



## BRIDGING THE GAP BETWEEN SOCIAL AND ACADEMIC INCLUSION IN PRIMARY SCHOOLS: EVIDENCE FROM MAJENE, INDONESIA

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### Abstract

This study aims to examine the implementation of inclusive education at Majene Regency, with a particular focus on teacher practices, school support, and challenges encountered in classroom instruction. A qualitative approach with a case study design was employed, involving school principals, teachers, and students with special needs. Data were collected through classroom observations, in-depth interviews, and document analysis, and analyzed using the interactive model of Miles and Huberman by three kinds of data source, principal, teachers and students. The findings reveal that inclusive education implementation remains at a developmental stage, where teachers experience difficulties in conducting initial assessments, designing differentiated instruction, and developing adaptive evaluations. Although social inclusion has begun to emerge, as indicated by positive peer acceptance and interaction, academic inclusion remains limited due to the lack of pedagogical adjustments. Major challenges include limited teacher competence, the absence of special assistant teachers, inadequate facilities, and weak policy implementation. The novelty of this study lies in identifying the gap between social and academic inclusion and highlighting the lack of integration among assessment systems, instructional practices, and institutional support. This study implies the need for systematic teacher training, specially in designing learning method, strengthening inclusive school systems, and developing adaptive learning strategies, particularly in resource-limited regions.

### Keywords

Inclusive education; primary schools; teacher competence; learning differentiation; educational challenges

Penelitian ini bertujuan untuk mengkaji pelaksanaan pendidikan inklusif di sekolah dasar yang ada di Kabupaten Majene, dengan fokus khusus pada praktik guru, dukungan sekolah, serta tantangan yang dihadapi dalam pembelajaran di kelas. Pendekatan kualitatif dengan desain studi kasus digunakan, melibatkan kepala sekolah, guru, dan siswa berkebutuhan khusus. Data dikumpulkan melalui observasi kelas, wawancara mendalam, dan analisis dokumen, kemudian dianalisis menggunakan model interaktif Miles dan Huberman berdasarkan tiga sumber data, yaitu kepala sekolah, guru, dan siswa. Hasil penelitian menunjukkan bahwa pelaksanaan pendidikan inklusif masih berada pada tahap pengembangan, di mana guru mengalami kesulitan dalam melakukan asesmen awal, merancang pembelajaran diferensiasi, serta mengembangkan evaluasi yang adaptif. Meskipun inklusi sosial mulai terlihat, yang ditunjukkan dengan penerimaan dan interaksi positif antar teman sebaya, inklusi akademik masih terbatas karena kurangnya penyesuaian pedagogis. Tantangan utama meliputi keterbatasan kompetensi guru, tidak adanya guru pendamping

khusus, fasilitas yang kurang memadai, serta lemahnya implementasi kebijakan. Kebaruan penelitian ini terletak pada identifikasi kesenjangan antara inklusi sosial dan inklusi akademik, serta penekanan pada kurangnya integrasi antara sistem asesmen, praktik pembelajaran, dan dukungan kelembagaan. Penelitian ini mengimplikasikan perlunya pelatihan guru yang sistematis, khususnya dalam merancang metode pembelajaran, penguatan sistem sekolah inklusif, serta pengembangan strategi pembelajaran adaptif, terutama di daerah dengan keterbatasan sumber daya.

**Kata kunci**

Pendidikan inklusif, sekolah dasar, kompetensi guru, diferensiasi pembelajaran, tantangan pendidikan



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## INTRODUCTION

Inclusive education represents a manifestation of global educational transformation rooted in the principles of social justice and human rights. This approach is not merely a technical strategy for placing students with special needs in regular schools; rather, it is a strategic commitment to guaranteeing each individual's right to equitable, just, and high-quality education without discrimination (Hakim & Siswanto, 2026). Globally, the urgency of inclusive education is underscored by the fourth point of the Sustainable Development Goals (SDGs), which mandates inclusivity and educational equity for all societal strata (UNESCO, 2020). Effective implementation of inclusion necessitates a paradigm shift from a medical model, which focuses on individual impairments, toward a social model that emphasizes the removal of systemic barriers within the learning environment (Slee, 2018; Messiou, 2017).

Current literature indicates that the success of inclusion highly depends on the system's ability to undergo a comprehensive transformation. Florian (2015) and Florian & Camedda (2020) argue that inclusive pedagogy must reach all students by providing a flexible framework, rather than merely offering additional assistance to a select few. This aligns with the findings of Forlin et al. (2018), who state that the effectiveness of inclusive schools is determined by the synergy between an adaptive curriculum, responsive instructional strategies, and a school culture that values diversity. Cross-national research also confirms that well-managed inclusive environments can enhance both social and academic competencies for all students, including those with special needs and their typical peers (Amor et al., 2019; Magnússon, 2019).

Despite its strong conceptual and policy foundation, field implementation still faces a significant policy-practice gap. In Indonesia, regulations such as Ministerial Decree (Permendiknas) No. 70 of 2009 have laid the legal foundation for inclusive education; however, various studies identify persistent systemic challenges. Limited pedagogical competence among teachers, a lack of accessible supporting facilities, and low community engagement remain primary obstacles in local contexts (Sunardi et al., 2021; Kurniawati et al., 2022). Furthermore, Efendi (2020) and Supriyanto (2020) highlight that without robust systemic support, teachers tend to feel overwhelmed and lack confidence in managing heterogeneous classrooms.

The uniqueness of these challenges is more pronounced in regional contexts such as Majene Regency, where the availability of human resources and supporting infrastructure remains limited. Based on preliminary observations, inclusive education practices in this region are still largely administrative; while schools admit students with disabilities, this is not yet followed by adequate instructional adjustments. This condition is exacerbated by a lack of comprehensive research integrating instructional practices, assessment, and systemic support into a unified analysis. Most prior studies have tended to focus on isolated aspects, such as teacher attitudes or facility availability alone (Sharma et al., 2021; Walton, 2016).

Consequently, this study aims to fill this literature gap by comprehensively examining key dimensions of the implementation of inclusive education in a primary school in Majene Regency. The primary focus of this research is to analyze the interconnection between teacher competence in differentiated instruction, the effectiveness of adaptive assessment, and the strength of systemic school support. The results of this study are expected to provide strategic recommendations for policymakers in designing development models for inclusive schools based on regional realities and local needs.

### ***Reorienting the Concept of Inclusive Education: A Social Justice Perspective***

Inclusive education is no longer viewed as the mere physical placement of students with disabilities in regular schools, but as an ongoing systemic transformation to respond to the diverse needs of all learners (UNESCO, 2020). Ainscow (2020) asserts that inclusion is a never-ending journey requiring the restructuring of school culture, policy, and practice to accommodate individual differences with dignity. Theoretically, the foundation of inclusion is rooted in social justice theory, which opposes all forms of exclusion and marginalization within the classroom (Slee, 2018). In this view, learning barriers are not considered internal attributes of the student but are the result of the educational environment's failure to provide equitable access (Messiou, 2017). Therefore, the success of inclusion is measured by the extent to which a school can perform capacity building to minimize barriers and maximize participation for every child without exception (Magnússon, 2019; Walton, 2016).

### ***Teacher Competence, Self-Efficacy, and Inclusive Pedagogy***

Teachers are the primary agents of change and the ultimate determinants of the effectiveness of inclusive education implementation at the grassroots level. Florian and Camedda (2020) conceptualize "inclusive pedagogy" as an approach where teachers create a learning environment available to all students, rather than simply providing extra help for those deemed "different." This requires high self-efficacy, where teachers possess a strong belief in their ability to manage heterogeneous classes (Sharma et al., 2021). Inclusive teacher competence encompasses the integration of knowledge regarding the characteristics of students with special needs, adaptive instructional skills, and attitudes that accept diversity as an asset rather than a burden (Forlin et al., 2018). Research shows that teachers with high self-efficacy tend to be more innovative in applying learning strategies and more persistent in facing student behavioral challenges in the classroom (Loreman et al., 2017; Chao et al., 2017).

### ***The Architecture of Differentiated Instruction in Inclusive Classrooms***

Differentiated instruction is globally recognized as the most relevant instructional framework to support the principles of inclusion. Tomlinson (2017) explains that differentiation is a proactive response by educators to students' learning needs through modifications of content, process, products, and the learning environment. In an inclusive context, differentiation functions to ensure that high academic standards are maintained while providing multiple pathways for students to achieve them (Amor et al., 2019). This is consistent with the concept of Universal Design for Learning (UDL), which emphasizes flexibility in materials and teaching methods from the planning stage (Florian, 2015). Effective implementation of differentiation demands a teacher's ability to precisely map student learning profiles so that each child receives challenges appropriate to their Zone of Proximal Development (Bondie et al., 2019).

### ***Adaptive Assessment Mechanisms and the Formative Role***

Assessment systems in inclusive education must transform from normative approaches toward more adaptive and diagnostic ones. Black and Wiliam (2018) argue that formative assessment is a crucial element that allows teachers to adjust the pace of learning based on real-time feedback from students. In an inclusive environment, adaptive assessment is necessary to provide accommodations or modifications in evaluation techniques for students with specific barriers without reducing the essence of the measured competence (Florian & Camedda, 2020). The use of various assessment forms, such as portfolio-based or performance-based assessments, allows students to demonstrate their understanding in the way most effective for them (Walton, 2016). Furthermore, assessment in inclusion aims to monitor individual progress longitudinally, ensuring that every student's development can be fairly appreciated (Hockings, 2017).

### ***Systemic Support Ecosystems and School Leadership***

The sustainable implementation of inclusion requires a cohesive and integrated school ecosystem support. Ainscow (2020) emphasizes the vital role of instructional leadership by school principals in building an inclusive vision shared by all school members. This systemic support includes the availability of Special Assistant Teachers (GPK) who act as collaborative partners for classroom teachers, as well as access to assistive technology that supports student independence (Amor et al., 2019). Collaboration among stakeholders, including parents and medical or psychological professionals, is key to creating a safe and supportive learning environment (Forlin et al., 2018). Successful inclusive schools are characterized by professional learning communities where teachers routinely share best practices and discuss solutions to classroom challenges (Hehir et al., 2016).

### ***Analysis of Dynamics and Paradoxes of Inclusion in Indonesia***

Although inclusive education policy in Indonesia has developed rapidly since the 2004 Bandung Declaration and the Permendiknas No. 70 of 2009 regulation, its implementation is still colored by various systemic paradoxes. Sunardi et al. (2021) identify a significant gap between policy rhetoric and classroom reality, where teachers often feel inadequately prepared through practical training. Kurniawati et al. (2022) highlight socio-cultural barriers in the form of disability stigma that remains strong in some communities, which in turn hinders students' social participation. Additionally, limited facilities and the scarcity of GPK in regions outside Java create inequities in the quality of inclusive services (Supriyanto, 2020). Efendi (2020) asserts that without budget restructuring and the strengthening of political commitment at the regional level, inclusive education

risks becoming merely an administrative label without substantial transformation in the learning process.

## **RESEARCH METHOD**

### ***Research Design***

This study adopts a qualitative approach using a single-case study design to examine the implementation of inclusive education within a naturalistic primary school setting. This approach enables an in-depth and context-sensitive exploration of how inclusive practices are enacted in a resource-constrained educational environment. Drawing on the case study framework proposed by Robert K. Yin (2018), this study investigates the context-bound interactions among policy mandates, teacher competence, and instructional practices. Furthermore, following John W. Creswell and Poth (2018), the study aims to capture how inclusive education practices are constructed through everyday classroom experiences, as well as how institutional support systems and operational constraints interact to shape their implementation.

### ***Time and Place of Research***

The research was conducted intensively from March to April 2026. The study was situated at SDN 6 Kampung Baru. This location was selected to provide a representative overview of the variations in inclusive education implementation at the primary level in a regional setting, considering both infrastructural readiness and human resource capacity.

### ***Research Target/Subject***

Subjects were determined using a purposive sampling technique to ensure that the selected informants possessed the capacity and informational authority relevant to the research objectives (Palinkas et al., 2015). The primary participants included the school principal as the managerial policymaker, classroom teachers as the frontliners of inclusive pedagogy implementation, and students with special needs as the service recipients. The inclusion criteria for subjects included a minimum of two years of tenure in an inclusive school setting for the principal and teachers to ensure the depth of empirical experience shared.

### ***Research Procedure***

The research procedure was systematically designed through four main stages to ensure the accountability of the findings. First, the preparation stage involved an in-depth literature study, field problem identification, and expert validation of research instruments. Second, the primary data collection stage was conducted through the researcher's direct involvement in the field. Third, continuous data analysis was performed from the onset of data collection to identify patterns and central themes. Fourth, the conclusion drawing and reporting stage was executed based on empirical findings that underwent a rigorous verification process (Creswell & Poth, 2018).

### ***Instruments and Data Collection Techniques***

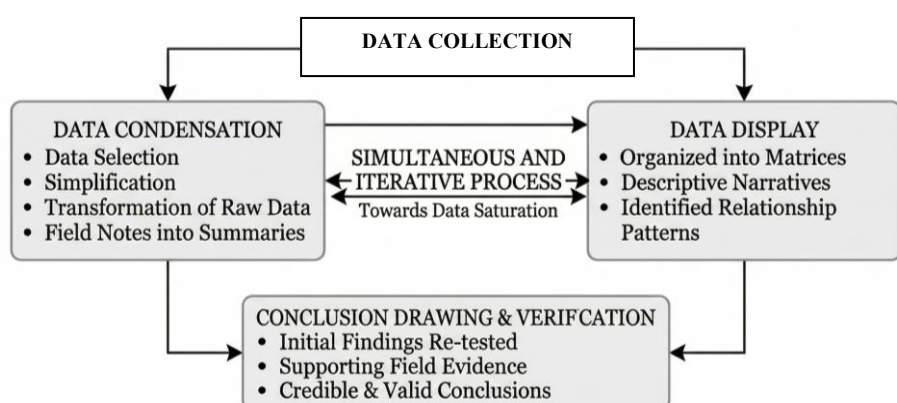
Qualitative data were gathered using triangulation techniques to strengthen the validity of the findings. The techniques employed include:

- 1) Moderate Participant Observation: Used to directly observe instructional interactions, the implementation of differentiated instruction, and the availability of accessible facilities in the classroom.
- 2) In-depth Interview: Conducted using semi-structured interview guides with the principal and teachers to explore perceptions, psychological challenges, and implemented adaptation strategies.
- 3) Documentation Study: Performed by analyzing curriculum documents, modified Lesson Plans (RPP), student assessment results, and internal school policies regarding inclusion.

The research instruments, comprising observation protocols and interview guides, underwent readability testing and peer review. To ensure data trustworthiness, the researcher applied source triangulation by comparing information from different informants and technical triangulation by verifying observation data against interviews and documents (Flick, 2018).

### **Data Analysis Technique**

Data analysis followed the interactive analysis model of Miles, Huberman, and Saldaña (2014), consisting of three simultaneous streams of activity. The flow of this data analysis is illustrated in Figure 2. The first stream is data condensation, where the researcher selected, simplified, and transformed raw data from field notes into focused summaries. The second is data display, where data were organized into matrices and descriptive narratives to facilitate the identification of patterns and relationships between variables. The third is conclusion drawing and verification, where initial findings were tested against supporting field evidence to achieve credible and valid conclusions. This iterative process was maintained until data saturation was achieved.



**Figure 1. Interactive Model of Data Analysis**

Based on Miles, Huberman, and Saldaña (2014)

## **RESULTS AND DISCUSSION**

### **RESULTS**

#### ***Implementation of Identification and Initial Assessment of Students with Special Needs***

The research findings indicate that the identification and initial assessment processes for students with special needs at SDN 6 Kampung Baru, Majene Regency, remain unsystematic and unstructured. Based on observations conducted on March 6, 2026, in a fourth-grade classroom, teachers did not utilize specific assessment instruments to identify student needs, relying instead solely on informal observations of student behavior and abilities during the learning process. While teachers noted students experiencing learning difficulties, there was no systematic documentation or clear indicators employed to determine specific categories of special needs.

This situation is corroborated by interview data, where a classroom teacher stated: *"We typically only observe the child's daily habits—for instance, if they are slow to comprehend or different from their peers—but there is no specific format for an initial assessment"* (Interview with Teacher, March 13, 2026). Another teacher expressed a similar sentiment: *"We actually want to conduct clearer initial assessments, but we lack the 'know-how' and have never received comprehensive training through to the implementation stage"* (Interview with Teacher, March 13, 2026).

Based on an interview with the school principal, the absence of specialized training programs regarding assessments for students with special needs was identified as a primary cause. The principal

noted: "The teachers here have never received specific training related to identifying students with special needs; consequently, they still employ their own individual methods" (Interview with Principal, March 14, 2026).



**Figure 2. Classroom Observation Activities**

Further observations revealed that students diagnosed with special needs (ABK) are often encouraged to transfer to Special Schools (SLB), particularly those with complex requirements. However, the host primary school continues to admit students with mild special needs, such as those with learning difficulties, mild attention disorders, and academic developmental delays. This suggests that the implementation of inclusive education remains selective and does not yet accommodate the full spectrum of student needs. Furthermore, this informal policy reflects limited school readiness in handling complex cases, spanning teacher competence, the availability of support staff, and adequate infrastructure.

### ***Implementation of Differentiated Instruction***

In terms of instructional delivery, the findings show that classrooms at SDN 6 Kampung Baru are still dominated by a teacher-centered instruction, whole-class instruction, with limited evidence of the implementation of Differentiated Instruction principles. Observations on March 6, 2026, indicated that teachers delivered general material to the entire class without adjustments for the individual needs of students with special needs. Instructional methods tended to rely on lecturing, simple Q&A sessions, and uniform assignments for all students.

During the learning process, students with special needs were physically present but did not actively participate. In several instances, these students observed without responding, and teachers provided no specific interventions to facilitate their understanding. This indicates that while these students are in the same classroom, their specific learning requirements remain largely unaddressed.

Interviews revealed that teachers acknowledged their inability to apply differentiated instruction. One teacher remarked: "We actually understand how to distinguish students with special needs from others, but we are overwhelmed because we must also manage the rest of the class" (Interview with Teacher, March 13, 2026). Another teacher added: "Sometimes we want to make adjustments, but time is limited and student numbers are high, making it difficult to focus on a single child" (Interview with Teacher, March 13, 2026). These findings suggest that inclusive education is still understood merely as the physical presence of students with special needs in a regular classroom, without significant shifts in instructional strategy.

### ***Implementation of Learning Evaluation and Assessment***

Evaluation processes at SDN 6 Kampung Baru have yet to adopt an adaptive framework. Observations on March 6, 2026, showed that teachers used identical evaluation instruments for all students without modifying difficulty levels or assessment formats. Consequently, students with special needs struggled significantly to complete assignments.

In the evaluation process, teachers tended to focus on the final output rather than the learning process. Grades were assigned based on the number of correct answers, without considering individual effort or progress. Interview data supports this, with one teacher stating: *"We usually keep the questions the same, though we help them as much as we can during the process"* (Interview with Teacher, March 13, 2026). Another teacher noted: *"If we were to make them different, we wouldn't know where to start, especially since in the current curriculum, students must pass learning objectives at each phase"* (Interview with Teacher, March 13, 2026). This indicates that assessment in inclusive education is viewed as a generic measurement tool rather than an integrated instructional strategy.

### ***Learning Experiences of Students with Special Needs***

From the student perspective, those with special needs reported feeling comfortable within the school environment. Interviews indicated they felt accepted by teachers and peers. One student shared: *"I enjoy studying at school because my friends are kind and help me"* (Interview with Student, March 14, 2026). Another remarked: *"If I don't understand, my friends sometimes help, and the teacher explains it again"* (Interview with Student, March 14, 2026).

However, observations showed that academically, these students continue to face severe difficulties. They tended to remain passive, rarely asked questions, and required significantly more time to complete tasks. This highlights a gap between social acceptance and academic support; while the social environment is inclusive, academic support remains suboptimal.

### ***Barriers to Inclusive Education Implementation***

Implementation at SDN 6 Kampung Baru faces complex hurdles. The principal identified the lack of Special Assistant Teachers (GPK) as a primary obstacle: *"We do not yet have special assistant teachers, so everything is handled by classroom teachers. They have tried their best within their capabilities, which deserves appreciation"* (Interview with Principal, March 14, 2026).

Additionally, limited facilities and infrastructure are significant constraints. Teachers noted: *"Facilities for students with special needs are very limited; even specialized learning media are unavailable"* (Interview with Teacher, March 13, 2026). Observations confirmed that classrooms lack supporting tools or visual media for these students, and there is no dedicated space for individualized services. Furthermore, poor coordination between the school, government, and parents, coupled with minimal policy socialization, persists. One teacher noted: *"We want to run the inclusive school well, but there is no clear direction from the district office; there was a session on inclusive schools once, but it didn't cover the technical execution"* (Interview with Teacher, March 13, 2026).



**Figure 3. Interview Activities with Teachers**

Through data condensation, the researcher identified three intertwined systemic barriers: 1) the absence of Special Assistant Teachers (GPK), which forces classroom teachers to operate beyond their competence; 2) limited accessible infrastructure and learning media; and 3) weak policy

support from relevant agencies. The principal emphasized: *"We do not yet have special assistant teachers, so everything is handled by classroom teachers..."* (Interview, March 14, 2026). The data display presented in Table 1 illustrates the specific matrix of these barriers, confirming that without systemic support, inclusive practices at SDN 6 Kampung Baru rely solely on the personal commitment of teachers rather than an established, robust school system (Amor et al., 2019).

**Table 1. Matrix of Systemic Barriers in the Implementation of Inclusive Education**

<b>Barrier Dimension</b>	<b>Field Findings</b>	<b>Impact on Inclusive Practices</b>
<b>Human Resources (HR)</b>	Absence of qualified Special Assistant Teachers (GPK)	Classroom teachers bear a double burden; the handling of students with special needs becomes non-specific and relies solely on intuition.
	Low participation in formal inclusive competency training	Teachers lack technical knowledge regarding curriculum modification and adaptive assessment.
<b>Infrastructure &amp; Facilities</b>	Lack of specialized learning media (teaching aids, Braille books, assistive technology)	Students with special needs face difficulties in accessing learning content; materials are only available in regular formats.
	Inadequate school physical accessibility (ramps, disability-friendly toilets)	Limits the mobility and independence of students within the school environment.
<b>Policy &amp; Management</b>	Absence of internal school SOPs regarding the identification and assessment of students with special needs	The admission and placement process of students is not based on accurate needs profiles.
	Minimal allocation of specific budgets for inclusion programs at the school level	Inclusive school programs operate without stable financial support for facility procurement.
<b>External Support</b>	Weak coordination and supervision from the local Education Office	Schools feel they are operating in isolation without technical guidance and sustainable monitoring.
	Low literacy and parental engagement in school programs	The learning programs at school are not sustained within the home environment.

## **DISCUSSION**

### ***Identification and Assessment as the Foundational Pillar of Inclusive Pedagogy***

The research findings underscore that the primary bottleneck in implementing inclusive education at SDN 6 Kampung Baru, Majene Regency, lies in the underdeveloped processes of identification and initial assessment. Florian and Camedda (2020) emphasize that early assessment is a critical milestone in deciphering student learning needs and serves as the fundamental baseline for designing appropriate instructional interventions. Without systematic assessment, educators face significant hurdles in tailoring pedagogical strategies to student-specific characteristics. This study aligns with Sharma et al. (2021), who argue that low teacher readiness in conducting inclusive assessments is a primary inhibitor of successful implementation. In the Majene context, this deficit is exacerbated by restricted access to professional development, forcing teachers to rely on intuitive, rather than data-driven, approaches. Furthermore, through the lens of Miles and Huberman's interactive model, data condensation reveals an unstructured assessment pattern, while data display

highlights a profound lack of procedural uniformity, indicating that assessment has yet to be integrated into the core instructional fabric.

### ***The Divergence Between Differentiated Concepts and Instructional Reality***

Differentiated instruction is the hallmark of inclusive education, enabling teachers to calibrate learning based on individual student profiles (Tomlinson, 2017). However, the reality at SDN 6 Kampung Baru reveals a persistent dominance of conventional, "one-size-fits-all" approaches. This disparity stems from overwhelming administrative burdens and the pressure on teachers to pursue independent training, which paradoxically leaves them in sub-optimal conditions for classroom delivery. This confirms a significant policy-practice gap. Florian (2015) asserts that inclusive teachers should not segregate students but develop strategies that reach all learners simultaneously. Nevertheless, limited conceptual understanding and experience hinder the optimization of this approach. These findings resonate with Kurniawati et al. (2022), indicating that Indonesian teachers continue to struggle with differentiation due to systemic inadequacies and a lack of practical support.

### ***Assessment as an Isolated Evaluative Tool***

A critical finding is that assessment is still perceived as a terminal evaluative instrument rather than an intrinsic part of the learning cycle. This contradicts the formative assessment paradigm proposed by Black and Wiliam (2018), which advocates for continuous assessment to support learning progression. This misalignment suggests a fundamental misunderstanding of the teacher's role in an inclusive setting. As Amor et al. (2019) contend, adaptive assessment is a key performance indicator of a successful inclusive school. Without it, instructional loops remain unclosed, directly contributing to the underachievement of students with special needs. Within the Miles and Huberman framework, data verification consistently shows a lack of modified assessment practices, signaling an urgent need for targeted teacher competency reinforcement in this domain.

### ***The Paradox of Social Inclusion versus Academic Exclusion***

This study highlights a successful trend in social inclusion at SDN 6 Kampung Baru, characterized by a high degree of peer acceptance and a welcoming school culture. This mirrors Ainscow's (2020) vision of inclusive education as a vehicle for participation. However, a sharper analysis reveals that this inclusion is predominantly social and fails to penetrate the academic sphere. UNESCO (2020) maintains that inclusive education is not merely about access and presence but, more importantly, about learning success. Thus, the Majene context represents an early-stage transition: social acceptance is established, yet the instructional transformation required to foster academic achievement for students with special needs remains absent.

### ***Barriers in Developing Regional Contexts***

The hurdles identified suggest that inclusive implementation is governed by broader systemic factors rather than individual teacher performance alone. Amor et al. (2019) argue that success depends on a supportive ecosystem comprising policy, resources, and stakeholder collaboration. In Majene, the scarcity of human resources, low public awareness, and inadequate facilities constitute a formidable barrier. This is consistent with Sunardi et al. (2021), who found that resource-constrained regions face disproportionately higher challenges in actualizing inclusive mandates. Consequently, a phased and contextualized approach is required, focusing on systemic capacity building rather than isolated interventions.

## **CONCLUSION**

This study concludes that the implementation of inclusive education at SDN 6 Kampung Baru, Majene Regency, is currently in a developmental stage and is not yet optimally integrated into instructional practices. The findings reveal that identification and initial assessment processes remain informal, instructional delivery lacks differentiation, and learning evaluations have yet to become adaptive. Nevertheless, social inclusion has shown positive progress, evidenced by the high level of acceptance for students with special needs within the school community.

The novelty of this research lies in its deep-dive analysis into the sharp divergence between social and academic inclusion within a developing regional context. It highlights that the core issue is not merely isolated teacher competence or facility shortages, but the absence of a synchronized support system that simultaneously integrates assessment, pedagogy, evaluation, and policy.

The primary barriers identified include limited teacher competence, the absence of Special Assistant Teachers (GPK), inadequate infrastructure, and a lack of coordinated policy socialization from local authorities. Based on these findings, this study recommends strategic steps: sustainable, practice-based teacher training; the provision of competent GPK; and the strengthening of school-level inclusive policies. For future research, it is suggested to explore local context-based inclusive models and conduct Classroom Action Research (CAR) to directly enhance classroom practices. Quantitative studies are also encouraged to measure the efficacy of specific interventions, thereby providing a more comprehensive contribution to Indonesia's inclusive education landscape.

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## **AUTHOR CONTRIBUTIONS**

Conceptualization, Nur Rizki and Wulan Syari; Methodology, Nur Rizki and Eli Meivawati; Software, Nur Rizki; Validation, Nur Rizki, Wulan Syari and Gina Garnika Dwinita; Formal Analysis, Nur Rizki and Gina Garnika Dwinita; Investigation, Nur Rizki and Wulan Syari; Resources, Eli Meivawati; Data Curation, Wulan Syari and Gina Garnika Dwinita; Writing – Original Draft Preparation, Nur Rizki; Writing – Review & Editing, Eli Meivawati and Gina Garnika Dwinita; Visualization, Nur Rizki and Wulan Syari; Supervision, Eli Meivawati; Project Administration, Nur Rizki; Funding Acquisition, Eli Meivawati.

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