

STRATEGY FOR IMPLEMENTING INCLUSIVE EDUCATION AT SEKOLAH INDONESIA KUALA LUMPUR

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Submitted: 18/07/2024

Revised: 223/09/2024

Accepted: 17/10/2024

Published: 22/12/2024

Abstract

This study aims to provide a comprehensive overview of the practice of inclusive education at Sekolah Indonesia Kuala Lumpur (SIKL). This research employs a qualitative method with a case study approach. Information sources were gathered from teachers, parents, and the school principal through semi-structured interviews. Observations were conducted using a non-participatory method, where the researcher acted as an observer of the implementation of inclusive education at Sekolah Indonesia Kuala Lumpur, encompassing the diversity of student practices. Documentation was collected from data on student diversity, supporting facilities for inclusive learning activities, and records of inclusive education evaluation results. Data analysis techniques employed triangulation, involving data collection, data reduction, verification, and drawing conclusions. The results of this study indicate that inclusive education at Sekolah Indonesia Kuala Lumpur is implemented through various strategies that support student diversity, including differentiated learning, multicultural classrooms, and innovative learning technologies. The positive impacts of inclusive education include students' social development and increased student participation. This study recommends strengthening collaboration with external parties, enhancing teacher training, and developing policies that support the sustainability of inclusive education at Sekolah Indonesia Kuala Lumpur.

Keywords

Strategy; Inclusive Education; Cultural Diversity.



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INTRODUCTION

Inclusive education is an educational approach aimed at creating an environment where all students, regardless of background, abilities, or special needs, can learn together in the same classroom. In Indonesia, inclusive education policies are governed by various regulations, such as Law No. 20 of 2003 on the National Education System and Law No. 8 of 2016 on Persons with Disabilities. Despite ongoing efforts to enhance educational access for all, the implementation of inclusive education continues to face challenges, especially in Indonesian schools abroad. Sekolah Indonesia Kuala Lumpur (SIKL), an educational institution serving the children of Indonesian citizens living abroad, faces the need to implement inclusive education strategies to address the diversity of its students, including those with special needs. Although SIKL has policies to provide inclusive education, its implementation is often hindered by factors such as the limited availability of teachers trained in inclusive education, inadequate resources, and cultural and social differences in an international context.

Challenges include the limited competency of teachers in managing inclusive classrooms, which can affect the quality of learning for students with special needs. Additionally, the lack of parental support and involvement in the education process poses challenges, as parents abroad often have different responsibilities compared to parents in Indonesia. These conditions demand more effective and contextual strategies for implementing inclusive education, considering the diversity of students at SIKL, who come from various backgrounds. Education must recognize that every child is unique, necessitating accommodations to address individual differences. The diversity of each individual should be embraced, as children come from different cultural and environmental backgrounds based on their geographical conditions (Andini, 2016). Inclusive education is an educational effort with a multicultural perspective to help students understand, accept, and respect others who differ in ethnicity, culture, values, personality, and physical or psychological functionality (Husni, 2018). Inclusive education is an innovative approach that accommodates the diversity of learners, including children with special needs, in a single learning environment (R. Rahman et al., 2023).

Inclusive educational institutions play a significant role in creating learning environments that cater to special needs in schools, which is a major focus in the education sector (Tobasa et al., 2023). Inclusive learning strategies involve using diverse teaching methods, culturally responsive curricula, parental participation, and varied assessments to create a learning environment that

supports equity and respects cultural diversity (Nadhiroh & Ahmadi, 2024; Sumartik, 2024). Inclusive education provides services to all students without discrimination, ensuring equal rights to education. Every child, especially those with special needs, deserves to grow in a conducive environment alongside other children (Jannah et al., 2021). The objectives of inclusive education, as outlined in Permendiknas RI No. 70 of 2009 Article 2, are: (1) To provide the broadest possible opportunities for all students with physical, emotional, mental, and social disabilities or exceptional intelligence and/or talents to obtain quality education suited to their needs and abilities; (2) To realize an educational system that respects diversity and is non-discriminatory for all students.

Inclusive education emphasizes meeting the needs of every child without discrimination, providing fair and equitable educational services, and allowing children to learn together with others to achieve genuine educational goals (Rasmitadila, 2024). Literature on inclusion highlights the importance of creating schools that are responsive to diversity and children's needs, ensuring access and quality for all students (Wijaya, 2019). This includes not only accessibility but also adaptation in teaching methods and learning materials to support active participation by all students while committing to providing appropriate and effective support for each child (Almujab, 2023). The diversity of ethnicities and regional origins brings unique perspectives and ways of thinking into the classroom, enriching discussions and interactions. Varied cultural customs add vibrancy to social dynamics in schools, broadening students' understanding of Indonesia as a diverse nation. Classes with cultural and linguistic diversity require various teaching strategies to meet the needs of a diverse and numerous student population (Ade Sintia Wulandari, 2022; Andini, 2016).

Differentiated learning is one of the strategies that can be applied in order to run effectively according to the learning needs of diverse students; in this case, differentiated learning is one of the efforts to meet the needs of each individual (Fitriyah & Bisri, 2023). Differentiated learning is one of the strategies that educators can use to ensure that the teaching and learning process runs effectively according to the learning needs of diverse students (Maryam, 2021; Pebriyanti, 2023). Differentiated learning is one of the strategies that can be effectively implemented to meet the diverse learning needs of students. It recognizes individual differences and provides responsive teaching strategies (Abdul Ghani et al., 2023). Teachers need to implement learning strategies that help create a conducive environment, enabling students to accept and embrace differences (Amanda & Rudiansyah, 2021). Differentiated learning is essentially a series of practical decisions made by teachers to meet students' needs (Pitaloka et al., 2022). The purpose of differentiated learning is to

help each student maximize their potential so that all students can achieve the learning targets that have been set with the student's ability level (Marlina, 2020). Through a customized learning approach, students are taught to learn independently, recognize and appreciate the diverse potential of themselves and their peers (A. Rahman & Nuryana, 2019), and increase professional satisfaction for teachers.

Sekolah Indonesia Kuala Lumpur (SIKL), the only Indonesian school abroad in Kuala Lumpur, Malaysia, operates under the auspices of the Indonesian Embassy in Kuala Lumpur. SIKL is tasked with facilitating education for the children of Indonesian citizens living in Malaysia, including those with special needs, so they can continue their education effectively. In the past two years, SIKL has adjusted its student admission system to ensure Indonesian children in Malaysia have access to education that is aligned with Indonesia's national curriculum. Most of the students admitted to SIKL come from the children of Migrant Workers, Students, Lecturers, and Expatriates, with an admission composition consisting of 70% children of Indonesian Migrant Workers (PMI) and 30% children of Students, Lecturers, and Expatriates.

As a formal educational institution under the auspices of the Embassy of the Republic of Indonesia, SIKL was established to meet the educational needs of children of Indonesian citizens living in Malaysia, including children from families of migrant workers, students, and diplomatic staff. The school implements a curriculum tailored to Indonesia's national education standards so that students can continue their education according to the levels applicable in their homeland. This is expected to facilitate students' overall academic and social development and prepare them to contribute positively to society. Referring to the diversity of student backgrounds, including the presence of students with special needs, the implementation of inclusive education at SIKL is very important. The implementation of inclusive education at SIKL is vital to ensure all students can fully participate in the learning process and reach their maximum potential. This involves creating a learning environment that supports the diversity of student needs and the potential to enhance educational quality and learning outcomes (Suwarni, 2022).

Previous research on the implementation of inclusive education can be categorized into several tendencies. The first trend is providing a comprehensive overview of inclusive education implementation in Indonesia, analyzing policies, challenges, teacher roles, positive impacts, best practices, and recommendations for improvement (Juntak et al., 2023). Other studies focus on reviewing challenges and areas for improvement in inclusive education implementation using

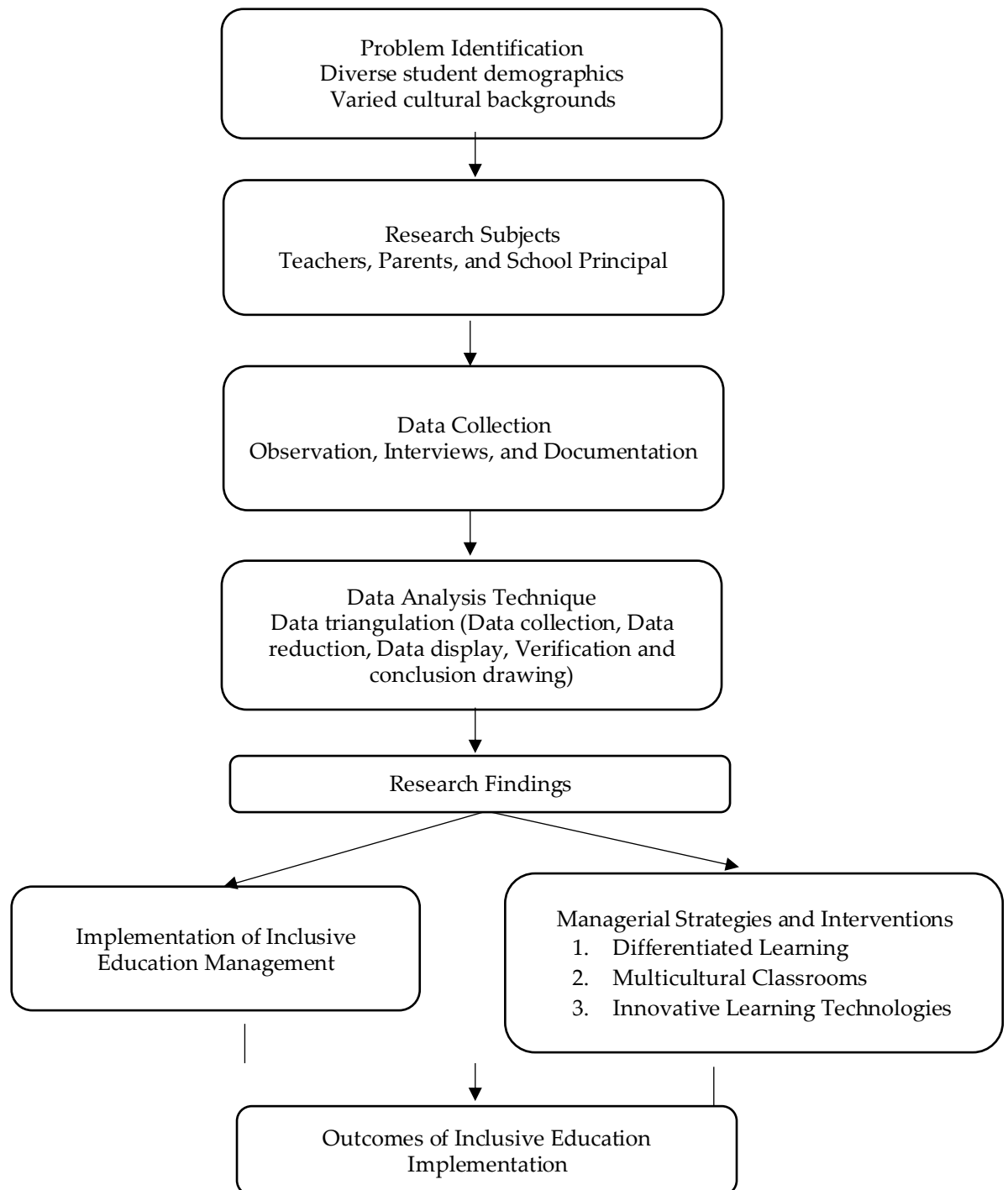
literature reviews (Purbasari et al., 2022). Another discusses general constraints and solutions in inclusive education using literature studies (Mukti et al., 2023). Fourth, research that examines strategies for realizing inclusive education in Indonesia using the literature study method (Rahim, 2016). Fifth, the study discusses the implementation of special inclusive education policies in primary schools and identifies supporting and inhibiting factors and efforts made by schools (Munajah et al., 2023).

Previous research discusses inclusive education in general and comprehensively located in Indonesia, in which it examines the implementation of inclusive education, which emphasizes policies, constraints, and solutions, but in the practice of inclusive education, it has not described specific strategies that can be achieved in certain schools. The goal of this article is to strengthen and provide new, contextual findings based on the geographical location of the school in implementing inclusive education at Sekolah, Indonesia, Kuala Lumpur. The research focuses on applying inclusive education strategies that support the presence of students at Sekolah Indonesia Kuala Lumpur.

METHOD

This study employed a qualitative approach with a case study design. The research was conducted at Sekolah Indonesia Kuala Lumpur (SIKL) across various educational levels, including kindergarten, primary, junior high, and senior high school. The study took place in September 2024. Information sources were gathered from teachers, parents, and the school principal through semi-structured interviews conducted directly at SIKL. Observations were performed using a non-participatory method, where the researcher acted as an observer of the implementation of inclusive education at Sekolah Indonesia Kuala Lumpur, focusing on practices of student diversity. Documentation was collected from student diversity data, facilities supporting inclusive learning activities, and records of inclusive education evaluation outcomes. Data analysis was carried out using data triangulation, involving the steps of data collection, data reduction, verification, and conclusion drawing. Data reduction was employed to process information related to the implementation of student diversity management. Data display was conducted by presenting processed data in an organized manner for interpretation. Verification and conclusion drawing were utilized to summarize the results of inclusive education implementation at Sekolah Indonesia Kuala Lumpur.

Figure 1. Research Framework



FINDINGS AND DISCUSSION

Findings

Implementation of Diversity Practices Through Inclusive Education Management

Sekolah Indonesia Kuala Lumpur (SIKL) represents a school culture reflecting a rich blend of diversity, comprising students from various ethnicities, traditions, economic backgrounds, and life experiences. Variations in economic backgrounds influence students' access to learning resources and prior experiences before entering SIKL, affecting their readiness to learn and cognitive levels. With a demographically diverse student body, including those with special needs and culturally varied backgrounds, SIKL places inclusive education at the center of its educational strategies. This diversity significantly impacts how students engage with learning and their cognitive development levels.

To maintain Indonesian culture at SIKL, located abroad, adopting teaching approaches rooted in cultural values is highly appropriate. The role of teachers is crucial in preserving the essence of Indonesian culture as part of efforts to develop student character. In learning, the selection of content and the implementation of methods are closely tied to classroom organization, where the classic learning environment is commonly identified as the classroom. To accommodate and support this diversity, SIKL implements inclusive, differentiated learning as a key pedagogical strategy.

Differentiated learning is employed to adapt materials and teaching methods to meet diverse student needs. This is evident in the use of language for communication, as some students are accustomed to English due to their family education and their parents' roles as home staff or expatriates, necessitating teachers to have linguistic preparedness. In arts education, the institution introduces elements from all Indonesian cultures, as students come from various regions. The context of differentiated learning at SIKL also includes teaching tailored to cultural diversity, knowledge, interests, and inclusive educational approaches.

Cultural diversity is reflected in school activities, such as Education Day celebrations featuring fashion shows where students and teachers wear traditional attire from their regions. This diversity enhances cultural identity, fosters pride, and preserves cultural heritage. Additionally, SIKL facilitates students' potential by supporting participation in competitions, resulting in numerous achievements.

Inclusive education ensures that each individual learns effectively according to their pace, style, and level of understanding. Teachers utilize a variety of teaching techniques, learning

materials, and activities designed to engage students, meet their cognitive needs, and respect their cultural backgrounds. Inclusive education, meanwhile, ensures that all students, regardless of special needs, economic backgrounds, or cultural origins, have equal opportunities to learn and develop. It involves creating a supportive learning environment that values differences as strengths and ensures facilities and resources are provided to support access and participation for all students.

In the educational mosaic of Sekolah Indonesia Kuala Lumpur, individual stories of students with special needs and diverse cultural backgrounds stand out as clear evidence of the importance and challenges of inclusive education. For instance, a student with specific learning difficulties may find traditional teaching methods obstructive, while others from minority cultural backgrounds may struggle with a curriculum that does not reflect their diversity. These experiences emphasize the need for adaptive and inclusive educational strategies. The need to support students within such frameworks is not only an ethical obligation but also a practical one, viewing education as a tool for empowerment to overcome learning and social barriers.

The inclusive learning practices at SIKL aim to assess the effectiveness of current approaches and identify areas requiring improvement and adaptation. This ensures that all students receive the support needed for their success, ultimately leading to the development of a more cohesive and inclusive learning community. Furthermore, the goal is to inspire awareness and institutional learning about inclusive practices, particularly within a rich and complex multicultural context like SIKL. Through this approach, SIKL not only sustains Indonesian culture amidst its diverse student body but also fosters mutual respect and understanding among students. Therefore, cultural, traditional, and economic diversity significantly shapes students' learning and interactions, supporting the development of inclusive, empathetic, and diversity-valuing characters.

Strategic Managerial and Special Inclusive Diversity Interventions

Sekolah Indonesia Kuala Lumpur (SIKL) has implemented innovative measures to embrace diversity and ensure that every student, regardless of their needs, feels welcomed and supported. These initiatives have fostered an educational environment that not only prioritizes inclusivity but also celebrates the individuality of each student. By adopting dynamic teaching approaches and tailoring learning materials, Sekolah Indonesia Kuala Lumpur (SIKL) has successfully applied the principles of inclusive education, establishing itself as a model of success in implementing inclusive and relevant learning methods.

Table 1. Implementation of Diversity Learning Programs at Sekolah Indonesia Kuala Lumpur

No	Learning Program	Description
1.	Differentiated Learning	Adapting learning activities to align with students' abilities, focusing on content, process, and product.
2.	Multicultural Classrooms	Classroom projects that promote cross-cultural understanding and appreciation of diversity.
3.	Innovative Learning Technologies	Utilizing Smart TVs and digital technology to support diverse learning styles.

The explanation of the table above elaborates on three key components of differentiated learning implemented at Sekolah Indonesia Kuala Lumpur (SIKL): First, differentiated learning involves tailoring content (what students learn), processes (how students learn), and products (outcomes of learning). For instance, for students with varying levels of readiness in understanding time, teachers modify their approaches to ensure less-prepared students can still actively participate in learning. Additionally, the institution supports teacher development by organizing seminars, which teachers must attend either online or in person, to enhance their competencies. Second, multicultural classrooms leverage the diversity of students at SIKL to educate them about different cultures, fostering social harmony and appreciation for each other's cultural heritage. Third, innovative learning technologies incorporate tools such as Smart TVs with Wi-Fi connections, enabling a more dynamic and inclusive learning experience. This allows students to access materials in various formats, improving the effectiveness of the teaching-learning process and encouraging active participation. These approaches are designed to embrace diversity and ensure that every student, regardless of their background or abilities, can achieve their best potential.

Table 2. Implementation of Differentiated Learning at Sekolah Indonesia Kuala Lumpur

No.	Differentiation Element	Description
1.	Content	Adjusting learning materials according to students' readiness. Example: modifying math materials to help students understand numbers or time.
2.	Process	Adapting learning activities to meet student needs, such as using digital tools to enhance literacy and support class discussions.
3.	Product	Students demonstrate learning outcomes through projects applying their knowledge, e.g., group work to create specific products.

In the differentiated learning approach, classroom instruction encompasses three key elements: Content, Process, and Product. Content focuses on what students need to learn. Teachers adjust the delivery of materials based on students' readiness levels, such as providing simplified materials for those not yet ready to grasp more complex concepts. The process relates to how students acquire knowledge. Teachers offer a variety of activities, including the use of technology, to ensure students can learn in a manner that suits their individual learning styles. The product represents the tangible outcomes of learning. Through project-based approaches, students are taught to become "knowledge producers" rather than passive recipients.

Final assessments in inclusive education evaluate three main areas: student portfolios, project-based assessments, and peer-to-peer feedback for teachers. Portfolios reflect the student's learning progress and achievements over time, while project-based assessments evaluate their ability to apply knowledge in practical and creative ways. Peer-to-peer feedback provides valuable insights from students, fostering a collaborative and inclusive learning environment. These evaluations are conducted every semester and involve teachers and school stakeholders to assess the outcomes of inclusive education implementation at Sekolah Indonesia Kuala Lumpur (SIKL). This process positively impacts the sustainability of inclusive education and enables the institution to prepare and improve strategies to achieve its inclusive education goals in the future.

Result of Inclusive Education Implementation at Sekolah Indonesia Kuala Lumpur

The implementation of inclusive education at Sekolah Indonesia Kuala Lumpur (SIKL) has had significant impacts across several key aspects, as outlined below:

Table 3. The Result of Inclusive Education Implementation at Sekolah Indonesia Kuala Lumpur

No.	Aspect of Implementation	Findings and Results
1.	Increased Student Participation	Special needs students are more active in learning, asking questions, and participating in group activities, fostering empathy and teamwork.
2.	Increased Teacher Awareness	Teachers better understand the importance of inclusive education but require further training to address special needs optimally
3.	Teacher-Parent Communication	Communication is good, with teachers openly discussing students' needs, but structured and routine discussion forums are needed.
4.	Institutional Role	The school supports teacher training and integrates inclusive approaches into the curriculum, but resource limitations require further improvement.

From the table above, several key findings can be explained. First, the increase in student participation has encouraged special needs students to become more confident and active. This positively impacts their social-emotional development, including fostering empathy among other students. Second, the increased awareness among teachers highlights their understanding of the importance of inclusive education. However, they still face challenges in managing students requiring special attention, indicating the need for additional training to support successful learning outcomes. Third, teacher-parent communication is crucial for the success of inclusive programs. Teachers have demonstrated openness in discussing students' needs, but more structured and routine discussion forums are proposed to support student development further. Fourth, the institutional role reflects a commitment to inclusive education through teacher training and curriculum integration. However, resource limitations underscore the need for enhanced support and regular evaluations. To address these challenges, the Community Service Team (PKM) from the Faculty of Education (FIP) at Universitas Negeri Surabaya (Unesa) implemented training programs for teachers at Sekolah Indonesia Kuala Lumpur (SIKL) in 2023. These programs, conducted both online and offline, aim to improve teacher competencies in effectively managing inclusive schools.



Figure 2. Inclusive Education Program Training

Discussion

The implementation of inclusive education management at Sekolah Indonesia Kuala Lumpur (SIKL) reflects a response to the diverse cultural backgrounds and special needs of its students. This diversity creates both challenges and opportunities in fostering learning that respects diversity while ensuring equal access for all students (Sumartik, 2024). Inclusive strategies such as differentiated learning have proven effective in tailoring teaching materials and methods to meet individual student needs (Firmansyah et al., 2024). Recognizing the unique characteristics, interests, and learning styles of each student, this approach adapts the learning process to fulfill these needs (Azmy & Fanny, 2023). Given the cultural diversity and special needs of students, teachers at SIKL are required to employ adaptive teaching techniques. Inclusive education practices underscore the

importance of flexible, responsive, and adaptive approaches to meet the evolving needs of students (Nuriyah et al., 2024). Implementing an inclusive approach creates a positive impact on both the teaching-learning process and the school culture. Teachers are able to build an inclusive classroom by ensuring all students feel accepted, supported, and valued. This includes adjusting teaching materials and methods to accommodate the different ability levels of students (Wulan et al., 2024). The training program is a solution to improve teachers' understanding of learning adaptations and create an inclusive classroom environment (Herlina et al., 2022). The implementation of inclusive management at SIKL shows how cultural diversity can be a source of strength in creating an inclusive learning environment. Through differentiated learning strategies and respect for students' cultures, SIKL has successfully built a strong foundation for sustainable, inclusive education. However, continuous evaluation and training are essential to overcome challenges and ensure that all students' needs are optimally met (Harun, 2023).

Managerial strategies and special interventions in inclusive education at Sekolah Indonesia Kuala Lumpur (SIKL). SIKL has demonstrated significant success in implementing inclusive education through adaptive and innovative strategies. Inclusive strategies such as differentiated learning, multicultural classrooms, and innovative technology use significantly contribute to creating an inclusive learning environment. Digital technology enables active student engagement, fostering collaboration and problem-solving skills (Taufiqurrahman, 2022). The use of technology has demonstrated its effectiveness in creating an inclusive learning environment (Azizah & Hendriyani, 2024; Ginanjar et al., 2021). This strategy ensures that every student, regardless of background or needs, has equal opportunities to learn and develop. This approach ensures equal opportunities for all students to learn and grow, consistent with the principles of inclusive education, which emphasize respect for diversity and encourage active participation. Multicultural learning environments promote cross-cultural understanding and collaboration, which is vital in today's global context (Salsabila et al., 2024). Technology also enhances interaction and participation, fostering more dynamic and inclusive classrooms. SIKL evaluates the effectiveness of its inclusive strategies through student portfolios, project-based assessments, and peer-to-peer feedback for teachers. Regular evaluations of teacher training and resource provision are essential to ensure the continuous development of strategies that address student needs.

The success of Inclusive Education at SIKL has created a more equitable learning space that supports student diversity. The strategies implemented, such as differentiated learning, the use of innovative technologies, and multicultural approaches, have been key to success. The results are seen in students' active participation and improved social interaction among regular and special needs students. The strength of the implementation lies in the adaptability of teachers and the support of the school institution. However, some challenges remain to be overcome, such as limited resources and the need for more intensive teacher training. Teachers need additional skills to handle students with more complex special needs (Atika, 2024). Close collaboration between teachers and parents is important for a positive impact on student development and character (Indria et al., 2021; Rantauwati, 2020). Effective collaboration and communication between teachers and parents are critical to overcoming these challenges (Putri et al., 2024). With good cooperation, parents can better understand how to support children's development at home (Umairi et al., 2022), and parents feel valued in providing input regarding their child's needs. However, to improve effectiveness, a more regular and structured communication forum is needed. SIKL needs to regularly evaluate teacher training, learning strategies, and technology utilization. This approach will ensure that inclusive education continues to evolve according to the needs of students and the challenges faced by schools. The combination of positive results and this analysis shows that inclusive education in SIKL has been successful, although there is still room for further development, especially in terms of teacher training and provision of resources.

CONCLUSION

The implementation of inclusive education at Sekolah Indonesia Kuala Lumpur (SIKL) has introduced relevant programs such as differentiated learning, multicultural classrooms, and the use of innovative technologies. SIKL has successfully created a supportive and inclusive learning environment where every student feels valued and appreciated for their cultural diversity and special needs. The outcomes of inclusive education implementation at SIKL include increased student participation, enhanced teacher understanding and awareness, improved teacher-parent communication, and the institution's role in developing an inclusive curriculum. In addressing challenges, SIKL must continue organizing sustainable teacher training and fostering collaboration with parents. These findings are expected to raise awareness of inclusive education abroad and contribute to the development of more inclusive policies and practices at Sekolah Indonesia Kuala

Lumpur. Future research is recommended to examine the implementation of inclusive education policies in other overseas schools, potentially leading to new insights into the application of such policies.

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