



IMPLEMENTATION OF INCLUSIVE EDUCATION AT STATE ELEMENTARY SCHOOL 003 TEBING, KARIMUN REGENCY

Lala Susanti*, Karunia Yulinda Khairiyah¹, Eka Lenggang Dianasari¹, Zulfiana Dessyka putri², Hari Adi Rahmad³

¹Pendidikan Luar Biasa Fakultas Keguruan dan Ilmu Pendidikan Universitas Karimun

²Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas karimun

³Pendidikan Jasmani Kesehatan dan Rekreasi Fakultas Keguruan dan Ilmu Pendidikan Universitas karimun

*Correspondence to: lalasusanti726@gmail.com

Abstract: Implementation of Inclusive Education in SDN 003 Tebing, Karimun Regency. Thesis. Extraordinary Study Program. Karimun University, 2025. This research on inclusive education creates a system that is equitable and just by providing equal opportunities for all students, including children with special needs, to be able to learn together in an environment that is supportive, friendly, and respects differences. This study uses a qualitative descriptive research type that aims to determine the implementation of inclusive education at SDN 003 Tebing, Karimun Regency. This study uses a case study methodology. Data collected from the initial source of the study is known as primary data. Interviews with class teachers and principals are the main data sources for this study. data collection methods used by researchers, observation, interviews and documentation. Good measuring instruments in research are usually called research instruments. Data analysis in qualitative research is carried out before entering the field, while in the field, and after completion in the field. The results of the research on the components of inclusive education implementation are: 1). SD Negeri 003 Tebing limits the acceptance of PDBK to a maximum of 20 students per year to maintain the quality of inclusive services. The school conducts tiered identification and has carried out assessments and collaborated with SLB and psychologists to improve the quality of inclusive education; 2). SD Negeri 003 Tebing has implemented the Independent Curriculum for regular students, but the modifications have not been based on a comprehensive assessment of the abilities and individual needs of inclusive students; 3). SD Negeri 003 Tebing does not yet have teachers with a PLB background, so learning for inclusive students is less than optimal. To overcome this, the school collaborates through weekly mentoring and routine therapy programs; 4). The role of GPK is very important in supporting effective and targeted inclusive learning. SD Negeri 003 Tebing also partners with SLB Negeri Karimun through weekly mentoring and routine therapy programs; 5). Inclusive schools still face obstacles in assessing class promotions because there are no specific guidelines and achievement indicators for PDBK, although appreciation for academic and non-academic achievements has been given; 6). Physical facilities and aids for children with special needs at SD Negeri 003 Tebing are still inadequate, so special policy and budget support from the government is needed to support inclusive education. The goal of inclusive education which guarantees access, participation, and learning success for all children will not be achieved optimally. It can be concluded that inclusive education at SD Negeri 003 Tebing has realized fair, equal, and friendly education for all students without discrimination.

Keywords: Inclusive Education; Special Needs Students; Elementary School; Qualitative Case Study; Karimun Regency

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INTRODUCTION

Inclusive education is an education system that provides services and opportunities to all children, including children with special needs and children with potential intelligence or special talents, to participate in education and learning in an environment with children with general criteria. Article 31 paragraph (1) of the 1945 Constitution has emphasized that "every citizen has the right to receive education." Article 31 paragraph (2) of the 1945 Constitution emphasizes that "Every citizen has the right and obligation to participate in basic

education and the government is obliged to finance it." Law Number 20 of 2003 concerning the National Education System, Article 5 paragraph (1) which emphasizes that "every citizen has the same right to obtain quality education." The existence of inclusive education in society is widely demonstrated by this law. The principle of learning that is adapted to the unique learning style of each student is taken into account in inclusive education. Students with unique intelligence and skill potential, as well as those with physical, emotional, mental, and social limitations, must receive educational services that are in accordance with their human rights and needs.

To guarantee every child's right to education, facilitate their access to it, and end discrimination, inclusive education is currently considered an effort to integrate students with special needs into mainstream classrooms. In practice, teachers are often unfriendly and non-proactive toward all students, resulting in parental complaints and ridicule of children with special needs. This approach is supported by the following: the existence of learning barriers for each child with special needs, the freedom of classroom teachers and special teachers to implement more creative and innovative learning in the classroom, acceptance of all types of children with special needs, and a clear vision.

The implementation of inclusive education requires a number of interrelated and mutually beneficial elements to ensure that all students, including those with special needs, can access and participate in the education system equally and fairly. According to the Directorate of Special School Development, (2011:14-32) explains that there are six inclusive education programs that need to be considered: 1). Students, (Identification) aimed at children with special needs or those who may require further assistance during the learning process. This identification procedure includes an initial evaluation of the physical, mental, emotional, and social well-being of students. This can be done through testing, observation, and conversations with parents, educators, and other stakeholders; (Assessment), after students are identified, an evaluation is carried out to determine the needs for learning, social, and other assistance. This evaluation can take the form of an IQ test, an academic skills test, a psychiatric test, or a special needs test. The goal is to find the right type of support, whether in the form of counseling, special assistance, or educational services; 2). The curriculum, must be modified to meet the diverse needs of students within the framework of inclusion policies. A more flexible learning approach, the use of a variety of materials, and the provision of The modifications required by students with special needs are just a few examples of how an inclusive curriculum must accommodate students' unique needs and varying learning styles. To implement a curriculum that is accessible to all students, teachers must receive training; 3). Human Resources: Providing and training teachers and other support personnel with the skills and knowledge to work with children with special needs is referred to as working in an inclusive context. In addition to offering professional support services such as educational psychologists, counselors, and therapists, this requires educating educators about inclusive teaching practices. This strategy also calls for schools to strengthen their human resources to foster an inclusive atmosphere; 4). Schools must adapt their learning activities to meet the diverse needs of students. In addition to using conventional methods, inclusive learning requires providing space for more adaptive learning strategies, such as project-based learning, educational technology, and various learning techniques. All students, even those with special needs, can learn in a way that best suits their abilities thanks to these methods; 5). Rather than relying solely on written tests or strict standards, assessments in inclusive education must be tailored to students' needs and learning styles. This can be done through projects, portfolios, ongoing formative assessments, or other techniques that evaluate student growth in various areas, such as social, emotional, and cognitive; 6). All students must have access to facilities and infrastructure (Sapras) that enable the implementation of inclusive education. This includes providing facilities that are accessible to people with disabilities, including ramps for students using wheelchairs, hearing aids for students with hearing impairments, or technology that assists students with visual impairments. In addition, classrooms and learning spaces need to be designed to accommodate the various physical and mental needs of children.

Overall, inclusive education aims to ensure that the education system not only accommodates differences in academic ability but also supports the diverse social, emotional, and physical needs of students. For inclusive education to be effective, collaboration between various stakeholders in the school is essential, including teachers, principals, support staff, parents, and the surrounding community.

The government issued a government regulation of the Republic of Indonesia Law Number 72 of 1991 concerning special education, this law is the basis for the national education system to regulate special education for students with physical or mental disabilities. The government issued the implementation of inclusive education through government regulation Number 20 of 2003 concerning the National Education System, this law is the most fundamental legal basis for the implementation of education in Indonesia, including inclusive education. Inclusive education is increasingly emphasized in this law, it is explained that every student has the right to receive quality education and in accordance with their potential, interests, and talents. In

PERMENDIKNAS No. 70 of 2009 requires that every district/city must have at least one inclusive school at the sub-district level. Both at the elementary, middle, and high school levels. This aims to ensure that schools throughout Indonesia can provide comprehensive educational services, without discrimination against children with special needs (whether they have physical, mental disabilities, or those who require other special support).

The government hopes that all sub-districts, even those in remote areas, can provide access to adequate and inclusive education for all children without exception. Implementing inclusive education in various regions of Indonesia requires time and sustained support from the central government, local governments, schools, and communities.

Karimun Regency has begun implementing inclusive education in several schools. This inclusive education program aims to provide equal opportunities for all children, including those with special needs or disabilities, to receive a proper education tailored to their needs. Schools implementing inclusive education in Karimun strive to create a welcoming learning environment for all students, including those with physical, intellectual, or other developmental disabilities. In practice, inclusive schools not only provide disability-friendly facilities but also provide appropriate academic and social support to assist students with special needs.

One of the elementary schools that implements inclusive education in Karimun Regency, Riau Islands, namely; at SD Negeri 003 Tebing starting in 2012, This is in line with the local government's efforts to support the implementation of inclusive education throughout Indonesia. Inclusive education at SD 003 Tebing aims to provide equal learning opportunities for all children, including those with special needs or disabilities. Through this implementation, SD Negeri 003 Tebing Karimun Regency is committed to creating a friendly and inclusive environment where every student, regardless of their background or physical condition, can learn together in one class. The implementation of this inclusive education involves various efforts, such as curriculum adjustments, teacher training in managing students with special needs, as well as providing the necessary facilities and support.

Based on the results of observations and interviews with teachers and principals regarding the implementation of inclusive education at SD Negeri 003 Tebing, Karimun Regency, various obstacles and challenges are still encountered in its implementation. Especially aspects of the curriculum, employment aspects, learning activities aspects, assessment aspects, and facilities and infrastructure aspects. These obstacles and challenges need to be analyzed as a reference for improvement or material for perfecting the implementation of inclusive education in the future. Based on the problems above, the author wants to conduct further research and publish it into a scientific paper with the title "Implementation of Inclusive Education at SD Negeri 003 Tebing, Karimun Regency".

METHODS

In accordance with the research problem, the study used a descriptive research method with a qualitative approach, aiming to determine the implementation of inclusive education at SD Negeri 003 Tebing, Karimun Regency. Meanwhile, in qualitative research, the researcher is the key instrument. Moreover, the data collection techniques used were observation and interviews with the researcher entirely in the activities of key informants who became the research subjects and sources of research information. This is because the subjects studied focused on data from the principal and class teachers as the research sample.

This research is descriptive and qualitative and uses a case study methodology. A case study is a paradigm that focuses on the detailed investigation of a "bounded system" within a specific instance or multiple cases using extensive data mining. Data mining is conducted using multiple, context-rich information sources.

According to [Ilhami et al., \(2024:464\)](#) a case study is a type of qualitative research based on human behavior, understanding, and events or situations. According to [Yohanda, \(2020:115\)](#) a case study is an investigation of a "limited system" or "a case/several cases" over a long period of time using extensive data collection and the use of various "rich" information sources in a particular context.

RESULT AND DISCUSSION

This research was conducted at SD Negeri 003 Tebing, Karimun Regency, located at Jln. Mayjen M.T. Haryono, Teluk Uma Village, Karimun Regency, Riau Islands Province. Based on the profile data of SD Negeri 003 Tebing, Karimun Regency, the school has infrastructure built on 6,256 M2 of land so that it can be adequate and support the educational process.

This research is a qualitative descriptive study. From the results of research on the implementation of inclusive education at SD Negeri 003 Tebing, Karimun Regency, it is necessary to describe the research subjects. The research was conducted by collecting data from a number of informants totaling 9 people

consisting of the principal and class teachers through interviews on the implementation of inclusive education by examining the components of inclusive education implementation consisting of: students (Identification and assessment), curriculum, teaching staff, learning activities, assessment (certificates), facilities and infrastructure.

The description of the implementation of inclusive education is as follows:

1. Students (identification and assessment)

In implementing inclusive education, SD Negeri 003 Tebing, Karimun Regency, targets the admission of approximately 20 PDBK students for each 2024/2025 academic year. This is intended to ensure equitable implementation of the inclusive system across the 003 inclusive school. Currently, the community is only familiar with the inclusive school system at SD Negeri 003 Tebing, which could result in an oversupply of PDBK students. Therefore, the principal has implemented a policy of admitting approximately 20 PDBK students.

This was stated by an informant.

"For the 2024-2025 school year, there are currently only about 20 students. We experienced quite a large number when the school was first designated as an inclusive school, around 50 or more. Perhaps parents understand and are already sharing with other schools, so now there aren't that many." (R1)

Tebing 003 Public Elementary School conducts identification during the admissions process, specifically for children with special needs (PDK). Identification involves several stages, including interviews with parents. Second, if the child's specific behaviors are not identified, the school refers the parents to a psychologist for an examination. This is due to the school's limited ability to identify PDK children. Parents tend to cover up their child's deficiencies or abnormalities.

This is what the informant stated.

"We usually conduct initial identification by observing the child first. After that, we check to see if there are any deficiencies. We ask the parents about them. We also interview them. If there are any that haven't been identified, we will recommend that the parents see a psychologist." (F3)

"So far, there have been several obstacles. First, parents are sometimes less honest with their children, which can lead to negative behaviors or other issues. Second, for example, I sometimes lack the knowledge to identify children with special needs." (F8)

Tebing 003 Public Elementary School has implemented a school assessment as part of its efforts to improve the quality of inclusive education. In its implementation, the school established a memorandum of understanding (MOU) with various external parties, including teachers from a public special needs school (SLB) and psychologists. This collaboration aims to strengthen teachers' capacity in identifying and assessing students with special needs. This activity also received support from the Ministry of Education, both in the form of funding and training program facilitation. Through this funding, the school can hold various trainings, including inviting psychologists as resource persons. Psychologists provide training to teachers on assessment techniques and strategies for identifying inclusive students, so that educators have a deeper understanding and adequate competence in implementing the principles of inclusive education in the school environment.

This is as stated by an informant.

"So far, we have signed an MOU (Memorandum of Understanding) regarding the school's efforts to handle special needs children." (F1)

"Involving psychologists and therapists from state special needs teachers." (F8)

"Support and training are usually always available, especially since the Ministry recently held training. I happened to participate. Several teachers here participated in the continuation of the GPK training. Yesterday, our school also received funding to conduct training activities, inviting other schools. We invited Ms. Lila to teach us how to assess new and continuing students." (F7)

Learners in inclusive education include all children, both those with general abilities and those with special needs. Each student is treated equally, while still considering their individual needs, potential, and characteristics, in order to create a fair learning environment that respects diversity and supports the optimal development of each child. Identification is carried out early to identify the needs, potential, and learning barriers of students, especially children with special needs. This process is crucial to ensure that educational services are provided on target, well-planned, and support the optimal development of each individual in an inclusive environment. Assessment in inclusive education is ongoing, individual, and contextual, aimed at understanding students' abilities, needs, and development. Assessment serves as the basis for designing appropriate learning and supporting the success of all children, including those with special needs.

2. Curriculum

To provide inclusive education, Tebing 003 Elementary School has implemented the Independent Curriculum for regular students. However, for students with special needs, the school still uses a limitedly modified regular curriculum. This modification is not based on comprehensive assessments of the abilities, needs, and individual characteristics of inclusive students. As a result, the applied learning approach tends to be uniform and unable to optimally address the diverse needs of students, particularly those with learning disabilities. The lack of in-depth mapping of student learning profiles means that the curriculum modification process is not fully adaptive and responsive. Furthermore, the current curriculum modification process is still limited to individual homeroom teachers, without involving a special education team (PLB) or educational psychologist. This certainly presents a challenge in realizing inclusive education practices that are holistic and based on the real needs of students. Therefore, collaborative efforts and an assessment-based approach are needed to ensure that curriculum modifications are truly aligned with the conditions and potential of each child.

This was stated by an informant.

"Our current curriculum is the independent curriculum for inclusive students; they also receive the same curriculum as their other students." (F7)

"We actually use the same curriculum as the regular curriculum, but of course, we modify it using a differentiation method." (F8)

"The homeroom teacher makes the curriculum modifications." (F5)

This means that in implementing inclusive education, the curriculum must be designed to be flexible, adaptive, and adaptable to the individual needs of students. An inclusive curriculum requires comprehensive initial assessment and the involvement of various parties, including teachers, parents, and experts, so that the learning process can optimally accommodate the diversity of student abilities and characteristics.

3. Educators

Sekolah Negeri 003 Tebing currently lacks teachers with special education (PLB) backgrounds or special competencies to professionally handle students with special needs. This situation limits teachers' ability to design and implement learning tailored to the individual needs of inclusive students. As a result, the learning approach tends to be general and not fully responsive to the diverse characteristics of students. However, the school has demonstrated its commitment to improving the capacity of its teaching staff through various strategic initiatives. Several regular classroom teachers have participated in Special Guidance Teacher (GPK) training to strengthen basic competencies in handling children with special needs. This training provides an initial understanding of the principles of inclusive education, techniques for identifying and assessing students with special needs, and adaptive learning strategies. Furthermore, the school has established a memorandum of understanding (MOU) with a State Special Needs School in Karimun Regency as a form of collaboration to provide technical assistance, case consultations, and guidance in handling students with special needs. This collaboration was expanded by establishing a Memorandum of Understanding (MOU) with the Special Education (PLB) study program at a Karimun University to provide academic support, expert speakers, and ongoing training opportunities for teachers. This collaborative effort is a strategic step in building an inclusive educational environment, even though schools still face limited human resources with specialized skills. To achieve optimal effectiveness, continuous capacity building of educators and systemic support from local governments and higher education institutions are needed.

This was stated by an informant.

"We haven't found any yet. Yesterday, there were still honorary staff who hadn't reached their target. We're still looking for them and waiting for the government's response." (F1)

"Yes, we did. We participated in training in 2022 on special education teacher assistants. Teachers who graduated from Elementary School Teacher Education (PGSD) took part in the training, and from that training, we received a special instrument on this identification." (F2)

"So far, we've signed an MoU with schools to ensure these special needs children are not left behind, are not isolated, are not neglected, and are able to live together with their peers. We continue to coordinate. We've signed an MoU with state special needs schools in Karimun Regency. We also have an MoU with the study program's UK at the Special Needs Learning Center (PLB). So, whatever shortcomings we have, we will try to inquire about efforts to address these children." (F1)

This means, from the perspective of educators, emphasizing the importance of teachers who possess pedagogical competence, an understanding of the needs of students with special needs, and an inclusive and collaborative attitude in creating a friendly and supportive learning environment for all students.

4. Learning Activities

In inclusive schools, the Special Assistant Teacher (GPK) plays a key role in learning activities. This approach aims to ensure that the learning process is effective, focused, and inclusive. Furthermore, the school has established a strategic partnership with the Karimun State Special Needs School (SLB). This collaboration is realized through mentoring and therapy programs held regularly once a week.

This is as stated by an informant.

"The GPK designs the program in such a way that the learning process is tailored to the students' needs, thus making learning more effective." (F8)

"We use full regular classes, but sometimes there are a few, but once a week, the inclusive children are brought into the inclusive class, taught by teachers from the SLB (special needs school), or rather, therapy." (F6)

Learning activities emphasize the importance of adapting the curriculum, methods, and flexible evaluation to accommodate the diversity of students. Inclusive learning must be collaborative, student-centered, and provide space for the active participation of all children, including those with special needs, to create a fair and equitable learning environment.

5. Assessment and Certification

Inclusive schools still face several challenges in assessing grade promotion. Currently, there are no structured assessment guidelines or specific learning achievement indicators for students with special needs (PDBK). Furthermore, collaboration between regular schools and Special Needs Schools (SLB), which has so far only involved weekly mentoring, has not yet included the development of integrated and holistic evaluation instruments. Consequently, decisions regarding grade promotion are largely based on student attendance and adjustments to each student's individual needs and abilities. This indicates that the assessment system remains subjective and does not accommodate the principles of authentic assessment, as recommended in inclusive education practices. The development of an adaptive and collaborative assessment system that not only considers attendance but also measures students' comprehensive academic, social, and emotional development.

This was stated by an informant.

"There hasn't been any, so far, so that's what we've been saying. So far, we haven't received any guidelines." (F9)

"We don't base class promotion on the child. The benchmark depends on attendance. So, if a student is absent for six months in a semester, then four months is the benchmark for whether they can move up a grade. But for academics, our school doesn't have such a benchmark. For example, if an inclusive student fails to meet the curriculum targets in grade 5, they'll be stuck in a higher grade. This class can't be achieved, we can't graduate, they can't move up a grade. So, we assess their daily socialization, their abilities, and their attendance." (F7)

In the certification and award components, the school has strived to recognize the achievements of inclusive students in both academic and non-academic aspects. In academic aspects, classroom teachers play a crucial role in conducting assessments that are not only cognitive but also consider the individual's learning process and development. This assessment is then used as the basis for providing positive reinforcement in the form of certificates or awards to motivate students to be more confident and enthusiastic about learning. Meanwhile, in the non-academic aspect, students with special needs are facilitated to participate in various activities outside of school, such as competitions held to commemorate National Disability Day or similar events. Participation in these events not only provides a platform to express interests and talents, but also serves as a form of recognition for the child's individual potential and achievements.

This is as stated by an informant.

"Sometimes the certificate isn't just about administrative status, like a prize or something else, but our commitment as educators is to continuously serve all children. One way to do this is by example, praise and motivation." (F4)

"There are ways for inclusive children to participate in extracurricular activities. To win awards, they usually participate in external competitions." (F5)

Assessment in inclusive education must be flexible, individualized, and process-oriented. Assessment not only measures final results but also considers the development, efforts, and unique abilities of each student, especially children with special needs. The approach is tailored to the needs and potential of each child to ensure equity and encourage active participation in learning. Certification in inclusive education must respect the diversity of individual abilities and achievements. Certificates are not awarded solely on the basis of academic achievement but also serve as a form of recognition for the efforts, progress, and active participation of students, including children with special needs. This aims to build self-confidence and motivation to learn.

6. Facilities and infrastructure

Supporting the implementation of inclusive education in schools still faces various limitations. Physical facilities such as building accessibility (ramps, special toilets, and therapy rooms) and learning aids for Children with Special Needs (ABK) are not yet adequately available. This condition causes the learning process to be unable to fully accommodate the individual needs of inclusive students. To meet some of these needs, schools attempt to utilize the School Operational Assistance Fund (BOS). However, the use of BOS funds is limited, both in terms of amount and allocation, because it is not specifically designed to support the procurement of inclusive learning facilities such as hearing aids, tactile media, or alternative communication devices. These limitations indicate the need for more responsive policy support, both from the central and regional governments, in terms of special budgeting for inclusive education.

This was expressed by an informant.

"The needs of inclusive children are very numerous. The infrastructure is truly extraordinary. So, if we say it's sufficient, it's not enough. But for their most important needs, God willing, we have sufficient BOS funds." (F1)

The facilities and infrastructure needed for inclusive education must be varied and tailored specifically to the individual needs of students with special needs (ABK). This requires schools to make significant adjustments, going beyond the facilities and infrastructure of regular schools, to create an accommodating learning environment that supports the learning process for all children without discrimination.

Discussion

The data sources for this study were eight classroom teachers and one principal at Tebing 003 Elementary School, Karimun Regency. Data collection was conducted through interviews with the eight classroom teachers and one principal.

Inclusive education is implemented in regular schools across all educational pathways, types, and levels. It provides opportunities and appropriate accommodations for every student with special needs or disabilities to receive a quality education like other students. Inclusive education is a form of educational service that provides opportunities for all students, including children with special needs, to learn together in a shared educational environment. Therefore, several critical components are required for effective implementation and meeting the needs of all students, including: students (assessment and identification), curriculum, learning activities, teaching staff, assessment (certificates or awards), and facilities and infrastructure.

The results of the study indicate that the implementation of inclusive education at Tebing 003 Elementary School still faces significant challenges. The following is a description of the results of research on the implementation of inclusive education:

1) Students (identification and assessment)

To implement inclusive education, Tebing 003 Elementary School, Karimun Regency, targets accepting approximately 20 PDBK students each year for the 2024/2025 school year. This is intended to ensure a more equitable implementation of the inclusive system at the 003 inclusive school. Currently, the community is only familiar with the inclusive school system at Tebing 003 Elementary School, which could result in an oversupply of PDBK students. Therefore, the principal has implemented a policy of accepting approximately 20 PDBK students.

Tebing 003 Elementary School conducts identification during the admission process, specifically for PDBK students. This identification process involves several stages, including interviews with parents. Second, if the child's specific behaviors are not identified, the school refers the parents for an examination by a psychologist. This is due to the school's limited capacity to identify PDBK students. Parents tend to conceal their children's deficiencies or abnormalities.

Tebing 003 Elementary School has conducted a school assessment as part of its efforts to improve the quality of inclusive education. In its implementation, the school established a memorandum of understanding (MOU) with various external parties, including teachers from state special needs schools and psychologists. This collaboration aims to strengthen teachers' capacity in identifying and assessing students with special needs. This activity also received support from the Ministry of Education, both in the form of funding and training program facilitation. Through this funding, the school was able to hold various training sessions, including inviting psychologists as resource persons. Psychologists provided training to teachers on assessment techniques and strategies for identifying inclusive students, so that educators had a deeper understanding and sufficient competence in implementing the principles of inclusive education in the school environment.

2) Curriculum

In providing inclusive education, SD Negeri 003 Tebing has implemented the Independent Curriculum for regular students. However, for students with special needs, the school still uses a limitedly modified regular curriculum. This modification is not based on comprehensive assessments of the abilities, needs, and individual characteristics of inclusive students. As a result, the applied learning approach tends to be uniform and unable to optimally address the diverse needs of students, especially those with learning disabilities. The lack of in-depth mapping of student learning profiles means that the curriculum modification process is not fully adaptive and responsive. Furthermore, the current curriculum modification process is still limited to individual homeroom teachers, without involving a special education team (PLB) or educational psychologist. This certainly presents a challenge in realizing inclusive education practices that are holistic and based on the real needs of students. Therefore, collaborative efforts and an assessment-based approach are needed to ensure that curriculum modifications are truly aligned with the conditions and potential of each child.

3) Educational Staff

Tebing 003 Public Elementary School currently lacks any teachers with a background in special education (PLB) or special competencies in professionally handling students with special needs. This situation limits teachers' ability to design and implement learning tailored to the individual needs of inclusive students. As a result, the learning approach tends to be general and not fully responsive to the diverse characteristics of students. However, the school has demonstrated its commitment to improving the capacity of its teaching staff through various strategic efforts. Several regular class teachers have participated in Special Guidance Teacher (GPK) training to strengthen basic competencies in handling children with special needs. This training provides an initial understanding of the principles of inclusive education, identification and assessment techniques for students with special needs, and adaptive learning strategies. Furthermore, the school has established a Memorandum of Understanding (MOU) with a State Special Education School (SLB) in Karimun Regency as a form of collaboration to obtain technical assistance, case consultations, and guidance in handling students with special needs. This collaboration was expanded by establishing an MOU with the Special Education (PLB) study program at one of Karimun's universities, to provide academic support, expert resource persons, and ongoing training opportunities for teachers. This collaborative effort represents a strategic step in building an inclusive educational environment, even though schools still face limited human resources with specialized skills. To achieve optimal effectiveness, continuous capacity building of educators and systemic support from local governments and higher education institutions are needed.

4) Learning Activities

The Special Assistant Teacher (GPK) plays a crucial role in inclusive school learning activities. This approach aims to ensure that the learning process is effective, focused, and inclusive. Furthermore, the school has established a strategic partnership with Karimun State Special Needs School. This collaboration is realized through a mentoring and therapy program held regularly once a week.

5) Assessment and Certification

Inclusive schools still face several challenges in assessing grade promotion. Currently, there are no structured assessment guidelines or specific learning achievement indicators for PDBK. Furthermore, collaboration between regular schools and special needs schools (SLB), which has so far

only involved weekly mentoring, has not yet included the development of integrated and holistic evaluation instruments. Consequently, decisions regarding grade promotion are largely based on student attendance and adjustments to each student's individual needs and abilities. This indicates that the assessment system remains subjective and does not accommodate the principles of authentic assessment, as recommended in inclusive education practices. The development of an adaptive and collaborative assessment system is needed, one that not only considers attendance but also measures students' comprehensive academic, social, and emotional development.

In the certification and awards component, schools have strived to recognize the achievements of inclusive students in both academic and non-academic aspects. In the academic aspect, classroom teachers play a crucial role in conducting assessments that are not solely cognitive but also consider the individual learning process and development. These assessments are then used as the basis for providing positive reinforcement in the form of certificates or awards, which motivate students to be more confident and enthusiastic about learning. Meanwhile, in non-academic aspects, students with special needs are facilitated to participate in various activities outside of school, such as competitions held to commemorate National Disability Day or similar events. Participation in these events not only provides a platform for channeling interests and talents, but also recognizes the child's individual potential and achievements.

6) Facilities and infrastructure

Supporting the implementation of inclusive education in schools still faces various limitations. Physical facilities such as building accessibility (ramps, special toilets, and therapy rooms) and learning aids for students with special needs are inadequate. This condition results in the learning process not being able to fully accommodate the individual needs of inclusive students. To meet some of these needs, schools are attempting to utilize BOS funds. However, the use of BOS funds is limited, both in terms of amount and allocation, because they are not specifically designed to support the procurement of inclusive learning resources such as hearing aids, tactile media, or alternative communication devices. These limitations highlight the need for more responsive policy support, both from the central and regional governments, in terms of special budgeting for inclusive education.



Interview with the principal of Tebing 003 Elementary School, Karimun Regency



Group photo of Grade 1 teachers of State Elementary School 003 Tebing, Karimun Regency



Group photo with class 2 teachers of State Elementary School 003 Tebing, Karimun Regency



Group photo with 3rd grade teachers of State Elementary School 003 Tebing, Karimun Regency



Group photo with 4th grade teachers of State Elementary School 003 Tebing, Karimun Regency



Group photo with 5th grade teachers of State Elementary School 003 Tebing, Karimun Regency



Group photo of 6th grade teachers of State Elementary School 003 Tebing, Karimun Regency

CONCLUSION

Based on the results of data analysis and discussion in Chapter IV, the following conclusions can be drawn from this research:

1. The data sources for this research are 8 class teachers and 1 principal at SD Negeri 003 Tebing, Karimun Regency.
2. In implementing inclusive education, SD Negeri 003 Tebing, Karimun Regency, targets the acceptance of PDBK for each 2024/2025 academic year to only approximately 20 people. So far, the community is only familiar with the implementation of inclusive schools at SD Negeri 003 Tebing, which can result in an oversupply of PDBK. SD Negeri 003 Tebing conducts identification in the admission process, especially PDBK. Identification involves several stages such as interviews with parents, and secondly, if the child's special behavior has not been found, the school refers the parents to undergo an examination by a psychologist. SD Negeri 003 Tebing has implemented a school assessment as part of an effort to improve the quality of inclusive education. In its implementation, the school has established cooperation (MOU) with various external parties, including teachers from SLB Negeri and psychologists.
3. Tebing 003 Public Elementary School has implemented the Independent Curriculum for regular students. This modification is not yet based on comprehensive assessment results of the abilities, needs, and individual characteristics of inclusive students.
4. Tebing 003 Public Elementary School currently lacks teachers with special education backgrounds or specialized competencies to professionally handle students with special needs. This situation limits teachers' ability to design and implement learning tailored to the individual needs of inclusive students. This approach aims to ensure that the learning process is effective, focused, and inclusive. This collaboration is realized through a mentoring and therapy program held routinely once a week.
5. Inclusive schools still face several challenges in assessing grade promotion. Currently, there are no structured assessment guidelines or specific learning achievement indicators for students with special needs (PDBK). In the certification and awards process, schools have attempted to recognize the achievements of inclusive students in both academic and non-academic areas.
6. Physical facilities such as building accessibility (ramps, special restrooms, and therapy rooms) and learning aids for children with special needs (ABK) are inadequate. This limitation highlights the need for more responsive policy support from both the central and regional governments regarding specific budgeting for inclusive education.

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