

## Building Inclusive Education: Models and Supporting Factors in Elementary Schools

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### ABSTRACT

Inclusive education in educational institutions still faces challenges, such as negative societal perceptions, limited teacher competencies, inadequate supporting facilities, and curricula that must be fully adaptive. This study employs a qualitative descriptive method with an embedded case study approach. Data were collected through in-depth interviews, direct observation, and document analysis, and they were validated using source and technique triangulation. The findings reveal three main aspects of the inclusive education model: 1) Student interactions, implementing a uniform curriculum, fostering empathy between regular students and students with special needs, and institutional support from teachers. 2) Infrastructure optimization, including adequate school physical conditions, classroom facilities, special provisions for students with special needs, and other supporting infrastructure. 3) Synergy among schools, parents, and resource centers to ensure collaboration in creating an inclusive learning environment. This study recommends teacher training, improved facilities for children with special needs (ABK), and the development of educational technology to support inclusive learning. Inclusive education is expected to operate more effectively and sustainably with these strategies. The contribution of this research provides an understanding of the application of inclusive education models in basic education through interactions between students supported by a uniform curriculum and teacher assistance, optimization of adaptive school infrastructure for students with special needs, and collaboration between schools, parents, and resource centers to create an inclusive learning environment.

**Keywords** Inclusive Education, Children with Special Needs, Elementary School.



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## INTRODUCTION

Inclusive education in several countries continues to face significant challenges, one of which is the negative societal perception that children with special needs are difficult to manage (Morina, 2016; Zabeli et al., 2021; Vorlicek et al., 2023). This perspective often leads to objections from parents about their children studying in the same class as children with special needs (Bines & Lei, 2011; Cologon, 2020; Kenny et al., 2023). Furthermore, many elementary school teachers come from general teacher education programs rather than special education, necessitating additional knowledge on how to support students with special needs (Gyasi et al., 2020; Byrd & Alexander, 2020). Other challenges include curricula that are not fully adapted for inclusive classrooms, inadequate supporting facilities, and conflicts among stakeholders involved in its implementation (Woolfson, 2024; Smeets et al., 2024). According to Ianes et al. (2020) and Bachtsis et al. (2024), inclusive education strives to provide equal opportunities for children with special needs by integrating them into regular classrooms without discrimination. Teachers need specialized skills, which emphasizes the importance of integrated training to enhance their competencies (Steinert &

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Jurkowski, 2023). Additionally, parental support is critical, as parents play a key role in shaping early childhood development (Tadesse & Muluye, 2020; Yunus et al., 2023).

Based on previous studies, numerous factors have been identified that support the implementation of inclusive education. First, research by Sharma et al. (2015) revealed that the implementation of inclusive education in the Pacific region is influenced by culture, community, and religion, which are central to local understandings. However, tensions arise due to differences between Western education concepts and the local context. Second, Sharma et al. (2018) identified major barriers, such as inadequate teacher preparation, stigma toward individuals with disabilities, and limited involvement of local leaders. Third, Armstrong et al. (2021) highlighted the dominance of Western ideas in inclusive education in the Pacific, which often sidelines local culture and weakens internal capacity development. Fourth, Arias et al. (2023) emphasized significant challenges in implementing inclusive education in Asian countries, including limited resources, insufficient teacher training, and cultural resistance to diversity. Fifth, studies by Kuyini et al. (2020) and Mendoza & Heymann (2022) indicated that the success of inclusive education depends on training, systemic support, and individual perceptions. A holistic approach involving ongoing training, inclusive policies, and intervention programs is essential to improve readiness and outcomes. Building on these findings, this study will focus on inclusive education models in elementary schools, their supporting facilities, and the synergy between schools, parents, and other resources to support implementation.

This study aims to explore the inclusive education model at elementary school in-depth, identify supporting facilities that play a role in its implementation, and analyze the synergy between schools, parents, and other resources in supporting inclusive education. This study aims to provide a comprehensive understanding of the strategies implemented by schools in creating an inclusive learning environment, especially for students with special needs, and how various parties collaborate to ensure the success of this program. The benefits of this study are that it contributes to the development of inclusive education theory and practice, especially at the elementary school level. The study results can be a reference for academics and researchers examining the critical factors for the success of inclusive education. Practically, this study can guide other schools in implementing an effective inclusive education model, including facility management, parental involvement, and collaboration strategies between parties. In addition, the results of this study are also expected to provide input for policymakers to increase support for the implementation of inclusive education in Indonesia.

Based on the objectives and benefits of the study, the hypothesis proposed in this study is that the inclusive education model at elementary school, which involves synergy between schools, parents, and supporting resources, significantly influences the success of the implementation of inclusive education, especially in creating an inclusive learning environment for students with special needs. In addition, adequate supporting facilities, such as special facilities and infrastructure, are assumed to contribute positively to implementing inclusive education. Collaboration between schools, parents, and other resources is expected to increase the success of curriculum adaptation and appropriate learning strategies for students with special needs. The role of the Special Assistant Teacher (GPK) is also assumed to have a significant influence in helping students with special needs achieve learning goals according to their potential. This hypothesis is designed to analyze and examine the supporting factors of inclusive education and the success of the implementation of the inclusive program at elementary school.

## RESEARCH METHOD

This study employs a qualitative descriptive method, which aims to understand the phenomena experienced by research subjects through detailed descriptions expressed in words and language within a natural context, utilizing various natural methods (Hall & Liebenberg, 2024). The approach used is a case study embedded in the research design, focusing on pre-defined issues, as highlighted by Busetto et al. (2020). The case study examines factors that support the

implementation of inclusive education at the elementary school level. According to Busetto et al. (2020), a case study is particularly effective for investigating real-life scenarios within their context. Data sources for this study include the principal, special education assistant teachers, and class V homeroom teachers, along with relevant documents. Research subjects consist of the principal, assistant teachers, and class V homeroom teachers at the elementary school. Data collection involved in-depth interviews, observations, and direct observations of school conditions, as well as document studies to gather information from school inventories (Hall & Liebenberg, 2024).

The researcher employed triangulation to validate the data through both source and technique triangulation. Wright et al. (2024) suggest that source triangulation involves examining data obtained from multiple sources to ensure credibility. In this study, the data sources included the principal, special assistant teacher, homeroom teacher of grade V, and relevant documents. Data from these various sources were compared and analyzed to draw valid conclusions. Furthermore, technical triangulation, as explained by Reig-Alexandre et al. (2024), involves using different data collection methods, such as interviews, observations, and document analysis, from the same source, and then comparing the results to ensure consistency and reliability. This method enhances the trustworthiness of the findings by cross-referencing data from different techniques.

The data analysis method employed in this study is the Miles and Huberman interactive analysis method, which includes four stages: data collection, data reduction, data presentation, and conclusion. According to McCombie et al. (2024) and Wright et al. (2024), the first stage involves selecting the collected data to distinguish valid from invalid data, and then analyzing it to derive meaningful findings. The second stage included conducting in-depth interviews with the principal, assistant teacher, and homeroom teacher of grade V to gather information about the supporting factors for inclusive learning at the elementary school. The third stage involved direct observation of the learning process in the inclusive class, as well as documentation of facilities, infrastructure, and school inventory. In the final stage, Reig-Alexandre et al. (2024) recommend using triangulation techniques and sources to verify the data, ensuring consistency across observations, interviews, and documentation. This comprehensive process led to the generation of valid and in-depth data in alignment with the research objectives (Hascher, 2008; Lowing, 2011).

## RESULTS AND DISCUSSION

### Results

#### Implementation of Inclusive Education in Elementary Schools

The implementation of inclusive education in Elementary Schools emphasizes the integration of students with special needs and regular students in a harmonious learning environment. This model aims to support the social, emotional, and academic development of all students, with strong support from teachers and staff and infrastructure that is adjusted to ensure equal access to learning resources. The following are some research findings, based on the results of interviews with informants, namely:

**Table 1. Inclusive Education at Elementary School**

No	Finding Point	Description
1	Student Interaction	Effective inclusive learning models are indicated by student interactions, participation of students with disabilities, and peer support in the classroom.
2	Implementation of the Same Curriculum	Inclusive curriculum implementation requires adapting materials, ensuring accessibility, and evaluating outcomes for equity between students with and without disabilities.
3	Promotion of Empathy	Empathy promotion involves surveys and programs to enhance understanding and inclusion among students.
4	Institutional and Teacher Support	Support in inclusive classes includes effective teacher assistance, training, resources, assistive technology, differentiated learning, and cooperative methods.

Based on the table above, the implementation of inclusive education at elementary school shows several critical aspects, such as practical and empathetic interactions between students, curriculum adaptation that allows accessibility and equality of learning, and promotion of empathy

through programs that increase understanding and tolerance of diversity. Institutional and teacher support, including training and the use of teaching strategies such as assistive technology and learning differentiation, are also crucial in supporting the needs of all students. The effectiveness of this approach is essential to creating an inclusive learning environment, supporting academic achievement, and the personal and social growth of each student.

In addition, inclusive education is an important part of realizing equal access to learning for all children, including children with disabilities. At the elementary school level, the implementation of inclusive schools has shown significant progress, marked by the high participation rate of students with special needs. However, behind these figures, there are still challenges that need to be considered so that education is truly inclusive and equitable. The following is an analysis of data on the participation of students with disabilities in elementary school education based on the 2019 infographic, which illustrates the achievements and obstacles still faced in the implementation of inclusive education in Indonesia. This can be seen in the data below:

No	Student Participation	Nondisabilitas	Disabilitas
1	Participation rates in primary schools	99,31	89,78
2	Gross Enrollment Rate	107,48	104,59
3	Pure Participation Rate	97, 71	88,84

source taken from: ([Kompas. Id, 2022](#))

Based on statistical data from "Educational Participation at Various Levels by Disability Status," the implementation of inclusive schools at the elementary school (SD) level shows quite positive progress. The school participation rate for children with disabilities at the elementary level reached 89.78%. Although this is still lower than that of non-disabled children (99.31%), it indicates that the majority of children with disabilities already have access to basic education. This is further supported by the gross enrollment rate for students with disabilities, which reached 104.59%, showing that many of them continue to attend school even if they are outside the ideal age range for that level. On the other hand, the net enrollment rate for students with disabilities in elementary school/equivalent is recorded at 88.84%, around 9% lower than that of non-disabled students (97.71%). This indicates that there are still challenges in retaining students with disabilities in school according to the appropriate age. These challenges are likely related to limited supporting infrastructure, a shortage of teachers with specialized training, and the uneven application of teaching methods that are responsive to special needs. Therefore, although inclusive schools at the elementary level have provided broader opportunities for children with disabilities, ongoing efforts are still needed to improve service quality, expand equitable access, and create a truly inclusive learning environment that supports the success of all students.

### **Facilities for Implementing Inclusive Education at Elementary School**

Material support factors are essential in implementing inclusive education at Elementary School. The school is equipped with facilities specifically designed to support the needs of all students, including wheelchair access and comfortable classrooms, which create an inclusive and supportive learning environment. This shows the school's dedication to providing quality and inclusive education for all students.

**Table 3. Elementary School Facilities**

No	Finding Point	Description
1	School Physical Condition	elementary school Sukorame has a supportive physical environment with 2,808 m <sup>2</sup> of land and well-maintained facilities, including classrooms, offices, and a library.
2	Classroom Equipment	SD Negeri Sukorame 1 classes have chairs, tables, whiteboards, and teaching aids that support learning, while neat seating arrangements increase student comfort.
3	Special Facilities for Students with Special Needs	Elementary school Sukorame provides unique rooms and facilities, such as wheelchair ramps and windows, to facilitate access and reduce physical barriers for students with special needs.
4	Inclusion	Elementary school Sukorame has a place of worship, special toilets, and other rooms



Supporting Facilities and Infrastructure that support daily activities. Its infrastructure ensures easy and safe access for all students in inclusive education.

Based on the table above, elementary school shows a solid commitment to inclusive education by supporting infrastructure and adequate facilities. With a large land area, this school is equipped with comfortable classrooms, special facilities such as wheelchair ramps and windows that facilitate access, as well as special prayer and toilet facilities that ensure that all students, including those with special needs, can access and participate in all school activities safely and comfortably. This initiative improves student comfort and participation and supports the full integration of students with special needs in the school's daily activities.

Inclusive schools at the elementary level face significant challenges in meeting the diverse needs of students with special needs. SPPPI data shows that the most dominant types include learning difficulties (33.80%), blindness (16.13%), hyperactivity, as well as autism and physical disabilities. This diversity requires adequate facilities such as adaptive learning media, assistive technology, and teachers with specialized competencies. Therefore, the readiness of infrastructure and resources is crucial to creating an inclusive and responsive learning environment for all students.

**Table 4. Percentage of Types of Special Needs in Elementary School Students**

NO	Type of Special Needs	Percentage (%)
1	Learning Difficulties	33.80
2	Blind	16.13
3	Hyperactive	7.65
4	Mild Mentally Disabled	6.09
5	Autistic	5.45
6	Special Intelligence	5.14
7	Mixed	5.10
8	Speech Impaired	4.23
9	Moderate Mentally Disabled	3.85
10	Deaf	3.01
11	Special Talent	2.48
12	Mild Physically Disabled	2.24
13	Mild Physically Disabled	2.13
14	Down Syndrome	1.54
15	Disabled	1.15

Sumber: ([kalderanews.com](http://kalderanews.com), 2021)

Providing inclusive facilities at SPPPI is essential considering the diversity of students' needs. Students with learning disabilities (33.80%) need quiet spaces, assistive technology, and individual teaching methods. Blind students (16.13%) need braille or audio materials and a barrier-free environment. ADHD students (7.65%) need flexible spaces and policies that support focus. Students with mild-moderate mental disabilities (6.09% and 3.85%) need a visual-based personal approach. Autistic students (5.45%) need structured spaces, clear routines, and trained teachers. Speech disorders (4.23%) need communication aids and a supportive environment. Down Syndrome (1.54%) need life skills-based teaching and psychological support. Many schools are still not optimal in providing facilities and teacher training. Investment in technology, increasing accessibility, and collaboration with professionals are needed to support comprehensive and sustainable inclusion.

Based on this, to support inclusion in SPPPI includes teacher training in teaching methodologies that are appropriate to the needs of diverse students, including the ability to recognize early signs of special needs. The accessibility of school physical facilities must also be improved, such as providing ramps, quiet classrooms, and inclusive play areas. Collaboration with professionals such as therapists, psychologists, and medical personnel needs to be strengthened so that the support provided is more comprehensive. In addition, investment in learning technologies

such as educational applications, screen readers, and speech aids is essential to maximize the potential of each student.

**Non-Material Support in the Implementation of Inclusive Education**

Non-material supporting factors are essential in helping the successful implementation of inclusive education. In elementary school, non-material aspects include a friendly school environment, harmonious social relationships, support from resource centers, and close collaboration with parents. These factors work together to create an inclusive learning atmosphere where every student, including those with special needs, can develop optimally. This approach emphasizes the importance of synergy between schools, teachers, students, and parents in building a supportive and sustainable educational community. The following are the research findings:

**Table 5. Non-Material Support for Inclusive Education**

No	Finding Point	Description
1	Friendly Schools and Teachers	Elementary school Sukorame fosters a harmonious, inclusive environment, promoting student potential and supporting inclusive education.
2	Resources Center	The resource center at elementary school Sukorame enhances teachers' skills in managing diversity through technical support and training by experienced guest teachers.
3	Parental Support	Close collaboration between parents and Elementary school Sukorame supports students' learning needs through regular meetings and effective communication, ensuring that each student gets the support they need to succeed.

Based on the table above, inclusive education at elementary school is supported by non-material factors such as a friendly school environment and teachers, resource centers, and parental support. An inclusive learning environment and harmonious social relationships support the development of student potential. The resource center provides professional training for teachers to improve their ability to manage diversity in the classroom. In addition, close cooperation between schools and parents through regular communication ensures that students' needs are optimally met. This synergy between schools, teachers, and parents is the key to the success of inclusive education.

Inclusive education at the elementary school level is an urgent need to ensure that every child has equal access and learning opportunities. Its benefits are wide-ranging, from fostering tolerance and empathy through interactions with peers from diverse backgrounds, to enhancing cooperation and collaboration in overcoming challenges together. This system also provides opportunities for all children, including those with special needs, to grow and thrive in a supportive environment. Furthermore, inclusive education shapes a generation that is tolerant and empathetic, helping to build a more harmonious and welcoming society for all.

**Discussion**

**Inclusive Education Model in Elementary Schools**

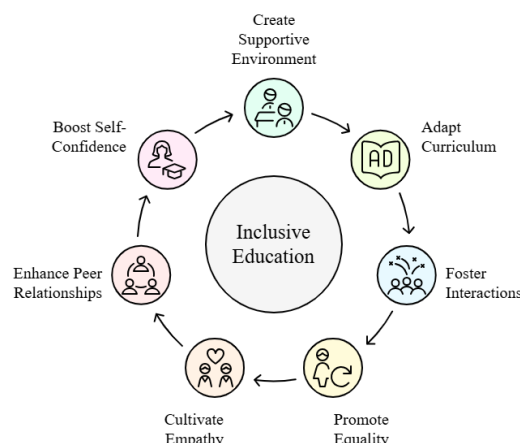
The inclusive education model at the elementary level focuses on creating a supportive learning environment where every student, regardless of physical, cognitive, emotional, or social differences, has the opportunity to learn together (Woodcock et al., 2022). According to Pattison-Meek (2024), this approach prioritizes equal access to quality education and encourages the active involvement of all students in classroom activities. By embracing diversity and fostering acceptance, inclusive education not only supports academic growth but also promotes social development and mutual respect among learners (Alajmi, 2024). This model ensures that no child is left behind, contributing to the development of a more compassionate and equitable society from an early age, as highlighted by educational experts in the field.

The inclusive education model in elementary schools is designed to provide a supportive environment that fosters the academic, emotional, and social development of both students with special needs (ABK) and their peers. According to Afacan et al. (2021) and Elder et al. (2022), within this framework, ABK students learn alongside regular students throughout the school day, with the curriculum adapted to meet their unique needs and abilities. This approach aims to

facilitate meaningful interactions, encouraging mutual respect and understanding among all learners. As Sakalli et al. (2021) and Pilus & Nguyen (2023) suggest, by integrating all students into the same classroom, inclusive education promotes equality in learning opportunities, ensuring that no child is excluded due to differences. Ultimately, this model cultivates empathy, enhances peer relationships, and guarantees that every child has an equitable opportunity to succeed in school, regardless of their background or challenges.

In one of the inclusive education models at elementary school, all students, including those with special needs (ABK), learn together in the same class without separation (Anderson, 1988; Andriana & Evans, 2020). This approach fosters healthy social interactions, enhances empathy, and reduces stigma toward ABK. By learning together, regular students gain an understanding of diversity and appreciate differences, while ABK students develop communication skills, learn social rules, and feel included in the school community. As Dalkilic & Vadeboncoeur (2016) and Symeonidou & Loizou (2022) point out, this interaction helps regular students cultivate essential social skills, such as patience, tolerance, and a sense of responsibility, contributing to a positive and inclusive classroom atmosphere. Furthermore, this inclusive approach reduces stigma typically linked to class separation, as ABK students are valued for their potential, which boosts their self-confidence and independence. According to Delubom et al. (2020) and Yeap et al. (2021), such a model supports students' social, emotional, and academic growth, teaching values of empathy, tolerance, and respect for differences to all learners.

In elementary schools, mentoring for students with special needs (ABK) is primarily conducted by Special Assistance Teachers (GPK), who play a vital role in ensuring that learning meets the needs of all students. While ABK participate in regular classes, GPK provides additional support outside of class hours, such as before recess or after school, to address individual needs (Dalkilic & Vadeboncoeur, 2016; Symeonidou & Loizou, 2022). This flexible mentoring, arranged according to a rotating schedule, ensures that each ABK receives sufficient time to understand the material using methods suited to their abilities. GPK's guidance not only helps ABK grasp the subject matter but also offers emotional support to boost self-confidence (Delubom et al., 2020). As Yeap et al. (2021) and Sakalli et al. (2021) note, strategies like visual aids and simplified methods help ABK feel included in the learning process, contributing to the success of inclusive education (Pilus & Nguyen, 2023).



**Figure 1. Cycle of Inclusive Education**

In elementary schools, the curriculum for students with special needs (ABK) is based on the same framework as for regular students, with necessary adjustments tailored to individual abilities (Baek et al., 2022; Huang & Wang, 2022). These adjustments involve providing learning materials that align with the student's understanding, rather than their grade level. For example, a 6th-grade student who can only understand 2nd-grade materials will receive appropriate resources at that level. This approach ensures that each student can engage effectively and achieve learning goals based on their potential (Delubom et al., 2020). Teachers play a crucial role in monitoring progress

and applying suitable teaching methods, such as visual aids or hands-on learning (Lim, 2014; Yeap et al., 2021). These adaptations allow ABK students to participate in inclusive classrooms without feeling excluded, demonstrating the school's commitment to accessible education for all, in line with inclusive education principles (Delubom et al., 2020).

The inclusive education model in elementary schools highlights the crucial role of fostering empathy among regular students towards students with special needs (ABK) (Bacon & Baglieri, 2022). This empathy serves as the foundation for creating an inclusive and supportive learning environment. Through sustained and cooperative interactions in inclusive classrooms, regular students gain insight into the challenges faced by ABK and learn to assist them in their educational journey. Collaborative activities, such as group discussions, joint projects, and cooperative games, are designed to strengthen social bonds and raise awareness among regular students about the needs of their peers with special needs (Visković, 2021; Jusni et al., 2023). Such activities promote a culture of respect and inclusivity, essential for building a positive and equitable classroom atmosphere where all students can thrive together.

Effective learning management is essential for the success of the inclusive education model in elementary schools. Toulia et al. (2022) emphasize that learning management should provide equal opportunities for all students, both regular and with special needs (ABK). Teachers play a vital role in creating an inclusive classroom by applying flexible teaching strategies, fostering positive social interactions, and offering individualized attention based on student needs (Vantieghem et al., 2020). This approach not only supports academic achievement but also promotes the development of key character traits like tolerance, cooperation, and respect for diversity. Visković (2021) argues that this model aligns with the principles of inclusive education, aiming to nurture the holistic development of all students. The focus is on enhancing social, emotional, and academic skills of students with special needs, helping them interact with peers without feeling inferior, and preparing them for continued education and personal growth (Folostina & Iacob, 2020).

### **Optimizing Infrastructure to Support Inclusive Education**

This elementary school has made substantial strides in supporting inclusive education by ensuring that its physical infrastructure caters to the needs of all students, including those with special needs (Commons & Duong, 2019; Shahid et al., 2022). The school is equipped with a range of spaces that enhance the overall learning experience. Classrooms, the heart of the educational process, are furnished with essential materials like chairs, tables, whiteboards, and teaching aids designed to assist students in better understanding the curriculum (Hu, 2023). Additionally, the school includes various other facilities, such as the principal's office, teacher's room, library, prayer room, separate restrooms for teachers and students, and a specialized room catering specifically to the needs of students with special needs (Coopmans & Rinnooy Kan, 2023). These well-designed facilities contribute significantly to fostering a positive learning environment and ensuring that the diverse needs of all students are met (Knaus, 2023).

The arrangement of facilities at elementary school emphasizes not only the completeness of the infrastructure but also the comfort and efficient use of space. For example, the careful seating arrangement in classrooms is designed to foster a comfortable learning environment and facilitate social interaction between regular students and those with special needs (Uline & Tschannen-Moran, 2008; Hanaysha et al., 2023). This approach helps create an inclusive atmosphere where students with special needs can learn alongside their peers without feeling isolated. A welcoming and supportive classroom environment is psychologically important for building self-confidence and motivation among students with special needs. This effort demonstrates the school's commitment to providing physical facilities that not only meet basic educational requirements but also promote an inclusive learning atmosphere, support diversity, and focus on the individual development of each student (Ghesquière et al., 2020; Chan et al., 2023).

The elementary school focuses not only on providing basic infrastructure but also on equipping facilities with exceptional amenities to support the needs of students with special needs



(ABK). A key feature is the wheelchair ramp, designed to enhance mobility for students with physical disabilities, ensuring that they can navigate the school environment without physical barriers (Buliung et al., 2021; Bhuiya et al., 2022). This facility highlights the school's dedication to creating an accessible and inclusive environment for all students. Furthermore, the innovative window design in several rooms prioritizes the safety of students with special needs, both visually and physically (Douglas et al., 2015; Darling-Hammond et al., 2019). These windows are placed out of reach to ensure security for students requiring additional protection, thereby contributing to a safer and more supportive learning environment.

The school also provides a specialized room designed to meet the sensory needs and characteristics of students with special needs. This room creates a safe and comfortable environment, allowing students to focus better on their learning (Habbak & Khodeir, 2023; Omar & Mukras, 2023). While these facilities are generally adequate, their effectiveness still requires regular evaluation to ensure they align with the evolving needs of students. Such evaluations are crucial to maintain the relevance and functionality of the facilities over time. However, one of the challenges remains the integration of physical infrastructure with adaptive learning strategies. For instance, educational technologies such as specialized communication software, digital learning aids, or interactive applications tailored for students with special needs have not yet been fully developed or integrated at the elementary school level (Caniato et al., 2022). This gap underscores the need for continued investment in both physical and technological resources to support inclusive education more effectively.

Experts stress the importance of continuously upgrading school facilities to support inclusive education. Osunmuyiwa & Ahlborg (2019) suggest integrating the latest technology, training teachers, and creating interactive, sensory-friendly spaces. Jasti et al. (2019) highlight that these upgrades enhance the functionality of existing resources, enabling schools to better address diverse learning needs. With proper management, these facilities can model inclusive education, fostering both physical accessibility and adaptive learning environments for future educational demands (Žalėnienė & Pereira, 2021). Incorporating assistive technology tools is crucial for helping students with special needs engage with learning materials more effectively (Yeap et al., 2021). Furthermore, ensuring that teachers are trained to use these technologies is essential for maximizing their impact in the classroom, ensuring all students benefit from enhanced educational tools (Jusni et al., 2023; Delubom et al., 2020; Visković, 2021).

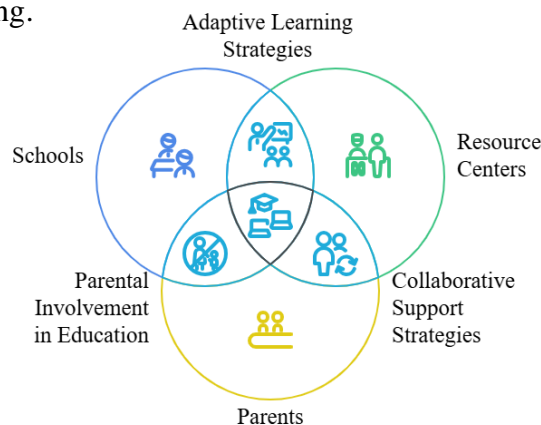
### **Synergy of Schools, Parents, and Resource Centers in Inclusive Education**

Inclusive education at elementary schools thrives through collaboration between schools, parents, and resource centers. Ludago (2020) and Narot & Kiettikunwong (2024) emphasize that a supportive and welcoming school environment is essential for students with special needs (ABK) to reach their potential. Strong relationships among principals, teachers, students, and parents are key to creating this positive atmosphere. Regular meetings coordinated by the principal to discuss strategies for ABK students are crucial in addressing both academic and non-academic challenges. Vostal et al. (2022) and Opoku et al. (2023) highlight the vital role of Special Assistant Teachers (GPK) in supporting ABK students, while regular teachers actively integrate these students into the learning process. A comfortable school environment with appropriate facilities fosters inclusivity, helping ABK students feel accepted and supported, as noted by Hughes et al. (2018) and Tarantino & Neville (2023). This collaborative approach ensures the academic and social growth of all students.

The resource center plays a crucial role in supporting inclusive education at elementary schools by providing services such as itinerant teachers and Special Assistance Teachers (GPK). As Duin & Tham (2020), Tang (2021), and El Deen (2023) highlight, itinerant teachers periodically visit the school to assist regular teachers in implementing adaptive learning strategies and offer technical guidance, ensuring the learning process meets students' diverse needs. This collaboration is vital for adapting teaching methods for students with special needs. Additionally, GPKs, who

specialize in special education, play an essential role in directly supporting students in the classroom. These educators undergo continuous professional development to better address challenges such as slow learning, low vision, and autism (Saade et al., 2021; Folostina et al., 2022). With nine students with special needs, the role of GPKs is crucial in providing an inclusive learning experience. The synergy between itinerant teachers' technical support and GPKs' direct assistance fosters an adaptive, harmonious learning environment (Mukhopadhyay et al., 2012; Paccaud et al., 2021).

Parental involvement is essential in strengthening the partnership between home and school, which is key to helping students with special needs reach their full potential. As Paseka & Schwab (2019) and White et al. (2023) emphasize, parents' active participation in discussions about school facilities, curriculum, and their children's progress is vital for supporting inclusive education. Regular meetings between teachers, principals, and parents provide a crucial platform for sharing information, aspirations, and addressing challenges. These meetings allow parents to stay informed about their children's academic and social progress, and contribute to shaping support strategies for their children's learning both at school and home. Symeonidou et al. (2022) and Tarantino et al. (2022) stress that this collaborative relationship is key to fostering an inclusive educational environment. Through ongoing cooperation, elementary schools can create a nurturing and sustainable framework where all students' needs are met, ensuring their holistic development in a supportive, inclusive setting.



**Figure 2. Collaboration in Inclusive Elementary Education**

Inclusive education at this elementary school has achieved significant success due to the effective collaboration between the school, parents, and resource centers. However, there are several challenges that need to be addressed to ensure its sustainability (Mohammad et al., 2023). The welcoming school concept, which emphasizes creating a supportive and inclusive environment, combined with the active roles of Special Assistance Teachers (GPK) and regular teachers, provides a strong foundation for supporting students with special needs (See, 2014). Despite this, continuous and targeted training for regular teachers is essential to deepen their understanding of the unique needs of ABK students and to equip them with the skills to implement inclusive practices effectively (Lim, 2014; Elbeltagi et al., 2023).

The resource center, through its guest teacher services, plays a critical role in supporting inclusive classrooms by offering technical assistance and guidance (Lara, 2020; Orduna-Nocito & Sánchez-García, 2022). However, experts warn that over-relying on external support may create challenges if the school's internal capacity is not sufficiently developed. Strengthening internal resources should therefore be prioritized. Garcia-Melgar et al. (2022) and Sharma & Subban (2023) highlight the importance of parent collaboration in the success of inclusive education, stressing the need for a more active role in creating Individual Learning Plans (ILPs) for students with special needs. While the current school facilities meet basic needs, further evaluation is necessary to ensure they fully accommodate students with disabilities, such as those with low vision or autism. A

strategic, data-driven approach is essential for continuous improvement and ensuring inclusive education remains sustainable and optimized for all students.

## CONCLUSION

The inclusive education model at this elementary school promotes the social, emotional, and academic development of both students with and without special needs by fostering collaboration among the school, parents, and resource centers. By implementing a flexible curriculum, employing Special Assistance Teachers (GPK), and providing adequate infrastructure, the school creates a supportive and adaptive learning environment. Strong relationships between the principal, teachers, students, and parents play a crucial role in ensuring that the needs of students with special needs are met effectively, without the need for segregation. This collaborative approach enables students to thrive in a learning atmosphere that values diversity and inclusivity. The model emphasizes a comprehensive, integrated approach to education, making the school a prime example of sustainable and inclusive educational practices. Through continuous adaptation and support, the school exemplifies the potential of inclusive education to create a positive, equitable learning experience for all students.

This research emphasizes the importance of a holistic approach to inclusive education, focusing on curriculum adaptation, professional support from Special Assistance Teachers (GPK), inclusive facilities, and strong collaboration among schools, resource centers, and parents. It contributes to inclusive education theory by highlighting the synergy of multiple stakeholders in supporting students with special needs. Practically, the implementation of flexible curricula, GPK involvement, and school-parent collaboration offers replicable models, showcasing that effective inclusive education requires adaptive management, ongoing teacher training, and active engagement from all stakeholders. This approach ensures that students with special needs are provided with an inclusive and supportive learning environment, promoting their academic and social development alongside their peers.

Future research on inclusive education could focus on evaluating the effectiveness of flexible curricula, learning aids, and teacher training to improve educational competence. Investigating technological supports, such as digital tools for students with special needs, and enhancing collaboration between schools, parents, and resource centers, may offer valuable insights. Comparative studies on inclusive schools and their impact on regular students could identify best practices and inform the development of more adaptive, sustainable inclusive education models. Such studies would help refine educational strategies, ensuring that all students, regardless of their needs, can thrive in an inclusive learning environment, fostering academic success and social integration.

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