

ANALYSIS OF THE INCLUSIVE PROGRAM IN FULL-DAY SCHOOL: FACING CHALLENGES AND CREATING OPPORTUNITIES FOR EDUCATIONAL BALANCE AT MADRASAH IBTIDAIYAH MUHAMMADIYAH PROGRAM KHUSUS (MIM PK) KARTASURA

DARA NURI FADIYAH WIRYAWAN; QOLBU PUTRA WIDYNAR; GINA EKA MELFIANA; HANIFAH ZAENTOPO; M IRFAN SYAIFUDDIN

Islamic Education Management Study Program, Faculty of Tarbiyah,
Raden Mas Said State Islamic University Surakarta.

e-mail: daraafadiyah@gmail.com, qolbuwidynar@gmail.com, ginaekamelfiana@gmail.com,
Hanifahzain55@gmail.com, nafryza84@iain-surakarta.ac.id

ABSTRAK

Penelitian ini membahas tantangan dan kesempatan dalam implementasi program inklusi di MIM PK Kartasura dalam konteks fullday school yang ditetapkan sekolah berprogram khusus tersebut. Penelitian ini disusun secara sistematis dengan jenis penelitian kualitatif melalui berbagai metode penelitian, diantaranya; observasi kualitatif, wawancara, dan studi literatur. Hasil penelitian yang dilakukan di sekolah ini menunjukkan bahwa keberhasilan program ini memerlukan peningkatan dukungan fasilitas, penyesuaian strategi pembelajaran, dan penguatan kolaborasi seluruh pihak. Pada bagian akhir artikel ini tim peneliti akan memberikan beberapa rekomendasi yang dihasilkan melalui metode analisis S-T, hingga dapat disampaikan rekomendasi untuk mengatasi tantangan yang ada dan meningkatkan efektivitas program inklusi di MIM PK Kartasura.

Kata kunci: Inklusi, Pendidikan iInklusif, Fullday School, MIM PK Kartasura, Tantangan dan Kesempatan

ABSTRACT

This study explores the challenges and opportunities in implementing the inclusion program at MIM PK Kartasura within the context of its specialized fullday school framework. The research follows a systematic approach, with qualitative methods such as observation, interviews, and literature review. The results show that for the program to succeed, the school needs better facility's support, adjustments to teaching strategies, and stronger collaboration among all the stakeholders. In the final section, the research team provides practical recommendations using S-T analysis (using strengths to solve challenges), to help overcome problems and make the inclusion program work even better and improve the effectiveness of the inclusion program at MIM PK Kartasura.

Keywords: inclusion, inclusive education, fullday school, MIM PK Kartasura, challenges and opportunities

INTRODUCTION

Education is a rights for every individual, regardless of ethnicity, religion, gender, or disabilities. Inclusive education plays a vital role in the modern educational system. This program ensures that all students, including those with special needs, have equal learning opportunities and can develop optimally in a regular school environment. This study was motivated by concerns about the impact of the fullday school system on the effectiveness of inclusion programs. Interviews with school management and support teachers indicated that the intensive learning schedule could make it difficult for teachers to give sufficient attention to students with special needs.

The implementation of inclusive education aligns with the objectives of Law No. 8 of 2016 on Persons with Disabilities, which emphasizes the right of every student to receive quality education without discrimination (Farah et al., 2022). MIM PK Kartasura is one of the institutions that applies inclusive education within the framework of a fullday school. This model allows students to study throughout the day with a more intensive schedule than regular schools. On the other hand, the inclusion program offers MIM PK Kartasura the opportunity to create a balanced educational environment, where both regular and inclusive students have equal opportunities to grow academically and socially.

However, the implementation of inclusive education does not come without challenges. Various obstacles arise from academic, social, and infrastructural aspects (Mardiah, 2024). Some students with special needs find it difficult to follow the same material as regular students, requiring adjustments in teaching methods and strategies. Additionally, differences in understanding and social interaction between regular and inclusive students present their own challenges in creating a harmonious and inclusive learning environment (Kusmaryono, 2023). Therefore, the school must collaborate with various stakeholders to ensure that every student receives the necessary support according to their needs.

In the context of a fullday school, the challenges become more complex as students spend more time at school. This means that teachers and school staff must develop teaching strategies that are not only academically effective but also take into account the emotional and social balance of students. MIM PK Kartasura has implemented programs such as the Alpha Zone, which provides students with space to rest and feel comfortable, as well as regular discussion sessions (sarasehan) to evaluate the progress of inclusive students (Ainu Ningrum, 2022).

Despite efforts to support inclusive education, the success of the program heavily depends on improving facilities, developing adaptive teaching strategies, and fostering collaboration among teachers, parents, and the community (Amka, 2021). Continuous evaluation and the implementation of Individualized Education Programs (IEP) are also essential to accurately and effectively monitor students' progress (Azwar, 2023).

This study is systematically structured using a qualitative approach through observations, interviews, and literature review. The findings indicate that the success of the inclusion program requires improvements in several aspects: facilities support, adjustments in teaching strategies, and the strengthening of collaboration among all stakeholders. In the final section of this article, the research team provides recommendations based on S-T analysis (using strengths to overcome challenges) as concrete steps to improve the inclusion program at MIM PK Kartasura, ensuring it functions more effectively.

Thus, this research is expected to provide practical and in-depth insights for MIM PK Kartasura in improving and optimizing its inclusion program, thereby creating a more balanced and inclusive educational environment for all students.

METHODS

This study employs a qualitative approach to analyze the implementation of the inclusion program at Madrasah Ibtidaiyah Muhammadiyah Program Khusus (MIM PK) Kartasura. The research team collected data through various techniques, including direct observation, in-depth interviews, and literature review. Direct observations were conducted within the school environment to understand the dynamics of interaction between inclusive and regular students, as well as to identify the available facilities.

In-depth interviews were held with one of the inclusion support teachers and the school management. The questions focused on their experiences in implementing the inclusion

program, the achievement of the school's mission, and the challenges encountered during the learning process.

The collected data were then analyzed descriptively, supported by previous studies, relevant theories, and government regulations related to inclusive programs in Indonesia, based on an in-depth literature review. Additionally, the research team used SWOT analysis, particularly focusing on the Strengths-Threats (S-T) aspect, to leverage existing strengths in addressing challenges. The results of this analysis are expected to provide valuable recommendations for the development of the inclusion program.

Thus, this study aims to provide a deeper understanding of the effectiveness of the inclusion program at MIM PK Kartasura and develop strategies or steps that can be taken to enhance the educational balance at the school.

RESULT

The results of this study reveal various findings related to the implementation of the inclusion program at MIM PK Kartasura within the context of a full-day school. These findings are grouped into several aspects: the effectiveness of teaching strategies, the level of stakeholder collaboration, and the academic and social development of inclusive students.

1. Effectiveness of Teaching Strategies

Based on observations and interviews with teachers and students, the teaching strategies implemented at MIM PK Kartasura have proven effective in helping students with special needs actively participate in class. The use of diverse teaching methods, such as collaborative learning and individualized approaches, enables inclusive students to adapt to the subject matter.

The shadow teachers assigned to each inclusive student play a crucial role in developing tailored teaching approaches based on students' needs. This support includes direct instruction, task management, and emotional support, which are essential for students with special needs. With this assistance, inclusive students have shown improvements in understanding the material and engaging in learning activities.

2. Level of Stakeholder Collaboration

The research findings indicate that collaboration between teachers, parents, and the community greatly influences the success of the inclusion program. Through regular *sarasehan* (discussion sessions), parents provide valuable input and information regarding their children's progress. Teachers also take the opportunity to explain the teaching strategies used and the challenges faced by inclusive students.

The role of parents in school activities helps create a more inclusive environment. Additionally, collaboration with the local community, such as providing facilities and resource support, contributes positively to the sustainability of the inclusion program. With the support of all stakeholders, the inclusion program at MIM PK Kartasura can operate more effectively.

3. Academic and Social Development of Inclusive Students

Observations of the development of inclusive students show significant progress in both academic and social aspects. Evaluations through interviews and formative assessments reveal improvements in cognitive abilities, such as understanding material and mastering basic skills.

On the social side, interactions between inclusive and regular students show positive trends. Regular students have become more sensitive to the needs of their peers with special needs, while inclusive students feel more accepted and actively participate in group activities. This creates a more harmonious and inclusive learning environment, where all students can support each other in the learning process.

However, inclusive students face time constraints in maintaining effective learning. It was observed at this school that most inclusive students have limited concentration and lose focus after 2:00 p.m., reducing the effectiveness of the learning process. This limitation can affect both the academic and social development of inclusive students, making consistent progress challenging.

These findings demonstrate that despite the challenges, the implementation of the inclusion program at MIM PK Kartasura has had a positive impact on all students. Continuous support from teachers, parents, and the community is essential to achieve even greater success in the future. This study recommends ongoing evaluation and the development of more adaptive strategies to further enhance the effectiveness of the inclusion program.

There are previous studies that discuss inclusive education in schools. A summary of these studies is presented in the table below:

Title, author	Year	Types of findings	Research methods	Findings	
				Challenge	Strategy
Inclusive learning strategies at Kedalingan 02 Public Elementary School	2022	Journal	Qualitative descriptive research	Strategies in learning, assessment systems, obstacles and solutions in implementing inclusive education	1. Educators prepare lesson plans 2. Flexible assessment system by looking at student abilities
Management of Inclusive Education at SDN 27 South City and UNG Laboratory Elementary School	2023	Journal	Qualitative approach research		1. The school provides special assistant teachers 2. Learning uses a curriculum that suits students' needs
Learning Strategies for Children with Special Needs in Inclusive Education	2022	Journal	Literature review		1. Conduct an initial assessment or screening 2. Preparing lesson plans
Influential Factors, Challenges, and Needs of Teachers in Inclusive Schools in Semarang City	2023	Journal	Qualitative Research	1. severity and type of student disability (35%), 2. create activities that involve all students (20%), 3. not having enough assistant teachers to cover individual lesson plans, 4. takes a lot of time and class control becomes difficult (10%),	

				5. facing demands from parents of students (10%).	
Challenges for Islamic Religious Education Teachers in Inclusive Schools in Yogyakarta	2021	Journal	Qualitative Research	The challenges faced by Islamic Religious Education teachers in carrying out their duties are broadly divided into three, namely: not having competence regarding children with special needs, having difficulty understanding the characteristics of children with special needs, and collaborating with special guidance teachers for those who have them and conducting in-depth studies and studies of children with special needs through books.	
Challenges of Implementing Inclusive Education at State Elementary School 7 Trienggadeng Pidie Jaya	2024	Journal	Qualitative Research	The challenges faced by the principal in implementing inclusive education at SD Negeri 7 Trienggadeng are; lack of human resources, lack of facilities and infrastructure, lack of cooperation between schools and parents, lack of community participation in the importance of inclusive education in schools.	
The importance of inclusive education for children with special needs to get equal education at SDN Banyuajuh 2	2023	Journal	Qualitative Research	1. Limited resources 2. Teacher readiness 3. Curriculum support 4. Social sigma	1. Strengthening teacher training 2. Procurement of facilities and tools 3. Flexible curriculum development 4. Increasing social awareness

Education in the digital era	2023	Journal	Qualitative Research	1. Limited resources 2. Teacher readiness 3. Technology Adaptation	1. Improving teacher competence 2. Provision of resources and technology 3. Utilization of Hybrid learning capital 4. Strengthening Inclusion policies
Evaluation of learning in the inclusive class of SDIT Harapan Bunda Purwokerto for the 2019/2020 academic year	2021	Journal	Qualitative Research	1. Differences in cognitive and abilities of ABK 2. Lack of evaluation accuracy 3. Limited teacher competence 4. Obstacles from students and materials	1. Modification and Differentiation of Evaluation 2. Upgrading Teacher Competencies 3. Parent Support And Collaboration 4. Periodic observation and adjustment
Realizing Education for All: A Study of the Implementation of Inclusive Education in Indonesia	2022	Journal	Qualitative Research	1. Limited availability of selected human resources 2. Lack of adequate facilities 3. Sigma and Discrimination	1. Improving teacher competence 2. Provision of supporting facilities 3. Public awareness campaign

DISCUSSION

The implementation of inclusive education at MIM PK Kartasura within the full-day school framework presents challenges and opportunities that affect the program's success. This section will discuss the challenges faced, the emerging opportunities, and recommendations to improve the effectiveness of the inclusive program.

1. Challenges in Implementing the Inclusive Program

a. Academic Challenges

Students with special needs often struggle to keep up with the same curriculum as regular students. This requires adjustments to the curriculum and teaching strategies to ensure they can develop according to their potential. At MIM PK Kartasura, the differences in academic abilities between regular and inclusive students necessitate adaptive learning designs. For example, achievement targets or passing grades often need to be adjusted so that inclusive students can follow the material without feeling pressured. Additionally, inclusive students require more intensive supervision, meaning that the teaching process often demands more time and effort from teachers (Ruiya & Kusmaryono, 2023).

b. Social Challenges

Integrating regular and inclusive students in one learning environment requires significant effort to create healthy social interactions. Not all regular students

immediately understand the conditions of their peers with special needs. As a result, there can be differences in treatment or even unintentional exclusion. To address this challenge, MIM PK Kartasura has developed the Alpha Zone program aimed at creating a fun and relaxed learning atmosphere. Through these joint activities, it is hoped that regular students will better understand and accept the differences of their peers with special needs (Ainu Ningrum, 2022).

c. Limitations of Facilities and Support

Facility issues are one of the main obstacles to implementing inclusive education at MIM PK Kartasura. Some necessary infrastructures, such as special toilets or classrooms that are friendly to students with special needs, are not yet fully available. Furthermore, the number of shadow teachers is still limited, meaning not all inclusive students receive adequate attention during lessons. The school can also only accommodate two inclusive students per class, indicating that current capacity and support are not optimal (Mardiah, 2024).

2. Opportunities for Creating Educational Balance

Despite many challenges, MIM PK Kartasura has significant opportunities to create educational balance through the following strategies:

a. Development of Adaptive Learning Strategies

The learning strategies at MIM PK Kartasura are designed to be adaptable to the needs of both regular and inclusive students. Each inclusive student is accompanied by a shadow teacher who helps them learn according to their individual abilities and pace. Additionally, project-based and portfolio assessment methods are applied to evaluate student progress more comprehensively. This method focuses not only on academic achievement but also on social and emotional skills (Fatri, 2021).

b. Collaboration Among Stakeholders

Close collaboration between teachers, parents, and the community is key to the success of inclusive education. At MIM PK Kartasura, the school regularly holds meetings with parents to discuss their children's development. In these meetings, shadow teachers report on student achievements, challenges faced, and improvement steps. Open communication like this greatly helps create an inclusive and supportive learning environment.

c. Benefits for Regular and Inclusive Students

Inclusive education at MIM PK Kartasura brings significant benefits to both regular and inclusive students. Regular students learn to develop empathy, tolerance, and social skills while interacting with peers with special needs. On the other hand, inclusive students feel more accepted and motivated to learn in a supportive environment, enhancing their self-confidence and emotional well-being (Ainu Ningrum, 2022).

CONCLUSION

The inclusive program at Madrasah Ibtidaiyah Muhammadiyah Program Khusus (MIM PK) Kartasura demonstrates significant potential in creating a balanced educational environment for both students with special needs and regular students. Through the implementation of adaptive learning strategies, support from shadow teachers, and strong collaboration among all stakeholders, this program can function effectively despite various challenges.

However, to achieve even greater success, more intensive efforts are needed to enhance facilities, provide training for teachers, and engage parents and the community in supporting

inclusive education. With the proposed recommendations, it is hoped that the inclusive program at MIM PK Kartasura can continue to develop and maximize benefits for all students.

RECOMMENDATIONS

Through a SWOT analysis focusing on leveraging strengths to overcome challenges, this study offers several recommendations as concrete steps to enhance the effectiveness of the inclusive program at MIM PK Kartasura:

1. Enhancing Teacher Competence

Teachers should engage in ongoing training on inclusive teaching methods and assessment techniques that are friendly to students with special needs. With the right competencies, teachers will be better equipped to manage classrooms and provide maximum support to all students.

2. Developing Flexible Assessment Instruments

Assessment tools such as portfolio rubrics and project-based assessments need to be expanded. These instruments can comprehensively measure students' cognitive, social, and emotional aspects, ensuring that each student is evaluated according to their potential.

3. Utilizing Technology in Learning

The use of digital assessment applications can facilitate real-time monitoring of student progress by teachers. Technology can also help personalize learning, allowing inclusive students to learn more effectively and comfortably.

4. Improving Facilities and Support Resources

The school needs to upgrade facilities to be more accommodating for students with special needs, such as providing comfortable inclusive classrooms and adequate learning aids. Additionally, increasing the number of shadow teachers is essential to ensure that each inclusive student receives sufficient attention and support.

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