

Implementation of Inclusive Education for Students with Special Needs at SDS De Green Camp

Dendy Framuza^{*1}, Ediyansyah^{*2}

¹STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia

²STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia

e-mail Correspondence: ediyansyah@stainkepri.ac.id

Submitted: 29-06-2026

Revised : 06-08-2026

Accepted: 09-10-2026

ABSTRACT. Inclusive education provides equal learning opportunities for children with special needs alongside their peers in the same educational environment. This study is necessary because many schools still encounter challenges in implementing inclusive education, particularly regarding policy, human resource readiness, and supporting facilities. Unlike previous studies that primarily focused on learning effectiveness or teachers' roles, this research comprehensively examines the implementation of inclusive education through three key dimensions: policy and planning, human resources and facilities, and participation and collaboration, using Daniel B. Hallahan's theoretical perspective. This study employed a descriptive qualitative approach, with data collected through interviews, observations, and documentation. The participants included the principal, inclusion coordinator, special education assistant teacher, and parents of students with special needs at SDS De Green Camp Tanjungpinang. The findings reveal that the school has implemented inclusive education through initial assessments, support from special education teachers, Individualized Education Programs (IEPs), and collaboration with parents and psychologists. However, the limited number of trained teachers and the absence of on-site therapeutic services remain significant challenges. These findings provide practical insights for schools and policymakers to strengthen the sustainable implementation of inclusive education.

Keywords: *Inclusive education, Students with Special Needs, Education Implementation*

ABSTRAK. Pendidikan inklusif memberikan kesempatan yang setara bagi anak berkebutuhan khusus untuk belajar bersama peserta didik lainnya dalam lingkungan pendidikan yang sama. Penelitian ini diperlukan karena implementasi pendidikan inklusif di banyak sekolah masih menghadapi berbagai kendala, terutama pada aspek kebijakan, kesiapan sumber daya manusia, dan penyediaan fasilitas pendukung. Berbeda dengan penelitian sebelumnya yang umumnya berfokus pada efektivitas pembelajaran atau peran guru, penelitian ini menganalisis implementasi pendidikan inklusif secara komprehensif berdasarkan tiga aspek utama, yaitu kebijakan dan perencanaan, ketersediaan sumber daya manusia dan fasilitas, serta partisipasi dan kolaborasi dengan menggunakan perspektif Daniel B. Hallahan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Informan penelitian terdiri atas kepala sekolah, koordinator inklusi, guru pendamping khusus, dan orang tua peserta didik berkebutuhan khusus di SDS De Green Camp Tanjungpinang. Hasil penelitian menunjukkan bahwa sekolah telah mengimplementasikan pendidikan inklusif melalui asesmen awal, pendampingan guru spesialis, penyusunan Program Pembelajaran Individual (PPI), serta kolaborasi dengan orang tua dan psikolog. Namun, keterbatasan jumlah guru terlatih dan belum tersedianya layanan terapi di sekolah masih menjadi tantangan. Temuan ini memberikan kontribusi praktis sebagai referensi bagi sekolah dan pemangku kebijakan dalam memperkuat implementasi pendidikan inklusif secara berkelanjutan.

Kata kunci: *Pendidikan inklusi, Peserta didik berkebutuhan khusus, implementasi Pendidikan*



[HTTPS://DOI.ORG/10.31538/CJOTL.V6I2.3338](https://doi.org/10.31538/CJOTL.V6I2.3338)

INTRODUCTION

Inclusive education has become one of the main approaches for ensuring equal educational opportunities for all learners, including children with special educational needs. Rather than separating students according to their disabilities, inclusive education emphasizes learning together in the same educational environment while accommodating individual differences through appropriate support systems. This approach is increasingly recognized as an essential strategy for promoting educational equity, social participation, and respect for diversity. Consequently, the successful implementation of inclusive education depends not only on student admission policies but also on schools' capacity to provide supportive learning environments, qualified personnel, and sustainable institutional commitment (Sari et al., n.d.).

In Indonesia, the implementation of inclusive education has been strengthened through various national regulations, including Law Number 20 of 2003 concerning the National Education System and Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education (Mawardi & Sumarsono, 2025). These policies affirm that children with disabilities have the same right to receive quality education in regular schools. Nevertheless, translating these policies into effective educational practice remains challenging. Many schools continue to experience difficulties in preparing competent teachers, adapting curricula, providing learning facilities, and establishing collaborative support systems that accommodate the diverse needs of students with disabilities (Munawwaroh, 2018).

The importance of inclusive education is also consistent with Islamic educational values, which emphasize equality, justice, and respect for human dignity. Allah states in Surah Al-Isra (17:70) that every human being has been honored, regardless of individual differences (Syawal, 2025). This principle provides a moral foundation for creating educational environments that recognize the dignity and potential of every learner. Inclusive education therefore represents not only an educational policy but also an ethical commitment to ensuring that all children receive opportunities to develop according to their abilities without discrimination (Shofi et al., 2025).

Previous studies have extensively discussed various aspects of inclusive education (Asrianti & Hilmia, 2025). Some researchers have examined teachers' readiness and competence in implementing inclusive classrooms, while others have focused on curriculum adaptation, parental involvement, learning effectiveness, or the availability of educational facilities. Several studies have also identified persistent barriers, including limited professional training for teachers, inadequate learning resources, insufficient therapeutic services, and weak collaboration among schools, families, and external professionals (Munawwaroh, 2018). These studies have contributed significantly to understanding the general challenges of inclusive education implementation.

However, despite these valuable contributions, previous studies have largely investigated these issues separately. Most research concentrates on one particular dimension, such as teacher competence, curriculum implementation, or parental participation, without examining how policy and planning, human resources and facilities, and stakeholder collaboration interact simultaneously within the implementation process (Phytanza et al., 2023). Furthermore, relatively few studies have employed Daniel P. Hallahan's theoretical framework to comprehensively analyze inclusive education implementation in elementary schools. As a result, there remains limited understanding of how these interconnected dimensions collectively influence the effectiveness and sustainability of inclusive education programs (Supena & etc, 2018).

This research was conducted to address these gaps by providing a comprehensive analysis of inclusive education implementation through Daniel P. Hallahan's perspective, integrating three key dimensions: policy and planning, human resources and facilities, and participation and collaboration. Rather than merely describing how an inclusive school operates, this study seeks to explain how these dimensions interact in supporting or constraining inclusive educational practices within a single institutional context (Hornby & Kauffman, 2024). By doing so, the research extends existing literature beyond descriptive accounts of school implementation and offers a more integrated analytical framework for understanding the successful implementation of inclusive education in elementary schools (Dziak & Griffin, n.d.).

SDS De Green Camp Tanjungpinang was selected as the research site because it represents one of the few elementary schools in the region that has consistently implemented an inclusive education program since its establishment. The school has developed a systematic mechanism for identifying students with special educational needs through initial assessments, psychological evaluations, individualized educational planning, and continuous assistance from special education teachers. Students with diverse conditions, including *Autism Spectrum Disorder* (ASD), *Attention Deficit Hyperactivity Disorder* (ADHD), Speech Delay, Sensory Processing Disorder (SPD), and moderate intellectual disabilities, learn together with their peers in regular classrooms while receiving individualized support based on their respective learning needs. This context provides an appropriate setting for examining how inclusive education is implemented in practice within an elementary school environment (Pranyoto & Berangka, 2025).

The novelty of this study lies in its comprehensive analytical perspective rather than merely describing the existence of an inclusive education program. Unlike previous studies that generally focused on isolated aspects of inclusion, this research integrates Daniel P. Hallahan's theoretical framework to examine the implementation of inclusive education through three interconnected dimensions: policy and planning, human resources and facilities, and participation and collaboration (Sitanggang et al., 2025). This integrated perspective enables a more holistic understanding of how institutional policies, educational resources, and stakeholder partnerships simultaneously shape the implementation of inclusive education (Siregar et al., 2024). Consequently, this study contributes a broader conceptual explanation of inclusive education implementation beyond the fragmented analyses commonly found in previous research.

Daniel P. Hallahan's theory provides an appropriate conceptual framework because it emphasizes that inclusive education should be understood as a comprehensive educational system rather than merely the physical placement of students with disabilities in regular classrooms (Hallahan et al., 2019). According to Hallahan, effective inclusion requires educational planning that accommodates individual learning needs, qualified teachers who are capable of providing differentiated instruction, adequate educational resources, and strong collaboration among schools, families, and relevant professionals. By adopting this framework, the present study examines inclusive education as an integrated process in which multiple institutional components interact to create meaningful learning experiences for students with special educational needs.

The findings of this study are expected to contribute both theoretically and practically. Theoretically, the research enriches the literature on inclusive education by demonstrating the applicability of Hallahan's framework in analyzing the interaction among policy, educational resources, and stakeholder collaboration within an elementary school context. Practically, the findings provide evidence-based recommendations for school leaders, teachers, educational authorities, and policymakers in designing more comprehensive strategies for strengthening inclusive education (Hallahan et al., 2019). The study also offers practical insights that may assist other schools in evaluating and improving the quality and sustainability of their inclusive education programs.

Based on these considerations, this study aims to explore and analyze the implementation of inclusive education at SDS De Green Camp Tanjungpinang using Daniel P. Hallahan's theoretical framework. Specifically, the research investigates how inclusive education is implemented through policy and planning, human resources and facilities, and participation and collaboration, while also identifying the supporting and inhibiting factors that influence the effectiveness of the program. Through this approach, the study seeks to provide a more comprehensive understanding of inclusive education implementation and to generate practical recommendations for improving inclusive educational practices in elementary schools.

METHOD

This study uses a descriptive qualitative research methodology. Qualitative research focuses on understanding and deriving meaning from a phenomenon, event, or life experience in which individuals are directly or indirectly involved. This methodology is contextual and comprehensive. Qualitative research is an investigative approach that focuses on exploring meaning and understanding, as well as the concepts, characteristics, symptoms, symbols, and descriptions of the phenomenon. This methodology emphasizes the use of diverse, natural, and comprehensive methods, prioritizing data quality over quantity, and presenting research findings in a narrative format. Qualitative research aims to discover meaning and deeply understand the problem under study through a comprehensive approach to various relevant aspects. The results of this study have the potential to reveal new findings during the research process and are presented in a written narrative format. This study applies a descriptive method, namely by describing events that occur in the present. The descriptive process is carried out systematically, focusing on data collection based on facts gathered directly from the field (Winarno, 2013). This study attempts to examine, identify, and describe data related to the implementation of inclusive education School at SDS De Green Camp Tanjungpinang.

Data collection techniques are the methods researchers use to obtain and collect data in the field. To obtain the required data, researchers employ several data collection techniques, including observation. Observation is a data collection technique that involves direct or indirect observation and recording of events using observational tools. In this type of research, researchers participate in observational research, engaging in the daily activities of the people being observed or whose data is used as a research source (Sugiyono, 2016). This observation technique was used to obtain an overview of teacher activities, children with special needs, infrastructure conditions, school management, and the inclusive education program implemented at SDS De Green Camp Tanjungpinang. Interviews are a data collection method that involves meaningful dialogue between two or more parties (Nograhani, 2022). In this case, the researcher acted as an interviewer, asking questions, evaluating answers, seeking clarification, taking notes, and exploring the questions in depth. In turn, the informants answered the questions and provided clarification. The researcher used the interview method to gather additional and in-depth information and collect data on the implementation of inclusive education, including its planning, mechanisms, and evaluation at SDS De Green Camp Tanjungpinang. Documentary data collection techniques complement the use of interview and observation methods in qualitative research. Documentary study is a qualitative data collection technique that involves a large amount of facts and data stored in documented materials. Most of the data consists of letters, memos, photo archives, meeting minutes, diaries, etc (Sujarweni, 2019). These documents were used as supplementary data to provide the information needed to answer the research questions. This study was conducted to document aspects of the implementation of inclusive education. These documents include photographs showing the conditions of the inclusive school at SDS De Green Camp Tanjungpinang.

This study uses a descriptive analysis methodology for data analysis. This methodology involves collecting data in the form of words, images, and other non-numerical data from various

sources such as manuscripts, interviews, field observations, and documents. The data are then analyzed and described to provide a clear picture of the reality being studied. This data analysis process consists of three main stages, as proposed by Miles and Huberman: data reduction, presentation, and conclusion drawing (Rijali, 2018). The data obtained was analyzed using descriptive analysis methods. The analysis process includes several stages: data reduction, presentation, and drawing conclusions.

RESULT AND DISCUSSION

Result

Inclusive Education Implementation Policy and Planning

Policies and planning are the main foundations for the successful implementation of inclusive education in schools. Based on interviews, SDS De Green Camp Tanjungpinang has demonstrated a strong commitment to developing inclusive education through structured policies and systematic planning. Inclusive education at this school is not positioned as an additional program, but rather has become an integral part of the education system, officially outlined in the principal's regulations. This policy covers aspects of admitting students with special needs, providing facilities and infrastructure, developing human resources, and developing learning programs tailored to the needs of each student.

The principal of SDS De Green Camp Tanjungpinang explained that the implementation of inclusive education is carried out through a planned admission system for students with special needs, integrating the regular curriculum with the Individualized Education Program (IEP), and active parental involvement from the initial assessment stage. Each student with special needs receives an IEP, which is developed based on their individual conditions, characteristics, and physical and psychological abilities. Students who are able to participate in regular learning continue to learn alongside their peers in regular classes, while students who require special services receive adjustments to the material, methods, and learning targets to suit their individual needs.

These findings indicate that the school has implemented the principle of curriculum flexibility, as proposed by Hallahan, namely that inclusive education must provide opportunities for each student to gain learning experiences tailored to their abilities and characteristics. Therefore, the learning process is not uniform, but rather adaptively designed to enable each student to develop optimally.

The successful implementation of this policy is also supported by the presence of shadow teachers, who play a strategic role in assisting students with special needs. Based on interviews, shadow teachers are not only tasked with assisting students in the learning process but also act as facilitators, communication mediators, and mentors in developing independence, emotional regulation, and social interaction skills. This support enables students with special needs to adapt to the school environment and participate more optimally in learning.

The role of shadow teachers aligns with Hallahan's view that the success of inclusive education is greatly influenced by the availability of individual support that is responsive to students' needs. The presence of support staff is a form of special service that allows students to receive assistance tailored to the level of their disabilities without reducing their opportunities to learn alongside other students.

In addition to support from teaching staff, planning for the implementation of inclusive education at SDS De Green Camp Tanjungpinang also involves parents as the school's primary partners. Interviews indicate that the school provides open information about the inclusive education program before students are admitted. Parents are involved in the initial assessment

process, consultations, and the development of educational services, thereby fostering a shared understanding of their children's needs and development. This approach demonstrates two-way communication, a crucial component of inclusive education.

This parental involvement aligns with Hallahan's principle that effective implementation of inclusive education must begin with identifying student needs, focusing on parents, and fostering ongoing collaboration between families and schools. Through this collaboration, educational programs can be designed to be more targeted and oriented toward student development.

From a program planning perspective, the person in charge of inclusive education plays a crucial role in developing school operational policies. Based on interviews, the program was developed based on guidelines from the Department of Education, professional experience as a therapist, and various training sessions. The designed program was then submitted to the principal for official school policy. This demonstrates that the planning process was systematic, based on field needs, and considered best practices in implementing inclusive education.

Program implementation is also supported by close collaboration between regular classroom teachers, shadow teachers, and the person in charge of inclusive education. Intensive communication is conducted to discuss student development, identify learning barriers, and formulate appropriate solutions. Furthermore, the school emphasizes the importance of joint training for regular and inclusive teachers so that all educators have a shared understanding of the characteristics of students with special needs and appropriate learning strategies. For further details, please refer to the following table:

Table 1. Summary of Policy and Planning Findings

Aspect	Findings
Policy	Inclusive education is supported by the principal's policy and school regulations.
Planning	Planning involves the principal, inclusion coordinator, teachers, shadow teachers, and parents.
Implementation	The school implements Individualized Education Programs (IEPs), provides shadow teachers, conducts continuous communication, and organizes teacher training.
Outcome	Educational services have accommodated students' individual needs effectively.
Theoretical Implication	The findings support Hallahan's theory that successful inclusive education requires flexible policies, contextual planning, stakeholder collaboration, and student-centered learning services.

Source: Processed from interview, observation, and documentation data (2026).

This table shows that the implementation of inclusive education policy and planning has been carried out systematically. Based on the overall interview results, it can be concluded that the policy and planning for the implementation of inclusive education at SDS De Green Camp Tanjungpinang have been implemented comprehensively and purposefully. The policy, outlined in the principal's regulations, is supported by planning involving various stakeholders, including the principal, the person in charge of inclusive education, regular teachers, shadow teachers, and parents. The existence of an Individual Learning Program (IEP), the provision of mentors, ongoing communication, and teacher training demonstrate that the implementation of inclusive education at this school has optimally accommodated student needs. These findings reinforce Hallahan's theory that effective inclusive education requires flexible policies, contextual planning, collaboration between stakeholders, and learning services centered on individual student needs.

Availability of Human Resources and Facilities for Implementing Inclusive Education

The availability of human resources (HR) and facilities is a crucial factor in determining the success of implementing inclusive education in schools. Based on interviews, SDS De Green

Camp Tanjungpinang has demonstrated a strong commitment to meeting these needs through developing the competencies of its teaching staff, providing shadow teachers, collaborating with professional staff, and providing facilities and infrastructure to support the learning process for students with special needs. However, the school still faces several challenges that need to be addressed to ensure optimal and sustainable implementation of inclusive education.

Based on interviews with the principal, the success of inclusive education depends heavily on the readiness of human resources, particularly teachers who are competent in handling students with special needs. Therefore, the school is gradually conducting training for all teachers to improve their knowledge and skills in providing learning services tailored to the characteristics of inclusive students. However, the process of increasing teacher capacity still faces obstacles because training cannot be conducted simultaneously for all teachers, and the turnover of teaching staff requires the school to conduct new training for new teachers.

These findings align with Hallahan's opinion that ongoing professional training is a key prerequisite for the success of inclusive education. Teachers who are competent in the characteristics of students with special needs will be better able to design adaptive learning strategies, create inclusive learning environments, and provide educational services tailored to their individual needs.

In addition to improving teacher capacity, schools also collaborate with psychologists as a form of professional support in implementing inclusive education. Based on interviews, every prospective student with special needs is required to undergo a consultation with a psychologist before being accepted into the inclusive program. The results of this assessment serve as the basis for schools in determining the type of educational services to be provided according to each student's individual needs.

Collaboration with psychologists reflects the application of a multidisciplinary approach, as stated by Hallahan, namely that the success of inclusive education depends not only on teachers but also requires the support of other professionals to ensure that students' academic, social, emotional, and psychological needs are comprehensively met.

In the implementation of daily learning, shadow teachers play a highly strategic role. Based on interviews, shadow teachers are responsible for compiling daily reports on the progress of students with special needs, recording learning activities, identifying emerging obstacles, and communicating monitoring results to the person in charge of inclusive education. These reports are then used as the basis for developing and evaluating the Individualized Education Program (IEP). This mechanism demonstrates that the IEP is systematically developed based on student development data obtained through daily observations.

In addition to providing academic support, shadow teachers also evaluate the effectiveness of school facilities. Based on their experience assisting students in the classroom, shadow teachers assessed those physical facilities, such as classrooms, inclusion rooms, restrooms, and sensory and motor aids, are adequately provided. However, they emphasized that teaching materials and media need to be continuously developed to be more adaptive to the needs of students with special needs. Differentiation of learning materials is considered a crucial requirement to ensure that each student receives a learning experience tailored to their abilities and characteristics.

These findings indicate that the provision of facilities in inclusive education is not only related to physical facilities, but also includes the provision of flexible learning resources, media, and learning tools. This aligns with the Hallahan principle, which emphasizes that an inclusive learning environment must provide adaptive facilities that enable all students to optimally utilize learning opportunities tailored to their individual needs.

Based on interviews with the person in charge of inclusive education, the shadow teacher provision system at De Green Camp Elementary School in Tanjungpinang is flexible. Parents are given the opportunity to provide a shadow teacher for their child, but if difficulties arise, the school will assist in finding a shadow teacher through its network of external partners. This policy demonstrates the school's commitment to ensuring that every student in need of support continues to receive appropriate services despite limited internal resources.

Furthermore, the person in charge of inclusive education emphasized that the current learning facilities are adequate, but require regular improvement. Facility development is carried out annually to keep pace with evolving student needs and new challenges in implementing inclusive education. These efforts demonstrate that the school focuses not only on providing initial facilities but also strives to maintain service quality through continuous evaluation and renewal. To improve the competency of teaching staff, the school regularly holds training for both regular and shadow teachers. The training for regular teachers features psychologists as resource persons to strengthen understanding of the characteristics of students with special needs, while the shadow teacher training is conducted routinely every Friday by the person in charge of inclusive education. This training program is a concrete example of improving human resource capacity, supporting the sustainable implementation of inclusive education in schools.

The views of parents of students with special needs also indicate that facilities and human resources play a crucial role in supporting the success of the inclusion program. Some parents believe that the school has provided adequate facilities, such as inclusive classrooms (Star Classes) for learning for students with special needs. However, others believe that facilities still need to be improved, given that the inclusive education program is still relatively new. This difference in perception indicates that facility development needs to be carried out gradually in accordance with student needs and the development of the inclusive education program at the school.

Regarding human resources, all parents expressed high appreciation for the presence of shadow teachers. They are considered capable of acting as a communication bridge between the school, teachers, parents, and students. Through intensive communication, parents can monitor their children's learning progress at school, while teachers obtain the information necessary to provide more appropriate learning services. This role demonstrates that shadow teachers serve not only as learning companions but also as communication facilitators, strengthening collaboration between schools and families in supporting the development of students with special needs.

Based on the overall interview results, it can be concluded that the availability of human resources and facilities at SDS De Green Camp Tanjungpinang has become a major strength in the implementation of inclusive education. The school has made various efforts through improving teacher competency, providing shadow teachers, collaborating with psychologists, developing Individual Learning Programs (IEPs), and providing supporting facilities such as special classrooms and learning aids. However, several challenges remain, including the limited number of teachers with special competencies, the need for differentiation of teaching materials, the need for regular facility upgrades, and strengthening coordination among all stakeholders. Therefore, increasing human resource capacity, developing sustainable facilities, and synergistic collaboration between schools, parents, psychologists, and external parties need to be continuously strengthened so that the implementation of inclusive education can take place optimally, sustainably, and be able to meet the learning needs of all students in accordance with the principles of education for all.

Participation and Collaboration in the Implementation of Inclusive Education

Participation and collaboration are crucial dimensions in the implementation of inclusive education. The success of inclusive education is determined not only by school policies or teacher

competency, but also by the active involvement of all stakeholders, such as the principal, class teachers, shadow teachers, parents, the person in charge of inclusive education, psychologists, therapists, and other external partners. Interviews revealed that the implementation of inclusive education at De Green Camp Elementary School in Tanjungpinang demonstrates a planned and ongoing collaborative pattern, ensuring that all parties share responsibility for supporting the development of students with special needs.

Interviews with the Principal of De Green Camp Elementary School in Tanjungpinang revealed that parental involvement begins during the student admission process. The school conducts screenings and interviews with both parents of prospective students with special needs to obtain information about their child's condition and build a shared commitment to implementing the inclusive education program. This approach demonstrates that the school positions families as strategic partners with a crucial role in supporting student learning success.

Collaboration between the school and parents is further strengthened through quarterly discussion forums between parents and the person in charge of inclusive education. This forum serves as a communication medium for evaluating student development, discussing any challenges encountered, and developing support strategies that can be consistently implemented at school and at home. This forum fosters a shared understanding and shared responsibility between the school and family, ensuring a sustainable educational process.

However, interviews also revealed that the collaborative implementation still faces several challenges. The principal explained that some parents are not fully consistent in implementing the psychologist's recommendations and the agreed-upon rules, such as still providing children with inappropriate foods or allowing excessive use of gadgets. This situation impacts the effectiveness of the inclusive education program because the learning strategies implemented at school are not fully supported by parenting patterns at home. These findings demonstrate that the success of inclusive education requires consistency and a shared commitment between schools and families.

These findings align with Hallahan's theory, which states that collaboration between schools and families is a key component of inclusive education. Active parental involvement will create continuity of educational services, allowing students to develop optimally both at school and at home.

In addition to parents, shadow teachers play a crucial role in fostering collaboration between all parties involved. Interviews revealed that shadow teachers serve as liaisons between students, homeroom teachers, parents, and those responsible for inclusive education. Shadow teachers routinely provide information on student learning progress, challenges experienced by students, and receive input from parents regarding their children's conditions at home. This information then serves as the basis for developing learning strategies that better suit each student's individual needs.

Shadow teachers collaborate through both formal and informal communication. Formal communication occurs through daily reports, Individualized Education Program (IEP) evaluations, and documentation of student progress. Informal communication, meanwhile, occurs through face-to-face discussions and WhatsApp groups, allowing for quick coordination if issues arise during the learning process. This open communication system demonstrates that the school is building a collaborative culture that actively involves all parties.

In carrying out their duties, shadow teachers also build emotional connections with students through ongoing observation. Each student with special needs has different characteristics, abilities, and challenges, so shadow teachers must understand each child's individual needs before determining appropriate support strategies. This individualized approach allows students to receive more personalized educational services tailored to their individual circumstances.

However, shadow teachers also face various challenges in implementing inclusive education. Based on interviews, the most frequently encountered obstacles include students' difficulty maintaining concentration, unstable emotional regulation, limited verbal communication, and a lack of understanding among regular students regarding their peers with special needs. These challenges require a consistent, empathetic approach and ongoing teacher competency development to ensure effective learning.

Parental participation is also evident through the implementation of the Individual Learning Program (IEP). Based on interviews with the person in charge of inclusive education, IEP implementation is not only carried out at school but also at home, ensuring continuity between the learning processes in both environments. Parents actively follow the learning targets that have been set by the school so that student development can be monitored continuously.

Interviews with parents indicate that communication with the school occurs through various channels, such as daily learning books, IEP documents, WhatsApp groups, and direct communication with shadow teachers and those responsible for inclusive education. This communication system provides parents with the opportunity to regularly monitor their child's progress and provides information about the child's condition at home. This process, in turn, enhances the integration of the learning process, as both the school and the family share information about the student's development.

These findings align with Hallahan's theory, which emphasizes that intensive communication between families and schools will improve the consistency of educational services, strengthen the success of the Individualized Learning Program (IEP), and support the academic, social, and emotional development of students with special needs.

To support the implementation of inclusive education, SDS De Green Camp Tanjungpinang also establishes partnerships with external parties, particularly psychologists and therapists. This collaboration includes student assessments, recommendations for educational services, and developmental support for students with special needs. This cross-professional collaboration demonstrates that implementing inclusive education requires multidisciplinary support to comprehensively address student needs.

Nevertheless, interviews indicate that parents still hope schools can provide therapy services directly within the school environment. Currently, some students still receive therapy outside of school, requiring additional time, costs, and coordination. Therefore, providing therapy services in schools is a necessity that is expected to increase the effectiveness of inclusive education implementation in the future.

Internal collaboration among educators is also a crucial part of program implementation. The person in charge of inclusive education regularly coordinates with homeroom teachers to adjust learning achievement indicators to suit the abilities of students with special needs. Furthermore, the person in charge of inclusive education actively shares knowledge with regular teachers and holds regular training for shadow teachers so that all educators have a shared understanding of the characteristics of students with special needs and appropriate learning strategies.

In building relationships with parents, the school also prioritizes empathetic and respectful communication. Based on interviews, the person in charge of inclusive education explained that information is conveyed to parents carefully to avoid causing offense or psychological burden. This humanistic communication approach is a crucial factor in building trust, strengthening cooperation, and creating harmonious relationships between schools and families.

Based on the overall interview results, it can be concluded that participation and collaboration in the implementation of inclusive education at SDS De Green Camp Tanjungpinang have been successful. The active involvement of the principal, class teachers,

shadow teachers, the person in charge of inclusive education, parents, psychologists, and external partners demonstrates that inclusive education is implemented through a collaborative approach centered on the needs of students. Regular discussion forums, ongoing communication through various media, the implementation of Individualized Learning Programs (IEPs) at school and at home, and partnerships with professional staff are clear evidence of the synergy between stakeholders. Although several challenges remain, such as the need to provide therapy services at school, increasing parental consistency in implementing recommendations, and strengthening the understanding of the characteristics of students with special needs throughout the school community, the implementation of inclusive education has generally demonstrated effective collaboration. This finding strengthens Hallahan's theory which states that the success of inclusive education is largely determined by a close partnership between schools, families, professionals, and the community in creating a learning environment that is inclusive, adaptive, and oriented to the individual needs of each student.

Discussion

Implementation of the inclusive education program at SDS De Green Camp Tanjungpinang

The findings indicate that the successful implementation of inclusive education at SDS De Green Camp Tanjungpinang is not merely the result of compliance with national regulations but is primarily driven by the school's institutional commitment to developing a systematic and student-centered support system. Unlike many schools where inclusive education is limited to admitting students with special educational needs into regular classrooms, this school integrates inclusive practices into every stage of the educational process, beginning with early identification, individualized educational planning, continuous monitoring, and collaboration among teachers, shadow teachers, parents, and psychologists. This comprehensive approach explains why inclusive education can be implemented more effectively despite existing limitations in human resources and facilities. The findings also demonstrate that the success of inclusive education depends less on the availability of sophisticated infrastructure than on the school's organizational capacity to coordinate multiple stakeholders and adapt educational services according to individual student characteristics (Maurellia et al., 2026). This finding extends Hallahan's perspective by illustrating that inclusive education is sustained through the interaction of institutional policies, professional collaboration, and individualized instructional planning rather than by classroom placement alone.

Another important finding is that the implementation model observed in this school provides practical lessons that may be transferable to other educational settings. The establishment of Individualized Education Programs (IEPs), the active involvement of shadow teachers, structured communication with parents, and collaboration with external professionals create an integrated support system that addresses students' academic, behavioral, and socio-emotional needs simultaneously. Such practices distinguish this school from many previous cases reported in the literature, where collaboration among stakeholders remains fragmented or focuses only on one aspect of inclusion. Nevertheless, the study also reveals that sustaining inclusive education requires continuous investment in teacher professional development, specialized personnel, and institutional support. Therefore, rather than simply replicating individual practices, other schools should adopt a comprehensive implementation framework that integrates policy commitment, collaborative partnerships, differentiated learning, and ongoing evaluation. These findings provide practical guidance for school leaders and policymakers in designing sustainable inclusive education systems while contributing a more holistic analytical perspective to the existing body of inclusive education research.

Supporting and Inhibiting Factors in The Implementation of The Inclusive Education Program at SDS De Green Camp Tanjungpinang

The findings indicate that the supporting and inhibiting factors identified in this study are closely related to the school's institutional capacity to establish a sustainable inclusive education ecosystem. The strong commitment of school leadership, the availability of shadow teachers, active parental involvement, supporting facilities, and collaboration with psychologists collectively create a multidimensional support system that extends beyond classroom instruction. This explains why the school has been able to maintain inclusive educational practices despite facing structural limitations. Unlike many previous studies that emphasize material resources as the primary determinant of successful inclusion, the present findings suggest that organizational commitment and stakeholder collaboration play a more decisive role in sustaining inclusive education. Nevertheless, these strengths do not eliminate existing challenges. The shortage of trained teachers and the absence of internal therapeutic services illustrate that inclusive education remains highly dependent on the continuous development of professional capacity and institutional support. Therefore, the implementation of inclusive education should be understood as an ongoing organizational process rather than a program that can be completed simply by admitting students with special educational needs.

Another important finding is that the barriers identified in this study are not merely technical or administrative issues but reflect the complexity of implementing inclusive education across different educational contexts. Teacher turnover, for example, creates recurring demands for professional training, making capacity development a continuous rather than a one-time investment. Similarly, the inconsistency of some parents in following therapeutic recommendations demonstrates that inclusive education extends beyond school boundaries and requires sustained family engagement. This finding distinguishes the present study from much of the previous literature, which often treats school readiness and parental involvement as separate variables. Instead, this research demonstrates that successful inclusive education depends on the interaction among school leadership, teachers, families, and external professionals. When one component does not function optimally, the effectiveness of the entire inclusive education system may be reduced, highlighting the importance of building long-term collaborative partnerships rather than relying solely on internal school initiatives.

From a practical perspective, these findings offer several important lessons for other schools seeking to strengthen inclusive education. First, establishing an inclusive school should begin with institutional commitment and clear policy direction rather than focusing exclusively on physical infrastructure. Second, schools should develop integrated support systems that combine individualized educational planning, continuous teacher professional development, active parental participation, and collaboration with psychologists or other specialists. Third, regular monitoring and evaluation should be implemented to identify emerging challenges and ensure that support services remain responsive to students' changing needs. Finally, policymakers should recognize that sustainable inclusive education requires systematic investment in human resource development, specialized support services, and interinstitutional collaboration. By integrating these elements into a comprehensive implementation framework, schools will be better positioned to provide equitable, high-quality educational services while ensuring that inclusive education evolves from a policy mandate into a sustainable educational culture.

CONCLUSION

Based on the results of research on the implementation of the inclusive education program at SDS De Green Camp Tanjungpinang, it can be concluded that in general the school has implemented the principles of inclusive education in accordance with the approach proposed by Daniel P. Hallahan, although it still faces a number of challenges in the field. This study examines

implementation based on three main indicators: policy and planning, availability of human resources and facilities, and participation and collaboration. The implementation of inclusive education at De Green Camp Elementary School in Tanjungpinang has been quite effective. The school began the program with an initial assessment to identify the needs of students with special needs (ABK). Then, it developed an Individual Learning Program (IEP) implemented through adaptive learning in both regular and special needs classes. Shadow teachers actively assist students with special needs, and the curriculum is modified to suit the children's needs. The school also maintains intensive communication with parents and involves external psychologists in program development and collaboration.

Supporting and inhibiting factors that influence the success of inclusive education at SDS De Green Camp Tanjungpinang are as follows: supporting factors: the school's commitment to seriously accepting and assisting children with special needs. the presence of competent and dedicated shadow teachers. parental involvement in preparing IEPs and monitoring children's development. supporting facilities such as special classes, learning aids, and a child-friendly physical environment. collaboration with experts such as psychologists to assist the development process of students with special needs. Inhibiting factors: the limited number of regular teachers who understand and master inclusive education methods. the unavailability of internal therapy services at the school. the lack of consistency among some parents in following suggestions and programs from the school and psychologists. technical challenges in the process of assisting students with special needs such as low concentration, speech impediments, and unstable emotions. SDS De Green Camp has demonstrated its commitment to implementing inclusive education, although challenges remain that need to be addressed gradually to achieve more optimal and sustainable educational services for all students. However, this study has several limitations. The study was conducted at only one school, so other schools implementing inclusive programs are advised to continue strengthening internal policies, increasing the number of teachers who understand inclusive education, and providing additional facilities such as therapy services in the school. Furthermore, assessment systems and mapping of the needs of students with special needs (ABK) must be conducted regularly to ensure that the IEP remains relevant and developmentally appropriate.

BIBLIOGRAPHY

- Asrianti, T. K., & Hilmiati. (2025). Implementasi Pendidikan Inklusif bagi Anak Berkebutuhan Khusus di SDN 1 Denggen Kelurahan Denggen Kecamatan Selong Kabupaten Lombok Timur. *Jurnal Pendidikan Inklusi Citra Bakti*, 3(2), 210–220. <https://doi.org/10.38048/jpicb.v3i2.5804>
- Dziak, K., & Griffin, P. (n.d.). *FS1284: Developmental Disabilities Series: Overview of Developmental Disabilities (Rutgers NJAES)*. Developmental Disabilities Series: Overview of Developmental Disabilities. Retrieved 26 June 2026, from <https://njaes.rutgers.edu/fs1284/>
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). *Exceptional Learners: An Introduction to Special Education*. Pearson. <https://doi.org/10.1093/acrefore/9780190264093.013.926>
- Hornby, G., & Kauffman, J. M. (2024). Inclusive Education, Intellectual Disabilities and the Demise of Full Inclusion. *Journal of Intelligence*, 12(2), 20. <https://doi.org/10.3390/jintelligence12020020>
- Maurellia, C., Hindarti, T. P. D., Roimah, S., & Imamah, I. (2026). Studi Literatur Komprehensif: Strategi Pelayanan Anak Berkebutuhan Khusus di PAUD. *Abata: Jurnal Pendidikan Islam Anak Usia Dini*, 6(1), 30–48. <https://doi.org/10.32665/abata.v6i1.5802>

- Mawardi, D., & Sumarsono. (2025). The Role of Accessibility in Supporting Inclusive Education in Schools for Students With Special Needs. *Jurnal Manajemen Pendidikan Islam Al-Idarah*, 10(02), 51–60. <https://doi.org/10.54892/jmpialidarah.v10i02.632>
- Munawwaroh, L. (2018). Analisis Peraturan Menteri Pendidikan Nasional Indonesia Nomor 70 Tahun 2009 Tentang Pendidikan Inklusif Yang Ramah Anak. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 10(2), 173–186. <https://doi.org/10.14421/al-bidayah.v10i2.167>
- Phytanza, D. T. P., Nur, R. A., Hasyim, H., Mappaompo, M. A., Rahmi, S., Oualeng, A., Silaban, P. S. M., Suyuti, S., Iswati, I., & Rukmini. (2023). *Pendidikan Inklusif: Konsep, Implementasi, dan Tujuan*. CV.Rey Media Grafika. <https://eprints.unm.ac.id/34935/1/40.%20book%20chapter%20pendidikan%20inklusi.pdf>
- Pranyoto, Y. H., & Berangka, D. (2025). Implementation of Inclusive Education in Elementary Schools in Merauke District: An Analysis of Challenges and Solutions. *Jurnal Masalah Pastoral*, 13(1), 93–114. <https://doi.org/10.60011/jumpa.v13i1.190>
- Rijali, A. (2018). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81–95. <https://doi.org/10.18592/alhadharah.v17i33.2374>
- Sari, L. P., Hikmawati, H., & Al Azhari, M. L. A. (n.d.). Strategi Kepala Sekolah dalam Penerapan Pembelajaran Digital di Masa Pandemi Covid-19. *Inisiasi: Jurnal Manajemen Pendidikan Islam*. Retrieved <https://ejournal.iaingawi.ac.id/index.php/inisiasi/article/view/591>
- Shofi, A., Padilah, C. K., Laborahima, M. J., Nurhalimah, S., & Azis, A. (2025). Pendidikan Inklusi Sebagai Wujud Keadilan Pendidikan. *Qolamuna: Keislaman, Pendidikan, Literasi dan Humaniora*, 2(1), 267–276.
- Siregar, D. M. S., Pulungan, N. A., Gajahmanik, S. E., & Yunita, S. (2024). Upaya Membangun Hubungan Yang Harmonis Antara Guru dan Orang Tua Siswa dalam Meningkatkan Kualitas Pembelajaran di Sekolah. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 2(4), 253–260. <https://doi.org/10.61132/nakula.v2i4.965>
- Sitanggang, A. R., Puteri, A., Nduru, E. B., Mt, E. F., Anggriana, F., Nainggolan, I. B., Siregar, M. R., Tanslionva, L., & Ningsih, W. D. (2025). Optimalisasi Pendidikan Inklusi di Indonesia: Tantangan, Permasalahan, dan Strategi Peningkatan Mutu. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 3(2), 217–234. <https://doi.org/10.61132/nakula.v3i2.1675>
- Sugiyono. (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sujarweni, W. (2019). *Metodologi Penelitian Bisnis & Ekonomi*. Pustaka Baru Press.
- Supena, A., & etc. (2018). *Pedoman Penyelenggaraan Pendidikan Inklusif*. Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan. https://paudpedia.kemendikdasmen.go.id/uploads/pdfs/Tampilan_Pedoman_Penyelenggaraan_okbgt_FA.pdf
- Syawal, S. (2025). Pendidikan Inklusif: Membangun Lingkungan Belajar yang Ramah Untuk Semua. *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan*, 6(3), 612–622. <https://doi.org/10.59698/afeksi.v6i3.501>
- Winarno. (2013). *Metodologi Penelitian dalam Pendidikan Jasmani*. UM Press. <https://fik.um.ac.id/wp-content/uploads/2018/02/buku-8.pdf>