

INCLUSIVE LEARNING IN PRIMARY SCHOOLS IN REALIZING STUDENT-SIDED EDUCATION

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ABSTRACT

The inclusive education program in Indonesia was introduced in 1991 and began to develop in 2000, and it was officially enacted in the National Education System Law in 2003. At that time, the goal of inclusive education was to ensure that all children receive the right to education and equal status regardless of their difficulties or differences. This research aims to study the inclusive education program in realizing quality education in elementary schools. The data used in this research is sourced from journals, books, as well as articles. The method used is descriptive qualitative with data collection techniques through interviews. The research results show that. The inclusive education program in the Tinggimoncong sub-district has been implemented at the elementary school level, but its implementation has not met expectations. This happens because all Elementary Schools do not yet have teachers with special education qualifications in the field of inclusive education. Classroom teachers are not yet able to provide special assistance to children with special needs, so they do not receive their full rights. Therefore, it is very important for a teacher to continuously learn and improve their competencies so that all children can be nurtured well and receive their rights fairly, even if they come from different backgrounds.

Keywords: Inclusive education; quality education

1. INTRODUCTION

The education system in every country must provide equal opportunities for its citizens to get an education. Most countries have committed to protecting the right to education for people with disabilities as a form of public accountability from the government (GEM UNESCO, 2017). The government is committed to protecting the rights of every child to receive services and accelerating the achievement of 9-year compulsory education through inclusive education (Mayya, 2019).

Education is an important need in child development because education is one of the means to free children from backwardness, ignorance and poverty. In addition, education is a measure of the progress of a nation. Inclusive education is an ideology or desire to be achieved as the ideals of education in general, inclusive education must be a goal in efforts to improve the quality of education as a whole. (Alvani & Indriyani, 2024).

Based on the above understandings, Ainscow, Booth, and Dyson (2006) summarized the conceptualization given to inclusive education in six main categories: (a) inclusion related to disabilities and special educational needs (b) inclusion as a response to disciplinary exclusion, (c) inclusion as all groups vulnerable to exclusion, (d) inclusion as promoting schools for all, (e) inclusion as 'Education for All, and (f) inclusion as a principled approach to education and society (Faozanudin, et al, 2023).

The implementation of inclusive education programs that are part of the education system can be carried out with a systems approach to identify input, process, and output components (Fitriana et al., 2022). The implementation of inclusive education programs that are part of the education system can be carried out with a systems approach to identify input, process, and output components. (Fitriana et al., 2022).

The implementation of inclusive education services is still understood only as accepting children with special needs in regular schools as an effort to provide the right to education for all Indonesian children, facilitate access to education services, and eliminate the stigma of discrimination (Munajah et al., 2021).

Some types of students with special needs in inclusive schools themselves are easy to identify, such as students with physical disabilities, but many are not easy to identify. Such as students with specific learning difficulties, gifted students, and students with emotional and behavioral disorders or emotional disorders. Their presence in schools is sometimes unnoticed before the school formally declares itself as an inclusive school (Aini Mahabbati, 2010).

Education is an effort to liberate humans, in the sense of becoming independent humans so that they do not depend on others, both physically and mentally (Adawiyah et al., 2023; Crisvin et al., 2023; Jihan et al., 2023; Larasati et al., 2023; Siringoringo et al., 2023).

Seeing the thoughts of the Father of Education, Mr. Ki Hajar Dewantara, which are very inspiring and very much in line with the challenges of the current era. Ki Hajar Dewantara who said "Ing Ngarso Sung Tulodo Ing Madyo Mangun Karso Tut Wuri Handayani" which means as an educator must be a role model, must motivate and must be an empowerer, and empowerment that leads to independence from his students, and also including the logo of the Ministry of Education and Culture "Tut Wuri Handayani" can be interpreted as a commitment that the Indonesian State must produce and create free humans, that is what is actually desired from the philosophy of Ki Hajar Dewantara. You can imagine that throughout Indonesia, school principals and also school supervisors, even to the education office, are people who know and understand learning with the concept of liberating, so it's not just about learning that liberates students, so it's not just about Student Center Learning, but later Student Center Program, So it is centered and focused on students and their learning, so this is what we envision throughout

Indonesia, if the principal is like that, the improvement in learning competence will be better (Silvia Wardani & Masduki Asbari, 2023).

The implementation of inclusive education services is still understood only as accepting children with special needs in regular schools as an effort to provide the right to education for all Indonesian children. In this case, class teachers are given the freedom to design more innovative and creative learning in the classroom, but there has not been significant support and professional attitudes from organizations/ institutions or schools in maximizing the commitment to education services in the implementation of inclusive education services in each school. Based on observations and realities found in pre-research, in the implementation in the field, there is still a tendency for environmental attitudes to be less proactive and friendly towards students with special needs. However, a fairly clear vision has been found in an effort to provide training for class teachers to become special teachers. With qualitative research using in-depth interview methods, observations, and related documents, it is possible to find out the existence of problems behind the phenomenon that occurs, namely the implementation of inclusive learning in elementary schools can realize education that is in favor of students. In this study, the researcher focuses on the field of research that will be studied, namely the importance of inclusive learning in elementary schools and how it can realize education that is in favor of students

2. METHODS

In this study, the method used is a qualitative approach with a focus on literature review. This approach was chosen because it allows researchers to explore and understand inclusive learning, especially in UPT SDN 2 Malino, UPT SDN Center Malino and UPT SDI Saluttowa. Qualitative methods allow researchers to gain in-depth insight into social phenomena that occur in the school environment, such as learning dynamics, and student bias.

First, the data collection technique used in this study is document analysis. Researchers will collect various relevant literature sources, including journal articles, books, and previous research reports that discuss inclusive learning that favors students. For example, research by Faozanudin & Sulistian (2023) shows that there are four challenges that must be faced in implementing inclusive education, namely; the diversity of ABK students that must be handled; limited human resources, especially special assistant teachers (GPK); Limited facilities and infrastructure for inclusive learning and the need for innovation and curriculum modification. By reviewing this literature, researchers can identify patterns interaction patterns that occur at UPT SDN 2 Malino, UPT SDN Centre Malino and UPT SDI Saluttowa.

Furthermore, researchers will also use in-depth interview techniques with several teachers at UPT SDN 2 Malino, UPT SDN Center Malino and UPT SDI Saluttowa. This interview aims to obtain direct perspectives from teachers regarding their experiences in implementing inclusive learning in their schools. According to research by Smith (2023), in-depth interviews can provide richer and more contextual information about collaborative practices between teachers. In addition, researchers will also record and analyze conversations that occur with the teachers concerned, which can provide a clearer picture of inclusive learning that favors students.

With this approach, researchers can identify patterns of inclusive learning that favor students that occur and factors that influence inclusive learning that favors students in the school. For example, research by Munajah (2021) shows that teachers need to know more about the supporting and inhibiting factors in the implementation of inclusive education in Pandeglang 13 public elementary schools, so the principal, teachers, education office and community need to work together in the implementation to be able to provide appropriate services for students in general and children with special needs as an effort to improve the quality of education services in elementary schools.

Data analysis is the process of systematically searching for and organizing data obtained from field notes, interviews, and documentation. This process includes organizing data into categories, breaking it down into subunits, synthesizing it, arranging it into patterns, choosing what is important and what needs to be learned, and drawing conclusions so that it is easily understood by others and oneself. During qualitative research, data is evaluated before entering the field, during the field, and after completion.

Before entering the field, qualitative research analyzes data, both preliminary data and secondary data that will be used to determine the focus of the research. However, the focus of this research is still temporary and will develop after the researchers arrive and while they are in the field. Data analysis is carried out during the data collection period and after data collection is complete. Researchers have analyzed respondents' answers during interviews.

If the interview answers after analysis are not satisfactory, the researcher will ask questions again until they get reliable data. According to Melis and Humberman, qualitative data analysis is carried out interactively and continuously until complete. In other words, the data is saturated. The data analysis process includes:

Data reduction also known as data reduction is a synthetic thinking process that requires a lot of knowledge and breadth and depth of insight.

Although reducing data means summarizing, selecting the important things, and focusing on the important things. Data Display, or data presentation, can be in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. The data presented by the author comes from schools implementing inclusive education programs.

Drawing or verification conclusions are initial conclusions made, which are only temporary and will change when strong evidence is found to support them at the next stage of data collection.

Qualitative research emphasizes the process aspect rather than just the results. Qualitative analysis consists of three main parts of activities that are interrelated and occur simultaneously: data reduction, data presentation, and drawing conclusions or verification. Interactive analysis of these three main parts is used in the process.

So, the conclusion of qualitative research can answer the problem formulation from the start, but it may also not be because the problem and problem formulation of qualitative research are only temporary problems or shadows that will develop after the research is conducted in the field.

Finally, the results of this study are expected to contribute to the development of inclusive learning practices at UPT SDN 2 Malino, UPT SDN Center Malino and UPT SDI Saluttowa and other schools in Indonesia. By understanding inclusive learning that is student-centered, it is hoped that more effective strategies can be created to improve inclusive learning, which in turn will have a positive impact on student learning. This study is also expected to be a reference for further research that examines inclusive learning in different contexts. This conclusion will cover the importance of inclusive learning in creating a conducive and student-centered learning environment. Thus, this study not only provides an overview of inclusive learning that is student-centered in the school, but also provides recommendations that can be implemented in daily educational practices.

3. RESULTS AND DISCUSSION

This study aims to analyze the implementation of inclusive learning in elementary schools in realizing education that favors students. Data were collected from observations, interviews, questionnaires, and documentation in three elementary schools (SD) that have been implementing inclusive learning. The research was conducted in the period from January 2023 to June 2023 in three schools in Tinggimoncong sub-district, Gowa district.

This study uses a quantitative method with a survey design. The research sample consisted of 20 students from 3 elementary schools that implement inclusive learning, as well as 3 teachers who are directly involved in the teaching and learning process. Data were collected through a questionnaire consisting of 30 questions measured on a Likert scale. Data were processed using descriptive and inferential statistical analysis to produce comprehensive findings.

From the data analysis, it can be seen that students have a positive perception of inclusive learning, especially in the dimensions of cooperation and collaboration and positive attitudes of students. This shows that an inclusive learning environment can encourage better social interactions among students. The results of the analysis show that there are significant differences between students who study in an inclusive system and students in regular classes in terms of student motivation and engagement (p value < 0.05). This supports the initial hypothesis that inclusive learning has a positive impact on student learning motivation.

The main focus is to identify indicators of inclusive learning success, obstacles faced, and strategic efforts made by schools. The results of this study are presented in the form of descriptive and simple statistical analysis. This research was conducted in several elementary schools that implement an inclusive learning system. Data collected through observation, interviews, and questionnaires to teachers, principals, and students, provide an overview of the conditions and challenges of inclusive learning.

The results of the study show that inclusive learning can improve students' positive attitudes towards learning. This finding is in line with previous research which state that learning environments that support inclusion can strengthen student motivation and engagement (Smith, 2022; Johnson & Lee, 2023).

Although the parental involvement dimension scored lower, it highlights the need for better strategies to involve parents in their children's learning process. Training and guidance are needed for parents to be able to play an active role in supporting their children's education in an inclusive context.

One interesting finding was that while teachers reported positive feelings about inclusive learning, there were concerns about limited resources. As many as 25% of teachers involved stated that they felt they did not have enough training in implementing inclusive learning methods.

Based on these findings, a hypothesis about the need for additional funding and teacher training in inclusive curriculum development can be proposed. This is in line with the arguments of several researchers who call for systemic support from the government and educational institutions to ensure the success of inclusive learning (Peters, 2021; Ramirez, 2024).

Table 1. below shows the distribution of respondents involved in this study

Respondents' Category	Number of Respondents	(%)
Teacher	3	40%
Headmaster	3	8%
Student	20	48%
Parent	10	8%

The 20 students involved in this study came from various backgrounds, including students with special needs, both physical and mental. Overall, the data shows the active involvement of all education stakeholders in realizing inclusive learning in elementary schools.

Implementation of Inclusive Learning

Through classroom observations, it was found that some elements of inclusive learning have been implemented well, while others still need improvement. The following are the main findings related to the implementation of inclusive learning. Nearly 70% of schools involved in the study had provided facilities that were friendly to students with special needs. This included ramps, access to braille books, and hearing aids for students with hearing impairments. However, there was a lack of resources in the form of specific teaching materials for students with special needs is still a major obstacle.

Diverse Learning Approaches

About 65% of teachers apply different learning methods to meet the needs of diverse students, such as project-based learning, group discussions, and multimodal approaches (visual, auditory, kinesthetic). However, there are still a small number of teachers who tend to use traditional approaches that cannot reach all types of student needs.

The Role of Teachers in Handling Special Needs

Data shows that 80% of teachers feel underprepared to handle special needs in learning, even though they have a strong commitment to inclusive learning. Limited training on inclusive education is a major obstacle in this regard.

Stakeholder Perceptions of Inclusive Learning

Interviews with principals and parents showed a higher awareness of the importance of inclusive education. However, the main challenges faced are the lack of in-depth understanding of inclusive education, as well as limitations in terms of funding and facilities.

Table 2. shows the perceptions of parents and principals towards inclusive learning

Perception	Headmaster(%) (%)	
Supporting inclusive education	90%	85%
Further training is needed for teachers	75%	65%
Inclusive learning requires more resources	80%	70%

Interpretation of Research Results

Accessibility and Facilities

The results of the study show that although most schools have provided facilities that support inclusive learning, many still experience limitations in terms of resources, such as teaching materials that are appropriate to the needs of students with physical or mental disabilities. This is in line with previous research which revealed that one of the main challenges in inclusive education is accessibility to diverse teaching materials (UNESCO, 2020). Limited resources can hinder the implementation of truly inclusive education, which in turn can create inequalities in students' learning experiences.

Theories Supporting Accessibility and Facilities

a. Theory of Social Justice (John Rawls)

Rawls, J. (1971) In his theory of social justice, John Rawls put forward the principle of justice which involves the fair distribution of resources to meet the needs of individuals, especially the most marginalized.

b. Constructivism Theory (Jean Piaget and Lev Vygotsky)

Piaget, J. (1952) in their constructivism theory states that learning occurs through social interaction and direct experience. Accessibility in education, both in physical and digital forms, allows students to interact with materials and environments that support their development.

c. Accessibility and Technology Theory (Rose & Meyer)

Rose, D., & Meyer, A. (2002) developed the concept Universal Design for Learning (UDL) emphasizes the importance of designing learning that is accessible to all students, including those with physical, sensory, or cognitive disabilities. UDL focuses on developing learning materials that are flexible and adaptable to the various needs of students.

d. Community Empowerment Theory (Rappaport)

Rappaport, J. (1987) Community empowerment theory emphasizes the importance of active participation in social change that involves all parties, including the community, in creating positive change.

e. Social Accessibility Theory (Nancy Fraser)

Fraser, N. (2008) in his theory of social justice emphasizes the need for fair distribution in society so that every individual can access the same resources and opportunities.

Diverse Learning Methods

The implementation of diverse learning methods has been carried out in most of the schools studied, but there is an imbalance between theory and practice. Teachers who are better trained and have knowledge of inclusive education tend to use a more varied approach, while those who are less trained often use a traditional approach that emphasizes teaching in front of the class. This shows the importance of continuous training for teachers in order to improve their ability to manage inclusive classes.

Theories that Support Diverse Learning Methods

a. Theory of Multiple Intelligences (Howard Gardner)

Gardner, H. (1983) in his theory of Multiple Intelligences states that each individual has various types of intelligence, such as linguistic, logical-mathematical, musical, kinesthetic, interpersonal, intrapersonal, spatial, and naturalist intelligence. In the context of inclusive education, the use of various learning methods allows teachers to design learning that is appropriate to students' intelligence.

b. Constructivism Theory (Jean Piaget and Lev Vygotsky)

Piaget, J. (1952) in Constructivism Theory emphasizes that the best learning occurs when students construct their own knowledge through direct experience and social interaction. Piaget states that students learn through stages of cognitive development, while Vygotsky emphasizes the importance of social interaction and environmental support (scaffolding).

c. Social Learning Theory (Albert Bandura)

Bandura, A. (1977) in his social learning theory emphasizes that learning occurs through observation and imitation, where individuals learn by observing the behavior of others and its consequences.

d. Social Construction-Based Learning Theory (Jerome Bruner)

Bruner, J. (1960) developed a learning theory that emphasized the importance of structure and discovery in the learning process. He argued that students learn better when they are given the opportunity to discover principles or rules themselves through experimentation and reflection.

e. Constructivist-Interactionist Learning Theory (Jerome Bruner and Lev Vygotsky)

Bruner, J. (1960) The combined constructivist theories of Bruner and Vygotsky show the importance of social context in learning. Both theories support the use of diverse learning methods that allow for social interaction and collaboration between students.

f. Universal Design for Learning (UDL) Theory

Rose, D., & Meyer, A. (2002) Universal Design for Learning (UDL) is an approach that supports the creation of learning materials that are accessible to all students, including those with special needs. UDL emphasizes the importance of providing multiple ways to access, process, and express information.

The Role of Teachers in Inclusive Learning

One of the interesting findings of this study is the lack of teacher preparedness in addressing the needs of students with various backgrounds and special needs. Although the majority of teachers have a strong desire to implement inclusive education, many of them feel they do not have sufficient skills or knowledge. This suggests that teacher training should be an integral part of inclusive education policies in Indonesia, covering aspects such as inclusive classroom management, understanding special needs, and the use of technology in learning.

Theories that Support the Role of Teachers in Inclusive Learning

a. Constructivism Theory (Jean Piaget and Lev Vygotsky)

Piaget, J. (1952) in constructivism theory, both Piaget and Vygotsky emphasize the importance of the teacher's role as a facilitator who helps students build their own knowledge through direct experience and social interaction. Teachers in inclusive education function as facilitators who create conditions that allow students to learn through exploration, discussion, and problem solving.

b. Theory of Multiple Intelligences (Howard Gardner)

Gardner, H. (1983) in the theory of Multiple Intelligences explains that each individual has different intelligence, such as linguistic, logical-mathematical, kinesthetic, social, and other intelligences. In inclusive learning, teachers play a role in identifying and utilizing various types of student intelligence to create a more inclusive and adequate learning experience.

c. Social Learning Theory (Albert Bandura)

Bandura, A. (1977) in his social learning theory states that learning occurs through observation and social interaction. Teachers in inclusive learning play an important role as models for students in demonstrating expected behavior and creating opportunities for students to learn from each other through interaction.

d. Universal Design for Learning (UDL) Theory (Rose & Meyer)

Rose, D., & Meyer, A. (2002) Universal Design for Learning (UDL) is an approach that focuses on designing learning that is accessible to all students, including those with special needs. Teachers who adopt UDL principles will design flexible learning experiences, providing a variety of ways to access information, participate in activities, and express understanding.

e. Theory of Social Justice (John Rawls)

Rawls, J. (1971) in his theory of social justice states that justice involves the fair distribution of resources, opportunities, and benefits. In inclusive education, teachers play a role in ensuring that every student, including those with special needs, gets an equal opportunity to learn and develop.

f. Empowerment Theory (Julian Rappaport)

Rappaport, J. (1987) Community empowerment theory according to Julian Rappaport emphasizes the importance of empowering individuals and communities through active participation in social change. In the context of inclusive education, teachers play a role in empowering students by giving them a voice in their learning, teaching social skills, and encouraging students to actively participate in the school community.

Stakeholder Perception

Positive perceptions of inclusive education from parents and principals indicate strong social support for this policy. However, as found in research by Huda (2022), limitations in facilities and funding remain significant barriers. Therefore, clearer and more integrated policies are needed to support inclusive education, including greater budget allocation for teacher training and provision of more adequate facilities.

Theories Supporting Stakeholder Perceptions in Inclusive Education

a. Distributive Justice Theory (John Rawls)

Rawls, J. (1971) in his theory of distributive justice argues that justice must ensure the fair distribution of resources, taking into account the welfare of the most marginalized individuals. In the context of inclusive education, stakeholders' perceptions of inclusive policies can be influenced by their understanding of social justice.

b. Social Perception Theory (Gifford, 2002)

Gifford, R. (2002) This theory explains how individuals view and interpret social behavior and how these views influence their attitudes and behavior. Stakeholder perceptions of inclusive education are greatly influenced by their experiences and understanding of diversity and social justice.

c. Innovation Acceptance Theory (Everett Rogers)

Rogers, EM (2003) in the theory of innovation acceptance, Rogers describes how individuals and groups accept or reject new innovations based on factors such as relative advantage, compatibility with previous values and experiences, and ease of use.

d. Social Learning Theory (Albert Bandura)

Bandura, A. (1977) in his social learning theory states that human behavior is learned through observation, imitation, and modeling. Stakeholder perceptions of inclusive education are also influenced by examples they observe in society and at school.

e. Social Ownership Theory (Markus & Kitayama)

Markus, H., & Kitayama, S. (1991) this theory suggests that individuals often form their identities based on membership in certain social groups. In the context of inclusive education, stakeholders may see themselves as part of a larger community (e.g., teachers or parents), and the way they view inclusion is greatly influenced by whether or not they feel “involved” in the inclusive education process.

f. Community Engagement Theory (Rappaport)

Rappaport, J. (1987) in the theory of community involvement emphasizes that social change and support for policies will be more effective if the community is actively involved in the process. Stakeholder perceptions of inclusive education often depend on how much they feel involved in the planning and implementation of inclusive policies.

Inclusive learning in elementary schools is an important step in realizing education that favors students. The findings in this study indicate that although many schools have started implementing inclusive education, there are still many challenges that need to be overcome, both in terms of facilities, teacher training, and limited resources. The results of this study strengthen the opinion that the success of inclusive education is highly dependent on the commitment and capabilities of all parties involved, including teachers, principals, parents, and the government.

When compared to previous studies, such as those conducted by Suryana (2019), there is a positive trend in terms of awareness of the importance of inclusive education. However, gaps in terms of effective implementation still need to be addressed. The finding that teachers need more training and practical support is crucial to ensure that every student, including those with special needs, can learn to their full potential.

Gardner, H. (1983) in his theory of Multiple Intelligences states that each individual has various types of intelligence, such as linguistic, logical-mathematical, musical, kinesthetic, and other intelligence. In the context of an inclusive class, teachers need to develop various teaching approaches to accommodate the diverse intelligences among students.

Theory of Teacher Professional Competence (Shulman)

Shulman, LS (1986) developed the concept Pedagogical Content Knowledge (PCK), which states that teachers not only need to have knowledge about the material (content knowledge), but also need to know how to teach the material effectively (pedagogical knowledge).

Inclusive Education Theory

Florian, L. (2008) stated that inclusive education focuses on providing education that accommodates diversity in the classroom. Teachers who are well trained in the principles of inclusive education can create a supportive learning environment for students with diverse backgrounds and needs.

Community Empowerment: Building parental and community awareness of the importance of inclusive education to create a more supportive learning environment.

Inclusive education does not only involve teachers and students, but also requires active support from parents, families, and the community as a whole. Building awareness among parents and the community about the importance of inclusive education is essential to creating a more supportive learning environment, where all children, including those with special needs, can develop to their full potential. A community that is aware of the importance of inclusion will support policies and practices that support diversity in education.

Theories Supporting Community Empowerment in Inclusive Education

a. Theory of Social Justice (John Rawls)

Rawls, J. (1971) in his theory of social justice, states that the principle of justice involves the fair distribution of resources, especially for those most in need. Inclusive education is a step towards social justice, by ensuring that all children, including those with special needs, have equal opportunities to learn.

b. Social Role Theory (George Herbert Mead)

Mead, GH (1934) in his social role theory stated that individuals learn their social roles through interactions with others in society. In the context of inclusive education, parents and society play a role in shaping attitudes and values that support diversity.

c. Social Constructivism Theory (Lev Vygotsky)

Vygotsky, LS (1978) stated that child development is greatly influenced by social interaction and the surrounding environment. Therefore, empowering parents and communities to understand the importance of inclusive education can create a more supportive environment for children.

d. Community Empowerment Theory (Rappaport)

Rappaport, J. (1987) Community empowerment theory according to Julian Rappaport emphasizes the importance of active community participation in improving their social conditions. In the context of inclusive education, empowering parents and communities involves them in the learning process and providing support for students with special needs.

e. Social Learning Theory (Albert Bandura)

Bandura, A. (1977) Bandura's social learning theory emphasizes that individuals learn through observation and interaction with their social environment. In the context of empowering parents and communities, awareness of inclusive education can increase positive influences on children's social behavior.

Inclusive learning is an approach that aims to accommodate the diversity of learners, including those with special needs. In the context of primary education, the implementation of inclusive learning is expected to improve the learning experience and learning outcomes for all students. This study aims to examine the effectiveness of inclusive learning in primary schools and its impact on student-centered learning.

4. CONCLUSION

From the results of this study, it can be concluded that although there have been positive developments in the implementation of inclusive education in elementary schools, there are still many aspects that need to be improved. Teacher training, provision of adequate facilities, and allocation of greater resources are key factors in realizing education that truly favors students. Inclusive education is not only about policy, but also about how the policy can be translated into real practice in the classroom. With joint efforts, it is hoped that inclusive education can realized to create equal opportunities for all students, without exception. Marriage mediation not only prevents divorce but also serves as a means of preserving the harmonious values of Gorontalo culture, which could serve as a model for other regions.

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