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Analysis of Facilitating Learning for Inclusive Students in State Schools

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Abstract: *Inclusive education is the central of human rights to obtain education, particularly for students with special needs. In Indonesia, public schools under the Department of Education are one of the providers of inclusive education. This study aims to see how facilitating learning in the design of learning environments and learning resources for inclusion students in public schools. This research is a descriptive qualitative research, where the source comes from interviews, observations, and documentation at one of the public schools in Semarang City. The result of this study shows that Public School X, as an inclusive education provider, has students categorized as slow learners. Inclusion students have good social interaction, however, the school has not provided special learning resources and Special Accompanying Teachers, nor conducted a needs analysis in learning design, resulting in a less optimal teaching and learning process. This highlights the urgency of inclusive education to improve inclusive support systems by providing appropriate resources and conducting individualized learning assessments to ensure inclusive students can achieve their full academic potential.*

Keywords: *Facilitating Learning; Inclusive Students; State Schools*

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1. INTRODUCTION

One of the Indonesian government's efforts to realize the nation's prosperity is to take an active role in the Sustainable Development Goals (SDGs) program. Opportunities to obtain education are one of the goals of the Indonesian Government's Sustainable Development Goals (SDGs). (Indonesia, 2020). This opportunity itself means that all individuals have equal access to education, both in terms of quality, quantity, and accessibility to decent education (Magfiroh et al., 2024). In this case, opportunities to obtain education must ensure that every child, regardless of social status, background or nationality, has the same right to obtain quality education in accordance with their needs as stated in the Sustainable Development Goals (SDGs), namely Quality Education. (Lestari et al., 2024). In more detail, it is explained that quality education which includes opportunities to obtain education is important because it can reduce social and economic inequality, strengthen feelings of love for the homeland, and contribute

to sustainable development and ensure that every child has the same opportunity to develop themselves. (Nurhaliza et al., 2024).

The topic of educational units having to provide an inclusive environment is an idea that is accepted globally by the wider community (Plichta, 2021). This idea is supported by teachers who recognize that education is the right of students with special needs to socialize with other students (Franco, 2023). Students with disabilities have the right to receive special education everywhere, including state schools. This has been regulated by the government in the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for students who have disabilities and have potential intelligence and/or special talents, namely in Article 4 which states that educational units are obliged to accept students who have disabilities. (Minister of Education and Culture of the Republic of Indonesia, 2009).

In Indonesia, on the education book for children with special needs, it is explained that students with disabilities or commonly referred to as Anak Berkebutuhan Khusus (ABK) or Children with Special Needs are students who in the process of growth and development experience physical, mental-intellectual, social or emotional abnormalities or deviations compared to other students of the same age so that appropriate educational services are needed. (Suharsiwi, 2017). Inclusive students are students who require different treatment from the average normal child, and to achieve effective learning require a separate service program with special facilities and materials. Inclusive education is a strategy to build an open environment for every individual with different backgrounds and conditions. The differences include differences in ethnicity, race, language, culture, economic conditions, social status, and also physical conditions (Farah, 2022). This strategy then developed into a curriculum structure in educational units so that the education service system was able to provide every inclusive student with the opportunity to receive quality and appropriate education. Several government institutions, in this case regular state schools, are included in the implementation of inclusive education which is still being implemented today. Regular state schools are institutions that are fully managed by the Education Department with policy regulations issued by the government.

On the basis of this policy, various polemics regarding inclusive schools have emerged. Magfiroh et al., (2024) in his research, which was located in the city of Surabaya, he found that the various efforts made by the Surabaya City Education Department government were still inadequate in supporting the needs of inclusive students. This shortage lies in the lack of Guru Pendamping Khusus (GPK) or Special Assistant Teachers where at SMP Negeri 29 Surabaya there are 61 inclusive students and only 2 GPK. Where GPK has a very important role in the success of the inclusive school program, namely in carrying out assessments of inclusive students, carrying out assessments, and setting standards or indicators that will apply at further learning levels. (Liani et al., 2021). Research conducted at eleven inclusive public elementary schools related to learning facilitation was also carried out in the Gunung Kidul area with the finding that two of the eleven schools did not carry out identification of inclusive students and assessments for included students in identifying the psychological, emotional and social aspects of included students. It was also explained that the curriculum used by inclusive students is similar to that of regular students in general. Where data in the field shows that all research subjects use a general curriculum that is modified and adapted to strategies, learning methods, materials and assessments without applying an individualized curriculum for inclusive students. This research shows that three out of eleven schools are not schools providing inclusive education but there are students with special needs in them. This research also reveals the fact that GPK is a general teacher who is facilitated by training to become a teacher in the field of special education, and some other schools in Gunung Kidul are still not facilitated, either training for normal teachers or GPK facilities for schools. (Nurhayati, 2024).

This problem regarding Special Assistant Teachers or Guru Pendamping Khusus (GPK) is also found in other areas in Indonesia, namely in the Special Capital Region of Jakarta. In research that took

place at SMP Negeri 259 Jakarta, researchers found that there was no GPK at this school. The needs of inclusive students in guidance are carried out by regular teachers who are required to adapt to inclusive education programs. Apart from that, this research explains that there are inadequate learning support facilities for inclusive students (Syafitri et al., 2023). Contrary to the opinion of Azhari et al (2017) Regarding learning facilities which refer only to the facilities and infrastructure used to support the teaching and learning process, facilitating learning has a broader scope, namely covering aspects of the learning environment, learning resources, and also tools that support learning for inclusive students. (Ronghuai et al., 2019). It is further explained in the book Education Technology A Primer for the 21st Century that educational technology includes learning tools, educational resources, learning environments and learning methods used for inclusive students. (Ronghuai et al., 2019). Inclusive education has been implemented in various countries around the world. One study in Spain shows that the practice of inclusive education still requires many improvements regarding collaboration and the provision of a more personalized approach to education through appropriate planning strategies and feedback (Durán-Martínez et al., 2024). Another study located in one of the districts in Zimbabwe revealed that inclusive education practices are still encountering significant obstacles, namely the large number of students with inadequate classrooms and materials, as well as a lack of human resources, and there is no specific policy regarding bullying of students with special needs (Chinhara & Kuyayama, 2024). It is important to see how inclusive education in Indonesia has been facilitated.

This research will describe how the learning environment of state school X is designed as a provider of inclusive education and learning resources for inclusive students. All of these facilities are aspects of facilitating learning. Facilitating learning as a bridge in learning to achieve the desired learning goals should receive primary attention in an educational institution, especially as the needs of each student in an inclusive school require special treatment therein. The existence of a connection between the reality on the ground and the importance of facilitating learning for inclusive students as supporting the achievement of learning objectives is a very crucial thing to study. (Januszewski & Molenda, eds., 2008). This is important because without a comprehensive study, inclusive students are at risk of being overlooked by the education system, facing significant barriers in the learning process, and experiencing difficulties in accessing educational services equally. Specifically, the aim of this research is to identify, describe, and analyze the implementation of learning facilitation in inclusive education at regular schools. The focus of this study is on the aspects of learning environment design and the provision of learning resources applied in public junior high schools in Semarang City with the category of slow learner students.

2. RESEARCH METHODS

This research was conducted at one of the junior high schools in Semarang City to see how learning is facilitated for inclusive students in state schools. This research uses qualitative research methods. This approach is used to gain an understanding of the experiences and perceptions of inclusive students, normal students and teachers in facilitating inclusive education learning. Next, the results and discussion are described in text form using precise and systematic language based on field facts (Zulfirman, 2022).

This research took place from August to November 2024. The research subjects were determined using purposive sampling, namely 3 inclusive students, 1 normal student, 1 teacher in one of the Semarang City state schools. Data collection used interview techniques, namely in-depth interviews with the 5 subjects to explore individual perceptions and experiences, direct field observations were carried out to determine students' involvement with their environment, as well as documentation. The validity of the data was checked using source triangulation techniques.

To ensure the validity of the data, source triangulation techniques were used. The data obtained were analyzed using the interactive model from Miles and Huberman, which includes four main stages: (1) data reduction, which is the process of sorting and simplifying relevant data; (2) data presentation, which is organizing data in the form of narratives or matrices to facilitate understanding; (3) temporary conclusion drawing, which is identifying patterns and meanings from the collected data; and (4) verification, which is re-testing the conclusions based on data evidence to ensure validity and consistency (Machmud, 2022).

3. RESULTS AND DISCUSSION

Facilitating learning is a process of organizing various complex learning resources, including human resources, facilities and infrastructure, learning facilities, and various teaching materials that also focus on the students' own circumstances. (Januszewski & Molenda, eds., 2008). This research focuses on facilitating learning in aspects of learning environment design in state schools providing inclusive education and the learning resources available in state schools providing inclusive education, namely state school X. state school X in the city of Semarang changed to an inclusive school in 2020 following the issuance of regulations to the local government regarding the admission of inclusive students by state schools, which are schools under the authority of the Semarang City Education Office. These regulations are contained in Semarang City Regional Regulation Number 9 of 2021 concerning Persons with Disabilities, Semarang Mayor Regulation Number 76 of 2020 concerning the Implementation of Inclusive Education in the City of Semarang, and Semarang Mayor Regulation Number 83 of 2023 establishing a disability service unit and student character education at the Department of Education. Acceptance of inclusive students starts from the beginning when the school announces the quota for inclusive students.

A. Learning Environment Design

Li The learning environment is one component in facilitating learning. Januszewski & Molenda, eds., (2008) explains the role of educational technology in learning environment design, not only as a presenter of information and provider of practical training tools in controlling learning, but also as a control in providing problem space and various tools for exploration to support learning. The learning environment has a fairly broad scope, namely covering all conditions that can influence the behavior of subjects (students) involved in learning (Latief, 2023). In more detail it is explained by Ronghuai et al (2019) that the learning environment consists of aspects of location, circumstances, and culture where students' study. Heimstra (1991) in Harjali (2019) explains that the learning environment is all conditions, both physical and psychological or emotional, and socio-cultural influences that influence the growth and development of students in an educational endeavor.

One of the government's efforts to realize education for all Indonesian people is by implementing inclusive education, namely in state schools under the auspices of the Education Service. Inclusive students register at state schools through the inclusion registration route with an acceptance quota determined by the school. At this research location, the registered inclusive students fall into the category of slow learner inclusive students. Slow learners are a description of students with the ability to learn academic skills at a level and depth below the average for students their age (Supadi, 2021). Slow learner students usually have an IQ between 70 and 90 (Farah, 2022). Most of the inclusive students come from state elementary schools and there is only one student who comes from a special school (SLB). Inclusive students have various reasons why they choose state schools for their next level of education. Some of them are the result of parental choices.

As a form of initial identification, state school X carries out information gathering about the abilities of new students by conducting an IQ test. The IQ or Intelligence Quotient test is a standard test

designed to assess students' cognitive abilities (Innocent & Afghani, 2019). In collaboration with several mental service institutions, both government and private institutions, state school X collects suggestions, feedback, and initial directions on how to handle inclusive students who have been accepted and have become a new part of this school. The results of these tests produce suggestions for schools to provide special assistance from Special Assistant Teachers or Guru Pendamping Khusus (GPK), adapt the curriculum to maximize the potential of inclusive students, adapt learning methods according to the learning characteristics of inclusive students, and motivate inclusive students in learning and facilitate the development of the abilities of inclusive students.

State School X has demonstrated a significant commitment to providing learning facilities for inclusive students. These facilities include classrooms, science laboratories, computer laboratories, and libraries which are available and well utilized by students for reading and studying. However, some of these facilities still require adjustments to meet the needs of all students, including inclusive students. One of the obstacles experienced was the location of the classrooms on the second floor, which made it difficult for some students.

Accessibility is an important factor in the design of inclusive educational environments. In the Guidelines for Implementing Inclusive Education from the Ministry of Education and Culture of the Republic of Indonesia, facilities and infrastructure in inclusive schools must be accessible to all students, including students with special needs. (Carmelia et al., 2024). Apart from placing classrooms close to state school facilities, namely computer laboratories, it can make students lose focus when learning and is not suitable for students who need a calm learning environment. The design of classrooms and supporting facilities must consider the specific needs of inclusive students in order to minimize distractions and create a conducive learning environment. Research by Novriani et al (2023) emphasizes the importance of appropriate spatial planning to support the accessibility of inclusive students in inclusive schools.

The existence of special facilities for inclusive students, such as an inclusion room, is a positive step in implementing inclusive education. The inclusion room is a special room used to provide services to inclusive students (Sauqi et al., 2024). The inclusion room functions as a place to provide services to inclusive students. However, in state school X this class is not yet optimally utilized. Effective use of inclusive spaces can help in managing the behavior of inclusive students and providing support to them without using other students' learning processes. Karmelia et al (2024) highlighting that special room facilities in inclusive schools to support the learning of inclusive students are important. Another condition, namely school bathrooms, also requires attention. The men's bathroom has an unpleasant odor, and the door lock is broken, which is quite disturbing for students' comfort. Meanwhile, the women's bathroom is quite far from the classroom which can make things difficult for female students. The availability and conditions of good sanitation are important for the smooth teaching and learning process. Karmelia et al (2024) emphasizes the importance of accessibility in the design of educational facilities, namely sanitation facilities for inclusive students.

The facilities in the classrooms, such as broken fans and messy cupboards, are also students' complaints. Neatness and well-maintained learning facilities can increase student motivation in learning. Suvina et al (2022) believes that the completeness of facilities and infrastructure plays an important role in supporting the implementation of inclusive education. Overall, although state school X has provided various facilities for inclusive students to support the implementation of inclusive education, there are still several aspects that need to be improved.

Nonetheless, inclusive students feel happy going to school. They don't always feel this feeling, sometimes inclusive students feel sad when there is an exam or assignment that they haven't done. Other feelings such as being bored at school and choosing to skip class because they feel tired are also

felt by inclusive students. While in class or when class begins, some inclusive students feel dizzy and sleepy and choose to sleep during class time. This recognition was also validated by the class teacher"*…nek DN tidur pokoke diceritani gurune piro paling buanter 10 menit..*". ("*…if DN is asleep, the teacher will tell stories for about 10 minutes at most...*".) While sleeping during class time, inclusive students received a reprimand from the subject teacher who was teaching. The behavior of inclusive students often invites problems for themselves and others. DF admitted that he felt uncomfortable when DN (inclusion student) sang alone and was noisy in class. Apart from reprimands that come because of mistakes made by inclusive students, inclusive students have also received ridicule and words that hurt their hearts. Some of them let it go and continue to interact with their friends. Subject teachers who act as homeroom teachers in inclusion classes emphasize to other students that they should not bully and provide understanding regarding their classmates who are inclusive.

The social interactions of inclusive students have many quite contrasting perspectives and opinions. Narwoko et al (2014) in Fahri & Qusyairi (2019) states that social interaction is a process between individuals and individuals, individuals and groups, or groups and groups relating to each other. Male inclusive students enjoy mingling, telling stories, playing and doing many activities with other students at school and outside school. A female inclusion student, she is more closed. It is not uncommon for her to cry because she refuses to make a presentation in front of the class. Other normal students feel disturbed by the attitude of inclusive students, there are also normal students who want to become targets when inclusive students are angry. "*Asik sendiri bu, iya, kadang bilang ke temen. Kan kadang temen juga keganggu to bu? Terus tak ingetke, wajar wae wong abk, tak bilangin gitu aja mesti tak bilangin gitu ya DN ini ketawa-ketawa sendiri gitu*". ("*It's fun on your own, yes, sometimes I tell my friends. Don't you sometimes bother your friends too? I still don't remember, it's natural bro, don't say it like that, you must not say it like that, this DN is laughing at himself like that*"). The teacher's perspective views that inclusive students have harmonious social interactions, both in friendships and interactions between students and teachers, although in some cases inclusive students are quite disruptive. As once happened, where inclusive students shouted harsh language during class time. A subject teacher in an interview stated ".*Dia jadi dia itu kalau diajar tuh pertama kali aku ngajar dia tuh sering teriak-teriak terus bilang asu, terus saya ngeleke, kamu kok bilang asu. Pertamanya aku denger asu asu sampai tiga kali asu asu. Aku itu paling gak suka ngomong asu. Aku gak seneng soalnya dulu ibu saya nek ada ngomong asu langsung tapuk mulutnya. Jadi saya sudah kebiasaan denger asu kayak gimana gitu terus tak cari kelas 7D ini, misalnya x ya, x-nya itu saya tanya, kamu tau asu itu saru? Saru bu HN terus, kalau kamu asu itu apa? Lucu. Dia bilang lucu terus habis itu, saya setiap ngajar nerangke kayak asu, asu di depan saya, eh kurang ajar kamu yo. Tapi dia tetep ngomong asu karena di benaknya dia itu asu tuh lucu, gak saru jadi anggel meskipun dia suruh keluar gak bisa..*". ("*...He was like that when he was taught, the first time I taught him, he often screamed and said it was asu, then I laughed, why did you say it was asu. The first time I heard asu asu three times asu asu. I really don't like talking nonsense. I'm not happy because in the past my grandmother used to talk to me and put a hand on her mouth. So, I've gotten into the habit of hearing about Asu like that and then not looking for this 7D class, for example x yes, that's the x I asked, do you know that Asu is saru? Saru ma'am HN, what do you mean if you are asu? Funny. He said it was funny and then after that, every time I taught, he made me look like an asshole, assholes in front of me, eh, you're being rude, yo. But he still talks about being a bitch because in his mind it's cute that he's being a bitch, he doesn't have to be an angel even if he tells you to come out, he can't...*")

A conducive environment is the responsibility of all school members Tamara, 2016 in Setiawan & Mudjiran (2022). Based on the results of research conducted by Setiawan & Mudjiran (2022) A conducive learning environment is very important in supporting the learning process. In state school X, when there is no teacher present in the classroom, the often unconducive state of the classroom can be quite disturbing for the students and frequently leads to feelings of boredom among them. Students tend to do other activities as a way to relieve boredom, including doodling on the table and sleeping. For

schools providing inclusive education, seating arrangement strategies must also be considered to create a conducive learning environment (Farah, 2022). In state school X, each class consists of 32 students, and each desk accommodates two individuals, with seating arrangements determined according to the policy of each teacher entering the classroom. Findings in the field show that students choose their own friends and seats. They think that their sitting position is comfortable.

Rules of conduct are something that cannot be ignored in an effort to create comfort and a conducive learning environment. State school X's rules include neatness of uniforms, shoes, accessories, good manners, prohibition of littering, long hair for boys, not coming late to school, and doing homework on time. inclusive students have violated several rules of conduct, such as wearing the wrong uniform, wearing the uniform incorrectly, cutting their eyebrows, and not going to school without a reason for more than 3 days. From the violation, the inclusion student was still reprimanded by the teacher. There is no special treatment where students are not reprimanded when breaking the rules.

In an effort to establish educational equality for inclusive and normal students, school policies are the same. Student class hours are the same, namely from 07.00 to 15.00, unless there is an urgent need, students are allowed to go home first. Likewise with teaching staff, there are no special support teachers for inclusive students. Handling and guidance of inclusive students is carried out by the guidance and counseling teacher, homeroom teacher, and teachers who are teaching at the time. Every new academic year, students are moved with other friends and new classes. All students have the right to become class administrators, including inclusive students who are also part of the class administrators.

Apart from creating a good learning environment, schools also have ways to shape the attitudes and behavior of their students into individuals who are devout, have noble character, achievers and are environmentally conscious, in accordance with the school's vision. These methods are the habit of praying before they begin learning, singing the song Indonesia Raya, reading Pancasila which is the basis of the Indonesian state, reading the school's vision and mission, and reading the Al-Quran for Muslims. This habit was welcomed by the entire school community before the teaching and learning process began.

B. Learning Resouces

Learning resources include devices, tools, materials, environment, and people around students to facilitate learning and efforts to improve performance (Januszewski & Molenda, eds., 2008). The use of various resources to support learning must be chosen by considering suitability and compatibility with the goals of education. In accordance with the Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System Article 1 Paragraph 20 states that learning is a process of interaction between students and educators and learning resources in the learning environment. Learning resources are an important component in improving the quality of learning (Aliyah, 2024). Students need a variety of learning resources to help them gain real experience in learning. Resources that are deliberately designed for learning are known as "teaching materials" or "learning resources" (Januszewski & Molenda, eds., 2008).

Learning resources specifically intended for slow learner students at state school X have not been found. In inclusion classes, individual learning is more often used by teachers using the lecture method, where the teacher explains the material and reinforces the explanation via the blackboard. DN admitted that he often fell asleep while the teacher was explaining the lecture. Students are more interested in learning when the teacher's personality is cool, more relaxed and not angry. However, students understand more easily when the teacher uses a projector, while the teacher explains slowly

and repeatedly. The speed at which the teacher speaks and explains the material influences the level of students' understanding.

A class consisting of 32 students with 2 inclusive students and 30 normal students becomes one of the inclusive classes. At the first meeting of the new academi year starting in the inclusive class, an analysis of student needs was not carried out. At this meeting, the teacher focuses more on explaining what material will be studied and starts to get into the learning material. Meanwhile, students are the main component of creating good school conditions and teachers are one of the determinants of student's success, therefore one of the important roles of a teacher is identifying student needs to support the learning process in the classroom. (Deviants & Sari, 2020).

In order to support the implementation of inclusive education in state schools, experts are needed in the field of education for children with special needs (Hanaa & Mia, 2022). In the interview, the teacher argued that GPK was needed for inclusive students to pay more attention."What has not been fulfilled is attention. Because he gets his attention only from the main teacher, homeroom teacher. Even if you haven't gotten it from school yet. The hope is that if there is already an inclusion room, the Department will give it one junior high school teacher, or two. To handle ten children". The Education Implementation Guidebook explains that Special Guidance Teachers or Guru Pendamping Khusus (GPK) are teachers who are given the task of accompanying inclusive students at school. (Farah, 2022). The absence of GPK causes teachers to be confused in designing learning in inclusive classes.

However, the school is still taking steps to resolve this by holding training for teachers regarding handling inclusive students. This training is in collaboration with government mental service institutions. One of the trainings that was carried out during research observations was In House Training (IHT) Facilitation for students with disabilities. This IHT discusses inclusive education services for students with mental disabilities/psychology and the implementation of special protection for children with disabilities in inclusive schools.

Learning in inclusive classes is carried out using several learning tools. Learning tools function to process material which will then be accessed by the device. Devices are simpler than the tools usually used to access materials. There are two types of learning tools commonly used in education. The first type is analog equipment, and the second type is digital equipment (Januszewski & Molenda, eds., 2008).

The word analog refers to an object or idea that is used as a reference in explaining another idea. More specifically, analog is defined as all audio-visual media that is not digitized (Januszewski & Molenda, eds., 2008). Analog tools that teachers use in learning are posters and whiteboards. Students are asked to make posters with a theme determined by the teacher using paper materials. Making posters is done in groups so that students find it easier. However, there are several obstacles, namely students have difficulty finding several materials to make handicrafts. Problems in using analogue tools occur when the teacher uses the whiteboard to explain but takes the wrong permanent marker, the marker ink runs out, and the whiteboard eraser is lost. The use of this tool is appropriate to the material and makes it easier for students to understand the material. The need for analog devices for each individual student is met by the school. Schools lend textbooks for each subject, fiction books, novels and others can be borrowed from the library. However, books are only given to students, so teachers have to buy them

independently. The science laboratory is neatly arranged, with some equipment damaged. Learning in the science laboratory is individual with seating arranged in groups.

The next learning tool is digital tools. Digital tools are tools that use a computerized system to process, store and transmit information digitally (Januszewski & Molenda, eds., 2008). Teachers often use projectors and cellphones as digital learning tools. It is not uncommon for speakers to also be used to support the audio of the video being displayed. This speaker is the teacher's personal property, so it turns out that the speaker used cannot be heard clearly throughout the classroom. In addition, when there is a power outage, learning is not conducive when using a projector. Students think that digital tools are quite difficult to use, and digital materials are easy for them to obtain. Digital tools are used according to learning needs. The use of digital tools can improve students' understanding of the material because the material refers directly to the core of the material. The computer laboratory is one of the digital facilities that students can use individually. Clean laboratory conditions make students comfortable to study. However, there were several computers and headsets that were damaged so they could not be used, and several students took turns using the computers.

The findings of this research provide an overview of the facilitation practices for inclusive students with special needs in the slow learner category at regular schools, using a qualitative approach that allows the researcher to deeply explore the experiences and perceptions of inclusive students, non-inclusive students, and teachers in the context of inclusive learning at regular schools. This approach offers a more holistic understanding of the dynamics of inclusive learning facilitation in the field. Although it contributes significantly to uncovering strategies, challenges, and forms of learning support available, it must be acknowledged that the limitation of the research subjects to only one type of special need means that these results do not yet represent the overall dynamics that may occur in other categories of children with special needs.

4. CONCLUSIONS AND SUGGESTIONS

One of the government's efforts to realize education for all Indonesian people is by implementing inclusive education in state schools under the authority of the Department of Education. State School X in Semarang City is one of the schools providing inclusive education. At state school X, inclusive students are included in the category of slow learner inclusive students. The facilitating learning aspect is that the learning environment at this school is quite good, there are public facilities and special facilities for inclusive students. To create a fair learning environment, state school X In order to create a fair learning environment, public school X implements the same school rules, school policies, and habits for regular students and inclusive students. The next aspect is learning resources. Learning resources specifically designed for inclusive slow learner students have not been found here, whether in teaching materials, learning tools, and human resources, namely Special Assistant Teachers or Guru Pendamping Khusus (GPK). On the other hand, it was found that the preparation of learning tools by subject teachers or homeroom teachers did not carry out a needs analysis in inclusive classes, which made the teaching and learning process less optimal. The author's suggestion is that existing facilities need to be utilized, such as forming groups of 5 people, both inclusive students and normal students, to repeat the learning material in class because from the results of interviews, the source person have a high enthusiasm for learning, but if they study in the inclusive room themselves they are reluctant because they feel lonely. Furthermore, a needs analysis is carried out by all students in the class which will later become a joint decision, this is done so that students are more enthusiastic about learning at school. Future researchers are expected to focus on the study of school policies and local government policies that influence the implementation of inclusive education and to explore the interpersonal aspects of inclusive environments.

Thus, the research results can provide a more comprehensive contribution to the development of sustainable inclusive education policies and practices.

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