

Strategies for the Implementation of Inclusive Education in Humbang Hasundutan Regency

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ABSTRACT

Inclusive education is an educational approach that provides equal opportunities for all students, including children with special needs, to obtain proper educational services without discrimination. This study aims to describe the implementation of inclusive education in schools, covering the learning process, the role of teachers, facilities and infrastructure, as well as the supporting and inhibiting factors in its implementation. The research method used is a qualitative approach with a descriptive research design. Data collection techniques were conducted through observation, interviews, and documentation. The results of the study indicate that the implementation of inclusive education in schools has been carried out fairly well through curriculum adjustments, the use of flexible learning methods, and collaboration among teachers, parents, and the school. Teachers play an important role in creating a friendly learning environment that supports the diversity of students. However, the implementation of inclusive education still faces several obstacles, such as limited teacher competence in handling students with special needs, inadequate supporting facilities, and the lack of special assistant teachers. Therefore, continuous training for teachers, the provision of adequate facilities, and supportive school policies are needed so that inclusive education can be implemented optimally. This study is expected to serve as a reference for strategies in developing inclusive education in schools.

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INTRODUCTION

Inclusive education emerged as a response to the limited access for Children with Special Needs (CSN), which was previously centered only in Special Schools (Sekolah Luar Biasa/SLB) located in urban areas. This was driven by human rights principles, equal access to education, and the need to build a society that is more tolerant of diversity. Education is a fundamental right of every citizen without exception, including children with special needs. In practice, there are still many disparities in access to education for students from different backgrounds, whether in terms of physical, intellectual, social, or emotional abilities. Therefore, the concept of inclusive education has emerged as a solution to provide equal learning opportunities for all students.

Inclusive education is an educational system that provides opportunities for all students to learn together in the same educational environment without discrimination. The

implementation of inclusive education in schools is expected to create a friendly environment, respect diversity, and encourage the optimal development of every individual.

The following are the main factors underlying the emergence of the inclusive education system:

- a. Human Rights and Equality: Every child, regardless of physical, mental, or social background, has the same fundamental right to receive proper education.
- b. Limited Access and Location: The distance of Special Schools (SLB), which are generally located in district capitals, places a heavy burden on children living in rural areas. Inclusive schools enable them to attend schools closer to their homes.
- c. Negative Impact of the Segregation System: The separation of children into Special Schools has been criticized because it limits their social interaction with peers in the general community, thereby hindering socialization and independence.
- d. International Declarations: Global commitments such as the Convention on the Rights of the Child (1989) and The Salamanca Statement (1994) became important milestones encouraging countries, including Indonesia, to shift toward Education for All.

Problem Formulation

1. What is meant by inclusive education?
2. How is inclusive education implemented in schools?
3. What are the challenges in implementing inclusive education?
4. What are the solutions to overcome these challenges?

Objectives of the Study

1. To explain the concept of inclusive education.
2. To describe the implementation of inclusive education in schools.
3. To identify the challenges in implementing inclusive education.
4. To provide solutions to the obstacles encountered.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive-analytical method. The qualitative approach was chosen because this research aims to understand the strategies for implementing inclusive education in a deep, holistic, and integrative manner within its natural setting.

The type of research used in this study is a case study focused on the strategies for implementing inclusive education. The researcher not only describes the data, but also explores the principles of inclusive education, the strategies for its implementation, and the challenges faced in implementing inclusive education in public schools.

The research was conducted in Humbang Hasundutan Regency, with junior high school educational institutions as the research subjects by selecting several schools as samples. The data were obtained through documentation studies by collecting and analyzing supporting documents such as data on students with special needs, analysis and identification documents of students with special needs, and learning tools used in the implementation of inclusive education.

DISCUSSION

Definition of Inclusive Education

According to the Indonesian Dictionary (KBBI VI Online), inclusion is an activity of teaching students with special needs in regular classrooms. Meanwhile, according to Andriani and Nurul Sa'adah (2022:2), inclusion is an approach to building an environment that is open to everyone with different backgrounds and conditions. This includes characteristics, physical conditions, personalities, status, ethnicity, culture, and others.

Thus, inclusion is not only about teaching students with special needs in regular classes, but also about creating an environment that is open and accepting of all differences. Inclusion means that everyone, regardless of their background and condition, can learn together comfortably while respecting one another. Inclusive education is an educational approach that integrates all students, including those with special needs, into the regular education system. In inclusive education, schools adapt to the needs of students, rather than students having to adapt to the system.

Stubbs (2002:17) also states that inclusive education is not only related to the inclusion of persons with disabilities. There are many groups vulnerable to exclusion from education, and inclusion essentially means creating a system that can accommodate everyone. Stubbs (2002:37) further explains that inclusive education is not another name for special needs education. Inclusive education uses a different approach in identifying and solving difficulties that arise in schools.

This opinion is in line with Sulfiani (2025:1), who states that inclusive education is an educational system that organizes learning by respecting differences in abilities, backgrounds, and the needs of students. In this system, students with special needs are not separated or excluded, but instead are included together with their peers in regular classroom environments. Meanwhile, Andriani (2022:3) explains that inclusive education is an educational system that provides opportunities for students with special needs, including students with disabilities and those with special intelligence and/or talents, to participate in education or learning together with other students in the same educational environment.

Inclusive education means that every student receives services according to their special needs wherever they are, through an open, non-discriminatory, and child-centered educational system that accommodates all children in the same classroom. Therefore, inclusive education is an educational system that provides the widest possible opportunities or access for all children to obtain quality education according to their individual needs without discrimination. Based on the statements and opinions of several experts above, the writer concludes that inclusive education is an educational system that encourages all children to learn together in the same classroom, including children with special needs. In this system, schools are the ones that must adapt. Inclusive education also values differences and ensures that all children have equal opportunities to learn without discrimination.

Principles of Inclusive Education

Every child is different, and these differences become strengths in developing their potential. The main principle in implementing inclusive education is that all children, without exception, are able to learn. Learning is a collaboration between teachers, parents, and the community. Therefore, the implementation of inclusive education requires changes in mindset,

technical arrangements, policies, culture, classroom management, and the application of adaptation principles (Ministry of Education, Culture, Research, and Technology, 2021:4).

In an effort to create a conducive learning atmosphere in inclusive schools, the Ministry of National Education (as cited in Lubna, 2021:16) formulated several principles of learning in inclusive schools, as follows:

- a. Motivation Principle: Teachers must continuously provide motivation to students so that they maintain enthusiasm and high spirit in participating in teaching and learning activities.
- b. Background or Context Principle: Teachers need to understand students deeply, use examples, utilize learning resources available in the surrounding environment, and avoid unnecessary repetition of teaching materials.
- c. Social Relationship Principle: In teaching and learning activities, teachers need to develop learning strategies that optimize interactions between teachers and students, students and students, teachers and the environment, as well as multidirectional interactions.
- d. Individualization Principle: Teachers need to understand the initial abilities and characteristics of each child deeply, both in terms of their abilities and limitations in understanding learning materials, their learning pace, and their behavior, so that each child receives appropriate attention and treatment in the learning process.

The Ministry of Education, Culture, Research, and Technology (2021:5) also states that there are several principles of inclusion that must be considered in implementing inclusive education.

- a. Principle One: Diversity in the Classroom Enriches and Strengthens Education
Every child is unique, and every group of students is different. Diversity in schools is a natural condition. Each student has different experiences, cultures, beliefs, and values. Diversity is a challenge for teachers, students, and parents, but it is also an opportunity to build better relationships and develop personal, social, and academic abilities. Teachers in inclusive schools must understand classroom diversity and make use of students' diverse knowledge and experiences so they are prepared to face challenges.
- b. Principle Two: Strength-Based and Individualized Curriculum
A strength-based approach is the main principle of inclusive education because every child has inherent strengths and talents. The strengths and special needs of students must be considered in curriculum planning and implementation, especially in the learning process. A strength-based and individualized curriculum will increase students' engagement, motivation, and academic achievement. This curriculum approach accepts diversity and differences while facilitating individual learning opportunities.
- c. Principle Three: Student Participation and Student Organizations
The role of students influences the success of inclusive education in schools. Therefore, teachers should seek students' perspectives so that they can make meaningful contributions in the classroom. Teachers can also utilize student organizations within the school.
- d. Principle Four: Involvement of All Stakeholders
Inclusive education provides opportunities for students with diverse abilities to grow and learn. Parents and students are given accurate information regarding learning progress through continuous formative and summative assessments. Schools use positive

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feedback approaches in reporting student development to create positive public perceptions and increase awareness of a positive school culture.

- e. Principle Five: Teachers in Inclusive Schools Need Commitment, Knowledge, and Practical Skills

A good learning process must be implemented for all students. Teachers in inclusive schools must apply the 3-H principles: heart (commitment), head (critical knowledge), and hand (practical strategies). Teachers must be committed to teaching all students and use effective strategies to make classrooms more engaging. They must also possess critical knowledge and skills to teach students with different abilities and learning styles.

Implementation of Inclusive Education in Schools

The concept of inclusive education is an educational approach that guarantees the rights of all students, including children with special needs, to obtain equal, quality, and non-discriminatory educational services within the same learning environment. This approach is based on the principle of respecting the diversity of students' characteristics, abilities, and backgrounds as potentials that need to be optimally developed through appropriate educational support. Normatively, the implementation of inclusive education in Indonesia is regulated in the Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Students with Special Intelligence and/or Talents, which emphasizes that every student, whether having disabilities or special intelligence and talents, has the right to participate in education together with other students in the same educational environment.

In addition to emphasizing equal access to education, inclusive education also focuses on the active involvement of students in the learning process according to their individual needs and characteristics. Thus, inclusive education functions not only as a means of fulfilling educational rights, but also as a strategy to create equitable and fair education. Through this approach, all students are given equal opportunities to develop academically, socially, and emotionally within an educational environment that values differences and diversity.

According to Putri (2025), the implementation of inclusive education requires schools to change their paradigm from an exclusive system to one that is adaptive and friendly toward student diversity. Schools must be able to create learning environments that support students' academic, social, emotional, and skill development comprehensively. In addition, the success of inclusive education is influenced by curriculum readiness, teacher competence, school facilities, as well as support from families and communities.

The implementation of inclusive education in schools can be carried out through several approaches, including the following:

Curriculum Adaptation

Curriculum adaptation is a fundamental aspect of implementing inclusive education because it functions to accommodate the diversity of students' needs, abilities, and characteristics. The curriculum in inclusive schools must be flexible and adaptive through modifications of learning objectives, materials, methods, media, and evaluation systems so that all students can participate optimally in the learning process without discrimination. These adjustments are not intended to lower educational standards, but rather to ensure that competencies can be achieved through learning strategies appropriate to students' individual conditions.

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In practice, differentiated learning becomes an important approach that enables teachers to adjust the learning process based on students' abilities, learning styles, and special needs. The implementation of the Merdeka Curriculum also supports inclusive education because it emphasizes student-centered learning and provides flexibility for teachers to adapt instruction according to individual needs.

According to the Agency for Curriculum Standards and Educational Assessment of the Ministry of Education, Culture, Research, and Technology (BSKAP Kemendikbudristek, 2023), curriculum adaptation in inclusive education includes four main dimensions: adaptation of learning objectives, adaptation of content and materials, adaptation of the learning process, and adaptation of assessment. Objective adaptation is carried out by adjusting competency achievement indicators based on students' abilities and readiness to learn. Material adaptation involves simplifying concepts, reducing less relevant material coverage, or adding contextual materials. Adaptation of the learning process includes the use of methods, media, and time allocation that are more suitable for students' needs. Meanwhile, assessment adaptation is carried out through flexible, varied, and humane assessments, whether oral, written, practical, or portfolio-based, while considering academic progress, social abilities, communication, and independence of students with special needs.

The main instrument in this adjustment is the preparation of an Individualized Education Program (IEP), an official document prepared based on comprehensive assessment data containing student profiles, specific objectives, learning strategies, schedules, and indicators of success. The IEP is collaboratively prepared by classroom teachers, special assistant teachers, parents, and related professionals, and is evaluated periodically.

Research by Qomariah et al. (2025) shows that schools implementing systematic curriculum adaptation and preparing complete IEPs have significantly higher learning success rates for students with special needs compared to schools that merely place students without any adjustments.

Flexible Learning Strategies

Flexible learning strategies in inclusive education are approaches designed to accommodate the diversity of students' abilities, characteristics, and learning needs in the classroom. Educators are required to apply adaptive and varied teaching methods so that all students can actively participate in the learning process without discrimination. Their implementation can be carried out through cooperative learning, differentiated learning, individualized approaches, peer tutoring, and the use of multisensory learning media that support the involvement of all students.

In this approach, teachers act as facilitators who help students develop their potential according to their respective abilities. Teachers also need to create a safe, comfortable learning environment that supports social interaction so that students with special needs can learn harmoniously alongside regular students. In addition, the use of educational technology, such as digital media and assistive technology, is an important part of supporting effective learning according to students' learning characteristics.

Several flexible learning strategies that can be implemented include:

a. Differentiated Learning

This approach adjusts learning content, activities, final products, and learning environments based on students' readiness, interests, and learning profiles. Teachers do

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not use a single uniform method or task, but instead provide variations such as presenting materials through text, images, audio, or video; assigning tasks with different levels of difficulty; and allowing students to choose how to express their understanding.

b. Cooperative and Collaborative Learning

Students are divided into heterogeneous small groups in which they work together to complete tasks or solve problems. This model is highly effective because it develops social skills, empathy, and mutual respect for differences. Models such as Peer Tutoring or Team Teaching are also commonly applied, where more capable students help their peers improve understanding of learning materials.

c. Project-Based Learning

Learning materials are directly connected to students' daily lives and surrounding environments. This approach is especially helpful for students with special needs who often have difficulty understanding abstract concepts. Direct learning, field practice, or real projects make learning more concrete, engaging, and easier to understand.

d. Utilization of Assistive Technology

This involves the use of tools, software, or applications specifically designed to overcome barriers in accessing information and communication. Examples include screen reader software, hearing aids, adaptive keyboards, materials in audio or Braille formats, and communication applications for students with speech impairments. This technology serves to bridge gaps so that students can participate equally with their peers.

Thus, flexible learning strategies are one of the important factors in the success of inclusive education because they accommodate differences in learning styles, learning speed, and students' needs, including those with physical, sensory, cognitive, or emotional barriers, so that all students obtain meaningful and equal learning experiences.

Provision of Facilities and Infrastructure

The provision of facilities and infrastructure is an important component in supporting the successful implementation of inclusive education in schools. Inclusive schools are required to provide accessible, safe, comfortable, and disability-friendly facilities for all students, including students with special needs. These facilities include classrooms that support learning processes, special access routes, disability-friendly toilets, learning aids, adaptive learning media, and other supporting services that can optimally support students' needs.

The availability of adequate facilities and infrastructure reflects the school's commitment to creating an equal and inclusive educational environment. Accessible infrastructure not only helps students with special needs participate more effectively in learning, but also increases participation, independence, and social interaction within the school environment. Therefore, physical and learning facilities do not merely function as complements, but become strategic factors in ensuring the fulfillment of all students' learning rights fairly and equally.

However, the implementation of inclusive education in many schools still faces limitations in facilities, infrastructure, and supporting resources. This condition is a challenge that requires the attention of the government and educational stakeholders so that the equal distribution of inclusive education services can be implemented optimally and sustainably.

Based on the study by Rismawati and Paais (2024), many schools in Indonesia, especially in rural areas, still face budget limitations where available funds are insufficient to provide accessible facilities and infrastructure, old building designs that are difficult to modify

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according to accessibility needs, and a lack of understanding of accessibility standards. This condition becomes a serious obstacle because it can cause students with special needs to become isolated or unable to participate fully in learning activities. Therefore, the provision of facilities must become a priority in budget allocation and school development planning.

Teacher Training

Teacher training is an important component in supporting the implementation of inclusive education in schools because teachers are the main factor in the success of inclusive learning processes. Continuous improvement of teacher competence is necessary so that teachers possess professional, pedagogical, and positive attitudes in dealing with student diversity in the classroom. Competency development can be carried out through formal training, seminars, workshops, learning communities, and collaboration with experts so that teachers can continuously update their knowledge and skills according to developments in inclusive education.

Teacher competence in inclusive education includes understanding the concepts and legal foundations of inclusive education, the ability to recognize the characteristics of students with special needs, skills in curriculum adaptation and differentiated learning, as well as the ability to manage heterogeneous classrooms and build collaboration with various parties. Various studies show that effective training is practical, continuous, and based on field mentoring through coaching and mentoring. Therefore, strengthening teacher training programs needs to continue to be developed evenly in order to improve the quality of inclusive education implementation in various regions.

Research by Manalu, G. K., et al. (2025), entitled *The Role of Teachers in Creating Inclusive Learning Environments Friendly to Students with Emotional and Behavioral Disorders*, shows that teacher training aims to improve understanding of the characteristics of students with special needs, inclusive learning strategies, heterogeneous classroom management, and adaptive curriculum preparation. Teachers who possess inclusive competence are better able to create effective and responsive learning processes according to students' needs.

Collaboration with Parents and Experts

Collaboration between schools, parents, and professionals is an important component in implementing inclusive education because it plays a role in meeting students' academic, social, and emotional needs optimally. Such collaboration creates continuity of educational services between the school and family environments so that the mentoring process for students can take place in an integrated and sustainable manner.

Parents have a strategic role as sources of information regarding children's conditions, development, medical history, and characteristics, which can become the basis for teachers in designing appropriate learning strategies. In addition, parents also act as learning partners who support learning activities at home, maintain consistency in the implementation of rules, and provide support for children's development. Active parental involvement in school activities and educational decision-making further strengthens the implementation of inclusive programs.

On the other hand, the involvement of professionals such as psychologists, counselors, therapists, and special assistant teachers helps schools provide services appropriate to the needs of students with special needs. This multidisciplinary collaboration supports the

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effectiveness of interventions, monitoring of student development, and the preparation of more adaptive and comprehensive educational services. Thus, synergy among schools, families, and professionals can create a supportive and inclusive educational environment oriented toward students' holistic development.

Challenges in the Implementation of Inclusive Education

Inclusive education is an educational system that provides opportunities for all students, including children with special needs, to obtain equal educational services within the same learning environment. This concept emphasizes the principles of equality, respect for diversity, and the elimination of discrimination in the educational process. However, the implementation of inclusive education in various educational institutions still faces several challenges that affect its effectiveness. These challenges include:

1. Lack of Teachers' Understanding of Inclusive Education

The lack of teachers' understanding of inclusive education is one of the main challenges in implementing inclusive education in schools. Most teachers in regular schools do not yet possess adequate competence regarding the characteristics of students with special needs, differentiated learning strategies, or appropriate evaluation techniques. This condition is influenced by teachers' educational backgrounds, which generally do not focus on special education, as well as the limited availability of continuous training on inclusive learning practices.

This low level of understanding impacts the learning process, which often remains uniform without adjustments to methods, materials, and assessments according to students' needs. As a result, students with special needs experience difficulties in participating optimally in learning, while teachers feel burdened because they lack knowledge of proper handling techniques. In addition to competency issues, the attitudes of some teachers toward students with special needs also become obstacles, as these students are often viewed as an additional workload that may disrupt the effectiveness of classroom learning.

In fact, inclusive education requires teachers to have an open perspective toward student diversity as well as adaptive and humane pedagogical abilities. Therefore, improving teacher competence through training, mentoring, and continuous professional development is an important step so that the implementation of inclusive education does not merely become a formality, but is truly capable of creating equal and quality educational services for all students.

2. Limited Facilities and Infrastructure

The availability of adequate facilities and infrastructure is one of the important factors supporting the successful implementation of inclusive education. However, in practice, many schools implementing inclusive education still face limitations in facilities, both in physical aspects and learning facilities. This condition becomes an obstacle in creating accessible and friendly learning environments for all students, especially students with special needs.

The limitations of physical facilities can be seen in the absence of accessibility features such as ramps, special toilets, adequate movement space, and wheelchair-friendly building access. In addition, students with sensory impairments also require adaptive learning media and special assistive devices such as Braille materials, hearing aids, and other assistive technologies. The lack of these facilities causes students with special needs to experience difficulties in participating optimally in the learning process.

Furthermore, limitations in learning facilities such as the lack of multisensory learning media, teaching aids, and learning resources suited to inclusive students' needs also affect the effectiveness of learning. Limited educational budgets are one of the main factors causing the procurement of inclusive facilities and infrastructure to remain inadequate. Therefore, the provision of accessible, adaptive, and student-oriented facilities is an important aspect in supporting the creation of quality and equitable inclusive education.

Research by Sanisah (2022) revealed that around 85% of schools implementing inclusive education in regional areas do not yet have special supporting facilities and still rely solely on standard school facilities. This condition causes barriers to mobility, communication, and active participation in school activities.

3. Large Number of Students in One Classroom

The imbalance between the number of teachers and students causes teachers to experience difficulties in providing individual attention, especially to students with special needs. In the context of inclusive education, teachers are required to manage the diversity of students' abilities, characteristics, and learning needs through differentiated and adaptive learning. However, overcrowded classroom conditions often limit teachers' ability to supervise, adjust learning strategies, and provide services suited to the needs of each student.

In addition, the excessive number of students also affects the effectiveness of classroom management. Learning interactions become less optimal because teachers find it difficult to establish two-way communication and create a conducive learning atmosphere for all students. As a result, the academic and social development of students with special needs may be hindered due to insufficient assistance and attention. This condition also has the potential to increase teachers' workload and fatigue in managing heterogeneous inclusive classrooms. According to the study by Tanggur et al. (2025), excessive class sizes reduce teachers' opportunities to interact personally, modify learning materials, and address differences in students' learning speeds.

Therefore, the regulation of student numbers in inclusive classrooms needs to become an important concern for schools and the government. A proportional teacher-student ratio will support the creation of a more effective, inclusive, and responsive learning process for the needs of all students.

4. Lack of Special Assistant Teachers

The shortage of Special Assistant Teachers is one of the main challenges in implementing inclusive education. Special Assistant Teachers play an important role in providing academic, social, and emotional support to students with special needs, while also assisting classroom teachers in adjusting learning strategies according to students' needs. However, the availability of assistant teachers in many schools is still very limited, especially in certain regions, so the entire responsibility for learning is often placed on regular teachers who do not yet have special competencies in inclusive education.

This condition causes individualized learning services to become less optimal, the handling of students' needs to become inconsistent, and students' adaptation processes within the learning environment to be hindered. Therefore, policies supporting the provision and competency improvement of Special Assistant Teachers are needed so that the implementation of inclusive education can run effectively and in accordance with students' needs.

5. Discriminatory Attitudes from the Environment

Discrimination can appear in the form of negative stigma, unequal treatment, social rejection, and bullying toward students with special needs. This condition is generally influenced by the low level of understanding among communities and school members regarding the concept of inclusive education and the diversity of students' characteristics. As a result, students with special needs are often viewed as different individuals or considered obstacles to the learning process in regular schools.

A non-inclusive environment negatively affects the academic, social, and psychological development of students with special needs. They tend to experience decreased self-confidence, social anxiety, difficulties interacting with peers, and even loss of motivation to participate in learning activities. In fact, inclusive education aims to create social integration and equal learning opportunities for all students without discrimination.

Therefore, continuous efforts are needed through education, socialization, and the development of an inclusive school culture. Schools together with communities need to instill values of tolerance, empathy, and respect for diversity in order to create an educational environment that accepts and supports all students fairly.

Strategies for Implementing Inclusive Learning

Before understanding and practicing inclusive teaching strategies, it is important to first understand the factors that determine the success of inclusive education.

Based on the opinions of Stubbs and Lewis cited in Fitri (2024:64), there are three main determining factors that need to be considered so that the implementation of inclusive education can be sustainable.

1. A Strong Framework (Skeleton)

Inclusive education must be supported by a framework of values and indicators of success that continue to develop along with its implementation. However, if the parties involved experience conflicts in values or other matters and these conflicts are not resolved, inclusive education will become fragile and unstable.

2. Implementation Based on Local Culture (Flesh)

One common mistake is assuming that solutions from one culture can automatically solve problems in another culture. Various experiences show that solutions should be developed locally by utilizing available resources and considering the local cultural context.

3. Sustainability and Critical Self-Reflection (Blood)

Inclusive education will succeed if it has a strong supporting structure. Inclusive education is a dynamic process that requires continuous participatory monitoring and critical self-reflection by all involved parties so that the implementation of inclusive education remains active and sustainable.

According to Hasanah (2025), there are several strategies that can be applied to address the challenges faced in inclusive learning.

Strategies for Addressing Limited Resources and Facilities

a. Provision of Adequate Sensory Rooms

Children with autism are usually more sensitive to loud sounds or crowded environments. Therefore, schools can create simple and comfortable sensory rooms, for example by providing soft chairs and calming tools such as textured balls or kinetic sand. If school

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funding is limited, these spaces can still be created by utilizing available resources, such as establishing a quiet corner in the classroom where children can calm themselves when feeling uncomfortable.

b. Increasing Educational Personnel

Schools can request assistance from education offices or related institutions to increase the number of teachers or assistant teachers who specifically support children with special needs. Schools may also collaborate with professionals such as educational psychologists or behavioral therapists so that teachers receive additional support in assisting children with autism. In addition, learning can involve collaboration among experts such as therapists, psychologists, and counselors to improve the implementation of inclusive education. Schools can also cooperate with educational institutions or professional communities to provide teaching assistants and educational psychologists.

c. Providing Appropriate Learning Media

Schools can seek alternative learning media that are easier to use, such as books with large print, free educational applications, or technologies such as screen readers that help children with dyslexia understand lessons. Schools can also make use of digital learning materials and collaborate with parents so that children receive suitable learning support at home. Furthermore, schools may collaborate with publishers or use digital learning resources that are friendly for children with dyslexia.

d. Increasing Assistance for Children with Autism

Schools can organize training for teachers on how to manage and handle children's behavior, especially children with autism. Schools can also involve experienced professionals so that teachers receive direct guidance in the classroom. In addition, volunteers or psychology graduates may assist in supporting children with autism, while teachers can participate in mentoring programs conducted by therapists or autism specialists. Teachers and school staff should also learn sign language to improve communication with students who have speech impairments.

e. Training in the Use of Sign Language

Schools need to provide sign language training for teachers and staff so they can communicate more effectively with students who have speech impairments. Schools can also invite experts or volunteers from deaf or speech-impaired communities to assist in providing training and mentoring. In addition, parents of children with speech impairments can be involved in school activities or discussions to introduce sign language to the entire school community.

f. Collaboration with Parents

Currently, schools are making efforts to build good cooperation with parents through regular and open communication so that learning approaches applied at school can also be implemented at home. Parental involvement is very important for monitoring children's development and providing support for children with special needs. Through good cooperation between schools and parents, children can develop more optimally both academically and in character building, at school as well as at home.

Strategies for Addressing Teachers' Limited Knowledge and Skills

Improving Teachers' Skills in Inclusive Learning

In today's digital era, teachers are expected to be more creative in using innovative learning methods. Therefore, the lack of teachers' knowledge and skills must be addressed immediately. Schools can organize training programs and workshops on inclusive learning, especially regarding how to support children with special needs. Such training may include classroom behavior management, preparation of learning materials accessible to all students, and appropriate communication techniques for children with autism and speech impairments.

Differentiated Learning Approaches

Teachers have begun implementing differentiated approaches to address differences in students' characteristics and abilities. Through this approach, learning materials can be adjusted according to students' abilities, needs, and interests. For example, teachers use audio, visual, kinesthetic, or interactive media to help students with hearing impairments or learning difficulties such as dyslexia. This approach has proven effective in improving students' learning outcomes. Therefore, teachers need to develop the ability to create flexible learning materials and collaborate with parents to support different learning styles among students.

However, Lubna (2021:93) proposes different learning strategies for inclusive education students, namely:

1. Learning Strategies with Parental Assistance

Parents play an important role in assisting children with ADHD because they spend the most time with them daily. Several attitudes that parents need to demonstrate include:

a. Being Patient

Patience is essential when dealing with children with special needs, including children with ADHD. Parents need to understand children's behavior and direct it toward positive actions.

b. Being Observant

Parents must carefully observe children's behavior because children often act without considering the consequences. By understanding their behavior, parents can better identify what children truly want.

c. Being Creative

Parents can use creative methods to help children learn. For example, they can train children's concentration through games using large beads and teach them how to make prayer beads so that children become more focused and interested in learning.

d. Being Responsive

Parents need to quickly understand children's wishes, speech, and behavior. Children with special needs often imitate what they see or hear, including inappropriate behavior. Therefore, parents need to provide positive examples for their children.

2. Teacher Assistance Strategies at School

In addition to parental assistance at home, teachers at school also need to support children with ADHD. Teachers should try to reduce disruptive behaviors such as leaving seats, shouting in class, walking around during lessons, or disturbing classmates. To address these behaviors, teachers need to understand the reasons behind them, such as boredom, the need for movement, seeking attention, or discomfort in the classroom.

The first step teachers can take is addressing the causes, such as giving attention to the child, changing classroom activities to make them more interesting, or creating a more comfortable classroom atmosphere. If these approaches are unsuccessful, teachers can use several techniques such as:

a. Ignoring Certain Behaviors (Extinction)

If a child's behavior is not harmful, teachers may choose not to respond to it. Over time, the child may become bored and stop the behavior because it no longer receives attention.

b. Redirecting Attention (Satiation)

Teachers can prevent disruptive behavior by giving attention earlier or changing activities before the child becomes bored. For example, if a child likes to shout, the teacher can redirect the child's energy into another activity.

c. Giving Punishment Wisely

Punishment should only be used when absolutely necessary, for example when a child performs dangerous actions. Punishment should not be given in anger and should remain mild yet educational. Physical punishment is not recommended because it can negatively affect children's development.

d. Time Out

Time out is conducted by temporarily removing the child from situations that trigger inappropriate behavior. The child is given time to calm down in a place that is not overly stimulating. The duration should be appropriate to the child's age so that it remains fair.

In addition, in reading instruction, teachers also need to guide children through several stages, such as recognizing letter sounds, reading letters, syllables, and words, developing reading fluency, expanding vocabulary, and improving reading comprehension and higher-order thinking skills.

CONCLUSION

Inclusive education is an educational approach that integrates all students, including those with special needs, into the regular education system. In inclusive education, schools adapt to the needs of students, rather than students having to adapt to the system. Inclusive education is an educational system that provides opportunities for all students, including children with special needs (CSN), to participate in learning within regular school environments together with other students.

The implementation of inclusive education in schools is carried out through curriculum adaptation, flexible learning strategies, the provision of facilities and infrastructure, teacher training and the provision of Special Assistant Teachers (SAT), as well as collaboration with parents and professionals. The main challenges in implementing inclusive education include the lack of teachers' understanding of inclusive education, limited facilities and infrastructure, large numbers of students in one classroom, the shortage of Special Assistant Teachers, and the existence of negative stigma or resistance from the school environment and society, such as discriminatory attitudes.

Solutions to overcome these challenges include conducting regular training for educators to improve pedagogical competence, optimizing the role of Special Assistant Teachers, improving accessible facilities, allocating special budgets for disability-friendly facilities, encouraging local governments to issue regulations that guarantee the fulfillment of the rights of inclusive schools, and intensifying educational efforts to build a tolerant school culture. These efforts may include organizing psychoeducational programs or anti-bullying campaigns regularly for regular students, as well as strengthening collaboration between schools and parents by actively involving parents in discussion forums to align parenting and educational approaches at home.

Based on the findings regarding the implementation of inclusive education in schools, several practical recommendations are proposed for related parties. First, school management is advised to allocate budgets for improving accessible physical facilities, such as the construction of ramps and disability-friendly toilets. Schools also need to intensify regular socialization programs to build a culture of empathy and prevent bullying among students. Second, classroom teachers and Special Assistant Teachers are expected to strengthen weekly collaboration in evaluating Individualized Education Programs (IEPs) and to become more innovative in using differentiated learning media. Finally, future researchers are encouraged to expand the scope of research by comparing the effectiveness of inclusive curriculum implementation between public and private schools. Future studies may also use longitudinal qualitative methods to monitor the long-term social and emotional development of Children with Special Needs (CSN).

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