



INCLUSIVE LEARNING IN DIVERSE CLASSROOMS: STRATEGIES, CHALLENGES, AND OUTCOMES

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Abstrak

Kata Kunci:

Pembelajaran inklusif, strategi pembelajaran, pendidikan dasar, hasil belajar, tantangan pendidikan

Pembelajaran inklusif merupakan pendekatan pendidikan yang menekankan akses setara bagi seluruh siswa dengan beragam latar belakang, karakteristik, dan kebutuhan belajar, sehingga setiap individu memiliki kesempatan yang sama untuk berkembang secara optimal. Penelitian ini bertujuan untuk menganalisis strategi, tantangan, dan hasil penerapan pembelajaran inklusif di sekolah dasar melalui metode tinjauan pustaka dari berbagai sumber penelitian yang relevan. Hasil penelitian menunjukkan bahwa penerapan berbagai strategi—seperti perencanaan pembelajaran yang adaptif, penggunaan media dan metode yang bervariasi, penilaian yang fleksibel, pengelolaan kelas yang suportif, serta pemanfaatan teknologi pendidikan—dapat meningkatkan partisipasi aktif siswa, hasil belajar, dan pengembangan sikap sosial (seperti toleransi dan empati) dalam lingkungan belajar yang menghargai keberagaman. Namun, pelaksanaan pembelajaran inklusif masih menghadapi berbagai hambatan kompleks, termasuk keterbatasan kompetensi guru, kurangnya sarana dan prasarana pendukung, serta dukungan yang belum optimal dari lingkungan sekolah maupun masyarakat. Oleh karena itu, diperlukan upaya terpadu melalui peningkatan kompetensi guru, penyediaan fasilitas yang memadai, dan penguatan kerja sama antarpihak demi mewujudkan pembelajaran inklusif yang efektif, berkelanjutan, dan mampu menjawab tantangan pendidikan di masa depan.

Abstract:

Keyword:

Inclusive learning, learning strategies, basic education, learning outcomes, educational challenges

Inclusive learning is an educational approach that emphasizes equal access for all students with diverse backgrounds, characteristics, and learning needs so that each individual has the same opportunity to develop optimally. This study aims to analyze the strategies, challenges, and results of implementing inclusive learning in elementary schools through a literature review method from various relevant research sources. The results of the study indicate that the application of various strategies such as adaptive learning planning, the use of varied media and methods, flexible assessment, supportive classroom management, and the use of educational technology can increase active student participation, learning outcomes, and the development of social attitudes such as tolerance and empathy in a learning environment that respects diversity. However, the implementation of inclusive learning still faces various complex obstacles, including limited teacher competency, a lack of supporting facilities and infrastructure, and suboptimal support from the school environment and the community. Therefore, integrated efforts are needed through improving teacher competency, providing adequate facilities, and strengthening collaboration between parties to realize inclusive learning that is effective, sustainable, and able to address future educational challenges.



INTRODUCTION

Inclusive learning in today's education world is becoming an increasingly important approach to implement, in line with increasing awareness of the need for justice and equality in educational access for all students. Every individual has a diverse background, abilities, and learning needs, so differences that encompass academic, social, emotional, and cultural aspects, as well as the presence of students with special needs, are no longer considered as barriers to the learning process. Instead, this should be seen as a reality that needs to be addressed by developing adaptive, flexible, and learner-focused teaching strategies. In this way, everyone can have the opportunity to learn meaningfully and develop their full potential according to their unique characteristics (Sarty Imkari, 2025)

In its implementation, inclusive education requires the teacher's role not only as a transmitter of information, but also as a supporter, intermediary, and class manager who can understand the diverse characteristics of students. Teachers must be able to design differentiated learning according to the content, process, and expected outcomes, as well as create a learning atmosphere that supports good social interactions between students. However, many teachers still experience various problems in managing diverse classes due to limitations in inclusive education competencies, lack of regular training, and limited experience in dealing with students with special needs. As a result, the teaching methods applied tend to be uniform and do not fully meet the learning needs of each student optimally (Zakia Nur Aras Wiguna Kusuma1, 2025). In addition to challenges stemming from teacher competency, the implementation of inclusive learning also faces a number of complex structural and social obstacles, such as a lack of facilities and equipment to support adaptive learning, a limited variety of multisensory learning media, and a small number of special assistant teachers who play a crucial role in assisting students with special needs. Furthermore, negative stigma and a lack of public understanding of inclusive education persist, which can ultimately impact the classroom learning environment, put psychological pressure on teachers, and hinder the creation of an inclusive learning environment. Therefore, the success of inclusive learning depends not only on teacher skills but also requires support from various parties, including schools, parents, and the community at large (Sarty Imkari, 2025).

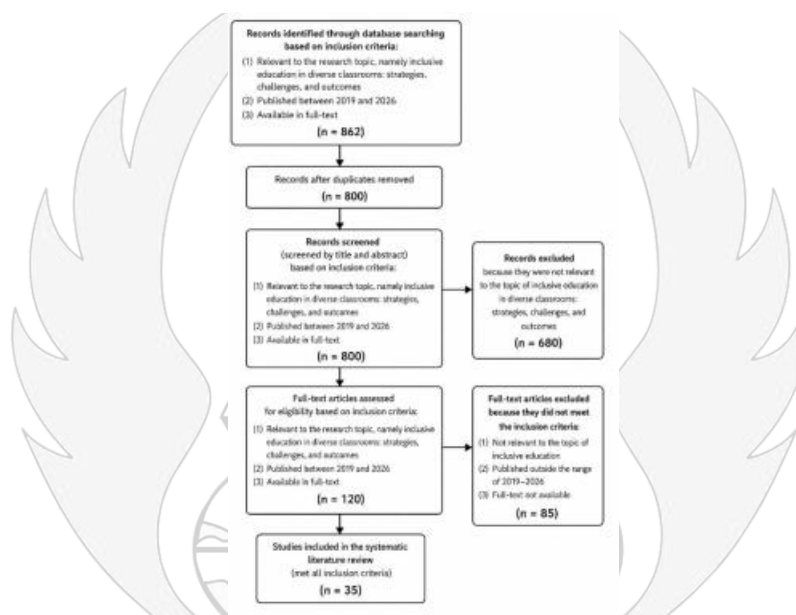
Therefore, a planned and sustainable approach is needed to develop inclusive learning strategies that can effectively accommodate student diversity, such as the implementation of varied learning, the use of multisensory media that reaches various learning styles, customizable planning based on the results of initial assessments, collaboration between teachers and special assistants, and the implementation of flexible evaluations that focus on the development of each student. Thus, the learning process does not only emphasize the achievement of academic results alone, but also strives to foster an attitude of tolerance, empathy, and appreciation for differences as part of social life. Finally, education can function as a tool of transformation that not only increases intellectual intelligence, but also shapes the character of students to create an inclusive and just society (Zakia Nur Aras Wiguna Kusuma1, 2025)

METHODS

Research Design

This study used the SLR (Systematic Literature Review) method, following the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) guidelines to maintain transparency in the article screening and selection process. PRISMA plays an important role as a reference in openly explaining how to identify, screen, and Article selection was conducted to ensure proper review of each step. This guideline ensures that only highly relevant and high-quality scientific articles are included, ensuring a thorough and systematic selection and assessment process. This positively impacts the validity and reliability of the research findings

As a commitment to scientific transparency and the quality of systematic reviews, this research fully adheres to the stages established by PRISMA. The Prisma flowchart presented below provides a visual overview of the literature review process undertaken in this study. The following is a PRISMA table:



Eligibility Criteria

In this systematic literature review, inclusion and exclusion criteria were established to ensure that the articles analyzed were relevant and of a quality appropriate to the research objectives. The inclusion criteria included: (1) articles relevant to the research topic, namely related to inclusive learning in diverse classrooms: strategies, challenges, and outcomes. (2) articles published between 2022 and 2026. (3) articles that were fully accessible. Meanwhile, exclusion criteria were used to filter out articles that were less relevant or of low quality. These exclusion criteria included: (1) artikel atau karya ilmiah yang tidak sesuai with research topics. (2) articles published outside the specified timeframe. (3) articles that cannot be accessed in full.



Research Collection Data

Data collection was conducted through a search engine, in this case using Google Scholar. To obtain more accurate results and avoid a large amount of irrelevant data, keywords or search phrases were used. spesifik. Kata kunci yang digunakan dalam The literature search was "Inclusive Learning in Diverse Classrooms: Strategies, Challenges, and Outcomes in Elementary Schools" for the period 2019-2026, resulting in approximately 16,100 articles. After filtering using the "study articles" filter, approximately 862 articles were obtained. Furthermore, after going through a selection and research process, 35 articles were obtained for use in the study.

DISCUSSION

1. STRATEGY

Classroom learning is a process of interaction between teachers, students, and learning resources in an environment designed to achieve academic goals. The classroom is a heterogeneous place with students from various backgrounds, abilities, interests, learning styles, and socio-emotional conditions (Florian & Beaton, 2023). This diversity presents challenges, but also opportunities, for educators to create learning that meets the needs of all students. More flexible and adaptive learning strategies are needed because traditional, uniform learning approaches are no longer adequate. This situation requires teachers to thoroughly understand their students' characteristics. Therefore, to ensure learning is not disjointed, the learning design must be able to accommodate these differences. Inclusive learning emphasizes equal access to education for all students, including those with special needs (Ainscow et al., 2019). Inclusive learning strategies focus on multi-stakeholder collaboration, adapting to individual student needs, and learning flexibility (Ramli et al., 2026). This pattern is demonstrated by a synthesis of various studies. This strategy not only supports students with special needs, but also aims to ensure that all students receive equitable, engaging, and meaningful learning experiences (Bindhani & Gopinath, 2024). This method also helps create a learning environment where differences are seen as strengths and bukan hambatan. Oleh karena itu, inclusivity is the key to improving the overall quality of education. Pembelajaran Berdiferensiasi (differentiated instruction)

Nearly all research indicates that teachers must adapt methods, materials, and assessments to students' abilities, learning styles, and needs. Students can learn through differentiation using various approaches such as kinesthetic, visual, and auditory (Pramudita & Prabowo, 2025). This approach has been shown to increase student participation and understanding in heterogeneous classes (Wijayanti et al., 2025). Differentiation also reduces differences in student learning outcomes. This strategy can produce more unique and effective learning when implemented regularly. There are 7 strategies in inclusive learning;

1.1. Differentiated Instruction

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1.2 Adaptive Learning Planning

Adaptive learning planning is also crucial for inclusive learning. Teachers are expected to identify students' needs from the outset (Sarty Imkari, 2025). Teachers can design learning that is responsive to diversity through flexible planning (Ramli et al., 2026). Teachers can anticipate learning challenges through this planning. As a result, learning can proceed more quickly and in an organized manner. Penggunaan Media dan Metode Pembelajaran yang Variatif (multimodal dan multisensorik).

Teachers utilize various media such as visuals, audio, digital technology, and other aids to facilitate student understanding, especially for those with special needs (Kusuma & Herlambang, 2025; Pramudita & Prabowo, 2025). This approach makes learning more interesting and accessible to students with various learning styles. Media variation also increases student motivation. This is due to the fact that students are more engaged and less monotonous during lessons (Catama, 2025).

1.3 Use of Varied Media and Learning Methods (multimodal and multisensory)..

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1.4 Implementation of Flexible and Authentic Assessment

Furthermore, Ramli et al. (2026) also emphasized that implementing flexible and authentic assessments is also an important strategy. Learning evaluations are not carried out uniformly, but must be adapted to the abilities and conditions of each student. This allows for fairer assessments and reflects students' actual development rather than simply achieving general standards.

(Imkari & Latuapo, 2025). Flexible assessment allows students to demonstrate their abilities in a variety of ways. As a result, each student's potential can be better identified.

1.5 Inclusive Classroom Management and Creating a Supportive Learning Environment

Another widely used strategy is inclusive classroom management and the creation of a supportive learning environment. Creating a safe classroom atmosphere, respecting differences, and encouraging all students to actively participate is the teacher's responsibility (Sabiq et al., 2025). This method fosters an inclusive culture, enhances social interaction, and fosters tolerance and empathy in students. Students will be more confident in learning if they are in a positive environment. This also helps students' overall social-emotional development (Bindhani & Gopinath, 2024).

1.6 Use of Technology in Inclusive Learning

The use of technology in inclusive learning is driven by developments in the 21st-century education system. The use of digital media, learning applications, and specialized tools for students with special needs are some of the ways technology can improve educational accessibility (Pramudita & Prabowo, 2025; Catama, 2025). This approach has been shown to increase student engagement and help customize learning (Ramli et al., 2026). Furthermore, the use of technology enables more creative and interactive learning. As a result, students have the ability to learn independently and according to their needs.

1.7 Continuous Development of Teacher Competencies

Several studies also emphasize the importance of continuous teacher competency development as part of a strategy. Training on inclusive education is crucial for teachers so they can create flexible and effective learning programs (Munawir et al., 2025; Damyanov, 2024). Furthermore, this increased capacity impacts the quality of interactions between educators and students. Consequently, teacher professional development is crucial for inclusive education.

2. CHALLENGE

The implementation of inclusive education in elementary schools demonstrates a gap between established policies and actual conditions on the ground, reflected in a variety of complex and interrelated challenges. here are some of the challenges faced:

2.1. Teacher Readiness and Attitude Competencies

One of the challenges in implementing inclusive education relates to the low competence and preparedness of teachers. This is reflected in their limited understanding of the concept of inclusion, which should be the primary foundation for providing friendly learning for all students, including those with special needs. Teachers' ability to manage heterogeneous classes, consisting of students with diverse backgrounds and abilities, remains very limited. Furthermore, teachers' attitudes and perceptions toward students with special needs also pose significant obstacles. This deficiency is exacerbated by the lack of relevant and ongoing training and coaching to improve teacher competence in this area. All of these challenges are significant challenges that must be overcome for inclusive education to run smoothly and provide maximum benefits for all students. (Firdaus et al., 2023; Lastini et al., 2024; Masrifah, 2024; Munawir et al., 2025; Pramudita & Prabowo, 2025)

2.2. Limited Facilities, Infrastructure, and Learning Resources

The implementation of inclusive education faces significant challenges, one of which is limited school facilities and infrastructure. Many schools lack accessible infrastructure for all students, especially those with special needs, such as adequate disability-friendly facilities. Furthermore, the availability of learning media and resources specifically designed to support the needs of students with special needs is still severely lacking. This shortage creates a less conducive learning environment that is unable to optimally accommodate the diversity of students. As a result, the inclusive learning process cannot run effectively due to limited facilities and infrastructure that should support the creation of an inclusive and welcoming learning environment for all students. Therefore, improving facilities, infrastructure, and providing appropriate learning media and resources is crucial to the success of inclusive education in schools. (Masrifah, 2024; Sari et al., 2024).

2.3. Weaknesses of the Education System and Resource Support

The gap between established inclusive education policies and their implementation on the ground is a major obstacle to achieving truly inclusive education. Furthermore, the current curriculum is not fully adaptive to the diverse needs of students, making it difficult to optimally meet the learning needs of each individual. The lack of specialized programs specifically designed to support students with special needs is also a serious obstacle to the inclusive education system.

Furthermore, the number of dedicated teacher assistants is still very limited, while the availability of experts who can provide professional support is also insufficient. Furthermore, collaboration between various stakeholders, such as teachers, experts, parents, and schools, has not been optimal. This lack of synergy makes efforts to implement inclusive education ineffective and incomplete. Therefore, policy adjustments, the development of a more flexible curriculum, an increase in the number and quality of human resources, and strengthening cooperation between all parties involved are needed to create successful and sustainable inclusive education. (Biantoro & Rahmatullah, 2024; Jumahir et al., 2025; Rizqi et al., 2025; Sepadi, 2025; Suardi & Febriana, 2021).

2.4. Implementation Challenges and Global Context

These challenges are not only technical in nature, but are also influenced by broader contextual factors, such as regional disparities that lead to differences in access to and quality of education. Limited resources in various regions are also a serious obstacle that slows the progress of inclusive education. This situation aligns with global findings that indicate a lack of adequate training for teachers, education systems that are not yet fully adaptive to inclusive approaches, and obstacles in implementing learning models such as Universal Design for Learning (UDL) are common obstacles. UDL, which should provide a flexible and accessible learning approach for all students, has not been

optimized properly due to these various limitations. Therefore, improving training, providing adequate resources, and adapting education systems are crucial steps to address these challenges and realizing more effective and sustainable inclusive education. (Adelia et al., 2023; Ainscow et al., 2019; Catama, 2025; Kazmi et al., 2023).

3. RESULT

The quality of learning can improve and students become better prepared to face the challenges of the 21st century through the development of critical, creative, and social-emotional thinking skills in an environment that values diversity (Ramli et al., 2026). This is in line with research findings showing that effective inclusive classroom management at SDN Sukakarya 2 can be achieved through the integration of differentiated instruction strategies, collaboration between students, and the use of educational technology to improve participation and learning outcomes. (Sabiq et al., 2025) The success of implementing inclusive education is highly dependent on strengthening the competence of educators, the availability of supporting resources, and structured collaboration between schools and parents. (Suardi & Febriana, 2021)

Furthermore, other findings indicate that inclusive spaces are effective in fostering tolerance and empathy among students, while simultaneously improving learning outcomes through recognition of diverse socioeconomic backgrounds and individual abilities (Sari et al., 2025). More broadly, Indonesia has significant opportunities for developing inclusive education, supported by a strong legal framework, such as the National Education System Law and various other affirmative policies (Biantoro & Rahmatullah, 2024). However, despite supportive government policies, practice still faces various obstacles, such as a limited number of qualified mentor teachers, a lack of appropriate learning media, and a lack of supporting facilities in schools. These conditions impact the effectiveness of learning and the social integration of students in regular classes.

Furthermore, studies show that teacher training related to inclusive learning strategies remains limited, as well as social barriers and low parental and community awareness, which also hinder the full participation of students with special needs. Therefore, flexible curriculum development, teacher competency enhancement, and close collaboration between schools, parents, and the community are needed to create an inclusive learning environment (Fikriatunnisa, 2025).

On the other hand, research also shows that inclusive classrooms can foster positive attitudes toward diversity, reduce stigma, and improve academic achievement for all students. Inclusive education also plays a role in preparing students for the complexities of the real world by instilling values of empathy, tolerance, and respect for differences (Bindhani1 & Geetha Gopinath2, 2025). Thus, these findings underscore the importance of prioritizing teacher mindset development, proactive classroom management, and differentiated learning to strengthen the success of inclusive education. Furthermore, stakeholders need to develop programs that can increase awareness and promote the values of diversity among students in order to foster more positive attitudes and values toward inclusion (Anisa Rahmadani, 2025).

CONCLUSION

Based on the research results, it can be concluded that inclusive learning is a crucial educational approach to achieving justice and equal access for all students with diverse backgrounds and abilities. Successful implementation relies heavily on the application of adaptive strategies such as differentiated learning that adapts material to students' learning styles, the use of digital technology, and the application of flexible and authentic assessments. While theoretically, this strategy can increase student participation, social interaction, and tolerance, its practice still faces significant obstacles. The main challenges identified include teachers' low competency and understanding of the concept of inclusion, a lack of ongoing professional training, and limited supporting facilities and the number of special educators. Furthermore, a rigid curriculum and negative stigma from the

community also hinder the creation of an ideal learning environment. Therefore, comprehensive support is needed, involving collaboration between schools, parents, and the government to strengthen the education system to be more responsive and able to transform education into an inclusive and equitable character transformation tool for all children.

AUTHORS' CONTRIBUTIONS

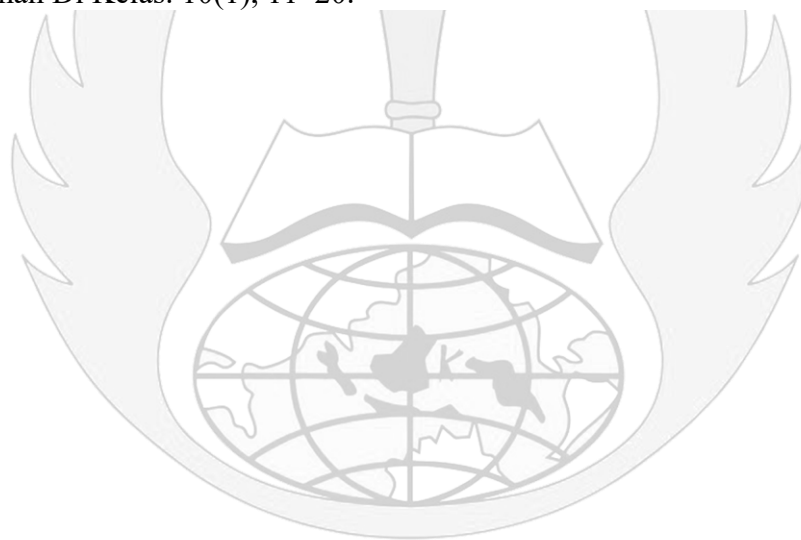
All authors contributed actively to the preparation of this article. Rifqa Elvi Mufida, Anita Dwi Lestari, Al Hikmah, Marsa Amalia Rosita, and Via Nayla Putri conceptualized and wrote most of the manuscript, contributed to the collection and analysis of literature, and drafted the methods and discussion sections. They also participated in data processing, drafting the results, and revising the substance of the manuscript. Mr. Ari Wibowo provided guidance and supervision, and conducted a final review of the entire article. All authors have read and approved the final version of the published manuscript.

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