Implementation of Multi-Level Inclusive Learning Management in Indonesian Schools of Kinabalu City Malaysia

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Abstract

As an educational institution catering to children of Indonesian Migrant Workers (PMI) who are characterized by a rich tapestry of cultural, tribal, racial, and religious backgrounds, alongside a spectrum of socio-economic challenges and legal uncertainties regarding their presence in the host nation, Sekolah Indonesia Kota Kinabalu (SIKK), Malaysia, underscores the critical necessity for inclusive educational practices. This study examines the implementation of multi-tiered inclusive learning management across elementary, junior high, and senior high school levels, focusing particularly on students with special needs. The research aims to evaluate planning, execution, and support mechanisms in fostering equitable educational opportunities. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis. Findings reveal that SIKK has successfully implemented inclusive practices at the elementary level, including differentiated curricula, ongoing teacher training, and additional learning resources. However, inclusive practices at the junior high and senior high school levels are less effective, largely due to resource limitations, particularly the lack of special education teachers, with only one currently available. Challenges include insufficient resources, inadequate technical support, and differing perceptions of inclusion among stakeholders. Despite these obstacles, SIKK demonstrates significant efforts in inclusive education, underscoring the need for comprehensive policies and sustained government support. This research offers a novel perspective on the management of inclusive education within a multicultural and resource-limited context, highlighting the significance of collaborative engagement among multiple stakeholders and the need for contextually informed strategies to ensure sustainable implementation within the framework of Indonesian schools abroad, which face markedly intricate challenges.

Keywords: inclusive education, learning management, multi-level, implementation

INTRODUCTION

Inclusive education initiatives have emerged as a critical component of educational reform across various nations, including Indonesia. The primary aim of these initiatives is to ensure that every learner, irrespective of their abilities or challenges, is afforded the opportunity to engage in high-quality educational experiences. The conceptual framework of inclusive education is predicated on the

principles of diversity and endeavors to provide an equitable educational experience for all students. This pedagogical approach not only fosters social equity but also enhances educational outcomes for all learners by cultivating a rewarding, collaborative, and inclusive academic environment.

In accordance with the preceding discussion, Permendiknis No. 70 of 2009 regarding inclusive education delineates that inclusive education policies are initiatives designed to create opportunities for all learners, including those with special needs and individuals exhibiting exceptional intelligence or unique aptitudes, to engage in educational experiences alongside their peers. It underscores that inclusive education functions as a framework through which children with special needs (ABK) can obtain educational services in proximity to their residences. Special education is specifically devised for students who encounter barriers in the learning process due to physical, mental, emotional, intellectual, or social challenges, and who demonstrate diverse abilities in comparison to their peers (Fatmawiyati & Permata, 2023).

According to the report from the central statistical agency in 2022, the incidence of disability among individuals aged 5 to 19 years reaches 3.3%. Considering that the population in the year 2021 was 66.6 million, this translates to approximately 2,197,833 children within this age bracket identified as having disabilities (Olusanya et al., 2022). It is imperative to acknowledge that the data pertains to individuals with disabilities, distinguishing them from those categorized as children with special needs; thus, children with special needs encompass a broader spectrum beyond just individuals with disabilities, indicating that children with disabilities fall under different classifications.

It is widely acknowledged within academic discourse that the paradigm of inclusive education is frequently conflated with that of exceptional education, despite the intrinsic differences that distinguish these two concepts. Exceptional education, as operationalized by Extraordinary Schools (SLB), primarily entails the segregation of children with special needs (ABK) from their typically developing counterparts. In stark contrast, inclusive education seeks to amalgamate children with varied needs within a co-educational milieu, thereby facilitating their interaction and socialization with peers in heterogeneous societal contexts. Through the lens of inclusive education, children with special needs are afforded the opportunity to actively participate in the broader social sphere, which allows them to cultivate social competencies and reinforce their connections with surrounding communities (Leung et al., 2022).

The definition of a child with special needs encompasses a more extensive and nuanced framework than the concept of exceptional child education. Children with special needs are those who necessitate customized educational services that markedly diverge from those typically provided to their developing peers, as they encounter distinctive challenges in their educational and developmental trajectories (Hande et al., 2020).

In order to actualize an exemplary vision of inclusive education, it is imperative to ensure proficient management of all educational resources, in conjunction with effective governance structures. Management plays a pivotal role as the principal avenue for the realization of the vision and mission of educational institutions (Syamsul Bahri & Arafah, 2021). The management process encompasses a series of sequential actions including planning, organizing, actuating, controlling, and evaluating. Moreover, the proactive involvement of the institutional framework, along with the optimal allocation of organizational resources, is crucial for achieving objectives in both an efficient and effective manner (Tajudin & Aprilianto, 2020). Through adept management practices, educational institutions are positioned to develop more tailored programs, as available resources can be directly aligned with the specific needs of students (Clinciu, 2023).

To guarantee that inclusive education programs function at their utmost efficacy, proficient administrative practices within schools are essential for the governance of these initiatives. The management of inclusive education encompasses strategic planning, organization, implementation, and supervisory mechanisms designed to ensure that the inclusive education framework attains its intended objectives (Syaiful Bahri, 2021). In Indonesia, the enactment of inclusive education is predicated upon

a national policy framework that affirms the entitlement of children with disabilities to receive instruction within regular classrooms alongside their peers (Nugraha et al., 2024). Notwithstanding the existence of such a policy, the practical realization of inclusive education, particularly within various tiers of educational institutions, continues to encounter a multitude of significant challenges. These challenges encompass inadequate infrastructure to accommodate the needs of children with special needs, a scarcity of educators specifically trained in inclusive practices, limited access to adaptive teaching resources, and the necessity for a school culture that genuinely fosters inclusion. To surmount these challenges, sustained efforts are requisite to enhance facilities, provide comprehensive training for educators, and cultivate an inclusive school environment in its entirety.

Sekolah Indonesia Kota Kinabalu (SIKK) represents a distinctive educational establishment as it serves Indonesian nationals residing in Malaysia, notably in the state of Sabah. SIKK offers a comprehensive educational continuum from Primary School (SD) to Upper Secondary School and Vocational High School (SMA/SMK), rendering it a multi-tiered institution that grapples with the intricacies of accommodating learners across various developmental stages. As SIKK evolves, there exists an increasing imperative to ensure that the institution is capable of addressing the educational requirements of all students, including those with disabilities or special educational needs.

Confronting the heterogeneity of the student demographic, which encompasses the offspring of Indonesian migrant laborers, SIKK occupies a distinctive position to serve as a paradigm of inclusive education within a multicultural and international milieu. Nonetheless, SIKK's preparedness to effectively implement inclusive education across all educational tiers remains an area necessitating comprehensive investigation. This is particularly pertinent in the context of the execution of instructional methodologies within each inclusive classroom, especially given SIKK's location abroad and the restricted access to support and resources typically accessible in numerous regions of Indonesia.

The increasing emphasis on inclusive education globally underscores the necessity of understanding and addressing the unique challenges faced by schools operating in diverse contexts. Sekolah Indonesia Kota Kinabalu (SIKK), as an overseas Indonesian school, serves a multicultural and multi-level student population, including those with special needs. However, the implementation of inclusive education in such settings often encounters systemic barriers, including limited resources, insufficient teacher training, and inconsistent policy support. Despite these challenges, inclusive education is pivotal in promoting equity, social justice, and the holistic development of all learners. This research is urgent as it delves into the specific context of SIKK, providing critical insights into how inclusive practices can be developed and sustained in complex educational environments.

This study contributes significantly to the field of education by highlighting practical strategies and challenges in managing inclusive learning across multiple levels within a multicultural framework. The findings emphasize the importance of structured planning, collaborative execution, and the role of stakeholders in fostering inclusive learning environments. Additionally, this research offers actionable recommendations that can guide policymakers, educators, and administrators in strengthening inclusive practices not only in overseas Indonesian schools but also in similar educational settings worldwide. By addressing these gaps, the study aims to enhance the theoretical understanding and practical implementation of inclusive education, aligning with global efforts to ensure quality education for all.

This research endeavor seeks to investigate the management of inclusive learning across various educational levels (primary and secondary school) or multi-level settings. Furthermore, the study will aim to delineate supporting factors and ascertain the obstacles encountered by the institution, as well as to proffer recommendations to enhance its capacity to deliver education within a high-quality inclusive educational framework.

METHOD

The methodological framework employed in this investigation is qualitative in nature. As delineated by (Vindrola-Padros & Johnson, 2020), qualitative research is conceptualized as inquiries conducted within a natural or organic context. When classified according to its objective, this study is categorized as a case study descriptive research endeavor. Case study descriptive research represents a systematic methodological inquiry that seeks to meticulously examine symptoms, facts, or events by engaging with populations or specific characteristics of a delineated locale in considerable depth (Riyanto, Yatim. & Oktariyanda, 2023). The qualitative descriptive research approach employed herein is specifically aimed at acquiring profound and holistic insights regarding the execution of multi-level inclusion learning management within Sekolah Indonesia Kota Kinabalu (SIKK), Sabah Malaysia.

The techniques for data collection encompass in-depth interviews, participatory observations, and document analysis pertinent to school policies and practices. Interviews were conducted with various informants, including school principals, vice-principals, primary school educators, junior high school subject instructors, Special Accompanying Teachers (GPK), and students. Observational assessments were performed to analyze interactions between educators and students during the instructional process, as well as the treatment provided to pupils both within and outside the classroom environment. The observations focused on the strategies, methodologies, media, and processes that transpire during the learning experience.

The analytical technique applied for data processing is qualitative data analysis, specifically utilizing the interactive models posited by Miles, Huberman, and Saldana, which encompass (1) data condensation, (2) data display, and (3) data verification and inference (Riyanto, Yatim. & Oktariyanda, 2023). The validity of the data within this study is assessed through various credibility tests (including prolonged engagement, persistent observation, triangulation, peer debriefing, referential adequacy checks, and member checks), alongside evaluations of dependability, confirmability, and transferability.

RESULTS AND DISCUSSION

Inclusive education has emerged as a paramount global objective, as educational institutions endeavor to provide equitable learning opportunities for all learners, particularly those with varied needs and capabilities (Viberg et al., 2024). Sekolah Indonesia Kota Kinabalu (SIKK), as an overseas Indonesian educational establishment, functions within a multicultural milieu, serving students from diverse educational stages and backgrounds. This distinctive environment presents both prospects and obstacles in the execution of inclusive learning management, especially in cultivating a setting where each learner can flourish regardless of their abilities. The dedication of SIKK to inclusive education epitomizes broader initiatives to conform to international standards while simultaneously addressing local requirements.

In this investigation, the outcomes examine the complex implementation of inclusive education at SIKK, emphasizing planning, execution, and the contributions of various stakeholders. These findings are derived from a qualitative case study, providing a sophisticated understanding of how SIKK incorporates inclusive practices throughout its multi-tiered system. The results not only underscore the institution's achievements but also illuminate the enduring challenges that necessitate systemic enhancements to realize a genuinely inclusive atmosphere.

Implementation of Inclusive Educational Management

The concept of implementation may be articulated as a methodical endeavor to actualize the policies delineated in regulations promulgated by governmental entities or alternative state authorities, with the ultimate intention of fulfilling the objectives articulated within the policy (Pan & Zhang, 2022). The enactment of a meticulously formulated strategy is termed implementation (Friesl et al., 2021). As elucidated, the implementation process encompasses the realization of theories, principles, regulations, or advancements through concrete actions devoid of deleterious effects, which may engender shifts in comprehension, competence, beliefs, and perspectives. In more accessible terms, implementation may be construed as a manifestation of direct execution within an operational framework (Dryden-Palmer et al., 2020).

In a similar vein, Pressman and Wildavsky delineate implementation through an array of interconnected terminologies: to execute the policy (to carry out), to fulfill the obligations as delineated in the policy document (to fulfill), to generate outcomes as specified in the policy objectives (to produce), and to attain the objectives that necessitate fulfillment as outlined in the policy aims (to complete) (Mamokhere et al., 2022).

According to Pananrangi, the term "manage" derives from the English language and connotes the competencies associated with organizing, supervising, managing, and operating. In reference to terminology pertinent to management, as explicated in the comprehensive English management lexicon, it pertains to the role of a manager or leader (Lestari et al., 2022). Management encompasses a sequence of actions or a series of actions executed by, on behalf of, and for the benefit of individuals (Svejvig & Schlichter, 2020). Consequently, management is recognized and employed by individuals. Within the domain of management, there exist various sectors specifically dedicated to education. Educational management epitomizes the targeted application of management or administrative principles in the processes of organizing, coordinating, and distributing available resources within the educational sphere .

Educational management, in essence, represents the conventional application of management principles or administrative practices in the orchestration, guidance, and allocation of resources within the educational landscape (Boni et al., 2023). This viewpoint aligns with Nurhadi's assertion that educational management constitutes a field dedicated to the analysis of Human Resources (HR), curricula, and educational resources and facilities, with the objective of optimizing the achievement of educational goals while nurturing a supportive environment for all stakeholders engaged in the collective endeavor of educational excellence (Lynch et al., 2020).

To ensure the effective functioning of inclusive education programs, it is imperative to enhance the management of educational institutions in relation to initiatives for inclusive education. The management of inclusive education entails the effective orchestration of planning, organization, implementation, and arrangement of activities within the context of an inclusive educational framework, which is crucial to fulfilling the established objectives (Bortun, 2023). In inclusive educational institutions, the governance model confers substantial authority upon principals, thereby positioning them as school leaders. This role encompasses the responsibilities of strategizing, organizing, directing, coordinating, supervising, and evaluating (Wise et al., 2020).

Effective management guarantees that resources, which encompass qualified instructional personnel, suitable facilities, and educational materials, are allocated and utilized efficiently to enhance inclusive educational practices. This not only elevates educational standards but also ensures that every student is afforded a fair opportunity to achieve their academic and personal aspirations (Sari et al., 2024).

Learning Management Planning in Multi-level Inclusion Classes at SIKK

Based on empirical data acquired through comprehensive interviews, systematic observations, and rigorous document analysis at Sekolah Indonesia Kota Kinabalu (SIKK), it was determined that the

framework for multi-level inclusion learning management planning has been developed but remains underutilized. This framework encompasses several critical elements, including 1) the assessment of student requirements, 2) the formulation of a differentiated curriculum alongside the Individual Learning Plan (RPI) within the Individual Learning Program (PPI), 3) the establishment of supportive programs, 4) in addition to the provision of periodic training for educators, albeit still significantly insufficient.

SIKK initiates the planning process by conducting a preliminary evaluation of the needs of students, encompassing both those with special needs (ABK) and their typically developing peers. This evaluation is executed through systematic observation, assessment of academic performance, and consultations with parents (de Croes et al., 2024). Such an approach enables the institution to gain insights into student profiles and ensures that each requirement can be adequately addressed within the learning planning framework. Regrettably, this identification process has not been implemented comprehensively at the junior and high school tiers due to constraints in resources. As articulated by the principal, *"the new identification is executed quite effectively at the elementary level, attributable to the constraints of limited human resources of specialists."* It is noteworthy that at SIKK, there exists solely one Special Accompanying Teacher (GPK) who was specifically assigned from Indonesia by the government. This educator, rather than functioning exclusively as a GPK, has been designated as a classroom teacher owing to the scarcity of instructors within the institution, thus limiting the efficacy of his responsibilities as GPK. She is consequently restricted to concentrating on the primary school level due to insufficient energy and resources.

In concurrence with the principal's observations, a teacher at the junior high school level remarked, *"I conduct identification solely based on the student's learning style; however, it is not exhaustive, and I endeavour to implement differentiated instruction to the best of my ability."* Therefore, it can be inferred that, in general, the identification process has not been executed thoroughly due to a lack of resources, specifically in terms of experts and specialized training for educators regarding the identification of student needs. This finding appears to resonate not only with a singular educator but also with several others who have expressed that while the institution provides autonomy in managing inclusion classes, it simultaneously lacks adequate support.

To cater to the diverse proficiency levels of students, educators at SIKK implement a curriculum that is both flexible and adaptable (differentiated curriculum). Educators at SIKK are encouraged to formulate an adaptive learning strategy and subsequently develop a RPI within the PPI framework. The establishment of PPIs was intended to customize educational experiences more precisely by adhering to the distinct characteristics and requirements of each student (Umar et al., 2023). Furthermore, the PPI serves as a learning program that is not extraneous to the educational process. These two facets significantly impact the extent to which the educational needs of students with disabilities are fulfilled (Holifurrahman, 2020). Consequently, teaching materials and methodologies can be modified to align with the individual capabilities of students, particularly those with special needs (ABK). For instance, students with special needs are assigned more focused tasks and are subjected to more rigorous monitoring within the PPIs. Regrettably, within Indonesian educational institutions in Kota Kinabalu, not all educators implement PPI. Observational findings revealed that only three primary-level educators had successfully developed and applied PPI, while the remaining educators had yet to adopt it. In accordance with a statement from one educator Ms. "DN": *"I have not implemented PPI due to a very demanding teaching schedule and the absence of specific information regarding PPI and its intricacies, thus leaving us uncertain about where to commence and how to proceed."*

As part of the strategic planning initiative, SIKK has also established a support program encompassing counselling services, occupational therapy, and tutoring specifically designed for ABK students. This program is intended to facilitate the active engagement of students in teaching-learning activities without the sensation of being marginalized or excluded. The management planning for inclusive education at SIKK additionally encompasses training and professional development

opportunities for educators. This initiative is designed to enhance teachers' competencies in addressing challenges within heterogeneous classrooms. Nonetheless, the training provided to educators concerning inclusive education, particularly in the management of inclusive classrooms, is perceived to be woefully inadequate (Holmqvist & Lelinge, 2021). There exists a necessity for structured and intensive training programs to ensure that every educator comprehends the methodologies for managing inclusive classrooms effectively.

The considerable complexity, both socially and economically, along with the administrative challenges faced by the children of migrant workers, results in the school being overwhelmed in its efforts to serve those with special needs comprehensively (Rivera-Singletary & Cranston-Gingras, 2020). Moreover, it has been observed that the planning that was previously established has not been executed effectively; for instance, specialized counselling services, guidance for ABK students, and analogous services have only been realized at the elementary level, as there exists only one Special Accompanying Teacher (GPK) who is already overwhelmed by the demands at that level. Consequently, junior high school educators have been observed to function in a manner that is not aligned with the established plans (Bajarias et al., 2024).

The strategic planning undertaken by SIKK exemplifies a profound commitment to actualizing inclusive education, particularly within an international school context that grapples with multicultural challenges and the diversity inherent in student backgrounds (Fadhilah, 2024) . The early identification of student needs facilitates the design of more efficacious and adaptive pedagogical strategies by educational institutions. The formulation of a differentiated curriculum emerges as a pivotal component in guaranteeing that all students, irrespective of their abilities or backgrounds, are afforded the opportunity to engage fully in the educational experience (Fadhilah, 2024). Nonetheless, it is imperative to note that the initiatives are still in the planning phase and are progressing satisfactorily at the elementary level, attributed to the presence of a Special Accompanying Teacher, whereas at the other educational levels, implementation aligns with the established plan (Sulastri, 2022).

In conclusion, the research identified several limitations in the planning process, particularly highlighted by the principal's assertion *that "schools do not yet possess a Strategic Plan (Renae) for inclusive education programs, thus precluding a comprehensive focus on inclusion education".* A significant challenge is also associated with the scarcity of resources and the limited availability of educators proficient in inclusive education practices. Instructors continue to encounter obstacles in adapting instructional materials to meet the varied needs of students, particularly as the number of students with special needs in the classroom escalates. Overall, the multi-tiered planning efforts for inclusive learning management at SIKK have made progress; however, they remain far from being fully optimized, with considerable opportunities for enhancement, particularly in the domains of bolstering teacher competence and ensuring the provision of more adequate resources. This underscores the necessity for sustained support from diverse stakeholders, including the Indonesian government, to guarantee the sustainability and enhancement of the quality of inclusive education in Indonesian Schools abroad (SILN), given that the complexities encountered abroad surpass those experienced domestically. Furthermore, the access and collaborative endeavours tend to be more formidable, compounded by a stringent licensing process imposed by local authorities, rendering the realization of inclusive education within SILN a particularly arduous endeavour.

Implementation of Multi-Level Inclusive Classroom Learning Management At SIKK

Based on the findings derived from systematic observations, comprehensive interviews, and meticulous document analyses conducted at Sekolah Indonesia Kota Kinabalu (SIKK), it is evident that the execution of learning management within multi-level inclusive classrooms (encompassing elementary and junior high school levels) is carried out through an adaptive pedagogical approach that has not yet been fully optimized. These results indicate that SIKK endeavors to establish an inclusive educational milieu, wherein students with varied abilities, including those with special needs (ABK), are

able to engage in collective learning processes with a degree of effectiveness, albeit not at an optimal level; substantial efforts must be undertaken to achieve an ideal educational environment. The intricate challenges presented by the foreign context render the pursuit of realizing inclusive education considerably more arduous.

The application of Differentiated Instruction at SIKK entails that educators employ diverse pedagogical strategies tailored to accommodate the heterogeneous learning requirements of students. The learning framework is constructed with adaptable content, processes, and assessments. For illustration, instructors utilize an array of methodologies, encompassing visual, auditory, and kinaesthetic approaches, to address the distinct learning preferences of students (Ingavelez-Guerra et al., 2022). Furthermore, students with special needs are afforded an Individualized Learning Plan (RPI) specifically curated to meet their educational objectives in accordance with their capabilities.

Through the observations conducted by the authors at the elementary and middle school tiers, it was discerned that differentiated instruction is implemented by a select number of educators, as it is not uniformly adopted by all. One elementary school Ms. NK: *"sometimes I apply it, but sometimes I don't, depending on the circumstances, as the challenges faced by the students here are exceedingly complex, which often leads me to prioritize problem-solving and maintaining a class environment that is not ideal."* In regard to Classroom Management and Student Grouping, to facilitate effective inclusion, SIKK employs dynamic classroom management strategies, such as flexible grouping arrangements.

Educators frequently categorize students based on their respective ability levels, thereby fostering peer support and collaborative learning experiences (Aderibigbe et al., 2023). This approach not only cultivates an inclusive ambiance but also promotes social interactions between regular students and those with special needs (ABK). Educators report that peer tutoring, wherein students who demonstrate greater proficiency assist their peers, proves to be highly effective in enhancing student engagement and fostering mutual respect. As articulated by Mrs. "NK" at the elementary level, *"I organize students into groups and ensure that there are peers within each group who can lead and assist their classmates in addressing the questions and tasks I have assigned, as well as explaining concepts to their fellow students; this strategy allows me to concentrate on supporting two elementary school children in my class".*

Thus, peer tutoring emerges as a potent mechanism for educators to mitigate the constraints of instructional time for ABK, enabling teachers to devote greater attention to ABK while other students engage in group activities (Hidayat et al., 2023). As previously elucidated, the singular presence of the GPK, who is also the classroom teacher, limits mobility to other classrooms; hence, the educator must devise strategies to effectively cater to ABK within the classroom, even in the absence of the GPK. Utilizing Learning Support and Assistive Technology, SIKK employs a diverse array of educational supports and assistive technologies to enhance the academic experience of students with special needs (ABK).

This assistance encompasses the incorporation of educational software, audio-visual resources, and various adaptive tools designed to mitigate the learning disparities. For instance, tablets are employed to deliver engaging learning modules, particularly catering to students who encounter challenges with traditional pedagogical approaches. The integration of this technology is supplemented by instructional guidance from educators to guarantee that all students can engage comprehensively in the educational process (Akram et al., 2022). Regrettably, SIKK currently lacks specialized libraries that could facilitate access to resources tailored for children with unique learning requirements. As articulated by Mr. EJ, *"the constraints of our infrastructure render it significantly challenging to address the diverse needs of each student; nonetheless, we endeavor to provide support through rudimentary mediums that can be quite beneficial, such as viewing films, developing basic media to assist with rapid reading, and employing educational resources generated by students."*

The Teacher Collaboration and Support System signifies that the execution of inclusive educational management at SIKK is fortified through collaborative efforts among educators. Despite the presence of only a single Special Accompanying Teacher (GPK), the institution continues to endeavour to establish a

support framework wherein teachers consistently collaborate to exchange strategies, deliberate on challenges, and devise solutions to meet the requirements of students in inclusive classrooms (Tahira et al., 2023). During observational assessments, the authors noted the synergy between primary educators and GPK professionals, who provided support for ABK learners within the classrooms of elementary teachers. It was observed that the teacher "SN" conducted lessons in her classroom while the GPK "AL" accompanied the physically and mentally ABK student "AA". The mother of GPK AL adeptly adjusted to the emotional states of AA, guiding them to engage with the same learning materials through slightly modified methods. The GPK utilized a paper-based game as an instructional aide, organizing the space to motivate "AA" to participate and comprehend the content. Nevertheless, this task proved to be quite challenging; it appeared that the mother of GPK "AL" had to physically engage by sitting on the floor, chasing after "AA", soothing AA during moments of agitation, lying on the ground, and "swimming" on the floor to manage AA's exceptionally dynamic behaviour. The class instructor, Ms. "SN", remarked, "Mrs. GPK "AL" has been immensely supportive over the past two years in assisting me to provide tailored services to ABK "AA" specifically, as well as another ABK who frequently requires additional assistance beyond regular class hours."

However, the dual responsibilities assigned to Special Accompanying Teachers (GPK) as primary educators exacerbate the challenges associated with collaborative efforts. The limitations faced by educators within the institution necessitate that each teacher independently navigate their classrooms with increased creativity, often without mentorship from GPK (Nikoi, 2024). As one primary educator expressed frustration: "*In the past, the GPK teacher frequently assisted me with classroom instruction; currently, such support is exceedingly rare since they must also fulfil their teaching obligations in their own classes, compelling me to devote heightened attention to ABK within my classroom setting*".

At the junior high school level, it has been noted that Ms. DA's informed that throughout my tenure at this institution, I have yet to engage in direct collaboration with the current GPK instructors. This is primarily due to the overwhelming commitments of GPK AL's, who is heavily preoccupied with her service schedule at the elementary level. Consequently, I have had to independently endeavour to provide support services to ABK students within the classroom, particularly through the provision of additional instructional hours beyond the standard curriculum. Furthermore, another educator at the junior high school level, Mr. "NM", expressed, *"I am genuinely eager to collaborate; however, the constraints posed by the limited availability of experts in Inclusion Education, specifically GPK, restrict my ability to engage in more than brief discussions. Unfortunately, he is unable to intensively participate in my class due to his demanding schedule at the elementary school and his commitments at SIKK preschool's."* It is reasonable to assert that inclusive education at the junior high level is significantly impeded by the insufficient human resources available, a sentiment acknowledged by the school administrators. In addition, seeking collaboration or locating experts in the realm of foreign educational institutions is a formidable challenge, often complicated by various regulations and policies that exist between nations.

The execution of learning management in multi-tiered inclusive classrooms at SIKK evidences substantial dedication to fostering an inclusive educational atmosphere. By employing diverse pedagogical strategies and integrating assistive technologies, educational institutions strive to ensure that all learners, irrespective of their varying abilities, can engage with the curriculum and partake actively in both academic and extracurricular endeavours (Kanmani, 2023). The utilization of flexible grouping strategies and peer tutoring not only enhances social competencies but also cultivates a collaborative culture among students.

In summary, while SIKK has demonstrated a commendable commitment to the implementation of inclusive learning management, sustained efforts are imperative to rectify existing deficiencies and enhance the overall quality of inclusive education, particularly in schools operating within multicultural environments characterized by limited professional staffing and support resources. SIKK possesses promising potential as an inclusive educational institution, given its diverse learner demographics, varying academic proficiencies, socio-economic disparities, and complex global challenges, especially

those arising from the student population. Nevertheless, the proactive initiatives of dedicated educators render the attainment of effective inclusive education a tangible goal for the future.

Factors Inhibiting the Implementation of Multi-level Inclusive Learning Management at SIKK

There exist numerous impediments that influence the execution of inclusive educational management within the multi-tiered Sekolah Indonesia Kota Kinabalu (SIKK) (elementary, junior and senior high school), which comprise: 1) Insufficient Resources, 2) A significant dearth of qualified educators within their specialized domain (Special Accompanying Teachers), 3) An absence of specialized training for all educators, 4) A general lack of awareness or understanding regarding the significance of inclusive education, 5) Complications associated with collaboration in educational institutions situated abroad, and 6) Constraints regarding support from external entities.

Educational institutions encounter challenges pertaining to physical infrastructure, such as classrooms that are not consistently conducive to the requirements of inclusive education, in addition to a scarcity of technological resources that facilitate the learning of students with special needs (Damyanov, 2024). Furthermore, alongside the limitations posed by GPK, there exists merely a single special companion teacher; additionally, numerous general educators perceive their training as inadequate for addressing the specific requirements of students with special needs (ABK). In the absence of more comprehensive and ongoing training, educators will persist in experiencing difficulties in the implementation of appropriate pedagogical strategies within diverse classrooms.

According to the author's observations and interviews conducted with educators, all interviewed educators express the necessity for support, specifically: 1) the augmentation of professional staff, namely, expert educators in the field of inclusion or GPK teachers, to ensure that their numbers are commensurate with the student population, as Indonesian schools abroad encounter challenges in locating and recruiting personnel without the endorsement of the government; 2) intensive training in the management of inclusive classrooms to equip all educators with the requisite expertise in teaching within inclusive settings. This training is to be conducted in person rather than through online platforms, enabling educators to directly implement the training outcomes in their classrooms; and 3) the provision of resources that facilitate inclusive education, such as inclusive-friendly libraries, instructional media, teaching aids, and other materials, thus alleviating the challenges educators face in delivering services to both ABK and non-ABK students.

Not all stakeholders, encompassing educators, guardians, and the institutional framework, possess a uniform comprehension of the principles and objectives inherent in inclusive education. A subset of parents remains oblivious to the significance of their active participation in the educational process, while numerous educators continue to grapple with the considerable heterogeneity of student capabilities within a singular classroom, particularly concerning learners with special needs. As articulated by the mother of a student with special needs during the second grade of primary education, there exist parents within my child's cohort who demonstrate commendable support for their offspring's educational journey, which transcends merely transporting them to and from school, encompassing consistent communication regarding pertinent home activities, inquiries into the child's developmental progress, and provision of assistance with academic requisites within the classroom environment (Sivaguru & Irudhaya Mary, 2023).

Nevertheless, it has also been observed that some parents exhibit a lack of focus or attentiveness concerning their child's unique circumstances, which necessitate specialized consideration and services. The primary school educator who is the mother of another child remarked that during a home visit to the guardians of one of her students, she encountered conditions that were grossly inadequate for habitation; specifically, this diminutive residence was shared by four to five families living in notably impoverished conditions, devoid of a designated study area, and situated on an elevated terrain which inherently hindered the child's developmental prospects. Ms. NK further noted that when she inquired

about the family's situation, the parents displayed little concern for the child's growth but rather prioritized their sustenance and survival in an environment marked by significant deprivation.

The multifaceted challenges faced by learners present a formidable obstacle for educators at Sekolah Indonesia Kota Kinabalu. A considerable number of students reside in inappropriate living conditions, the majority lack legal documentation, frequently encounter difficulties with law enforcement (specifically during immigration crackdowns), lead a sedentary lifestyle, exist in extreme austerity, and are exposed to detrimental environments fraught with various sociocultural adversities as they are the progeny of undocumented Indonesian Migrant Workers (PMI).

The insufficiency of support from the Indonesian government, particularly regarding the augmentation of specialized personnel in the realm of inclusive education, the allocation of financial resources, and the establishment of "inclusion" facilities alongside tailored policies for institutions abroad, significantly hampers the effective implementation of inclusive management practices within SIKK. Enhanced governmental backing is imperative to elevate the standard of inclusive education within schools operating in an international context characterized by high levels of complexity across all educational tiers, not merely at the primary level (Mansimova & Kifayat Gurban, 2024).

The Influence of Learning Quality and Infrastructure on Learning Motivation

Some of the pivotal determinants in the execution of multi-tiered inclusive learning management at Sekolah Indonesia Kota Kinabalu (SIKK) encompass: 1) Endorsement from educational institutions and school committees, 2) Engagement from parents and the surrounding community, 3) Professional development and training for educators, 4) Deployment of assistive technologies, and 5) Enabling policies. Support is evidently manifested through the contributions of educational institutions and school committees, including principals and teaching personnel, which constitutes a principal impetus for the advancement of inclusive education (Fernández et al., 2023). Effective school leadership is undoubtedly instrumental in fostering an environment that embraces the diversity of learners within a classroom setting.

It is anticipated that institutional support can be actualized in more concrete manifestations, such as prioritizing inclusive education within the schools (Lopuha et al., 2023). As articulated by the principal, "it is essential to acknowledge that the execution of inclusive education at SIKK remains suboptimal; it has not been sufficiently prioritized; however, there is substantial backing for inclusive education, aligning with the institution's vision of 'education for all,' which includes children of migrant workers in Malaysia and particularly those with special needs. It is hoped that future endeavours will place greater emphasis on engaging support from a variety of stakeholders."

Collaboration between educators and parents or guardians is of paramount importance in orchestrating inclusive learning within the classrooms at SIKK. Nevertheless, such collaboration will be optimized if parents not only express support but are also actively engaged in their child's educational journey, from preparatory stages to the evaluation of learning outcomes. Despite this, it has been observed that numerous parents exhibit a lack of attentiveness to their child's specific needs that warrant special consideration. Many of these parents contend that their socio-economic circumstances are challenging, leading them to prioritize survival over providing intensive support for their children amidst a landscape fraught with various adversities (Adjei et al., 2023).

Regular training concentrating on inclusive pedagogical strategies and curriculum differentiation serves to enhance educators' competencies in managing a multicultural classroom, particularly for students with special needs (ABK) (Pasira, 2022). Regrettably, findings from interviews reveal that such training is predominantly undertaken by individual teachers independently, rather than being conducted in a systematic manner by the educational institution. It is hoped that moving forward, schools will collaborate with numerous stakeholders involved in inclusive education to facilitate comprehensive and intensive training programs, enabling all educators to acquire the requisite skills to effectively manage inclusive classrooms, even in the absence of Special Accompanying Teachers (KPK).

The proficient application of assistive technologies by educators at SIKK, including educational software and learning aids, significantly contributes to the establishment of a more accessible educational environment for students with special needs. Such technological resources enrich the learning experience and permit the tailoring of instructional materials to align with the individual capabilities of each student.

The Indonesian government's policy framework supporting inclusive education, albeit still in its nascent stages, has catalysed the ongoing development of inclusion programs within foreign educational institutions, particularly in SIKK. It is anticipated that in the forthcoming period, the government will earnestly actualize its support in both policy formulation and direct assistance across various dimensions, such as the recruitment of inclusive educators, infrastructural provisions, and beyond. The policy initiatives that the government intends to implement concerning inclusive education within the realm of Indonesian schools abroad are expected not only to establish a foundation for schools to devise and execute enhanced inclusive programs but also to facilitate the operationalization of inclusive education within these institutions (Cabatay et al., 2024).

CONCLUSION

This research concludes that while Sekolah Indonesia Kota Kinabalu (SIKK) demonstrates commendable efforts in implementing inclusive educational practices across its multi-level tiers from elementary (SD) to senior high school (SMA/SMK), significant challenges persist in achieving their full potential. The inclusive pedagogical strategies employed, such as differentiated instruction, peer tutoring, and assistive technologies, have been particularly effective at the elementary level. However, the lack of resources, including the severe shortage of special education teachers (GPK) (with only one available), inadequate infrastructure, limited training for educators, and insufficient policy support, hampers similar success at the junior high and senior high school levels. Moreover, the complex socio-economic and legal challenges faced by students, who are predominantly children of Indonesian migrant workers (PMI), exacerbate the difficulties in fostering an inclusive environment. Varied perceptions of inclusive education among stakeholders further highlight the need for a unified understanding and approach. To address these challenges, the study underscores the necessity of enhanced professional development, better resource allocation, and robust, continuous policy support prioritizing inclusive education. This research contributes to the existing body of knowledge by providing a nuanced understanding of the management of inclusive education in a multicultural, resource-constrained context, offering actionable insights for policymakers and educators in similar settings especially Indonesian schools abroad settings, and emphasizing the importance of collaborative, context-sensitive approaches for sustainable implementation.

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