

Case Study: Analysis of Implementation of Inclusive Education at SDN Sumber Agung, Serang City

Syarifah Aini, Rizka Az Zahra, Pipit Apitasari, Sarah Faradillah, Rikmawati

^{1,2,3,4,5}Elementary School Teacher Education, Bina Bangsa University

Received: 5 April 2025

Revised: 10 April 2024

Accepted: 24 April 2022

Abstract

This study aims to analyze the implementation of inclusive education at SDN Sumber Agung, Serang City, with a focus on the school's efforts to accommodate children with special needs (ABK) in a regular educational environment. The method used is qualitative research with a case study approach, which collects data through in-depth interviews, observations, and document analysis. The results of the study indicate that SDN Sumber Agung, Serang City has tried to implement inclusive education by adjusting the curriculum and teaching methods to meet the needs of ABK. The school also tries to create an environment that supports social interaction between regular and ABK students. However, several challenges are still faced, such as the limited number of teachers trained in inclusive education and facilities that are not yet fully adequate. These findings indicate the importance of improving teacher competence in dealing with ABK and providing facilities and infrastructure that are more in accordance with the needs of inclusive students. Therefore, it is recommended that schools work together with the government to provide routine training for educators and improve existing educational facilities. This study is expected to contribute to the development of inclusive education in elementary schools, especially in areas with similar challenges. Thus, inclusive education at SDN Sumber Agung, Serang City can be more effective in creating equal opportunities for all students to develop optimally.

Keywords: Inclusive Education, Primary School, Case Study

(*) Corresponding Author: safinas@fbk.upsi.edu.my

How to Cite: Aini, S., Az Zahra, R., Apitasari, P., Faradillah, S., & Rikmawati, R. (2025). Case Study: Analysis of Implementation of Inclusive Education at SDN Sumber Agung, Serang City. *International Journal of Education, Information Technology, and Others*, 8(2), 65-73. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/11648>

INTRODUCTION

Education is an effort made to improve the quality of human resources in Indonesia. Education can be obtained through formal, informal, and non-formal educational institutions. Education is the process of guiding all the natural powers that exist in children, so that they as humans and members of society can achieve the highest safety and happiness. Education, as an integral process in human development, involves more than just being in a classroom or formal institution such as a school. This concept encompasses the entire learning process throughout a person's life, including knowledge transfer, skills training, and character development (Susanti & Herawati, 2024; Wijaya et al., 2023). Education is the right of everyone regardless of physical, ethnic, racial, religious and other diversities. This is in accordance with the 1945 Constitution Article 31 paragraph (1) which states that every citizen has the right to education. Based on this article, everyone has the right to receive a decent education that is protected by the state. However, there are still many people who have not been able to get a decent education for various reasons. One of them is due to physical and mental limitations, or what is

commonly called people with special needs. These limitations will prevent them from going to school like other normal people. And one of those who experience these limitations is children who are in elementary school age (Munajah et al., 2021; Safrudin & Qomarudin, 2021).

Government regulations in Law Number 20 of 2003, Article 15 concerning the national education system, state that "Citizens who have physical, emotional, mental, intellectual, and/or social disabilities have the right to receive special education," in an effort to provide children with special needs with fair rights to proper education. Inclusive education can be an option for parents to send their children who need special attention to regular schools. However, not all regular schools can accept students who need special assistance, because inclusive education is only provided by schools appointed by the government to provide inclusive education and private schools that establish inclusive schools (Barsihanor & Rosyida, 2019). As many as 32 thousand schools in Indonesia (according to data from the Directorate of Primary and Secondary Education, Ministry of Education and Culture) have been selected by the government, in this case the Education Office, to provide inclusive education. However, there are still many education systems that do not follow the basic concept. Inclusive education is still considered a way to include students with special needs in regular schools, but with learning methods that are not tailored to the needs of the students. In fact, students with special needs must adjust to the existing system. This means that inclusive education is still often considered the same as integrated education (Alimuiddin & Wahyuningsih, 2024; Susilowati et al., 2022).

Inclusive education policy is "an education system that provides opportunities for all students who have disabilities and have the potential for intelligence or special talents to participate in education or learning in an educational environment together with students in general" Permendiknas, Number 70 of 2009 Concerning Inclusive Education (Anjarsari et al., 2018). Conceptually from the perspective of inclusive education management as one of the implications of the shift in ABK services from the Medical Model to the Social Disability Model, the approach in managing education must focus on creating an environment that supports the active participation of all students, including ABK, without seeing their deficiencies or limitations as things that define their identity. This shift requires changes in education policies and strategies, where inclusive education emphasizes more on the provision of facilities, curriculum adaptation, and teacher competency development to ensure that every child can learn and develop according to their needs and potential (Kurniawati, 2017; Ramadhanti & Herawati, 2024).

Inclusive education in elementary schools refers to the concept of education that places all children, including children with special needs (ABK), in the same learning environment, with an approach that adapts to the needs of each student. The main goal of inclusive education is to create equal opportunities for every child to participate in the learning process without discrimination or separation based on differences in ability, background, or special needs (Marisana & Herawati, 2023; Wardani & Dwiningrum, 2021). In this context, elementary schools have an important role in forming inclusive attitudes from an early age, because this is a very important stage of children's cognitive, social, and emotional development.

Inclusive education is not only about accommodating children with special needs in regular classes, but also about creating a friendly and supportive school culture for all students. To realize effective inclusive education, various strategic efforts are needed, such as curriculum adaptation, provision of appropriate facilities, and development of teacher competencies in dealing with student diversity. An inclusive curriculum must be able to be adapted to the individual needs of students, which means adjusting learning materials, teaching methods, and assessments that can accommodate various learning styles and student abilities. In addition, the role of teachers is vital in creating an environment that supports inclusion, by facilitating social interactions between students with different needs and providing personal support. Inclusive education in elementary schools also involves collaboration between parents, educators, and the community in creating a comprehensive support system for holistic child development. Thus, the role of schools is not only as a provider of knowledge, but also as an agent of social change that promotes justice and equality for all students (Jauhari, 2017; Suwandayani, 2019).

Based on the results of observations conducted by researchers at SDN Sumber Agung, Serang City, which is a public school in general that still accepts inclusive students, researchers see that this school still implements an inclusive education system. However, the implementation of inclusive education has not gone well. This can be seen from schools that are designated as schools with inclusive education, but their implementation does not take place as it should because the facilities and infrastructure do not support the implementation of inclusive education. This means that in terms of ability, not all teachers have sufficient ability regarding the implementation of inclusive education for students with special needs. Based on the problems above, in this article the researcher wants to analyze and explore the Implementation of Inclusive Education at SDN Sumber Agung, Serang City. This study aims to examine the implementation of inclusive education in the teaching and learning process of children with special needs and ordinary children in the same class at SDN Sumber Agung, Serang City, as well as the problems faced by class teachers in implementing inclusive education at SDN Sumber Agung, Serang City. The results of this study are expected to obtain empirical data on the challenges of implementing inclusive education in the teaching and learning process of all children and children with special needs in the same learning environment, with an approach that adapts to the needs of each student.

RESEARCH METHOD

The qualitative case study research method is an approach used to explore in depth a particular phenomenon in a specific context. In this research, researchers focus on an in-depth understanding of a unique case, be it an individual, group, institution, or a particular event, and how the context influences the understanding of the phenomenon being studied. Case study research generally does not aim to generalize, but rather to gain deeper insight into the dynamics, processes, or events that occur in the case. Researchers use this approach to explore various perspectives and rich information, so that they can conclude about a phenomenon in a broader context (Wardani & Dwiningrum, 2021).

This research was conducted at SDN Sumber Agung Kota Serang located at Jl Bhayangkara No. 48, Sumur Pecung Village, Serang District, Serang City, Banten 42118. The subjects in this study were 2 class teachers and 1 subject teacher at the school. The sampling technique used was purposive sampling with the criteria for teachers: minimum 2 years of work, willing to be a subject and domiciled in Serang City. The data collection techniques used were observation, interviews, and documentation. While the data analysis techniques were data reduction, data presentation, and drawing conclusions or verification. Data analysis techniques in qualitative case study research involve an in-depth approach in understanding and interpreting data. The researcher acts as the main instrument in collecting and interpreting data, so the results are highly dependent on the researcher's perspective and understanding of the existing context. The advantages of this method are its ability to provide a more holistic and in-depth understanding of a phenomenon, as well as its relevance in answering complex problems in a particular social, educational, or cultural context (Zamroni et al., 2024).

RESULTS AND DISCUSSION

Inclusive Education in Elementary Schools

Inclusive education is an innovative and strategic educational approach to expand access to education for all children with special needs including children with disabilities. Inclusive education is a form of education that unites children with special needs with normal children in general to learn. According to Hildegun Olsen in Tarmansyah, inclusive education is that schools must accommodate all children regardless of their physical, intellectual, social emotional, linguistic or other conditions. This must include children with disabilities, gifted (Pujiaty, 2024).

Based on the results of the interview with the 5th grade teacher at SDN Sumber Agung, Serang City, it was stated that SDN Sumber Agung, Serang City has a special policy related to inclusive education, SDN Sumber Agung also collaborates with GPK Serang City and SKHN 1 Serang City as guidance. The school has never provided training and workshops for teachers, but in several trainings and meetings, we often participate in inclusive teacher meetings. SDN Sumber Agung, Serang City also has a special assistant teacher but does not have an expert. In providing teaching, SDN Sumber Agung, Serang City also has a special assistant teacher (GPK) or expert who helps in inclusive teacher learning using special tools or strategies in teaching inclusive students, for example, such as the material on objects around us, I ask students to mention. Once a week there will be a reading and writing test to evaluate the understanding of inclusive students in learning. The most common challenge that teachers face when teaching inclusive students is the difficulty of getting the students to focus on the material being taught. Usually the solution teachers do to overcome this challenge is by calling the child to study directly (face to face), after the teacher gives the material to other students.

In addition, teachers also often adapt teaching methods by using a more interactive and personal approach. They may provide materials in visual form or use aids that can attract the attention of inclusive students, such as pictures, videos, or concrete objects that can facilitate understanding. Teachers also need to be patient and give students more time to absorb information in a way that suits

their needs, as well as provide additional explanations individually. Another challenge is the difference in learning speed between inclusive students and other students. This often requires teachers to pay more attention to inclusive students, which can affect the overall class dynamics. To overcome this, teachers can differentiate learning by adjusting the materials or methods used to make them more accessible to all students, including inclusive students. With the right approach, inclusive students can still feel valued and actively involved in the learning process, even though they have different challenges (Adila et al., 2024; Kriswanto et al., 2023).

SDN Sumber Agung Kota Serang provides facilities that support inclusive student learning but so far has not been equipped with adequate tools to support the needs of inclusive students. The biggest challenge faced in understanding the learning needs of inclusive students is providing an understanding to parents to be able to provide competencies that are in accordance with the child's abilities. Teachers are also not fully confident when teaching inclusive children, because they feel that the knowledge they have gained is not yet deep. Teachers adapt the learning materials to suit the abilities of inclusive students. Choose and provide materials according to the needs of these students. Teachers sometimes use multisensory-based learning strategies to carry out project activities.

Inclusive Education at SDN Sumber Agung, Serang City

The inclusive education program in elementary schools is an approach that aims to provide equal and accessible education to all children, including children with special needs, in the same school environment as students in general. This program focuses on the principle that every student, regardless of background, ability, or physical and mental condition, deserves an equal opportunity to learn and develop. Living in a community environment requires the ability to communicate with a very diverse community, in order to live well in the community environment, they must prepare themselves because education is important. Regular students and children with special needs can learn together despite obstacles and differences in abilities (Hanifah et al., 2021; Yuliyanti et al., 2024).

There are several challenges that teachers often face with students in class, such as normal children, most of the material is different, while inclusive children are far behind the others. This is due to slow speech and lack of communication. There are also challenges from inclusive students' emotions that are not controlled so that they can interfere with their own learning focus, their friends and even their teachers. Therefore, teachers must be able to overcome this by means of an emotional approach, communication with their students and communication with the parents of the students.

SDN Sumber Agung Kota Serang applies learning methods according to basic competencies that are in accordance with the students' abilities. For example, if an inclusive student is in grade V but he is only able to do grade I material, then the competency used is grade I competency. Teachers sometimes use aids to teach students with special needs, for example spelling with real objects around us. The teacher's way of evaluating students with special needs is by providing learning to the students, once a week the teacher will provide practice questions with the material presented last week. The challenges faced by teachers

when teaching students with special needs are sometimes because of different competencies so my focus must also be divided. With these challenges, teachers have a solution, namely providing learning one by one, for example I provide material first for students who are not inclusive after that I provide special material to inclusive students. SDN Sumber Agung Kota Serang gets support from the school and parents in teaching inclusive students, because the school collaborates with GPK Kota Serang with permission from the school.

Teachers also see social and emotional development in inclusive students while studying at this school through them not hesitating to chat and play with their friends. Teachers also often communicate with parents of inclusive students regarding the development of students with special needs when distributing report cards or consulting via WhatsApp. The school does not provide facilities that support inclusive student learning but the school provides an inclusive room. The curriculum prepared by the teacher is adapted to suit the needs of inclusive students, for example teachers modify learning outcomes or competencies according to needs. There is also the biggest challenge that teachers face in understanding the learning needs of inclusive students, namely when providing understanding to parents so that we can provide competencies that are appropriate to the child's abilities. Additional skills or competencies that need to be improved in teaching inclusive students are fostering a sense of sensitivity to students' abilities and needs so that learning can run comfortably.

In addition, teachers also adapt the subject matter to suit the abilities of inclusive students, sometimes teachers also use multisensory-based learning strategies such as project learning. Teachers also provide evaluations to inclusive students in the form of giving different assignments or assessments for inclusive students, for example giving special assignments and assessments according to the material that the student is studying is a way for teachers to measure the academic development of inclusive students which refers to the competencies that have been or are able to be done. There is also a special assessment system for inclusive students in schools such as adjusting to competency targets. Inclusive students at SDN Sumber Agung, Serang City do not receive different progress reports from regular students but receive additional reports in the form of notes and the results of the student's work which are returned to the student's guardian. Inclusive students show development but have not been seen significantly in academic or social fields while at school.

The steps taken by SDN Sumber Agung Kota Serang to improve the quality of inclusive education in the future are to continue to seek networks that can work together to accommodate inclusive students and also to participate in several trainings on inclusive learning. The school has a development or innovation plan in the implementation of inclusive education such as advanced training for teachers or additional facilities, such as our school's special assistant teacher who has received a basic training certificate, hopefully it can be more advanced later. Furthermore, to improve the effectiveness of inclusive learning at SDN Sumber Agung Kota Serang, the POKJA must more often control inclusive students who are in public schools. The teachers' hopes for the inclusive education policy at SDN Sumber Agung Kota Serang are that with inclusive education all children can now feel the same rights to be able to study at school safely and comfortably. SDN Sumber

Agung Kota Serang does not have a special program for inclusive students, but as teachers we always remind all students that all living things have the same rights and we also never differentiate between students, inclusive students are always involved in any activity. Another role that teachers play in helping inclusive students feel accepted by their friends is by getting inclusive students used to being involved in any activity so that their friends can also get used to and easily accept differences.

CONCLUSION

Based on the results of the case study research on the implementation of inclusive education at SDN Sumber Agung, Serang City, it can be concluded that this school has shown a good commitment in implementing inclusive education. The school has made various efforts to create a friendly and supportive environment for children with special needs (ABK). One of the efforts made is adjusting the curriculum and teaching methods that allow ABK to learn together with regular students, as well as paying special attention to their social and academic development. This approach supports the creation of more inclusive diversity in the classroom.

In addition, several teachers at SDN Sumber Agung Kota Serang gave suggestions to improve the effectiveness of inclusive learning in this school, perhaps from those who are experts in handling inclusive students, they should often control inclusive students to schools. With Inclusive Education, it is hoped that all children can feel a safe and comfortable education. The interaction between inclusive students and other students in the class has been going well. In addition, although SDN Sumber Agung Kota Serang does not yet have a special program, as teachers they often remind that all students have the same rights and obligations, and do not differentiate between them. The implementation of inclusive education at SDN Sumber Agung Kota Serang also faces several challenges. One of them is the limited number of educators who have special competence in handling ABK.

Although there are efforts from the school to provide training and coaching for teachers, the number of teachers who are specifically trained in inclusive education is still limited. In addition, some of the facilities needed to support the learning process for children with special needs are also not fully adequate, such as learning aids that are tailored to the needs of each student. To improve the effectiveness of the implementation of inclusive education at SDN Sumber Agung, Serang City, it is recommended that the school work together with the government and related institutions to improve training for teachers and improve existing facilities. Provision of adequate facilities and infrastructure, as well as improving the competence of educators, will greatly influence the creation of more inclusive and quality education. Thus, inclusive education at SDN Sumber Agung, Serang City can be more optimal, provide equal opportunities for all students to develop, and create a learning atmosphere that supports each other among all students.

BIBLIOGRAPHY

Adila, A., Khoirunisa, F., Karmeliya, K., Sabila, R., & Mustika, D. (2024). The Influence of Parental Roles in the Implementation of Inclusive Education

- in Elementary Schools. *INNOVATIVE: Journal Of Social Science Research*, 4(3).
<https://doi.org/https://doi.org/10.31004/innovative.v4i3.11483>
- Alimuddin, N., & Wahyuningsih, B. Y. (2024). Implementation of Inclusive Education in Public Elementary School 23 Mataram. *Journal of Technology and Elementary Education (JTPD)*, 1(2), 45–49.
- Anjarsari, A. D., Efendy, M., & Sulthoni, S. (2018). THE IMPLEMENTATION OF INCLUSION EDUCATION ASSISTANCE FOR ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL IN SIDOARJO REGENCY. *Journal of Inclusive Education*, 1(2), 91–104.
<https://doi.org/https://doi.org/10.26740/inklusi.v1n2.p91-104>
- Barsihanor, & Rosyida, D. A. (2019). Implementation of Inclusive Education at Al-Firdaus Integrated Islamic Elementary School, Banjarmasin. *Tarbiyatuna Journal*, 10(2), 147–166. <https://doi.org/10.31603/tarbiyatuna.v10i2.2712>
- Hanifah, D. S., Haer, A. B., Widuri, S., & Santoso, M. B. (2021). CHALLENGES OF CHILDREN WITH SPECIAL NEEDS (ABK) IN UNDERGOING INCLUSIVE EDUCATION AT ELEMENTARY SCHOOL LEVEL. *Journal of Research and Community Service (JPPM)*, 2(3), 473–483.
<https://doi.org/https://doi.org/10.24198/jppm.v2i3.37833>
- Jauhari, A. (2017). INCLUSIVE EDUCATION AS AN ALTERNATIVE SOLUTION TO OVERCOME SOCIAL PROBLEMS OF CHILDREN WITH DISABILITIES. *IJTIMAIYA Journal*, 1(1), 23–38.
<https://doi.org/http://dx.doi.org/10.21043/ji.v1i1.3099>
- Kriswanto, D., Suyatno, & Sukirman. (2023). Implementation of Inclusive Education in Elementary Schools: Analysis of Factors and Solutions Offered. *Basicedu Journal*, 7(5), 3081–3090.
<https://doi.org/10.31004/basicedu.v7i5.6167>
- Kurniawati, L. (2017). INCLUSIVE EDUCATION LEARNING IN ELEMENTARY SCHOOLS. *Edutech*, 16(2), 157–169.
<https://doi.org/https://doi.org/10.17509/e.v16i2.6152>
- Marisana, D., & Herawati, N. I. (2023). THE EFFECT OF TEACHER COMPETENCY IN THE INCLUSIVE LEARNING PROCESS IN ELEMENTARY SCHOOLS. *Pendas: Scientific Journal of Elementary Education*, 8(3), 5072–5087.
<https://doi.org/https://doi.org/10.23969/jp.v8i3.11534>
- Munajah, R., Marini, A., & Sumantri, M. S. (2021). Implementation of Inclusive Education Policy in Elementary Schools. *Basicedu Journal*, 5(3), 1183–1190. <https://doi.org/10.31004/basicedu.v5i3.886>
- Pujiaty, E. (2024). INCLUSIVE EDUCATION MANAGEMENT STRATEGY TO IMPROVE ACCESSIBILITY IN ELEMENTARY SCHOOLS. *Tahsinia Journal*, 5(2), 241–252.
<https://doi.org/https://doi.org/10.57171/jt.v5i2.584>
- Ramadhanti, I., & Herawati, N. I. (2024). IMPLEMENTATION OF INCLUSIVE EDUCATION IN ELEMENTARY SCHOOLS. *Pendas: Scientific Journal of Elementary Education*, 9(2), 6854–6869.
<https://doi.org/https://doi.org/10.38048/jpicb.v2i1.3096>

- Safrudin, & Qomarudin, A. (2021). INCLUSIVE EDUCATION AT FASTABIQUL KHAIRAT ELEMENTARY SCHOOL, SAMARINDA CITY. *Journal of Education and Social Sciences*, 3(2), 121–138. <https://doi.org/10.36088/nusantara.v3i2.1223>
- Susanti, T., & Herawati, N. I. (2024). IMPLEMENTATION OF INCLUSIVE EDUCATION IN ELEMENTARY SCHOOLS IN WEST BANDUNG REGENCY. *Journal of Inclusive Education Citra Bakti*, 2(1), 64–74. <https://doi.org/https://doi.org/10.38048/jpicb.v1i2.3096>
- Susilowati, T., Trisnamansyah, S., & Syaodih, C. (2022). Inclusive Education Management in Improving the Quality of Education Keywords. *JIIP-Scientific Journal of Educational Sciences*, 5(3), 920–928. <https://doi.org/https://doi.org/10.54371/jiip.v5i3.513>
- Suwandayani, B. I. (2019). IMPLEMENTATION OF CONTEXTUAL-BASED INCLUSIVE EDUCATION IN ELEMENTARY SCHOOLS. *ELSE (Elementary School Education Journal)*, 3(1), 44–54. <https://doi.org/https://doi.org/10.30651/else.v3i1.2490>
- Wardani, K., & Dwiningrum, S. I. (2021). Case Study: The Role of Parents in Inclusive Education at Seruma Elementary School. *Wacana Akademika: Scientific Journal of Education*, 5(1), 69–75. <https://doi.org/https://doi.org/10.30738/wa.v5i1.6409>
- Wijaya, S., Supena, A., & Yufiarti. (2023). Implementation of Inclusive Education Programs in Elementary Schools in Serang City. *Jurnal Educatio FKIP UNMA*, 9(1), 347–357. <https://doi.org/10.31949/educatio.v9i1.4592>
- Yuliyanti, M., Agustin, A., Utami, S. D., Purnomo, S., & Wijaya, S. (2024). DEVELOPING AN INCLUSIVE EDUCATION APPROACH FOR CHILDREN WITH SPECIAL NEEDS IN ELEMENTARY SCHOOLS: LEARNING DESIGN AND IMPLEMENTATION STRATEGY. *Jurnal Inovasi Pendidikan*, 6(1), 634–649.
- Zamroni, A. D. K., Zakiah, L., Amelia, C. R., Shaliha, H. A., & Jaya, I. (2024). Analysis of the Influence of Multicultural Education Implementation on the Attitude of Tolerance of Diversity of Inclusive Elementary School Students. *Scientific Journal of Educational Profession*, 9(2), 1112–1119. <https://doi.org/10.29303/jipp.v9i2.2247>