A SYSTEMS APPROACH TO INCLUSIVE EDUCATION IN INDONESIAN PRIMARY SCHOOLS: A CASE STUDY

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Abstract

Inclusive education plays a crucial role in promoting equity in education, meaning that every childregardless of the ir physical, mental, or social condition has equal access to educational opportunities. This study aims to analyze the implementation of inclusive education using a systems approach at SD Islam Fathia, Sukabumi City. A descriptive qualitative method was employed, with data collected through interviews, observations, questionnaires, and documentation. The findings indicate that the systems approach, as outlined by Kaufman (1972), was applied in six key stages: (1) needs identification; (2) problem selection; (3) identification of problem-solving requirements; (4) formulation of alternative solutions; (5) periodic evaluation of inclusive education; and (6) revision of school policies. The systems approach proved effective in comprehensively identifying needs and solutions across the dimensions of input, process, and output. These were operationalized through inclusive culture, policies, and evidence-based practices. The study recommends strengthening collaboration among multidisciplinary stakeholders (schools, teachers, parents, specialists, and government) to support sustainable inclusive education. Additional recommendations include improving school facilities and infrastructure, increasing government support through teacher training, enhancing cross-sectoral collaboration, and developing written school-level policies. This research contributes to the development of a systems-based model for inclusive education at the primary school level.

INTRODUCTION

Inclusive education comes from two words, namely Education and inclusion. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Undang-Undang No.20 Tahun 2003, 2003). Inclusion is the process of providing education to children with disabilities (children with special needs) in public schools closest to their homes by ensuring they get the services and support they need (De Boer et al., 2011;Rafferty, Boettcher, and Griffin, 2001). Inclusive education is an educational approach that seeks to create a friendly and supportive learning environment, where all students, regardless of their abilities or needs, can fully participate in learning activities together (Tim Loreman, Joanne Deppeler, 2005). A friendly and supportive learning environment for all students is the ideal condition expected in every educational unit. Inclusive education plays an important role because it can realize equality in education, this means that every child regardless of their physical, mental, or social conditions has equal access to education. In addition, inclusive education also has goals including 1) eliminating social and educational exclusion; 2) supporting diversity as a strength; 3) changing the education system; 4) realizing social justice (Whitburn & Plows, 2017). Inclusive education programs are not only applied to children with special needs but to all children because every child has characteristics, uniqueness, and natural diversity that already exist in the child (Bahri, 2022; Mitiku, et al. 2014).

In its implementation, students with special needs interact with ordinary students and receive the same educational rights that are adjusted to their needs. The consequences for the implementation of inclusive education are that schools are required to make various changes, starting from perspectives, and attitudes, to educational processes that are oriented towards individual needs without discrimination (Maftuhatin, 2014). In addition, schools must provide facilities and infrastructure that support inclusive education. Facilities and infrastructure are crucial factors in successful learning (Azzahra et al., 2022) Kemendikbud, 2018, p. 1; Ariani et al., 2022; Masitah, 2012). The lack of facilities and infrastructure in inclusive education will be a problem in achieving success in inclusive education (Eleweke & Rodda, 2010). Facilities and infrastructure in inclusive schools currently face several challenges that can affect the quality of inclusive education (Amaliani et al., 2024).

On the other hand, the increasing inclusive education model has been accompanied by increasing criticism, ranging from concerns that special educational needs cannot be met in regular education classes without special assistant teachers to teach them (Zollers et al., 1999;Fuchs & Fuchs, 1994; Kaufman, 1994). This also happens in Indonesia, one of the obstacles faced in the implementation of inclusive education is the lack of educators who understand the characteristics of students with special needs (Rofiah et al., 2020; Suryani, 2014). Teacher effectiveness in teaching, including understanding characteristics, is one of the keys to

success in inclusive education (Smith & Tyler, 2011). This success is the struggle of inclusive education teachers to gain the appropriate understanding and skills to facilitate student needs. Educators who teach students with special needs must use research-based teaching strategies to improve the achievement of students with special needs. (Heward et al., 2017). We often find this research-based teaching strategy in research articles/journals, books by special education experts, or training. In addition to the right teaching strategy, inclusive education will also be stronger when given legal force to implement it.

In Indonesia, inclusive education is supported by a strong legal foundation. The 1945 Constitution emphasizes the state's goal to educate the nation. Article 31 Paragraph 1 further guarantees that every citizen has the right to education. Law Number 20 of 2003 on the National Education System also ensures equal educational rights for all citizens, including children with special needs (Lukitasari et al., 2017).

Additional legal support comes from Law Number 8 of 2016 on Persons with Disabilities, which guarantees access to inclusive and/or special education at all levels. This commitment is strengthened by Minister of Education and Culture Regulation Number 70 of 2009, which states that schools must not reject students with special needs. These and other policies demonstrate the government's ongoing efforts to promote inclusive education across the country.

The legal basis above further strengthens that every school must accept children with special needs. Another basis that requires schools to implement inclusive education is the increasing number of special needs students. Data obtained from the verification of students with special needs in West Java Province on November 17, 2024, shows that out of 8,953,119 students whose data has been validated, 38,144 (0.42%) are included in students with special needs (Kemendikbudristek, 2024). If all students with special needs are only allowed in Special Schools, then many problems will arise such as the limited number of Special Schools which results in many students with special needs not being facilitated or the location of the Special School being far from home so that access to school becomes very difficult, not to mention other problems. In implementing inclusive education, there are achievement guidelines or what is known as *the Index for Inclusion* developed by Tony Booth and Mel Ainscow (2016), namely: 1) Inclusive culture; 2) Inclusive policies; 3) Inclusive practices (Supena, 2024a).

Inclusive education in elementary schools focuses on supporting the learning progress of each student according to the curriculum targets. Elementary education has a role, first, as a place to achieve success which can be seen from the extent to which schools can accommodate individual needs and provide learning programs that have proven their success (Hardman et al., 2013). Second, elementary schools have a responsibility in inclusive education at the early formal school level of education. This is done by meeting the various needs of students who differ in ability, language, culture, and socio-economic status, requiring schools to change not only their structures, policies, and practices, but also the basic philosophy of the school and the attitudes

and beliefs of the school community (Salisbury, 2006). Thus, schools become more inclusive in their thinking and responsive to various needs. Third, elementary schools provide learning programs that have been proven successful for students with special needs, namely the Individual Learning Program. In implementing the individual learning program, a multidisciplinary team is needed involving special educators, general educators, services that are appropriate to their needs, and parents who work together (Hardman et al., 2013). Fourth, elementary schools have an important role in detecting and providing early intervention for students with special needs. Early identification is important because they get the support that suits their needs (Hafiansyah & Rasyidina, 2024) and can also help them develop their potential. (Phangesti & Suwadi, 2023). Fifth, elementary school is also an environment where children learn social skills, such as cooperation, communication, and tolerance to foster an attitude of inclusion (Putri & Nurhasanah, 2023).

In the era of inclusive education, teachers face the challenge of preparing students for a changing and increasingly diverse world. The first challenge is diversity itself, which includes students from various ethnic backgrounds, students with special needs, and those at risk of academic failure. This condition requires close collaboration between general education teachers and special education assistants to ensure that every student, with their unique needs and learning styles, can be supported effectively (Hardman et al., 2013).

The second challenge is the lack of teacher training and competence in addressing diverse learning needs and implementing inclusive teaching strategies (Marisana & Herawati, 2023). Teachers play a key role as facilitators who must plan and accommodate students with special needs in school. Additionally, stereotypes and low awareness among teachers, school staff, and the community can hinder inclusive practices (Wahid, 2023). Other obstacles include inadequate facilities and infrastructure, which require serious attention from the government, ministries, and schools (Utami et al., 2018). Lastly, lack of parental support ranging from limited understanding to social stigma and lack of tolerance also poses a significant barrier to inclusive education (Tarnoto Nissa, 2016).

In overcoming the challenges of implementing inclusive education, a comprehensive approach is needed—specifically, a systems approach. This approach serves as a method to identify needs, select problems, determine solution requirements, develop alternative solutions, evaluate results, and revise parts or the entire system based on limitations in meeting those needs (Kaufman.A.R, 1972). Through this structured process, problem-solving becomes more effective because it considers various interrelated components. As a result, the solutions produced are holistic and contextually relevant. This method also highlights the importance of viewing problems within a broader system and following systematic steps to achieve optimal outcomes.

Furthermore, the systems approach can be interpreted as a logical and iterative process designed to improve and enhance the quality of educational programs (Dick & Carey, 2009).

When applied to inclusive education, this approach involves understanding the educational environment as an interconnected ecosystem—encompassing curriculum, human resources, infrastructure, school culture, technology, parental involvement, and collaboration with external stakeholders. In this context, the systems approach operates through three main components: input, process, and output, where the system's goals guide the analysis, including the formulation of objectives, performance standards, and recognition of potential constraints (Johnson et al., 1973) . These objectives then shape the inputs, which are processed to produce desired outputs. The results are evaluated to generate feedback, enabling continuous improvement of both the inputs and the processes

Based on the description of the background of the problem above, the researcher will examine in more depth how the implementation of inclusive education with a system approach in elementary schools. The implementation of inclusive education chosen is in SD Islam Fathia because this school is one of the schools that is quite successful in implementing inclusive education in Sukabumu City. The implementation of inclusive education in elementary schools is a strategic step in creating a fair and equitable education system. Inclusive education not only provides opportunities for children with special needs to learn with their friends, but also forms the character of students who are more tolerant, empathetic, and appreciate diversity.

METHODS

Method This type of research uses a descriptive qualitative method. The descriptive qualitative research method was chosen because it describes or explains the observed phenomena in detail and in-depth. This research was conducted at SD Islam Fathia, Sukabumi City, involving students in grades 1 to 6, with each class consisting of approximately 20–25 students. Participants were selected using purposive sampling to ensure relevance to the research objectives. Observations were carried out in inclusive classrooms, particularly in grades 1–3 where children with special needs were supported by shadow teachers. Teachers from grades 4–6 were chosen for interviews based on their direct involvement in implementing inclusive teaching practices. In addition, shadow teachers who work closely with students requiring special assistance were included to provide insights into daily classroom interactions. The principal was selected due to their central role in school policy and program implementation. Finally, six parents were invited to participate in interviews, selected to represent diverse backgrounds and levels of engagement in their children's education. This purposeful selection aimed to capture a comprehensive and balanced perspective from multiple stakeholders involved in inclusive education at the school. The sources of research data are information, events, and documents. Data collection techniques include in-depth interviews, observations, questionnaires, and documentation. In-depth interviews were conducted with the principal to obtain complete information related to the implementation of inclusive education. Observations were carried out directly on learning activities at each level. To operationalize the

systems approach, this study designed data collection methods that consider various interrelated components within the inclusive education environment, such as teachers, parents, students, and supporting systems. Questionnaires were distributed to both teachers and parents to gather detailed and contextual information from different stakeholder perspectives. These instruments were structured to align with the core elements of the systems approach: input (student needs and support), process (teaching strategies and classroom implementation), and output (student outcomes and parental feedback). In depth interviews and structured observation sheets were used to examine how each component interacts within the educational system. Additional documentation, including student portfolios, photos, and videos of classroom activities, served to triangulate the data and reinforce its credibility. Instruments used in this study included interview guidelines, observation checklists, parent questionnaires (both printed and Google Form formats), and documentation protocols, each mapped to specific stages of the input–process–output framework to ensure comprehensive and systematic data collection.

Furthermore, the data is analyzed using interrelated steps in qualitative data analysis and interpretation as stated (Creswell, 2014). The steps of data analysis and interpretation in question consist of: 1) Data Collection, researchers start by collecting data such as field notes, interview transcripts, photos, test results, interview results, observation results, and other documents; 2) Data Preparation for Analysis, after the data is collected the next step is to copy the field notes or transfer the data into a format that can be analyzed; 3) Reading Data, researchers read the data as a whole to get an overview of the material they have; 4) Coding Data, at this stage the researcher is organizing the data by identifying relevant parts of the text, then providing labels or codes for each part; 5) Coding Text for Themes and Descriptions, the codes given to the text section are used to identify themes that emerge from the data, as well as for descriptions that will be used in the research report; 6) Iterative Process, this diagram shows that the qualitative data analysis process is iterative or repetitive (researchers can return to the previous step to improve or add analysis data); 7) Simultaneous Process, data analysis can be done simultaneously, where coding for descriptions and themes is done simultaneously. Data analysis and interpretation techniques use Cresswell because it is in-depth and comprehensive, systematic, and flexible, facilitating hypothesis development. Researchers are expected to continue to re-read, code, and refine the analysis to produce credible and meaningful findings that appreciate context and real life, validate the accuracy of the findings, and also encourage researcher reflection.

RESULTS AND DISCUSSION

The results and discussion of this study are synthesized using the systems approach framework proposed by Kaufman (1972), which views educational problems through interconnected stages: identifying needs, selecting problems, determining solution requirements, formulating alternatives, evaluating outcomes, and making necessary revisions (Kaufman, A.R,

1972). This structured lens allows various challenges in implementing inclusive education, such as collaboration, facilities, government support, and teacher quality, to be analyzed as parts of an integrated system.

a. Needs identification

Based on interviews with the principal and school observations, it was evident that Sukabumi City needs more inclusive schools that can accommodate children with special needs. SD Islam Fathia has been trusted for years to provide inclusive education, showing the importance of recognizing systemic needs at both the local and school levels. The number of students with special needs for the 2024/2025 academic year can be seen in Figure 1. In addition to implementing inclusive education, SD Fathia itself also provides therapy services that have collaborated with special therapy institutions. Therapy services are one of the additional support services in inclusive schools (Supena, 2024b). However, the absence of written internal policies at the school reflects a gap in formalized planning, which affects clarity and consistency in implementation.
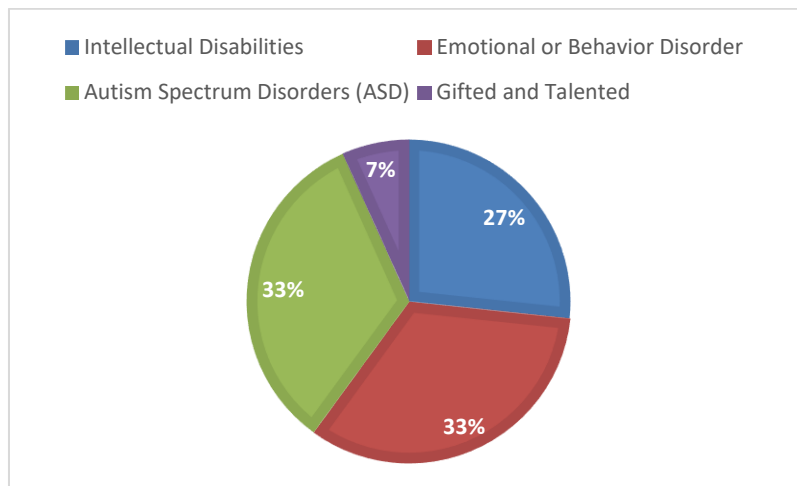

Figure 1. Data on Special Needs Students from grades 1-6

b. Problem selection

There are still parents who do not understand and object to the condition of combining regular children and children with special needs in one class. This is because often special needs in a tantrum condition that does not have an accompanying teacher are uncontrollable, even disturbing friends in their class. Parents are part of society. Where society is the most important part of supporting the existence of special needs. Societal Perceptions and misconceptions hinder inclusive values and acceptance. The fact is that not all people understand the special needs in their surroundings so they cannot become an inclusive society if they do not understand and care less about special needs . On the other hand, the opinions of parents who have special needs students when asked to write about their experiences with inclusive education are that

there is still discrimination and a lack of acceptance of other students towards inclusive students as can be seen in Table 1, the third response.

Table 1 Parental Responses to Inclusive Education Experiences

Question	Parents Response/Answer
Do you have any experiences or stories you would like to share regarding your child's inclusive education?	When my child was in 4th grade, he was chased and thrown by his friend who seemed to have special needs. Thank God it didn't hit my child because he went into the toilet to hide. But I appreciate the action taken by his teacher by directly assisting the student.
	The experience of inclusive education teaches the meaning of education for all
	There is still discrimination and a lack of acceptance of inclusive students by other students.
	There was once an inclusive child in my child's class who initially couldn't follow the subjects at all but now has shown a lot of improvement.
	SD Fathia is one of the best elementary schools in Sukabumi City that implements good inclusive education. Based on my experience as a parent who has a child with special needs, the progress of child development can be measured by the implementation of inclusive education at SD Fathia.

However, based on direct observations, these roles have not been optimally fulfilled. This is largely due to the absence of special education teachers in the school, only assistant teachers are available, resulting in the core responsibilities of special education teachers being unaddressed. Furthermore, during instruction, general education teachers have not yet implemented differentiated learning strategies. As a result, students with special needs tend to engage in isolated activities rather than participating in the learning process, which means their learning needs are not being properly supported. Many of them struggle to understand instructions or the material being taught, as further illustrated in Figure 2. This highlights that teachers play a crucial role in the success of inclusive education. In the learning process, cooperation between class teachers and special education teachers is very important (Arifin et al., 2023).
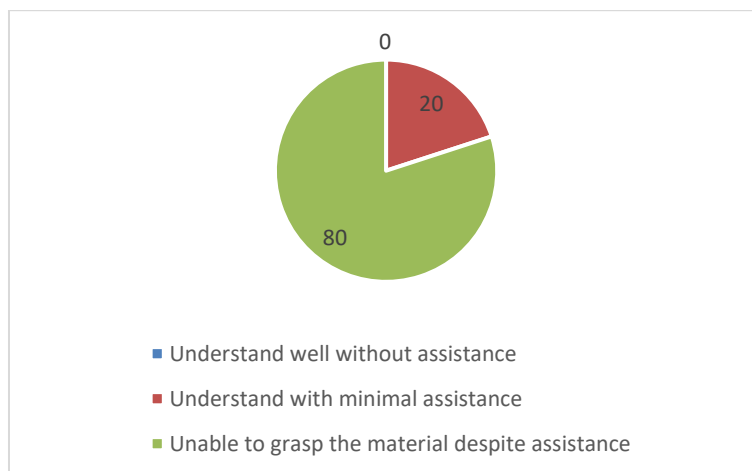
Figure 2. Students' Ability to Understand Instructions or Materials Taught

c. Determining Solution Requirements

Improving the quality of teachers through workshops, and training on inclusive education is the hope of teachers, parents, and also principals. This can be seen in Figure 3 point a (General teacher training); Table 2 points 3 (Training for teachers who handle inclusive classes and if possible, additional special assistant teachers from the school) and 5 (For teaching and assistant teachers, it is best to provide regular training); Figure 4 point 5 (Lack of training). Teachers and staff are supported with training to understand and handle the needs of diverse students as part of organizing support for diversity (Organizing Support for Diversity) (Supena, 2024a; Booth, T., & Ainscow, M. 2011)
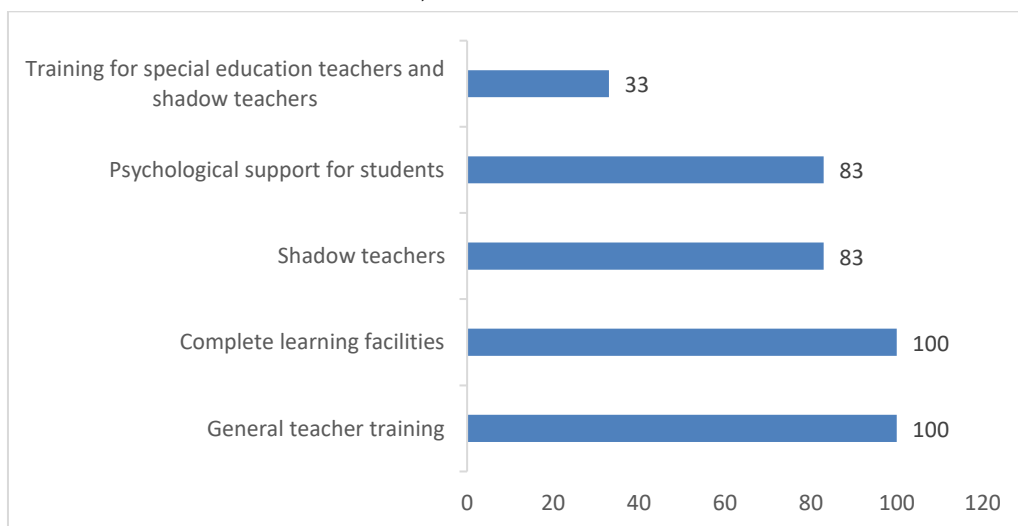

Figure 3. Teachers' Expectations of Government Support in Inclusive Education

Table 2 Parents' Suggestions Regarding Inclusive Education

Question	Parent Response
Do you have any other suggestions or input regarding the implementation of inclusive education in elementary schools?	The existence of diagnostic tests and differentiated learning in each school
	Inclusive education at Fathia Elementary School has been going well, only at certain moments, sometimes students with special needs need additional assistance.
	Training for teachers who handle inclusive classes and if possible, additional special assistant teachers from the school.
	Hopefully more schools can accept children with special needs. In Sukabumi City, there are still relatively few education systems, especially elementary schools, that unite children with special needs with children in general in the same class. Inclusive education is expected to be in every school, both public and private. Inclusive education in elementary schools is not only for children with special needs who are in upper middle class families, it is expected to be able to touch all groups and this can be implemented in all elementary schools, both public and private.
	For teaching and assistant teachers, it is best to provide regular training.
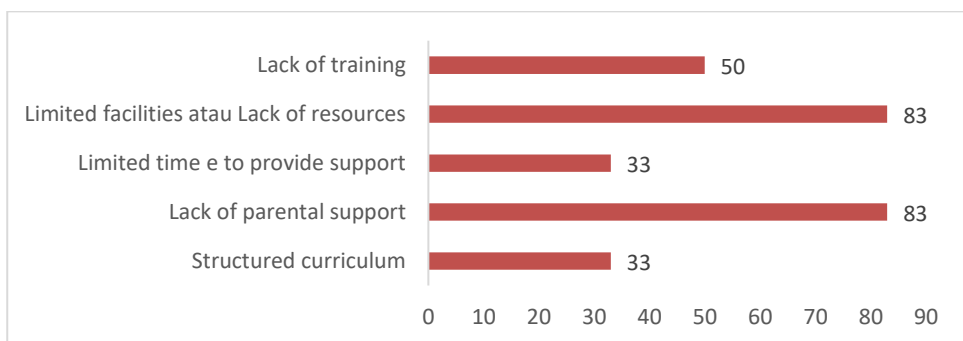
Figure 4. Obstacles that Teachers Often Face When Teaching Students with Special Needs

Collaboration with the medical field, psychologists, and therapists has been proven to support the emotional, physical, and cognitive development of students with special needs. Collaborations encountered by SD Islam Fathia include therapy institutions to help the growth and development of students with special needs. In addition, collaboration with psychologists is needed during the New Student Admissions mechanism, where schools require data on the conditions of students. In addition, the school has collaborated with one of the hospitals as a

referral school recommended by the hospital to parents who have children with special needs who often undergo medical treatment at the hospital. The following are the results of interviews with the principal regarding collaboration with other institutions: Is there a form of collaboration or network with external parties, such as inclusive institutions, psychologists, or counselors, to help implement inclusive education?

d. Formulating Alternatives

The success of students with special needs in achieving the expected target is greatly influenced by the extent to which schools can accommodate individual needs and provide learning programs that have proven their success (Hardman et al., 2013). One such program is regular training for both general and assistant teachers, which plays a crucial role in equipping educators to meet diverse student needs. The purpose of regular training for general education teachers is to how a teacher can teach children with various needs and abilities (Hardman et al., 2013; Haager and Klinger 2005). It's describe what it is like for teachers to face the challenges of a class with diverse abilities. The purpose of training for assistant teachers is to be able to understand, accompany students with special needs in learning, and simplify general education teacher instructions while learning, as well as help according to their level. More complete objectives of teacher training in inclusive education are also conveyed, (Ariastuti & Herawati, 2016) including (1) teachers can identify the level of needs of children with special needs, especially in the field of health care, (2) after participating in training, each participant (teacher) can understand how to be a welcoming teacher in an inclusive school, (3) teachers can carry out early detection of the growth and development of their students (4) teachers can design learning, and (5) school management better prepares the facilities needed for inclusive education. All these targets will ultimately increase the role of Inclusive Schools in providing educational services for Children with Special Needs.

e. Evaluating Outcomes

Evaluation of inclusive education at Fathia Elementary School is carried out through progress reports of students with special needs submitted by the school to parents both verbally and in writing. Evaluation is also carried out internally at the school, through regular reports from general education teachers and assistant teachers to the upper and lower class coordinators. If there is a problem that is not handled, then this evaluation will be carried out by the principal with all teachers to take the best path. The following data was obtained during an interview with the principal: How is the assessment and evaluation system carried out on teacher performance in the context of inclusive education?

> "*The assessment and evaluation carried out on teacher performance is seen from the extent of their role, ability to facilitate, and ability to serve children with special needs. In addition, teacher performance assessment will be measured from the achievement of education for children with special needs within a certain period of time so that it can be achieved according to its objectives. For evaluation of students with*

special needs, it is adjusted to the conditions and abilities of students with special needs and is not equated with regular students. In its implementation, the questions tested on students with special needs will be adjusted to their conditions and abilities, usually the form of the questions is simpler."
(Interview with Principal)

This experience illustrates that the principal, in her role as a school manager, possesses both practical insight and leadership capacity in supporting inclusive education. Her positive perspective and commitment to inclusion have significantly contributed to the implementation of effective policies and the overall success of inclusive learning at the school (Lalak Muslimin & Muqowim, 2021).

f. Making Necessary Revisions

For monitoring activities carried out by schools related to the evaluation of the implementation of inclusive education, data is collected through periodic reports from shadow teachers, class teachers, and curriculum teams every three months. This report, known as the "Behavior Report," is compiled four times a year—Mid Semester 1, End of Semester 1, Mid Semester 2, and End of Semester 2—and is submitted to parents. It documents students' conditions and development in cognitive, socio-emotional, physical, and skill-related domains, indicating whether there has been improvement, stagnation, or decline.

These continuous evaluations form the basis for Making Necessary Revisions in the inclusive education system. Data from the Behavior Reports enable the school to identify which strategies are effective and which require adjustment. When issues are detected—whether in instructional methods, support services, or student outcomes—school leadership, in collaboration with teachers and support staff, conducts discussions to revise policies, reallocate resources, or adjust individualized learning plans. This responsive and data-informed approach ensures that the inclusive education program remains dynamic and responsive to student needs, aligning with Kaufman's emphasis on systematic revision to achieve continual improvement.

Strengths in the Implementation of Inclusive Education

Findings on the implementation of inclusive education at SD Islam Fathia reveal not only challenges but also a number of strengths that align with the *Index for Inclusion* developed by Booth and Ainscow (2016) (Supena, 2024a), These strengths are grouped into three core dimensions: inclusive culture, inclusive policy, and inclusive practice.

1) Inclusive school culture

SD Islam Fathia demonstrates progress in cultivating a positive and inclusive school culture. Two key indicators from the Index for Inclusion are evident:

a. Building a Welcoming Community: Observations and interviews indicate that students, staff, and parents feel a strong sense of belonging and respect within the school environment.

    b.   Fostering Shared Values: There is a clear commitment to non-discrimination, where students are not differentiated based on disability, gender, ethnicity, or other backgrounds. This inclusive ethos has been embraced by the school community as a shared value.

2) Inclusive policies

The school has implemented inclusive policies that ensure access and support for all students:

a.   Developing a School for All: All students, including those with special needs, are accepted unconditionally. This reflects a school-wide commitment to inclusivity as a fundamental principle.

b.   Organizing Support for Diversity: The school has made efforts to provide appropriate support services, including:

    1)   Assistant Teachers (Companion Teachers): In lower grades (1–3), students with special needs are accompanied by assistant teachers who help facilitate learning by simplifying instructions, supporting behavior management, and promoting student independence. In upper grades (4–6), this support is gradually reduced as students become more independent.

    2)   Collaboration with External Institutions: The school collaborates with institutions such as YAMET (Medical Therapy Foundation), Hermina Hospital, and LENTERA Therapy Center to provide therapeutic and medical support for students with special needs.

    3)   Inclusive Understanding Among School Stakeholders: Based on interviews, observations, and questionnaire data, it was found that the principal, administrative staff, teachers, and several parents possess a solid understanding of inclusive education. This shared awareness supports effective collaboration and strengthens the school's inclusive framework.

3) Inclusive teaching practices

In terms of classroom implementation, SD Islam Fathia has adopted flexible and responsive teaching practices:

a.   Organizing Learning: Teachers apply differentiated instructional methods to accommodate diverse learning needs. This includes the use of varied and engaging learning media tailored to students with special needs.

b.   Utilization of Learning Media: Questionnaire results and classroom observations indicate that teachers employ a wide range of media and instructional methods. These tools help make learning more accessible and meaningful for all students, particularly those with additional learning needs.

These findings highlight that SD Islam Fathia has successfully laid the foundation for inclusive education by embedding inclusive values into its culture, policies, and practices—demonstrating systemic strengths aligned with the inclusive education framework.

CONCLUSION

The implementation of inclusive education at SD Islam Fathia demonstrates substantial progress, particularly in cultivating an inclusive school culture, adopting inclusive policies, and applying differentiated teaching practices. Using Kaufman's systems approach (1972), this study analyzed the interconnected stages of inclusive education implementation—identifying needs, selecting key problems, determining solution requirements, formulating alternatives, evaluating outcomes, and making necess.

The findings indicate that while several elements of inclusive education are functioning effectively, there are critical areas requiring further development to ensure sustainability and equity. These areas include: (1) strengthening collaboration within multidisciplinary teams consisting of general teachers, special educators, parents, therapists, psychologists, and government representatives; (2) enhancing facilities and infrastructure to meet the diverse needs of learners; (3) expanding goverment support—particularly in the form of inclusive education funding, provision of specialized teaching materials, deployment of trained special education personnel, and development of accessible school environments; and (4) improving teacher capacity through structured, ongoing professional development that focuses on inclusive pedagogies, differentiated instruction, and classroom management strategies for diverse learners.

The systems approach proves to be an effective framework for diagnosing challenges and designing context-specific solutions in inclusive education. Its iterative nature encourages continuous evaluation and refinement, making it suitable for broader application across schools. Future efforts in inclusive education should begin with a comprehensive needs assessment, followed by collaborative planning, solution testing, and ongoing evaluation to foster inclusive and equitable learning environments.

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