjoys meeting unfamiliar individuals; as long as the person appears welcoming, she will always approach them or observe them. She is actually a very playful child." **(ST-Int-110526)**

This observation directly shatters the stereotype that autistic children are always socially avoidant or detached. In other words, when the shadow teacher backs off and maintains an ideal physical distance, the inclusion student naturally begins exploring social connections on her own, using non-verbal cues like standing close or making eye contact to seek peer closeness.

Theme 3: Using Friends as Social Bridges

Even though the student showed a strong interest in socializing, her unclear speech often stood as a massive barrier, leaving her isolated during lessons. Because of this, within the CWPT framework, the teachers tried to tear down that wall by turning her classmates into active social bridges.

"...Ngomongnya itu memang masih nggak jelas, susah ngomong... Tapi kalau disuruh mengikuti gerakan atau instruksi temannya dia mau, apalagi kalau mood-nya bagus."

"...Her speech remains highly unclear and hard to understand... However, when she is instructed to copy the physical movements or follow the directions of her peers during group work, she willingly complies, especially when her mood is good." **(ST-Int-150526)**

This dynamic fits perfectly with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), where peers step in as "More Knowledgeable Others" (MKOs). Through these group interactions, the student successfully bypassed her verbal communication issues by directly mirroring the physical actions of her classmates. The operationalization of peers as communicative bridges underscores the urgency of managing classroom interaction through intentional pragmatic modifications to secure structured linguistic and social inclusion for early-childhood learners (Nurraida, Daulay, & Purnomo, 2026).

However, in practice, peer pairing was not a smooth ride right from the start and required a lot of active trial-and-error from the teachers. At first, the student was paired with a highly affectionate classmate who loved to pamper her. Unfortunately, this pairing backfired because the peer ended up doing everything for her, making the inclusion student passive again. To fix this, the teachers quickly changed strategies and paired her with a more active but socially detached peer. This shift worked beautifully; because her new partner didn't immediately jump in to help, the inclusion student was forced to speak up, use gestures, and try much harder to participate.

As a positive byproduct, this peer support didn't stop when the lesson ended. Instead, it spilled over into the daily classroom culture, as captured in this field note: *Catatan Observasi: "Ada tradisi kelas yang sudah terbentuk saat jam makan camilan... Teman-temannya secara proaktif menyisihkan sebagian kecil makanan mereka untuk siswa lainnya; seluruh kelas benar-benar menahan diri untuk tidak makan sampai guru memimpin doa bersama..."*

Observation Entry: "There is an established classroom tradition during snack time... The students proactively share and swap small portions of their food with one another; the entire class strictly refrains from eating until the teacher leads the communal prayer..." **(FN-Obs-130526)**

This daily ritual proves that inclusion works best when it moves out of the textbooks and becomes part of an everyday culture of empathy. By setting predictable, consistent social habits, the peers built a warm, low-anxiety space that allowed the inclusion student to practice social sharing without feeling pressured.

Theme 4: Moving from Writing to Speaking in English

While her social life was looking up, the heaviest academic hurdle hit during English literacy sessions. This barrier existed because the student was struggling with severe dysgraphia, making the physical act of holding a pencil and writing text exhausting and painful for her fingers. The ST documented this struggle very clearly:

"...Bukunya dicampur-campur, suka ngegambar-gambar ga jelas, lebih banyak coretan gambar daripada menulis... Kalau nulis masi keluar jalur dan kadang terbalik..."

"...Her notebooks are completely unorganized, filled with random drawings, presenting far more graphic scribbles than actual written text... When she attempts to write, her strokes consistently go outside the lines, and letters are frequently inverted; her writing is highly inconsistent." **(ST-Int-150526)**

Psychologically speaking, filling her notebook with random drawings and scribbles was actually an emotional shield. When the physical strain of writing crossed her threshold, she escaped into drawing to cope with the frustration of her

motor limitations.

This motor-driven anxiety is theoretically justified when evaluating standard primary school materials, where early linguistic barriers often present significant pedagogical challenges for elementary learners (Irham, Daulay, & Purnomo, 2023). Conventional English handbooks frequently present a high level of grammatical intricacy and lexical density, which severely overloads the working memory of an atypical child (Purnomo, 2025).

This cognitive strain is compounded when textbooks rely on rigid visual and gendered multimodal representations that demand complex semiotic processing, thereby alienating struggling learners if the materials are not dynamically adapted by the teacher (Hidayah, Purnomo, & Daulay, 2025). In relation to these materials, typical instructional demands in a conventional writing class can further exacerbate student frustration if multimodal discourses are not thoroughly evaluated (Hasibuan, Rafida, & Purnomo, 2025). Consequently, the educators' decision to completely bypass written tasks mirrors the necessary pedagogical practice of evaluating and adjusting structural texts to align with the sensory and developmental thresholds of the child (Amrullah & Purnomo, 2022).

Seeing this pattern, the CT stepped in and dropped handwriting expectations entirely during English lessons, shifting the instructional focus to an oral-verbal approach instead.

"...Kalau di bahasa inggris anaknya jarang nulis karna di bahasa inggris sering speaking aja... paling kalau belajarnya Sambil game baru dia bisa ngikuti"
"...During English lessons, this student rarely engages in writing activities because we heavily prioritize speaking skills... At most, she can follow along quite well if the learning is integrated with interactive games." (CT-Int-

040526)

This instructional shift is a textbook example of Sweller's (2016) Cognitive Load Theory. Forcing a student with dysgraphia to process a foreign language (English) while simultaneously forcing her to perform a painful fine motor task causes massive cognitive overload. Therefore, by cutting out the writing demand, her working memory was freed from physical stress, allowing her to enjoy learning English through spoken games while remaining calm, stable, and eager to join in.

Theme 5: From Feeling Overwhelmed to Professional Pride

At the beginning, managing a student with a dual diagnosis felt like a heavy emotional and administrative burden for the teachers, sparking fears of instructional failure and professional burnout. However, as time went on, watching the student's tiny steps of progress slowly reshaped how the teachers viewed their own profession.

"...ya itu dibicarakan dengan shadow teachernya, dikomunikasikan dan dibicarakan dengan orang tua, ya saya yg melaporkan ke orang tua gitu... tapi kalau

kita liat sekarang ada progres kemandiriannya, itu luar biasa sekali bagi kami..."

"...Yes, those targets were thoroughly discussed with the shadow teacher, communicated, and coordinated with the parents; indeed, I was the one responsible for reporting her progress to the parents... but witnessing her current progress in personal independence is absolutely extraordinary for us as educators..." **(CT-Int-040526)**

For the CT, her professional sense of control underwent a deep shift in meaning. She stopped seeing the inclusion student as a logistical headache in class and started seeing herself as an active guide shaping a human life. The routine of sharing these small behavioral breakthroughs with the parents transformed her daily exhaustion into deep pedagogical validation.

This emotional turnaround peaked beautifully when the researcher caught a raw, genuine reaction from the ST at the very end of the semester:

Catatan Observasi: "Ketika peneliti menanyakan perkembangan siswa tersebut, guru pendamping menjawab dengan mata berkaca-kaca, mengungkapkan kebahagiaan yang luar biasa dan rasa bangga profesionalnya."

Observation Entry: "When the researcher inquired about the student's progress, the shadow teacher responded with tearful eyes, expressing her immense happiness and professional pride." **(FN-Obs-220526)**

In inclusive schools, shadow teachers (STs) are highly vulnerable to burnout, often due to a low professional status. Yet, in this study, witnessing her student go to the toilet alone and mingle with friends transformed her work from basic educational labor into what we call existential professional pride.

According to Bandura's (1997) Self-Efficacy Theory, these personal experiences of direct success (mastery experiences) are the absolute strongest drivers of teacher confidence. Seeing their instructional modifications work in real life completely renewed the teachers' belief in their own skills, turning a highly stressful inclusive assignment into a deeply fulfilling calling.

To keep things scientifically objective as a closing note, these findings shouldn't be blindly chalked up entirely to the success of CWPT alone. This is because the student's improvements in social behavior and independence also ran parallel to her natural age maturation as she adjusted to the organized structure of a primary school environment.

Alongside maturation, the consistent tri-partite communication loop between the CT, ST, and the parents at home was an absolute pillar. Without the parents keeping up the same independence and toilet routines at home over the weekends, any intervention designed at school would have hit a total dead end.

Lastly, it is crucial to restate the transferability boundaries of this study. As a small, single-case qualitative study using IPA, these findings are not meant to be generalized across all inclusive classrooms. The teachers in this study had the

luxury of tight team collaboration and a highly supportive school ecosystem, not to mention an ideal teacher-to-student ratio thanks to the ST. Conversely, if strategies like dropping writing assignments or practicing a “fading presence” are copied blindly into crowded public-school classrooms (with over 35 students) without any shadow teachers, they will inevitably crash into severe systemic and logistical walls. Therefore, the ultimate success of CWPT does not stand alone; it remains deeply tied to the teacher’s self-efficacy and the structural support of the school environment.

5. Conclusion

This study underscores that Classwide Peer Tutoring (CWPT) transcends its conventional role as a mere academic strategy; it serves as a powerful pedagogical bridge toward authentic social inclusion within the inclusive EFL classroom. Through the lens of Interpretative Phenomenological Analysis (IPA), the lived experiences of educators reveal that fostering a genuinely inclusive environment requires a deliberate shift toward structured student facilitation, alternative communication channels, and the dismantling of adult-dependent classroom dynamics.

However, a critical conclusion of this study is that the socio-behavioral and communicative progress of a student with complex learning barriers cannot be attributed solely to the implementation of CWPT in isolation. The findings robustly demonstrate that classroom peer interventions are deeply intertwined with, and accelerated by, natural developmental maturation and a consistent tri-partite communication loop between classroom teachers, shadow teachers, and parents at home. Without the reinforcement of behavioral routines outside school hours, classroom milestones remain difficult to sustain.

Lastly, this study establishes clear boundaries regarding the transferability of its findings. While the collaborative strategies documented here—such as the tactical fading of teacher presence and dropping fine-motor writing demands in favor of oral-verbal engagement—proved highly effective, their direct replication in mainstream public classrooms with high student-to-teacher ratios (35+ students) may face severe logistical walls without the support of a dedicated shadow teacher. Ultimately, for peer-mediated interventions like CWPT to be sustainable in the broader Indonesian inclusive landscape, systemic adjustments, administrative flexibility, and strong school-home partnerships must be actively cultivated.

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