

# Implementation of Inclusive Education in Indonesian Language Learning

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## ARTICLE INFO

### Keywords:

Learning1;  
Inclusive 2;  
Education 3

(List three to five pertinent keywords specific to the article; yet reasonably common within the subject discipline; use lower case except for names).

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### Article history:

Received 2026-03-14  
Revised 2026-04-12  
Accepted 2026-04-17

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## ABSTRACT

This study discusses the implementation of inclusive education in Indonesian language learning at junior high schools. Inclusive education aims to provide equal learning opportunities for all students regardless of their social, cultural, or physical backgrounds. The study used a qualitative descriptive approach involving classroom observation, teacher interviews, and document analysis. The findings showed that teachers applied inclusive learning strategies such as collaborative learning, group discussions, and contextual teaching materials. Students demonstrated positive attitudes toward diversity and cooperation during learning activities. The implementation of inclusive education also improved students' empathy and communication skills. However, several challenges were identified, including limited teaching resources and insufficient teacher training in inclusive education. The study concludes that inclusive learning practices contribute positively to creating a fair and supportive classroom environment.

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## 1. INTRODUCTION

Education is one of the fundamental rights of every individual. Every student deserves equal access to quality education regardless of differences in physical ability, economic background, ethnicity, religion, language, or social status. Inclusive education is an educational approach designed to provide equal opportunities for all learners in the same learning environment.

In Indonesia, inclusive education has become an important part of national education policies. Schools are encouraged to create learning environments that support diversity and equality. Inclusive education not only focuses on students with special needs but also emphasizes respect for differences among all students.

Indonesian language learning plays an important role in promoting inclusive values because language is closely related to communication, culture, and social interaction. Through Indonesian language learning, students can develop empathy, cooperation, and respect for diversity.

However, the implementation of inclusive education in schools still faces several challenges. Many teachers have limited understanding of inclusive teaching strategies. Some schools also lack adequate facilities and learning resources to support inclusive practices.

Therefore, this study aims to analyze the implementation of inclusive education in Indonesian language learning and identify supporting and inhibiting factors in the learning process.

## **2. METHODS**

This study used a qualitative descriptive approach because the research focused on understanding classroom learning processes and teacher experiences in implementing inclusive education.

The research was conducted at a junior high school in Sorong, Papua Barat. The participants included Indonesian language teachers and seventh-grade students. Data collection techniques consisted of classroom observation, interviews, and documentation.

Observation was conducted to identify classroom interactions, teaching strategies, and student participation during Indonesian language learning activities. Interviews were conducted with teachers to explore their understanding of inclusive education and the challenges they faced in the classroom. Documentation analysis included lesson plans, teaching materials, and student assignments.

Data analysis involved data reduction, data presentation, and conclusion drawing. The validity of the data was ensured through triangulation of sources and techniques.

## **3. FINDINGS AND DISCUSSION**

The findings revealed that teachers had attempted to implement inclusive learning practices in Indonesian language classrooms. Teachers used collaborative learning activities to encourage interaction among students with different academic abilities and social backgrounds.

Students were divided into heterogeneous groups during discussions and writing activities. This strategy encouraged cooperation and peer support among students. Teachers also used contextual teaching materials related to students' daily experiences and local culture.

### **3.1 Inclusive Learning Strategies**

Teachers applied several inclusive learning strategies, including group discussions, peer tutoring, question-and-answer activities, and collaborative projects. These strategies helped students participate actively in classroom learning.

Teachers also provided additional support for students who experienced learning difficulties. For example, teachers simplified explanations, provided examples, and allowed students to ask questions freely.

### **3.2 Students' Responses toward Inclusive Learning**

Students showed positive responses toward inclusive learning practices. They became more cooperative, respectful, and confident during classroom activities. Students learned to appreciate differences among classmates and support each other in completing learning tasks.

Inclusive learning also improved communication skills because students were encouraged to express opinions and participate in discussions.

### **3.3 Challenges in Implementing Inclusive Education**

Although inclusive learning practices were implemented, teachers faced several challenges. Some teachers stated that they lacked training related to inclusive teaching methods. Limited learning facilities and large class sizes also made classroom management difficult.

Another challenge involved differences in students' academic abilities. Teachers needed additional time and preparation to accommodate students with different learning needs.

The findings support previous studies which state that inclusive education creates positive learning environments and improves students' social interaction and empathy.

#### 4. CONCLUSION

The implementation of inclusive education in Indonesian language learning contributes positively to creating fair and supportive learning environments. Inclusive teaching strategies encourage students' participation, cooperation, and respect for diversity. However, schools still need to improve teacher training, facilities, and learning resources to support inclusive education more effectively.

#### REFERENCES

The literature listed in the References contains only the sources referenced or included in the article. We recommend preparing the references with a bibliography software package, such as Mendeley, EndNote, Reference Manager or Zotero to avoid typing mistakes and duplicated references. Referral sources should provide 80% of journal articles, proceedings, or research results from the last five years. Writing techniques bibliography, using the system cites APA (American Psychological Association) Style and the 6th edition.

#### *Example:*

#### *Journal Article*

- Cichocka, A. (2016). Understanding defensive and secure in-group positivity: The role of collective narcissism. *European Review of Social Psychology*, 27(1), 283–317.
- Marchlewska, M., Cichocka, A., Łozowski, F., Górska, P., & Winiewski, M. (2019). In search of an imaginary enemy: Catholic collective narcissism and the endorsement of gender conspiracy beliefs. *The Journal of Social Psychology*, 159(6), 766--779.

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