



## Evaluation of Inclusive and Multicultural Education Policies to Support the Achievement of the Sustainable Development Goals (SDGs) at Tumbuh Elementary School in Yogyakarta

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### ABSTRACT

This study was motivated by the need for empirical evidence on the effectiveness of inclusive and multicultural education policies at the elementary school level to ensure fairness and the quality of learning. The purpose of this study was to evaluate the inclusive and multicultural education policies at SD Tumbuh Yogyakarta in support of the Sustainable Development Goals (SDGs). This evaluative study employs the CIPP (Context, Input, Process, Product) model within a mixed-methods, concurrent embedded design. Data were collected through document studies, in-depth interviews, and questionnaires that adapted the Index for Inclusion and multicultural education indicators. The evaluation results show positive achievements in all components. The Context component for inclusive education achieved a rating of "Very Good" (81%), while the multicultural component achieved a rating of "Good" (61%). In the Input component, the availability of infrastructure for inclusive and multicultural education was also adequate. The Process component of learning achieved a "Very Good" rating (87.50%), and the Product component showed positive social and academic development in students, supported by a flexible assessment system. Overall, the inclusive and multicultural education policies at SD Tumbuh have been well implemented and have contributed to creating a fair, high-quality learning environment that supports the SDGs, although there is still a need to strengthen aspects of multiculturalism and parent involvement.

## 1. Introduction

Inclusive and multicultural education is a strategic approach to basic education that aims to ensure access, participation, and quality of learning for all students without discrimination. Inclusive education is seen as a prerequisite for social justice and

integrity, with a focus on access, participation, and quality of learning for all children, not just children with special needs (Shaeffer, 2019; Yang et al., 2025). At the elementary school level, implementing these two approaches is crucial because the early stages of education play a significant role in shaping children's character, social attitudes, and perspectives on diversity. Meanwhile, according to Rad et al., (2022); Obcial et al., (2025), at the early and basic levels, inclusion fosters a sense of belonging, social-emotional development, and positive attitudes toward diversity, laying a foundation for the next level. Multicultural education in elementary schools serves to instill tolerance, mutual respect, and empathy in a diverse society such as Indonesia (Darajat et al., 2025; Ramdaniza et al., 2025). However, in practice, implementing inclusive and multicultural education still faces various challenges, ranging from policy readiness and educator competence to resource availability and support from the school environment and community. As in the systematic study by Yati et al., (2025); Yang et al., (2025); Deroncele-Acosta & Ellis, (2024); Wahyudi & Qibtia, (2025) in Indonesian elementary schools and developed countries, the challenges are system integration, limited facilities and support staff, digital competency gaps, and social stigma. These conditions require a systematic policy evaluation to ensure that the goals of inclusive and multicultural education are optimally achieved. Research from Yati et al., (2025); Rad et al., (2022); Yang et al., (2025); Deroncele-Acosta & Ellis, (2024) shows that systematic policy evaluation is needed to clarify objectives and indicators, strengthen ongoing teacher training, improve diversity-friendly infrastructure, and encourage multi-stakeholder collaboration.

The significance of this study lies in the need for empirical evidence on the effectiveness of inclusive and multicultural education policies at the elementary school level. Many studies emphasize the limited empirical evidence on the effectiveness of inclusive and multicultural education policies in elementary schools, underscoring the need for evaluative research to measure their real impact on student access, learning experiences, and achievement (Sh & Supriyono, 2024; Meliani, 2025). Evaluation is also important to assess whether policies actually reduce inequality and discrimination and support social justice and SDGs 4 (Didham & Ofei-Manu, 2020). Research from Sh & Supriyono (2024), Donath et al. (2023), and Yang et al. (2025) explains in an inclusive context, global reviews emphasize that policy and practice evaluations are necessary to improve teacher training, funding, and facilities so that inclusion is effective and sustainable. Meanwhile, studies from Jiang, (2025); Farid et al., (2024); Yuliana & Riswanto, (2025); Lestari, (2024); Ramdaniza et al., (2025) on multicultural education also emphasize the need for continuous evaluation to ensure that practices truly build tolerance, reduce conflict, and support sustainable development.

This study uses the CIPP evaluation model (Context, Input, Process, Product), an evaluative approach that comprehensively assesses policies from the policy's background and supporting resources, through program implementation, to the results achieved. The CIPP model was developed by Stufflebeam as a comprehensive evaluation model that assesses the context, input, process, and product to support decision-making and program improvement in education, rather than merely to "prove" results (Lee et al., 2019; Warju, 2016; Suri & Hariyati,

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2024). Furthermore, the research findings of Azizah & Zahraini (2025) indicate that context evaluation involves understanding the program, input evaluation focuses on the preparation and resources used, process evaluation focuses on how the program activities are carried out, and product evaluation focuses on the results of the implemented project. The main variables studied include inclusive and multicultural education policies, school readiness, the learning process, and its impact on students. In line with the research from Sutisna & Madani (2025), the program evaluation conducted using the CIPP model (Context, Input, Process, Product) elaborates that context evaluation assesses the extent to which school policies are implemented, input evaluation assesses the readiness of human resources, facilities, and budgets available to support program implementation, process evaluation assesses how program activities are implemented in classrooms and schools, and product evaluation measures the impact of program implementation on students' behavior, participation, and well-being.

Evaluation of inclusive education policies/programs in various elementary schools shows that program analysis can map supporting and inhibiting factors in implementation, such as the support of implementers, facilities, funding, and collaboration with external parties (Utari, 2021; Agustina & Rahaju, 2021; Juhri, 2023). In the context of multicultural education, the role of school policies that emphasize diversity, community support, and collaboration among educators becomes the main supporting factor, while the lack of parental awareness and limited teacher training become obstacles (Baehaqi et al., 2025; Solekha et al., 2025; Ilmi et al., 2021; Hasanuddin, 2024). These findings provide an important foundation for this research to delve deeper into the policy practices at Tumbuh Elementary School, which uphold inclusion and multiculturalism as the school's core values. Previous research shows that evaluations of inclusive and multicultural education policies can identify supporting and inhibiting factors in program implementation, including teacher self-efficacy, school management, and stakeholder involvement. Research on teacher readiness and issues in inclusive schools found that low competence and self-confidence in handling children with special needs (ABK), lack of training, and high administrative burdens are major barriers to the effectiveness of inclusion (Ratnaningrum et al., 2025; Ningrum et al., 2025; Mumpuniarti & Lestari, 2019). Educational psychology studies in inclusive schools show that teacher self-efficacy is an important factor related to emotional regulation, burnout, and the quality of inclusive practices (Purna et al., 2024; G.D. & Widiasari, 2020). This study's contribution not only enriches the discourse on evaluations of basic education policy but also strengthens the discussion on the role of inclusive and multicultural education in supporting the achievement of the SDGs.

Based on the above description, this study aims to evaluate inclusive and multicultural education policies at Tumbuh Elementary School to support the achievement of the Sustainable Development Goals (SDGs), particularly Goal 4 on inclusive, equitable, and quality education. Specifically, this study examines the alignment of the policy context, input readiness, implementation process, and the outcomes of the inclusive and multicultural education policy implemented at Tumbuh Elementary School. This study emphasizes the importance of a

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comprehensive evaluation of inclusive and multicultural education policies at the elementary school level to ensure the achievement of equitable, high-quality, and sustainable education goals.

## **2. Methodology**

### ***Research Design***

This study uses an evaluation approach with a mixed methods design in a concurrent embedded framework. Mixed methods is a research approach that integrates both quantitative and qualitative methods within a single study, from research questions, sampling, data collection, to analysis, so that one component can complement and extend the inferences of the other component (Birkeland et al., 2024; Adhikari & Timsina, 2024; Sharma et al., 2023). This approach is chosen because the combination of qualitative and quantitative methods provides a more comprehensive and in-depth understanding of inclusive and multicultural education programs. In line with Ridha et al. (2026), it is stated that the CIPP evaluation model has advantages in providing a comprehensive evaluation by covering four main dimensions: context, readiness, implementation, and outcomes of the program, thereby helping to provide a more thorough understanding of the program's success.

Its flexibility allows for the assessment of various aspects that contribute to the program's success; CIPP also encourages continuous improvement, enhances stakeholder participation (e.g., teachers, students, and parents), and supports evidence-based decision-making, ensuring objective and accurate evaluations for future program improvements. The research method used is evaluative research, applying the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. Evaluation is the process of formulating (delineating), obtaining, and presenting (providing) descriptive and judgmental information regarding the goals, design, implementation, and impacts of an object (such as a program, policy, or curriculum), fulfilling accountability needs, and improving understanding of the phenomena involved (Cahya & Bachtiar, 2020). In this study, the evaluation object is the implementation of inclusive and multicultural education at the elementary school level. The quantitative approach is used to provide an overview of the quality of the implementation of inclusive and multicultural education at Tumbuh School.

### ***Data Collection***

The researcher uses three techniques to collect data on the Multicultural and Inclusive Education Program at Tumbuh School: questionnaires, interviews, and document analysis. Qualitative data collection is conducted through in-depth interviews with interview guidelines to explore the competencies of resources, as well as document studies, to strengthen information on the context, inputs, processes, and outputs of the school's policy implementation that supports the creation of a safe and inclusive learning environment. Interviews are conducted with the principal, supporting educators, and relevant educators to evaluate the

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inclusive and multicultural education policies at Tumbuh Elementary School. Meanwhile, quantitative data collection is conducted using the Index for Inclusion questionnaire and indicators of multicultural education. Document analysis includes reviewing the school's profile, supporting decrees for inclusive and multicultural education, guidelines for implementing inclusive and multicultural education, memoranda of understanding (MOUs) between the school and other institutions, and school facilities and infrastructure for student diversity. Informants are purposively selected for their direct involvement in implementing these policies, ensuring that the collected data reflect diverse and relevant perspectives. This triangulation approach allows the researcher to assess the consistency between policies, practices, and stakeholders' experiences, while also evaluating the context, input, process, and product dimensions in accordance with the CIPP model.

### ***Instrument***

The qualitative research instrument uses interview guidelines and document study protocols, while the quantitative instrument consists of the Index for Inclusion and indicators of multicultural education. The instruments adopt and adapt the official indicators of the Index for Inclusion developed by Tony Booth and Mel Ainscow to assist schools in developing inclusive learning and participation (Booth & Ainscow, 2002). The dimensions of the Index for Inclusion are: (1) the dimension of creating an inclusive culture, which emphasizes the establishment of a school environment that accepts and values each individual through humanitarian values, equality, and anti-violence, ensuring that all school members feel safe and empowered; (2) the dimension of producing inclusive policies, which focuses on institutional commitment to designing fair and participatory policies, equitable resource management, and coordinated support arrangements to reduce barriers and discrimination in education; and (3) the dimension of developing inclusive practices, which highlights the implementation of adaptive, collaborative, and meaningful learning, with a curriculum and teaching strategies that are responsive to the diverse needs of students, ensuring that every child has the opportunity to learn and develop optimally.

For the multicultural education indicators, it uses the indicators formulated by James A. Banks & Banks (2010). Multicultural education, especially through its depiction of a framework that includes five dimensions important for effective teaching in diverse cultural environments. The five dimensions proposed include: (1) Content Integration, which emphasizes the inclusion of diverse perspectives in the curriculum; (2) Knowledge Construction Process, which focuses on how knowledge is generated and the implications of this process for learning; (3) Prejudice Reduction, which aims to foster attitudes that reduce bias among students; (4) Equity Pedagogy, which promotes teaching strategies that ensure equal opportunities for all students; and (5) School Culture Empowerment, which encourages a supportive environment for students from diverse backgrounds.

### ***Data Analysis***

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The research data is analyzed using both qualitative and quantitative approaches. Qualitative analysis is conducted using the interactive model (Miles et al., 2014), which includes three main processes: data condensation, data presentation, and drawing and verifying conclusions. Data condensation is carried out by selecting and focusing on information from the interview and documentation results. The condensed data is then presented systematically in narratives, matrices, and visualizations to facilitate understanding. Subsequently, drawing and verifying conclusions is done continuously through reflection, data review, and peer discussions to ensure the consistency and validity of the findings. Meanwhile, quantitative analysis is performed using descriptive analysis to describe the achievement level of inclusive and multicultural education indicators based on questionnaire data. The analysis steps include scoring responses, data entry, processing according to the assessment components, and presenting results as mean values, standard deviations, and achievement percentages. The results of the quantitative analysis are presented in tables and diagrams to provide a comprehensive overview of the implementation of inclusive and multicultural education at the elementary school level. The following is the data processing result with the Likert scale presented in the criteria categories used to analyze the data, as shown in Table 1.

Table 1. Score Interpretation Guidelines.

Interval	Category
$\mu + 1,5\sigma < X$	Very Good
$\mu + .5\sigma < X \leq \mu + 1,5\sigma$	Good
$\mu - .5\sigma < X \leq \mu + .5\sigma$	Fairly Good
$\mu - 1,5\sigma < X \leq \mu - .5\sigma$	Poorly Good
$X \leq \mu - 1,5\sigma$	Not Good

Source: (Azwar, 2022)

Explanation:

$\mu$  = Overall ideal mean score

$X$  = Obtained score

$\sigma$  = Ideal standard deviation

#### Policy Success Criteria

Success standards for each indicator and aspect are determined using ideal statistical calculations:  $\mu$ , the minimum theoretical average, and  $\sigma$ , the theoretical dispersion measure. The criteria are also converted into percentages to facilitate a holistic interpretation of the findings by the general public, as shown in Table 2.

Table 1. General Success Criteria Based on Percentage

Interval	Kriteria
$X > 75\%$	Very Good
$58,3\% < X \leq 75\%$	Good
$41,7\% < X \leq 58,3\%$	Fairly Good
$25\% < X \leq 41,7\%$	Poorly Good
$X \leq 25\%$	Not Good

Source: Research analysis results

The percentage calculation used refers to the mathematical derivatives of  $\mu$  and  $\sigma$ . In addition, since the lowest score in the questionnaire and document assessment is 1, adjustments are needed to obtain a precise percentage. The equation used is as follows.

$$\text{Percentage} = \frac{\text{actual Score} - \text{minimum score}}{\text{score range}} \times 100\%$$

### 3. Results and Discussion

#### *Achievement of the context component*

In the context component, the study of inclusive education covers three main aspects: policy document review, the Index for Inclusion, and interview analysis results. Meanwhile, in multicultural education, the discussion focuses on three main aspects: document analysis, multicultural education indicators, and interview results with relevant parties. Quantitatively, the level of achievement of the context component in inclusive and multicultural education in supporting the achievement of the Sustainable Development Goals (SDGs) at SD Tumbuh is presented and analyzed using the data in Tables 3 and 4.

Table 2. Achievement of the Context Component of Inclusive Education

	Score	%	Category
Document	20	71.43	Good
<i>Index for inclusion</i>	152.00	81	Very Good

Source: Research analysis results

Based on Table 3, the context component of inclusive education shows positive results, with document assessment scoring 20 points and a 71.43% rating in the Good category, indicating that policies and planning to support inclusive education are in place and functioning adequately. Meanwhile, the assessment using official indicators in the Index for Inclusion, developed by Tony Booth and Mel Ainscow, scored 152.00 (81%) and was in the Very Good category, indicating that the context component has been well implemented and supports the creation of an inclusive educational environment.

Table 3. Achievement of the Context Component of Multicultural Education

	Score	%	Category
Document	17	60.71	Good
Multicultural indicator	109.50	61	Good

Source: Research analysis results

Based on Table 4, the achievement of the context component of multicultural education shows fairly good results. The assessment, based on documents obtained, scored 17 (60.71%) and was in the Good category, indicating that written policies and plans related to multicultural education are available and have been implemented, although not yet optimally. Meanwhile, the assessment using

multicultural indicators scored 109.50, with 61 percent in the Good category, indicating that the application of multicultural education values and principles in the school context is running quite well but still needs to be strengthened to achieve more optimal and equitable implementation. After discussing the questionnaire data and document study, the achievements of the context component were also examined in the qualitative data from interviews with the principal of SD Tumbuh, as shown in Tabel 5.

Table 4. Interview Questions and Answers Component Context

Interview Time	Interview Time	Interview Time
10.41 - 10.43	What is the school's vision and mission in accommodating inclusive and multicultural values?	The school's vision and mission are designed to respect each child's uniqueness. Inclusivity here extends beyond children with special needs (ABK) to include social, economic, and character diversity.
10.43 - 10.45	Are the school's vision and mission related to the SDGs' points 4 (quality education) and 5 (gender equality)?	The school responds to the SDGs by celebrating differences and ensuring that all genders receive the same educational services without discrimination.
10.45 - 10.48	What are the socio-cultural challenges in implementing inclusive education?	Challenges include stigma among parents who think inclusion is only about ABK, limited infrastructure, and government policies that often standardize students.
10.48 - 10.50	What is the PPDB mechanism at Sekolah Tumbuh?	Student admissions are conducted through observation of the child's potential and readiness (not reading or writing tests), as well as interviews to align the school's vision and mission with parents'.
10.52 - 10.55	What form does inter-institutional cooperation take?	Collaboration is carried out internally (between Tumbuh campuses) through sports days and externally with institutions such as KPID DIY and COP for specific education.

Source: Interview, November 28, 2025

Interviews with the principal of Tumbuh Elementary School revealed that inclusivity is understood as respecting the uniqueness of each child, and multiculturalism as an effort to unite diversity in the spirit of togetherness. Both are seen as complementary and in alignment with the values of the SDGs. Research by Fathinnaufal & Pamungkas (2025) revealed that inclusive education in elementary schools is a government policy to provide equal learning opportunities for all students, including those with special needs, by integrating them into regular schools and adjusting education according to their individual needs, so that all students can receive education suited to their potential. Studies by Yang et al. (2025); Rad et al. (2022) also explain that inclusion, as a recognition of diversity and the unique needs of each child, is central to the global SDG 4 framework on inclusive and equitable education. Furthermore, multicultural education at the elementary school level is seen as a policy strategy to foster tolerance, manage cultural diversity, and support the 2030 Sustainable Development Agenda (Sari et al., 2024). Thus, Sorkos & Hajisoteriou (2020) proposed the concept of "sustainable intercultural and inclusive education," which combines inclusive and

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intercultural/multicultural education for social justice across generations. The main challenges in implementing policies at Tumbuh Elementary School include parental stigma toward inclusive schools, limited infrastructure, and government policies that tend to standardize, which the school responds to through parent training and collaborative approaches. This is also outlined in several studies by Isyatirradhiyah et al. (2025); Yarliani & Koenarso (2025); Putri & Bimantara (2025); Dewi et al. (2025); Af'idah et al. (2025); Suwarta et al. (2025), which identify parental and community stigma toward inclusive schools/children with special needs (ABK), limited infrastructure, and weak teacher competencies as major barriers to implementation in elementary schools across various regions in Indonesia.

The student admission process at Tumbuh Elementary School is designed without academic testing, but rather through observation and interviews to understand the child's potential and align the vision with the parents. Findings from Isyatirradhiyah et al. (2025); Dewi et al. (2025); Rad et al. (2022) also show that non-test assessment approaches (observations, interviews) to understand the child's potential and adjust support are in line with the principles of adaptive curriculum and holistic assessment in inclusive education. This reflects the principle of inclusion, which rejects discrimination and focuses on a holistic understanding of prospective students. Similarly, studies by Faridah et al., (2025); Jernigan & Carbonneau, (2025); Boske et al., (2018); Althans et al., (2023) confirm that this approach aligns with the inclusion principle, rejecting discrimination and focusing on a complete understanding of prospective students, not just filtering based on academic scores. The policy implementation is strengthened through internal campus cooperation and external partnerships with organizations such as KPID DIY and COP, which support literacy, parent empowerment, and environmental education, enabling Tumbuh Elementary School to build an inclusive, multicultural, and sustainability-oriented educational ecosystem. Similar research by Ardoin et al. (2020); Vance-Chalcraft & Jelks (2022) on environmental education programs for conservation (systematic review of 105 studies) found that effective programs almost always involve partnerships with scientists, park managers, universities, or community organizations, focusing on local issues, and incorporating direct action elements such as reforestation, river monitoring, or endangered species protection. Additionally, universities like UGM, UNY, UKDW, and AKN SBY contribute by providing resource persons, research, and training on handling children with special needs and on strengthening multicultural values. This research is supported by Mintz's (2022) conceptual framework, which emphasizes that universities play a role as "custodians of knowledge" on special needs and inclusion, making university-school partnerships key to improving service quality for children with special needs.

Based on the Index for Inclusion, it can be seen that the school culture at Tumbuh Elementary, which is open to diversity, the policies supporting inclusion, and the adaptive learning practices, demonstrates that the school not only has a normative commitment but also successfully internalizes inclusion values in daily life. This aligns with research by Kamran & Siddiqui (2024); Sigstad et al. (2021), which state that a school culture open to diversity, policies that protect the rights of all students, and adaptive learning practices are key indicators of a mature, inclusive

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school. Meanwhile, the multicultural education indicators indicate that the school has successfully integrated multicultural values into the curriculum, social interactions, and institutional culture. Multicultural practices are not only present in ceremonial activities but also in the daily lives of students and teachers. A similar study by Savika et al. (2025) in MI Guntur Nusantara Denpasar shows that values of tolerance, mutual respect, cooperation, empathy, and social integration are internalized through integration in the curriculum, extracurricular activities, school habits and culture, and teacher professional development; the result is a harmonious and inclusive school environment.

### *Achievement of the Input Component*

In the input component, the discussion focuses on the competencies and supporting resources for program implementation through two main areas: document review and analysis of interview results. These two focuses are used to obtain a comprehensive overview of the input aspect in its implementation. The achievement of the input component in inclusive education documents is shown in Table 6.

Table 5. Achievements of the Inclusive Education Input Component Documents

Document	Indicator	Score	%	Category
	Facilities & Infrastructure Human Resources (SDM)	22	78.57	Good

Source: Research analysis results

The Human Resources Facilities and Infrastructure indicator scored 22 with an achievement percentage of 78.57% and was classified as Good. This result shows that, administratively and in terms of documentation, the availability and readiness of facilities, infrastructure, and human resources supporting inclusive education have been adequately fulfilled, although this achievement still offers room for improvement so that the implementation of inclusive education can run more optimally and sustainably. The achievement of the multicultural education input component is shown in Table 7.

Table 6. Achievement of Multicultural Education Input Component Documents

Document	Indicator	Score	%	Category
	Facilities & Infrastructure Human Resources (SDM)	12	42.86	Good

Source: Research analysis results

The Facilities and Infrastructure indicator scored 12.00 with an achievement percentage of 42.86% and was categorized as Good. This result shows that, in terms of documentation, the availability and readiness of facilities and infrastructure to support the implementation of multicultural education have been optimally fulfilled. The relatively high achievement percentage indicates that the school has a strong foundation in providing learning support facilities that respect diversity, although continuous efforts are still needed to strengthen the quality and

sustainability of multicultural education implementation. In addition, the interview results are presented in the following table 8.

Table 7. Interview Questions and Answers on Input Components

Interview Time	Question	Narrative and Explanation
10.55 - 10.57	How are school facilities provided and optimized?	The school has made accessibility adjustments, such as moving classrooms to the ground floor for wheelchair users and providing sign language training for teachers.
10.57 - 10.59	Does the curriculum design use central standards or its own adaptations?	The school uses an adapted curriculum that combines the national curriculum, the growth curriculum, and the Cambridge program, with lesson plans created each semester anew.
10.59 - 11.02	How are teacher competencies and training managed?	Teachers participate in Teachers at Work (TAW) four times a year, which includes training tailored to student needs, such as handling autism or speech delay.

Source: Interview, November 28, 2025

Based on interviews with the Principal of Tumbuh Elementary School in Yogyakarta, the school has implemented inclusive and multicultural education policies through three main dimensions: providing adaptable physical facilities, strengthening teacher capacity, and designing a contextual and flexible curriculum. As highlighted in the study by Sola et al. (2025) on responsive curricula, a disability-friendly physical environment (wheelchair access, disability-friendly toilets, assistive devices) is a key prerequisite for the success of inclusive education; without this infrastructure, a responsive curriculum is difficult to implement effectively. From the facility aspect, Tumbuh Elementary has adjusted the learning environment by moving classrooms to the ground floor for wheelchair users, providing both sitting and squatting toilets, installing hand brakes and assistive handles for students with cerebral palsy, and offering sign language training for teachers when there are students with hearing impairments, ensuring accessibility and communication. This is supported by a study in Rwanda by Mugiraneza (2022), which shows that wheelchair paths, special toilets, braille, and the use of sign language correlate with improved competencies among students with special needs and a stronger sense of inclusion.

From the teacher competency perspective, Tumbuh Elementary organizes the Teachers at Work (TAW) program four times a year to enhance professional capacity through training on the characteristics of children with autism and speech delays, and on relevant teaching strategies, further strengthened through cooperation with Education of Support. Studies by Picón (2024); Obcial et al. (2025) in the Philippines and Paraguay show that teachers consider training on specific disabilities, adaptive teaching strategies, and the use of assistive devices as essential for the effectiveness of inclusive learning. Meanwhile, from a curriculum perspective, Tumbuh Elementary follows the national curriculum but develops it through the Tumbuh Curriculum and the Cambridge International Primary Program (CIPP), and prepares new lesson plans every semester based on students' actual needs, ensuring that inclusive values are consistently integrated. These efforts

demonstrate Tumbuh Elementary's commitment to creating a friendly, safe, and equitable educational ecosystem while supporting the achievement of the SDGs in the areas of quality education and gender equality. As explained by Purnamawati (2024), Abdulloh & Makruf (2023), and Fatchurrohman & Baxriddinovich (2024), many elementary schools in Indonesia integrate the national curriculum with Cambridge Primary to achieve both national competencies and global standards, especially in Mathematics, Science, and English. Additionally, a global review of inclusion and SDG 4 emphasizes that a flexible, needs-responsive curriculum that explicitly integrates values of justice, anti-discrimination, and gender equality is key to achieving "inclusive and equitable quality education" (Aybek & Oğuz, 2025; Ashoumi & Yusuf, 2024; Unterhalter, 2019; Yang et al., 2025).

### *Achievements of the process component*

In the process component, the assessment of achievements focused on the level of success of the learning implementation at SD Tumbuh. The analysis of this component was conducted through a review of learning implementation documents and an in-depth interview with several respondents involved in the learning process. The achievements of the inclusive and multicultural education process component are documented in Table 9.

Table 8. Achievement of Documents for the Process Component of Inclusive and Multicultural Education

Document	Indicator	Score	%	Category
	Implementation of Learning	7	87.50	Very Good

Source: Research analysis results

The learning implementation indicator scored 7, with an achievement percentage of 87.50%, and was categorized as excellent, indicating that the learning process met most of the criteria for inclusive and multicultural education. This achievement indicates that the planning and implementation of learning has been carried out in a manner that is responsive to the diversity of students, both in terms of special needs, socio-cultural backgrounds, and individual characteristics, thus being in line with the principles of inclusivity and multiculturalism, although there is still limited room for improvement in order to achieve a more optimal level of achievement. In addition, this component presents the results of interviews in Tabel 10.

Table 9. Interview Questions and Answers for the Process Component

Interview Time	Question	Narrative and Explanation
15.25 - 15.35	What strategies are used to assist children in the classroom?	Supporting educators to conduct observations (1 week) and then discuss appropriate strategies with classroom teachers. The approach used is trial and error because each child is unique. An example of a strategy is giving consequences (such as sitting in the corner for a number of minutes appropriate to the child's age) to train focus and behavior.

Interview Time	Question	Narrative and Explanation
15.15 - 15.25	What training is provided to support educators?	Training is held almost every year for all teachers, covering the introduction of barriers such as speech delay. Recruitment focuses on graduates of PLB (Special Education) or Psychology. In addition to training, there are simulations with teachers and Focus Group Discussions (FGD) to practice strategies for handling children.
15.35 - 15.45	What are the factors that support and hinder the implementation of inclusive and multicultural education policies?	Supporters: parental support, environment, human resources, and freedom of expression for children. Obstacles: parents who are too busy, resulting in school programs not being synchronized at home, as well as technical obstacles such as power outages that interfere with learning.

Source: Interview, November 5, 2025

The research findings show that the inclusive learning strategy at Tumbuh Elementary School is implemented adaptively through observation, teacher collaboration, and a trial-and-error approach that adjusts methods to each child's needs, including the application of consistent, gradual consequences that are effective for children with hyperactive behavior or ADHD. This is also stated by Tiwan (2025) and Malizal & Rahman (2024), who argue that effective inclusive education requires individualized learning strategy adjustments through continuous observation and method flexibility, in line with the principles of Universal Design for Learning and differentiated instruction. Furthermore, for children with ADHD/challenging behaviors, inclusive classroom studies emphasize the importance of structured behavior management, consistent and gradual consequences, positive reinforcement, and collaboration with parents and fellow teachers (Agustin, 2025; Del Castillo, 2025). Another study by Hermalinda et al. (2025) shows that inclusive character education at Darul Aziziyah Amilin Integrated Islamic Junior High School is implemented by creating an inclusive classroom environment, integrating local cultural values, and carrying out intra- and extracurricular programs that emphasize tolerance, cooperation, and empathy, thereby encouraging student-centered learning and cooperative, collaborative, and active approaches. Despite challenges such as limited parental involvement, the school continues to strive to improve quality through evaluation and regular communication, and the research results show that this strategy is effective in shaping students' character and social awareness.

Supporting factors for success include parental involvement, school support, teacher readiness, and flexible learning facilities, while policies that allow student expression further strengthen inclusive practices. This is also found by Dewi et al. (2025); Sánchez et al. (2019); Sakia & Devi (2025); Dey (2025), who find that the success of inclusion is strongly supported by parental and community involvement, which enhances the sustainability of education for children with special needs (ABK) and social acceptance in the surrounding environment. Additionally, reviews and field studies of inclusive elementary schools in Indonesia confirm that

teacher readiness and training, supportive school leadership, and adaptive/flexible learning environments and facilities are key to preparing schools to accept students with special needs (Atika, 2024; Ediyanto et al., 2024; Afriani, 2025; Almulla et al., 2025). Other research by Alhassan et al. (2025); Salehiamiri et al. (2025) shows that many studies identify low parental involvement (due to economic burden, distance, stigma, and lack of understanding) as a major barrier to the success of inclusion. However, barriers arise from limited parental involvement and technical challenges, such as power outages that disrupt the use of learning media. This is also supported by research from López et al. (2025); Guillén-Martínez et al. (2025); Almulla et al. (2025); Mairal-Llebot et al. (2023), which states that the use of technology for inclusion is often hindered by infrastructure limitations and technical disruptions, creating gaps and access barriers for students. Therefore, the effectiveness of inclusive education at Tumbuh Elementary School depends on the synergy between family support, the environment, and facilities, while also requiring solutions to technical challenges and parental participation to optimize learning.

### *Achievements of the product component*

Achievements in the product component can be seen in students' development at SD Tumbuh, ranging from behavioral achievements to academic and non-academic achievements. The achievements of the inclusive and multicultural education product component are documented in Table 11.

Table 10. Achievements of the Inclusive and Multicultural Education Product Component Documents

Document	Indicator	Score	%	Category
	Behavior Student	8.00	100.00	Very Good

Source: Research analysis results

The learning outcome indicator scored 8.00 with an achievement percentage of 100.00% and was categorized as Very Good. This result shows that, in terms of documentation, students' learning outcomes fully meet the criteria for implementing inclusive and multicultural education. This maximum achievement indicates that an educational process that respects students' diversity and individual needs has had a positive impact on learning outcomes, while also reflecting the effectiveness of implementing the values of inclusiveness and multiculturalism in school practices. In addition, the researcher also conducted interviews on this component, and the results are presented in the following table.

Table 11. Interview Questions and Answers Component Product

Interview Time	Question	Narrative and Explanation
15.35 - 15.55	How are student learning outcomes and development assessed?	Students are evaluated on three levels (high, middle, low) and adjusted to the child's abilities (e.g., oral tests for those who cannot yet write). Academic achievement is adjusted to each child's abilities. A score of 70 or 100 for one child has a different meaning than it does for another, because the

Interview Time	Question	Narrative and Explanation
		indicators of mastery are adjusted to each child's individual capacities. Progress is assessed based on the child's development in independence, academics, social skills, emotions, and behavior.

Source: Interview, November 7, 2025

Based on interviews with educators at Tumbuh Elementary School, the inclusive education approach implemented at the school has successfully promoted students' development, both socially and academically, through acceptance, individual support, and a supportive learning environment. This is also in line with research on inclusive elementary schools in Indonesia, which shows that inclusive education enhances peer acceptance, self-confidence, recognition of social cues, teamwork, and participation in group activities among students with special needs (Kirana et al., 2025). Behavioral changes in students at Tumbuh Elementary are evident in improved social skills: initially, passive students became more communicative, more willing to greet teachers, and more active in interacting with their peers. Academically, while progress was not always drastic, students showed significant improvement, given their individual capacities, such as improved reading skills thanks to continuous support. An international meta-analysis conducted by Watkins et al. (2019) on autistic students in inclusive settings showed that interventions (visual support, self-monitoring, peer-mediated, and teacher interventions) resulted in moderate to large effects, particularly in social-communication skills.

Furthermore, the academic achievement of students at Tumbuh Elementary is evaluated flexibly with differentiated learning through three-level worksheets (high, middle, low) so that each student can complete tasks according to their ability, along with assessments that vary between written tasks for students who can write and oral methods for students with writing difficulties, including some autistic students with severe impairments, ensuring that each child receives fair and relevant assessment. As stated by Bakoč et al. (2025); Huang et al. (2025); Dalgaard et al. (2022), academically, inclusion does not harm the achievements of other students, and more inclusive schools are actually correlated with better academic performance for all students. Through this adaptive strategy, Tumbuh Elementary not only ensures social and academic development that aligns with each child's potential but also makes a tangible contribution to achieving SDG Goal 4 by providing quality, equitable, and inclusive education for all learners. Various studies conducted by Rajak & Dey (2025); Appiah-Odame (2025); Nicholas et al. (2024); Scharenberg et al. (2019); Goyibova et al. (2025); Pandey (2022) on differentiated instruction and differentiated assessment emphasize that tiered assignments, varied task formats (written/oral), flexible time, and curriculum adaptations help students with diverse abilities express learning in a fair and meaningful way. Large-scale reviews by Tafese & Kopp (2025); Zickafoose et al. (2024); Yang et al. (2025); Rad et al. (2022); Yati et al. (2025) on inclusive education and SDG 4 confirm that inclusive access, equality, curriculum adaptation, fair assessment, and teacher capacity building are key pathways to “quality, equitable, inclusive education for all”.

#### 4. Conclusion

Based on the evaluation using the CIPP model, it can be concluded that from the context component, the inclusive and multicultural education policy at SD Tumbuh has been well formulated, supported by adequate policy documents and school values that promote respect for diversity. Despite challenges such as social stigma and limited facilities, the school has succeeded in creating an inclusive and responsive environment through a holistic approach to student acceptance and partnerships with various parties. For the Index for Inclusion, the school achieved a “Very Good” rating, indicating that its culture, formal policies, and daily practices have created an environment that accepts and empowers all individuals. Meanwhile, the assessment based on multicultural education indicators was in the “Good” category, indicating that multicultural values such as diverse content integration, prejudice reduction, and equity pedagogy have been internalized in the school's curriculum and interactions, although there is still room for further strengthening and optimization. In the Input component, the school has provided adaptive facilities and infrastructure and has strengthened teacher capacity through continuous training. The flexible and contextual curriculum allows for the integration of inclusive and multicultural values into learning, although further strengthening in multicultural education can still be improved. Then, for the Process component, the learning process is carried out adaptively and collaboratively, with strategies tailored to students' individual needs. Parental involvement and school environment support are key contributing factors, although there are obstacles such as limited parental participation and technical constraints. The product of this policy has had a positive impact on students' social and academic development. Students have shown improvements in social skills, self-confidence, and academic achievement in line with their individual potential. A flexible and fair assessment system ensures that every child has equal learning opportunities.

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