

Exploring the Implementation of Inclusive Education at Indonesian Madrasah: Challenges and Strategy

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Abstract. Inclusive education ensures that all students, including those with special needs, receive quality education in the same environment. This study explores the implementation of inclusive education in an Islamic elementary madrasa in Jember, Indonesia, focusing on learning models, activities, and challenges. Using a qualitative case study approach, data were collected through interviews with teachers and parents, observations, and document analysis. The findings reveal that the madrasa employs collaborative teaching, differentiated instruction, parental involvement, and technology to create an inclusive learning environment. Expert validation and student engagement indicate that these strategies enhance learning effectiveness. However, challenges such as limited teacher training, inadequate resources, and parental misconceptions persist. Strengthening institutional collaboration and expanding training programs are essential for sustainable implementation. This study contributes to the discourse on inclusive education in religious institutions and offers practical recommendations for improving accessibility and effectiveness.

Keywords: inclusive education, Islamic schools, special needs, teacher training

1 Introduction

Every citizen has the fundamental right to access quality education, including individuals with physical, emotional, mental, and social disabilities. UNESCO emphasises that the state is obliged to guarantee inclusive education services for all citizens to achieve the Sustainable Development Goal 4 on education[1]. In the Indonesian context, this is regulated in Article 31 paragraph 1 of the 1945 Constitution of the Republic of Indonesia. For children with special needs, this right is further reinforced by Law No. 20 of 2003 on the Indonesian National Education System, specifically Article 32, Paragraph 1, which mandates the provision of special education for learners experiencing difficulties in the learning process due to various challenges, as well as for those with exceptional intelligence and talents.

Despite the presence of policies affirming the educational rights of children with disabilities, a substantial gap persists in their access to quality education. Many children with disabilities continue to encounter barriers in obtaining equitable educational opportunities, primarily due to the limited availability and uneven distribution of inclusive educational institutions[2], [3].

The scarcity and inadequacy of specialized education facilities further exacerbate these disparities, impeding the acquisition of essential skills and the development of independence among children with disabilities[4][5]. That highlights a crucial gap between policy formulation and implementation in ensuring equitable educational opportunities.

A promising yet underexplored approach to inclusive education is the empowerment of madrasahs as inclusive educational institutions. Traditionally, madrasahs have been recognized for their role in religious-based education; however, their potential to accommodate children with disabilities remains underdeveloped. Given their strong religious foundation, madrasahs can play a crucial role in fostering self-acceptance among students with disabilities, potentially making them more effective in implementing inclusive education than other educational institutions[6]. Despite this potential, research on the specific strategies employed by madrasahs and the challenges they encounter in fostering inclusive education remains limited. This gap underscores the need for further investigation to understand and enhance the role of madrasahs in inclusive education.

While several studies have examined inclusive education in general schools [7], [8], research on how Indonesian madrasahs, as religious institutions, implement and manage inclusive practices remains limited. Existing literature primarily focuses on structural and logistical challenges, such as accessibility[9], curriculum adaptation[10], and teacher preparedness[11] in public schools. However, the influence of religious values in shaping inclusive education within madrasahs has received little attention. Given that madrasahs emphasize character education and moral development, exploring their unique approach to inclusion could offer valuable insights into alternative educational models for students with disabilities.

The Indonesian Ministry of Religious Affairs has undertaken initiatives to advance inclusive education in madrasahs, including the enactment of Minister of Religious Affairs Regulation No. 66 of 2016 and subsequent guidelines, such as the Director General of Islamic Education Decree No. 758 of 2022 and No. 604 of 2022. However, despite these regulatory frameworks, the practical implementation of inclusive education in madrasahs continues to face significant challenges. Key obstacles include inadequate teacher training, limited educational resources, and insufficient parental and community support, all of which impede the effectiveness of inclusive madrasahs[12]. Therefore, further empirical research is required to evaluate the extent of policy implementation and to identify persistent barriers at the institutional level.

Director of Madrasah Teachers and Education Personnel, Ministry of Religious Affairs stated that 10% of students at an Indonesian madrasah were children with special needs[13]. However, comprehensive research on the effectiveness of inclusive education in madrasahs remains limited. Existing studies on inclusive education primarily focus on public or private schools, leaving a critical gap in understanding how religious-based institutions implement and navigate inclusive education policies and practices. Examining how madrasahs adapt their curricula, pedagogical approaches, and student support systems to accommodate children with disabilities is crucial for advancing inclusive educational frameworks and informing evidence-based policy development.

A significant gap in the existing literature pertains to the social integration of students with disabilities in inclusive madrasahs. While prior research has predominantly focused on academic adaptation, limited attention has been given to the social experiences of these students within religious educational settings. Investigating how inclusive madrasahs foster

peer interactions, establish supportive learning environments, and incorporate religious values into their inclusive education models can offer new insights into holistic, inclusive education. This issue is particularly relevant in the Indonesian context, where religious and cultural values strongly influence educational practices.

In light of these research gaps and challenges, examining how madrasahs implement inclusive education, particularly regarding management strategies and learning activities that facilitate its success, is essential. This study aims to analyze the role of madrasahs in delivering inclusive education, evaluate the effectiveness of existing policies, and identify practical challenges in implementation. By addressing these critical issues, this research seeks to contribute to developing a more effective and sustainable inclusive education model within the madrasah system, ensuring that students with disabilities receive equitable and high-quality educational opportunities.

2 Method

Inclusive education is an educational approach that ensures equal learning opportunities for all students, including those with special needs, within the same academic environment. In the Islamic Elementary Madrasa of Maarif in Jember, Indonesia, the implementation of inclusive education is particularly significant due to the diverse backgrounds of students and the broader community. This study aims to examine how inclusive education is implemented in the madrasa, as well as the challenges encountered and the strategies employed to address them.

This research adopts a qualitative methodology with a case study design, as this approach enables an in-depth exploration of real-world educational practices within a specific institutional setting[14]. The case study framework allows for a comprehensive analysis of inclusive education by incorporating insights from multiple stakeholders. Data collection methods include in-depth interviews, classroom observations, and document analysis, ensuring methodological triangulation to enhance the credibility and validity of the findings[15].

In the data collection process, semi-structured interviews were conducted with ten teachers and five parents of students with special needs. The interview questions focused on their experiences in the teaching and learning process, the support mechanisms provided by the madrasa, and the challenges encountered in implementing inclusive education[16]. Additionally, an interview with the head of the madrasa offered insights into institutional policies and strategic initiatives to foster an inclusive learning environment.

Classroom observations were systematically conducted to examine the practical implementation of inclusive education. The researcher documented instructional strategies, student interactions, and the role of support systems within the madrasa setting[17]. Field notes were meticulously recorded to capture both pedagogical approaches and social dynamics, thereby providing rich contextual data on the learning experiences of students with special needs.

In addition to interviews and observations, document analysis was conducted on relevant policy documents, lesson plans, and inclusive education guidelines implemented at the madrasa. This methodological approach provided a comprehensive institutional perspective on

the structuring and regulating of inclusive education[18]. By examining both official policies and teacher-generated materials, the study ensured a more nuanced understanding of inclusive education practices.

The collected data was analyzed using thematic analysis, following Braun and Clarke's framework. This process involved systematically coding transcripts, identifying recurring themes, and interpreting patterns related to inclusive education practices, challenges, and institutional support mechanisms [19]. The key themes were compared with existing literature on inclusive education in Indonesia, offering contextual insights into the madrasa's inclusive initiatives.

Data triangulation was undertaken by cross-referencing data from interviews, observations, and document analysis to enhance the validity and reliability of the findings. This triangulation strategy minimized potential researcher bias and ensured the consistency of the results[20]. By corroborating evidence from multiple sources, the study aimed to provide a comprehensive depiction of inclusive education at the madrasa and to propose evidence-based recommendations for future improvements.

3 Result

3.1 Inclusive Education Model (Data from madrasa)

The inclusive education model implemented at the madrasa stands as a testament to the commitment to creating an equitable learning environment that values diversity and meets the needs of all students. This model is underpinned by fundamental principles that recognize the unique backgrounds and abilities of each learner and actively seek to accommodate them within the educational framework. By fostering an environment where every student feels valued and supported, the madrasa exemplifies the potential of inclusive education to transform the learning experience for all.

A prominent feature of the inclusive education model at the madrasa is the collaborative approach adopted by the teaching staff. Regular teachers work with special education teachers to co-create a curriculum accessible to every student, regardless of their challenges. This collaborative model is not merely a logistical arrangement but a pedagogical strategy that enhances the educational experience.

In addition to collaboration, the madrasa employs a differentiated approach to learning, which is crucial for addressing the varied needs of students. This strategy involves adapting teaching methods and assessments to align with students' abilities and learning styles. For example, in mathematics lessons, teachers provide a range of tasks that cater to different levels of comprehension, ensuring that all students can engage actively in the learning process. This tailored approach fosters a sense of achievement among students and promotes a positive attitude toward learning. Data obtained from the madrasa 2024 indicates that 80% of students with special needs can participate effectively in their education due to implementing this differentiated approach, demonstrating its effectiveness in promoting inclusivity.

At the same time, technology also plays a pivotal role in supporting inclusive education at the madrasa. The madrasah utilizes various learning aids, including educational software

explicitly designed for students with special needs, to facilitate the learning process. Technology integration has proven effective in helping students grasp lesson content more readily.

Moreover, the inclusive education model at the madrasa is characterized by continuous professional development for teachers. The madrasa invests in training programs that equip educators with the skills and knowledge necessary to effectively support all learners, particularly those with special needs. This commitment to ongoing professional development ensures that teachers remain informed about best practices in inclusive education and can implement these strategies effectively in their classrooms. As a result, the quality of education at the madrasa is continuously enhanced, benefiting all students and fostering an inclusive atmosphere.

The impact of the inclusive education model extends beyond the classroom. It cultivates a culture of acceptance and understanding within the school community. By promoting diversity and inclusivity, the madrasa encourages students to appreciate differences and learn from one another. This cultural shift is essential as it prepares students to thrive in a diverse society, fostering empathy and cooperation among peers. The positive social dynamics that emerge from this inclusive environment contribute to students' overall well-being, enhancing their emotional and social development.

Furthermore, the madrasa's inclusive education model is an example for other madrasahs seeking to implement similar practices. By showcasing the effectiveness of collaborative teaching, differentiated learning, parental involvement, and technology integration, the madrasa provides a blueprint for success in inclusive education. Other institutions can learn from their experiences and adapt these strategies to meet their specific contexts and challenges. This potential for replication is vital for advancing inclusive education across different educational settings, ensuring that more students can benefit from supportive learning environments.

In conclusion, the inclusive education model at the madrasa Jombang Jember exemplifies a successful approach to creating a supportive learning environment for all students. Through collaborative teaching practices, differentiated learning strategies, active parental involvement, and the strategic use of technology, the madrasa not only meets the diverse needs of its students but also fosters a culture of inclusivity and acceptance. As educational institutions continue to evolve, the model established at the madrasa serves as a guiding light, illustrating the profound impact of inclusive education on students, families, and communities. Addressing the needs of all learners is not just an educational imperative; it is a societal responsibility that can lead to a more equitable and compassionate future.

Parental involvement is another critical aspect of the inclusive education model at the madrasa. The madrasah actively encourages parents to engage in their children's educational journey through regular meetings to discuss progress and collaboratively address challenges.

3.2 Forming Inclusive Education by Learning Activities

The learning activities at the madrasa are meticulously designed to ensure that all students, including those with special needs, can participate actively and meaningfully. This commitment to inclusivity is not merely a policy but a fundamental aspect of the school's educational philosophy. One notable approach implemented is project-based learning, which

is particularly effective in fostering an inclusive environment. In this model, students are organized into heterogeneous groups, allowing them to learn from and support one another. This collaborative structure is essential, enabling students to engage with diverse perspectives and skills, enriching their educational experience.

A concrete example of project-based learning at the madrasa is the initiative where students are tasked with creating a school garden. This project serves multiple educational purposes; through hands-on activities, students learn about science and the environment while learning to collaborate and appreciate each member's contributions. The garden project practically applies classroom concepts and encourages teamwork, problem-solving, and communication. Students with special needs feel more accepted and engaged in this activity, boosting their self-confidence. The tangible outcome of the garden serves as a source of pride for all students, reinforcing their sense of belonging and accomplishment within the school community.

In addition to project-based learning, the madrasa employs cooperative learning methods, further enhancing the inclusive educational environment. In this approach, students work in small groups to complete assigned tasks, with the teacher acting as a facilitator who provides guidance and support. This method encourages peer interaction and allows students to take on various group roles, promoting leadership and responsibility.

Extracurricular activities also play a vital role in promoting inclusive education at the madrasa. The madrasah offers a variety of activities, including arts, sports, and science clubs, designed to engage all students. These activities allow students to develop their talents and interests while fostering an environment conducive to social interaction. Engaging in extracurricular pursuits allows students to form friendships and build community beyond the traditional classroom setting. Data in 2024 indicates that student participation in extracurricular activities increased by 30% following the implementation of inclusive education at the madrasa. This surge in involvement highlights the positive impact that inclusive practices can have on student engagement and overall school culture.

Through a range of inclusive learning activities, the madrasa in Jombang Jember has successfully created a supportive learning environment that nurtures the development of all students. These initiatives assist students with special needs in their learning and enrich the educational experience for all students. By fostering an inclusive atmosphere, the madrasa promotes mutual respect and understanding among students, essential for cultivating a harmonious school community. The emphasis on inclusivity is reflected in the school's values and practices, prioritizing each student's needs while encouraging collective growth.

Furthermore, the commitment to inclusive education at the madrasa extends beyond the classroom. The school actively engages parents and the broader community in its initiatives, recognizing that a collaborative approach is crucial for the success of inclusive practices. Workshops and informational sessions are held to educate parents about the benefits of inclusive education and to provide them with strategies to support their children at home. This partnership with families reinforces the importance of a holistic approach to education, where the school and home environments work together to promote the well-being and development of all students.

The impact of these inclusive practices is evident in the positive feedback received from students, parents, and educators alike. Many students feel more accepted and valued within the school community, enhancing their overall educational experience. Teachers, too, note improvements in classroom dynamics as students demonstrate greater empathy and willingness to support one another. The inclusive strategies employed at the madrasa benefit those with special needs and contribute to developing a more compassionate and understanding student body.

Moreover, the success of the madrasa's inclusive education model serves as a valuable case study for other educational institutions seeking to implement similar practices. By sharing its experiences and outcomes, the madrasa can inspire and guide other schools to create inclusive environments. The lessons learned from this initiative underscore the importance of adaptability, creativity, and collaboration in addressing the diverse needs of students. As more schools recognize the value of inclusivity, the potential for positive change in educational systems becomes increasingly apparent.

In conclusion, the range of inclusive learning activities at the madrasa supports students with special needs and enriches the overall educational experience for all learners. The school fosters an environment where students can thrive by implementing project-based and cooperative learning approaches and various extracurricular activities. The commitment to inclusivity at the madrasa exemplifies education's transformative power when approached with empathy and understanding. As the school continues to evolve and adapt its practices, it remains a beacon of hope and inspiration for inclusive education, demonstrating that every student has the potential to succeed when given the right opportunities and support.

3.3 Barriers and Challenges of Inclusive Education in Madrasa

Despite the successful implementation of inclusive education at the madrasa in Jember, several barriers and challenges hinder its full potential. One of the primary challenges is the insufficient training and understanding of inclusive education among teachers. Many educators still struggle to manage heterogeneous classrooms, particularly in adapting teaching methods and assessments for students with special needs. According to a study conducted by Firdausyi in 2024, the majority of teachers have not received adequate training in providing inclusive education[21]. This statistic underscores a significant gap in professional development that is essential for the effective delivery of inclusive practices.

The implications of inadequate training are far-reaching, as teachers who lack the necessary skills may inadvertently create an environment that is not conducive to learning for all students. Without proper training, educators may resort to traditional teaching methods that do not accommodate the diverse needs of their students. This situation can lead to frustration for teachers and students, resulting in a classroom dynamic that fails to promote inclusivity. Furthermore, the lack of understanding regarding the principles of inclusive education can perpetuate negative attitudes toward students with special needs, further alienating them from their peers.

Additionally, the lack of adequate resources and facilities poses a significant obstacle to the effective execution of inclusive education. While the madrasa has made efforts to provide learning aids, there remains a pressing need for improved facilities, such as classrooms that are accessible for students with limited mobility. A study indicates that physical accessibility

is a crucial factor in the success of inclusive education within madrasa [17]. That highlights the importance of having the right educational tools and ensuring that the physical environment is tailored to accommodate all learners.

The significance of physical accessibility cannot be overstated. Classrooms designed to be inclusive can significantly enhance the learning experience for students with disabilities, allowing them to participate fully in all activities. Conversely, inadequate facilities may make students feel isolated or disengaged, which can hinder their academic progress and social integration. The madrasa needs to prioritize enhancing its physical infrastructure to support the diverse needs of its student body.

Support from parents also presents a distinct challenge to the successful implementation of inclusive education. Some parents hold negative perceptions of inclusive education and express concerns regarding their children's ability to compete in an inclusive environment.

Another challenge faced is the lack of collaboration between madrasah and relevant institutions, such as the Department of Education and non-governmental organizations focused on inclusive education. Inadequate cooperation can hinder the development of essential programs and resources to support inclusive education. Data reveals that only 25% of madrasahs have partnered with related institutions to bolster inclusive education. This lack of collaboration can limit access to valuable resources, training opportunities, and support systems crucial for the success of inclusive education initiatives.

4 Discussion

4.1 Inclusive Education Model (Data from madrasa)

The inclusive education model at the madrasa is characterized by a collaborative teaching approach. Regular teachers and special education teachers work together to design an accessible curriculum. This collaboration ensures that students with diverse learning needs receive equitable educational opportunities. Rather than being a mere administrative setup, this approach serves as an intentional pedagogical strategy to improve the overall learning experience for all students.

By integrating the expertise of both general and special education teachers, the model fosters adaptive teaching methods, such as differentiated instruction and individualized learning plans. This co-teaching dynamic allows for a more inclusive classroom environment where students receive tailored support while still engaging in mainstream educational activities[23], [24]. Furthermore, this model promotes professional development as teachers share knowledge and refine their instructional techniques through continuous collaboration.

It is correlated with research conducted by Ramadhani, which highlights that such collaboration significantly improves teachers' understanding and skills in managing inclusive classrooms [25]. This synergy between teachers ensures that diverse learning needs are met, resulting in a more holistic educational experience for all students.

Parental involvement plays a pivotal role in supporting the inclusive education model at the madrasa. The institution fosters active collaboration between educators and parents by organizing regular meetings to monitor students' progress and address potential challenges.

This engagement helps ensure that students with diverse learning needs receive consistent support at school and home. The madrasa creates a shared responsibility framework by involving parents in decision-making and intervention strategies, enhancing students' academic and social development. This approach aligns with family-school partnership theories, emphasizing that inclusive education is most effective when there is strong communication and cooperation between educators and families. Furthermore, parental engagement contributes to a more adaptive learning environment where students feel supported holistically, reinforcing their confidence and motivation to succeed.

This practice aligns with findings by Aryuni et al., which underscore the significant influence of parental engagement on the success of inclusive education [26]. By fostering a partnership between the madrasah and families, the madrasa not only cultivates an inclusive learning community but also strengthens the support network for students, thereby enhancing their overall educational experience.

The research also found the importance of technology in addition to parental engagement. This research data highlights the significant role of technology in fostering inclusive education within the madrasa setting. Educational software tailored for students with special needs serves as a crucial tool in making learning more accessible and engaging. By integrating digital learning aids, the madrasa provides personalized learning experiences, catering to diverse student needs and enabling better comprehension of lesson content.

The findings suggest that technology enhances inclusivity by addressing individual learning challenges, allowing students with disabilities to engage more effectively in the classroom. That aligns with broader educational trends emphasizing assistive technology to bridge learning gaps and promote equal opportunities in education. Moreover, the effectiveness of technology in improving content retention and comprehension underscores the need for continued investment in digital tools and teacher training to maximize its benefits in inclusive learning environments.

These findings are relevant to the study conducted by Latumeten et al., which found that the incorporation of technology in inclusive education can significantly enhance student motivation and engagement[27] while also facilitating a more interactive and dynamic learning environment. By leveraging technology, the madrasa not only meets the diverse learning needs of its students but also prepares them for a world increasingly influenced by digital tools.

4.2 Reinforcing inclusivity

The data highlights the madrasa's commitment to inclusive education, emphasizing that inclusivity is not just a policy but a core educational principle. The project-based learning (PBL) approach is central to fostering this inclusivity by structuring learning activities involving all students, including those with special needs[28].

By organizing students into heterogeneous groups, the madrasa ensures that students with diverse abilities, backgrounds, and learning styles collaborate and support one another. This peer interaction enhances social integration, allowing students to develop empathy, communication skills, and a deeper understanding of different perspectives. Additionally, the collaborative nature of PBL facilitates knowledge-sharing and promotes skill development, helping all students engage meaningfully in the learning process.

From an educational standpoint, this approach aligns with constructivist learning theories, emphasizing learning as a social process enriched by collaboration and active participation. Furthermore, it reflects universal design for learning (UDL) principles, which advocate for flexible teaching methods that accommodate diverse learning needs. Ultimately, the madrasa's approach demonstrates how inclusive pedagogy can enhance academic and social outcomes, reinforcing the importance of adaptive teaching strategies in diverse educational settings. This finding relates to research that indicates that project-based learning can enhance social skills and cooperation among students, which is particularly beneficial for those with varying abilities, including for students with disabilities[29].

Cooperative learning methods enhance student engagement by promoting peer collaboration and shared responsibility. Through small-group activities, students actively participate in learning tasks, developing essential social and cognitive skills. The teacher's role shifts from a traditional instructor to a facilitator, guiding students while allowing them to take ownership of their learning.

One key benefit of this approach is its ability to cultivate leadership and accountability. Students gain experience in decision-making, communication, and teamwork by assigning different roles within groups, which are crucial for academic and personal development. Furthermore, cooperative learning encourages mutual support among students, helping to bridge learning gaps and accommodate diverse learning abilities, making the classroom more inclusive.

In line with constructivist learning theories, this method aligns with best practices in student-centered education, emphasizing active participation, critical thinking, and real-world application. The collaborative nature of this approach reflects global trends in 21st-century learning, reinforcing the importance of social interaction in knowledge construction. This finding is strengthened by Himawati et al., who demonstrate that cooperative learning can enhance students' social interaction and communication skills, particularly those with learning difficulties[30]. By fostering an atmosphere of collaboration, the madrasa ensures that all students, regardless of their abilities, can contribute meaningfully to their learning experiences.

4.3 Addressing Barriers and Challenges

The findings indicate that some parents harbor negative perceptions about inclusive education, possibly due to misconceptions or a lack of awareness about its benefits. These parents may worry that their children—whether they have special needs or are typically developing—will face difficulties adapting or competing in an inclusive classroom setting.

This reluctance could stem from concerns over academic performance, social integration, or the adequacy of teacher support in managing diverse learning needs. Parents of children with disabilities may fear that their child will struggle to keep up with the general curriculum. In contrast, parents of typically developing children may worry that inclusive education could slow their child's progress. These perceptions can influence parental involvement, advocacy, and willingness to collaborate with educators, potentially hindering the effectiveness of inclusive education initiatives. Related to this, a study by Tsaniyah et al. highlights the necessity for education and outreach to parents about the benefits of inclusive education to

combat existing negative stigma[31]. That indicates that parental attitudes can significantly influence the school's acceptance and effectiveness of inclusive practices.

To address these concerns, schools and policymakers must implement awareness campaigns, workshops, and engagement programs that inform parents about the benefits of inclusion, such as fostering empathy, diversity, and equal opportunities for all students. Strengthening parent-teacher collaboration can help alleviate fears and build a supportive environment for inclusive education[32]. The madrasa must proactively communicate with parents to educate them about the advantages of inclusive education. Workshops, informational sessions, and open dialogues can serve as platforms for addressing concerns and dispelling myths surrounding inclusive practices[33]. By fostering a collaborative relationship with parents, the school can create a supportive community that values diversity and inclusion, benefiting all students.

The findings also indicate a significant gap in institutional collaboration between madrasahs and key stakeholders, including the Department of Education and non-governmental organizations (NGOs) specializing in inclusive education. With only 25% of madrasahs actively engaging in partnerships, most lack access to essential external support, which is critical for developing and sustaining inclusive education programs.

The absence of strong collaboration poses several challenges. First, it limits resource allocation, preventing the madrasah from acquiring necessary materials, assistive technologies, and specialized learning tools for students with diverse needs. Second, it reduces professional development opportunities, as teachers miss out on training programs and capacity-building workshops that enhance their ability to implement inclusive teaching strategies. Lastly, weak institutional ties can result in fragmented policy implementation, making it difficult for madrasahs to align with national inclusive education frameworks and best practices.

Addressing this issue requires strengthening partnerships with governmental and non-governmental entities to ensure access to funding, training, and inclusive education resources[34]. Encouraging multi-sector collaboration will improve madrasah readiness and enhance the overall effectiveness and sustainability of inclusive education initiatives.

To bridge this gap, the madrasa must actively seek partnerships with external organizations that specialize in inclusive education. By collaborating with these entities, the school can access expertise, resources, and training to enhance its inclusive practices. Such partnerships can also facilitate the sharing of best practices and innovative approaches to teaching, ultimately enriching the educational experience for all students.

The madrasa must continue to enhance teacher capacity, improve facilities, and foster better collaboration with various stakeholders. By doing so, inclusive education can be implemented more effectively, providing maximum benefits for all students. This multifaceted approach requires a commitment to ongoing professional development, investment in infrastructure, and cultivating strong relationships with parents and external organizations.

In conclusion, while the madrasa has made strides in implementing inclusive education, significant challenges must be addressed to ensure its success. Improving teacher training, better facilities, and enhanced collaboration with parents and institutions are imperative. By tackling these issues head-on, the madrasa can create a more inclusive and supportive

educational environment that meets the diverse needs of all its students, paving the way for a brighter future for everyone involved.

4 Conclusion

The implementation of inclusive education at a madrasa in Jember has resulted in notable improvements in the learning experiences of students, particularly those with special needs. Observations reveal that tailored instructional strategies have positively impacted student engagement and academic outcomes. Key elements such as collaborative teaching, differentiated instruction, and peer support have collectively fostered a more inclusive and participatory classroom environment.

Parental involvement has emerged as a critical factor in reinforcing students' educational progress. Active collaboration between parents and educators has provided the necessary support to sustain learning both at school and at home. Furthermore, the integration of technology has enabled personalized learning pathways, allowing students with diverse abilities to access instruction tailored to their individual needs.

Despite these advancements, several challenges persist. Teachers report limited professional training in inclusive education, which constrains their ability to address the varied needs of students with disabilities. A lack of adequate resources—including adaptive learning materials and specialized instructional tools—also hinders the consistent application of inclusive practices. Moreover, disparities in parental engagement outside the classroom contribute to uneven student progress.

To address these issues, targeted investment in teacher training and resource development is essential. Strengthening partnerships among government agencies, madrasa leadership, and local communities is equally important to ensure the sustainability and expansion of inclusive education initiatives. Policy reforms that prioritize funding for teacher development and infrastructural improvements will be pivotal in advancing these goals.

Overall, the findings of this study underscore the transformative potential of inclusive education in promoting both academic achievement and social integration. The case of this madrasa demonstrates that, with strategic implementation and adequate support, students with special needs can thrive alongside their peers in a shared learning environment. Moving forward, the inclusive education model practiced here may serve as a replicable framework for madrasahs across Indonesia. Sustained institutional commitment and investment will be vital to unlocking the full potential of inclusive education on a national scale.

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