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Implementation of Inclusive Education at Sangkulirang Elementary School 006 East Kutai

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A B S T R A C T

The purpose of this study is to describe physical and non-physical accessibility in implementing inclusive education at SDN 006 Sangkulirang. The qualitative research approach with qualitative descriptive type, with eight informants, using instruments through interview guides. Data collection using interview techniques, observation and documentation. Interviews are the primary technique in data collection. Data analysis uses an interactive analysis model by Miles and Huberman through data presentation, condensation and conclusion drawing. The results of the study found that inclusive education on physical and non-physical accessibility at SDN 006 Sangkulirang is still inadequate, both in facilities and infrastructure, access to inclusive classrooms is not yet fully available, the physical environment of the school is not fully friendly for all students. These limitations can hinder the active participation and independence of children in participating in teaching and learning activities at school. While non-physical accessibility, teachers have shown good initiatives through the implementation of differentiated learning and the use of audio-visual media. These efforts help students with special needs in understanding the subject matter, and still need to be improved with the role of teachers in the practice of inclusive education.

1. Introduction

Students have the opportunity to learn alongside children with disabilities in regular schools. While challenging, inclusive education provides the opportunity to attend school together. However, one of the biggest challenges for elementary school teachers is their lack of understanding of students' special needs. (Ngcobo, 2024), There is also a need to provide full support for learning, so that teachers are often not trained to handle the various needs of students, so that the education provided to students with special needs is often inadequate (Nel, 2016).

Another problem is discrimination in schools, which leads to dissociative behavior in the form of verbal and non-verbal bullying. However, despite these challenges,

there are opportunities to strengthen inclusive education in Indonesia. One such opportunity is government policy support. This policy provides a legal basis and guidance for schools to adopt more inclusive educational practices (Dewi & Kurniawan, 2024). Inclusive education in elementary schools is a government policy to provide learning opportunities and reduce educational gaps (Fionita & Nurjannah, 2024; Sydorenko et al., 2024), even in various countries have started early childhood education (Romm, 2013; Sandt, 2020).

Due to the diversity in regular classes, teachers not only have a perception of students with special needs, but also really need to have deeper skills and knowledge to design learning that is appropriate for all students, whether they have or do not have special needs, strengthening is carried out for teachers who teach (Tah, 2025). One important aspect of inclusive education is curriculum flexibility. The curriculum is designed to meet the individual abilities and needs of children with special needs in this context (García-Barrera, 2022). This does not mean the curriculum is completely changed, but simply adapted so that students with special needs can follow the subject matter in a way that is more appropriate to their situation (Liebner, 2021).

For example, a child with special needs who has difficulty speaking may require a more visual or sensory-based learning approach, while a child with a motor impairment may require special assistive devices to participate in classroom activities. These children typically attend regular classes with a special aide teacher who assists them with their needs (Nurdin, 2024). Various countries have also implemented inclusive education, including in vocational education, research has been conducted on vocational inclusive education in secondary education and its implementation (Makarova, 2014), in Ukraine has been implemented in higher education, with an innovative approach in developing the latest trends to support the quality of education (Dmytriieva, 2025), also about the policy on the implementation of inclusive education in involving various stakeholders such as parents, students, teachers, planners, private officials, where the state policy recognizes that children and adolescents with special needs must receive inclusive education services (Umeh & Anyaele, 2024).

Apart from several countries that have established policies and implemented inclusive education, there are also efforts to fully support the implementation of inclusive education, although not yet optimal, while philosophically inclusive education and the movement have been implemented openly and internationally (Stegemann, 2018). For students with special needs, parental involvement in inclusive education is crucial to their success (Leonardo, 2009). To achieve inclusive education, parents not only help their children at home, but they also help schools create educational programs that suit their children's needs and potential (Adaka, 2022; Kaushik, 2024). According to Melinda, parental involvement in inclusive education creates a positive relationship between home and school, strengthens children's motivation, and improves children's perceptions of learning experiences (Melinda et al., 2025). Within a child-centered educational framework, parental participation should be understood as an active, equal partnership, not merely as a passive supporter (Tsyrenov, 2014).

Based on the background of inclusive education that has been put forward, it shows that inclusive education is very important to be implemented in education. There are many challenges but there are also various opportunities in implementing inclusive education in Indonesia (Dewi & Kurniawan, 2024). There are opportunities that can be exploited to strengthen inclusive education. One of them is as proposed by Tahsinia & Pujiaty (2024) This includes government-created policies, such as a legal basis with clear regulations, financial assistance, and national training programs for teachers teaching children with special needs. Second, schools can implement this policy through evaluation and monitoring of the inclusive learning process, thereby creating a safe learning environment for students (Tahsinia & Pujiaty, 2024).

In implementing inclusive education, physical and non-physical accessibility are key factors in determining the program's success. Physical accessibility includes disability-friendly building facilities, while non-physical accessibility encompasses differentiated learning approaches and inclusive communication. Both aspects must be met to create a welcoming and supportive learning environment (Donath, 2023; Kefallinou, 2020). By creating adequate accessibility, schools can create an inclusive learning environment, where all students, including students with special needs, can develop optimally, becoming the basis for formulating research questions related to the implementation of inclusive education at SDN 006 Sangkulirang.

This research begins by identifying the importance of inclusive education in elementary schools to ensure that all students, including those with special needs, have equal opportunities to receive a quality education. Inclusive education in elementary schools not only integrates students with special needs into the regular school environment but also provides an education tailored to their specific needs. This research aims to describe the physical and non-physical accessibility in implementing inclusive education at SDN 006 Sangkulirang.

2. Methodology

This research uses a qualitative approach (Creswell, 2012; Seidman, 2006; Sugiono, 2016), This descriptive qualitative research approach was chosen because the objective was to describe the implementation of inclusive education at SDN 006 Sangkulirang, which is expected to provide an in-depth overview of the observed phenomena without changing the existing variables. Data collection techniques used were observation, interviews, and documentation (Moleong, 2018). The interviews were primary sources and used open-ended interviews, with a pre-developed interview guide to guide all questions according to the research focus.

The interview guide instruments included: a) school policies regarding the admission of students with special needs, b) facilities provided by the school to support inclusive students, and c) school support in providing competent educators in inclusive education, c) adaptation of teaching methods implemented by teachers, d) challenges faced in teaching inclusive students, and f) forms of learning

evaluation implemented for students with special needs. The selected informants included eight teachers and the principal.

Data analysis used the Miles and Huberman interactive analysis model (Miles M.B., Huberman, A.M., 2014; Sugiono, 2016), All data analysis processes use qualitative data from interviews and observations, even with the support of documentation data. The data has been processed through an analysis process with data presentation, data condensation and drawing conclusions. The following is an interview guide used to collect primary data in this study:

Table 1. Interview Guidelines

No	Research Focus	Informan	Interview questions
1	The Principal's Inclusive	Education Policy	1. School policy regarding the admission of students with special needs 2. Facilities provided by the school to support inclusive students 3. School support in providing competent teaching staff in inclusive education
2	Implementation of Inclusive Education	Teachers	1. Adaptation of learning methods used by teachers 2. Challenges faced in inclusive student learning 3. Forms of learning evaluation applied to students with special needs
3	Challenges of Inclusive Education	Principal and Teachers	Obstacles faced by schools in implementing inclusive education
4	Perception and Participation	Parent	1. Perspectives on school policies regarding inclusive education 2. Parents' expectations of the principal and teachers 3. Experience communicating with children with special needs 4. Forms of support provided by the school to children and parents

3. Results and Discussion

Based on facility observations, schools still face limitations in providing disability-friendly accessibility. Wheelchair ramps, dedicated restrooms, and appropriate learning aids for students with special needs are still inadequate. This situation presents a barrier to implementing inclusive education in schools. The research findings revealed several interesting findings, as presented in the results and discussion sections. Based on an interview with the Principal of SDN 006 Sangkulirang, the school is committed to accepting students with special needs in accordance with the principle of inclusivity. Each new academic year, the school informs the community that SDN 006 Sangkulirang is open to all students without discrimination, even though SDN 006 Sangkulirang has not been designated as an inclusive education provider. However, this school policy is not fully supported by the readiness of facilities and infrastructure. The following is an excerpt from an interview with the principal:

> *At SDN 006 Sangkulirang, we welcome students with special needs, even though our school has not been officially designated as an inclusive school by the education department. However, we believe that all children have the right to receive educational services, and so we continue to accept them responsibly.*

Interviews with eight teachers at SDN 006 Sangkulirang revealed that they held interrelated perspectives. According to Teacher 1, the teaching method used is still lecture and question-and-answer, but she tries to simplify the material for students with special needs. The following is an excerpt from her interview: "I still use the lecture and question-and-answer method. For students with special needs, I simplify the material to make it easier to understand.

> "*Teacher 1 expressed difficulty in dividing the attention of all students due to the lack of a dedicated teacher. The following is an excerpt from her interview: "The lack of a teacher and training makes it difficult for me to teach optimally*."

Teacher 2 added that she tries to use visual media and simple props to help students with special needs understand the material. The following is an excerpt from her interview: *"I try to use visual media and simple props to help children with special needs understand the material."* However, she admitted to not having any special competencies and having never received training related to inclusive education. The following is an excerpt from her interview: "*I don't have any special competencies because I have never participated in inclusive training*." Teacher 3 stated that students with special needs are given assignments using a differentiated approach tailored to their needs. The following is an excerpt from the interview:

> *"I try to use a differentiated approach by giving assignments that are tailored to the level of difficulty for children with special needs."*

Teacher 3 also stated that she doesn't yet have a specific strategy because she has never participated in inclusive training. The following is an excerpt from the interview: *"Children get bored quickly, and I don't know a specific strategy because I haven't participated in training."*

Teacher 4 stated that dealing with students with special needs requires a specific approach, while teachers haven't yet received intensive training. The following is an excerpt from the interview: *"Children need more attention, but I don't yet have the specific competencies."* Teacher 5 also expressed a similar opinion regarding not having received intensive training on inclusive education, as quoted from her interview:

> *"Students with special needs are still passive and need a special approach. I have participated in inclusive training but haven't received intensive training."*

Teacher 5 also added another obstacle related to the lack of available facilities. The following is an excerpt from the interview: *"Supporting facilities aren't available yet, and I don't know the right method."*

Meanwhile, Teacher 6 also expressed the same concern regarding not having received inclusive education training, as cited in her interview regarding the obstacles teachers face in implementing inclusive education: *"inadequate guidance and training for teachers, and the need for learning aids."*

Teacher 7 also explained that the learning process utilizes the school's smart TV. The following is an excerpt from her interview: *"I use short stories and display images on the school's Smart TV."* Furthermore, Teacher 7 also experienced the same obstacles as Teacher 8, regarding the implementation of inclusive education: the lack of facilities for learning for children with special needs and the lack of intensive training. The following is an excerpt from the interview: "*There are no special facilities and training for teachers,"* said Teacher 7. "There are no special aids or training for teachers," said Teacher 8.

According to interviews with three parents of students with special needs, they expressed satisfaction with the school's acceptance of their children. However, they also hoped for more individual attention and regular communication between teachers and parents. Parents expressed the need for a counseling or guidance room specifically for students. The following is an excerpt from an interview with one parent: *"I am grateful that my child was accepted at SDN 006 Sangkulirang. Even though this school is not an inclusive school, the important thing is that my child can go to school like other children." "I hope the teachers and school can pay more attention, especially in terms of mentoring and communication about child development."*

Based on the documentation collected, SDN 006 Sangkulirang has demonstrated a strong commitment to realizing inclusive education, despite limited resources. The presence of several important documents, such as teaching modules, biographical data of students with special needs, and documentation of learning outcomes, reflects the school's concrete efforts to adapt a learning process that is friendly to all students. The main obstacles to the implementation of inclusive education at SDN 006 Sangkulirang include limited facilities, the lack of special assistants, and the lack of intensive training for teachers in handling student diversity. The following is documentation of classroom learning activities:

Figure 1. Photo of Learning Activities in Class

The school also lacks dedicated teachers to assist students with special needs in the learning process. Classroom teachers strive to adapt their teaching approaches as

much as possible, but limited competency and high teaching loads hinder optimal service delivery for students with special needs.

Table 2. List of Documents Collected

No	Document Type	Check list	Check list	Notes
1	Inclusive education school decree		√	
2	Inclusive education guidelines & guidelines		√	
3	Curriculum		√	
4	Teaching module	√		
5	Data on students with special needs		√	
6	Photos of inclusive learning facilities and activities	√		Photos of learning activities in class
7	Report on learning outcomes of students with special needs	√	Student learning outcome report	Student learning outcome report

Based on the findings of this study, SDN 006 Elementary School has accepted students with special needs, even though the school has not been officially designated as an inclusive school by the government through the Department of Education. This aligns with the results of research conducted by Cresnova, who stated that her research focused on services, facilities, and information technology that respect all users. She even used designs that address physical and non-physical accessibility, including teaching and learning designs for all users, such as UDL and UDI. (Ceresnova, 2015).

As the research results found, it states that there is a relationship between teacher training and the provision of guidance to inclusive students, this is in line with previous research which was very interesting, Tulashvili et al (Tulashvili et al., 2023), mentioning that a design and model have been developed for use on devices used in training for materials related to inclusive education so that professional training for people with disabilities occurs. This research uses computer technology that has been adapted architecturally and has software creation features for people with disabilities, especially the blind (Tulashvili et al., 2023).

Then also Harballeh research (Harballeh et al., 2025), This research was conducted to measure various indicators that are related to inclusive education, both the concept of policy, the existence of system structures and good practices so that a country that implements inclusive education, both those related to parents as part of a relationship that takes an approach to corruption education can be implemented so that children can have inclusive policies and all indicators can be achieved well, there are even recommendations for making policies that consider each indicator in a reform of inclusive education in each future, this is very interesting (Harballeh et al., 2025).

The research results can support the existence of socialization activities for the implementation of inclusive education policies which have been carried out quite well, however there is inconsistency in the information about inclusion for parents of students (Mayya et al., 2019). Regarding resources, the resources that are sufficient are authority resources. Schools still lack information on evaluation results regarding inclusive implementation, budget resources, facilities and infrastructure, and the quantity and quality of GPK (Mayya et al., 2019).

Differences in student abilities and conditions should not be seen as a burden, but rather as a challenge that offers benefits for teachers, students with and without special needs. The teaching paradigm implemented in schools must be based on a paradigm that understands and responds to the needs of its students (Murniarti & Anastasia, 2016). Students' spiritual and emotional intelligence sometimes does not develop well and can hinder the development of various aspects of the students themselves (Suryati & Salehudin, 2021). In implementing it, it is important to remember the basic principles of implementing inclusive education which are friendly, flexible, open, accommodating to needs, and willing to make changes to the system (Murniarti & Anastasia, 2016).

Research by Fionita et al. indicates that inclusive education is crucial for creating equality, participation, and respect for diversity in the classroom. Although its implementation still faces various challenges and obstacles, efforts by the government and relevant stakeholders have resulted in policies, programs, and best practice models for inclusive education (Fionita & Nurjannah, 2024), supported by other research such as research conducted in this direction by Umeh et al. (Umeh & Anyaele, 2024). Also supports 21st Century Education by using various supporting Educational skills (Salehudin, 2020, 2021; Suroso & Salehudin, 2021). Then research on the positive correlation between teacher perceptions with the literature and the basis used by teachers in inclusive education to create a highly collegial environment (Maeda et al., 2021), Even in many countries, inclusive education has been implemented based on state and education policies, such as in South Africa (Engelbrecht et al., 2005), in Russia has also implemented inclusive education (Bratkova et al., 2020).

Inclusive education in elementary schools is a government effort to educate the next generation to understand and accept differences and avoid discrimination in society. Thus, it can be concluded that inclusive education in elementary schools is a key component of policies, concepts, strategies, and even the effective use of inclusive education models in learning practices, supported by equipment and teachers who have received training and are able to provide guidance on inclusive education in elementary schools.

4. Conclusion

The implementation of inclusive education in physical accessibility at SDN 006 Sangkulirang is still inadequate to support the needs of students with special needs. Facilities and infrastructure such as ramps for wheelchair users, toilets suitable for

disabilities, and access to inclusive classrooms are not yet fully available. This condition indicates that the physical environment of the school is not fully friendly to all students. This limitation can hinder the active participation and independence of children in participating in teaching and learning activities at school. Meanwhile, regarding non-physical accessibility, teachers have shown good initiative through the implementation of differentiated learning and the use of audio-visual media. These efforts help students with special needs in understanding the subject matter. Therefore, this study provides specific conclusions regarding the practice of learning still needs to be optimally improved through teachers who must receive special training on inclusive education. It is also highly hoped that learning aids such as communication symbols and other alternative media are still very limited in use at this school. Future research is expected to provide specific contributions to certain areas such as teacher capabilities, the availability of special facilities, and also learning design for mixed classes between inclusive students and regular students, its implementation in elementary schools to be more in-depth.

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