

THE IMPLEMENTATION OF INCLUSIVE LEARNING DESIGN AT AL AZHAAR TULUNGAGUNG ISLAMIC ELEMENTARY SCHOOL IN THE 5.0 ERA

Nita Agustina Nurlaila Eka Erfiana¹, Khusnul Mufidati², Rita Pusvitasari³

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia^{1,2}, King Mongkut's Institute of
Technology Ladkrabang, Bangkok, Thailand³

E-mail: nitaagustina37@gmail.com¹, mufidati23@gmail.com²,
ritapusvitasari0919@gmail.com³

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ABSTRACT

A phenomenon in society shows that normal children and children with disabilities cannot be separated as social communities. Inclusive education programs are designed to be implemented in schools to help children with disabilities receive an education alongside their peers and reach their full potential. This research aims to examine the implementation of inclusive learning design in the 5.0 era. Inclusive learning designs must be prepared and implemented with mature concepts based on students' goals, needs, and abilities. This research uses a qualitative descriptive approach with Al Azhaar Islamic Elementary School (IES) Tulungagung, Tumor Jawa, Indonesia as the research location. Data collection instruments in this research are observation, interviews, and documentation. The informants involved in this research were 40 people consisting of students, teachers, and inclusive school managers at Al-Azhaar Islamic Elementary School, Tulungagung, who were selected using purposive sampling techniques. Inductive data analysis was carried out in this research with stages of data reduction, data presentation, and drawing conclusions or verification. The results of this research show the characteristics of inclusive learning that is friendly and comfortable for students with special needs. The design and development of inclusive learning is carried out by ensuring that life skills and technology learning are maintained and mastered by students as a scientific preparation for the future.

Keywords: inclusive education; learning design; the 5.0 era

INTRODUCTION

The development of inclusive education began with the introduction of an integrated education program in Indonesia circa 1980. This development aims to reach everyone, and the term inclusive education is a UNESCO-voiced concept derived from the phrase “education for all”, which means friendly education for all.¹ The government has supported children with special needs to achieve equality in all access and aspects of their lives, along with several related parties such as educational institutions, business and industry, and society at large. Support for this regulatory framework is anticipated to ensure that all children with disabilities receive high-quality education, thus enabling-

¹ Melissa Mendoza and Jody Heymann, “Implementation of Inclusive Education: A Systematic Review of Studies of Inclusive Education Interventions in Low- and Lower-Middle-Income Countries,” *International Journal of Disability, Development and Education* 0, no. 0 (2022): 1–18, <https://doi.org/10.1080/1034912X.2022.2095359>.



them to fully realize their potential and actively engage in the community as change agents. Therefore, inclusive education is one way to support equal principles and give children with disabilities a welcoming and comfortable education.²

Al Azhaar IES is an Islamic elementary school that aims to develop an education where each student has a strong religious character and high achievements.³ Al Azhaar IES provides educational services for students with special needs, and this school can become a reference for other schools in Tulungagung with the same program. The inclusion class at Al Azhaar IES has diverse characteristics and abilities, with the consideration that children with disabilities tend to be neglected because they have a dilemma over determining which school to go. However, Al Azhaar IES has been able to implement inclusive learning activities, making it necessary to develop an inclusive learning design that aligns with the needs of students for current developments, especially those related to technology.⁴

A phenomenon in society shows that normal children and children with disabilities are inseparable as a social community.⁵ Inclusive education should provide opportunities for all children regardless of their physical, knowledge, social, psychological, language, or other conditions.⁶ To help children with disabilities receive an education alongside their peers and reach their full potential, inclusive education programs are designed to be implemented in local schools.⁷

Efforts to achieve the lofty ideals of the national education must use a strategy to answer the indicators of success⁸. One of them is preparing and carrying out a learning

² Johannes Schuster, Helge Jörgens, and Nina Kolleck, "The Rise of Global Policy Networks in Education: Analyzing Twitter Debates on Inclusive Education Using Social Network Analysis," *Journal of Education Policy* 36, no. 2 (March 4, 2021): 211–31, <https://doi.org/10.1080/02680939.2019.1664768>.

³ Kasdi, A., 'The empowerment of productive waqf in Egyptian Al-Azhar for education and its relevance to be implemented in Indonesia', *International Journal of Mechanical Engineering and Technology* 9.11 (2018), 39–51.

⁴ Almalky, H. A., & Alrabiah, A. H., Predictors of teachers' intention to implement inclusive education', *Children and Youth Services Review* 158.1 (2024), 89-99. <https://doi.org/10.1016/j.childyouth.2024.107457>.

⁵ Mihai Adelina, "The Right to Inclusive Education. Equal Opportunities for All," *Revista de Stiinta Politice* 53 (2017): 125–34, <https://www.proquest.com/docview/1894921822?sourcetype=Scholarly%20Journals>.

⁶ Mette Molbaek, "Inclusive Teaching Strategies – Dimensions and Agendas," *International Journal of Inclusive Education* 22, no. 10 (October 3, 2018): 1–14, <https://doi.org/10.1080/13603116.2017.1414578>.

⁷ Donna L. Ewing, Jeremy J. Monsen, and Stephan Kielblock, "Teachers' Attitudes towards Inclusive Education: A Critical Review of Published Questionnaires," *Educational Psychology in Practice* 34, no. 2 (April 3, 2018): 150–65, <https://doi.org/10.1080/02667363.2017.1417822>.

⁸ C. B. Paraizo and L. Bégin, "Inclusive Educational Perspective: A Reflection for a Future That

management in the implementation system in inclusive schools.⁹ Management is an effort to plan, implement, and evaluate what will make elementary school education programs run optimally in terms of the quality and quantity.¹⁰ This is the case with inclusive education, especially as an education system that provides services to normal children in general and children with disabilities. It requires a management that runs optimally.

To reduce doubts about implementing inclusive education, it is necessary to have a well-organized learning management that starts from understanding the characteristics of inclusive education in advance.¹¹ This includes the planning, implementation, and evaluation of inclusive learning to achieve the goal of educational institutions for the students to have not only a diploma to continue their education but also the ability to compete for higher education, especially in the current 5.0 era.¹² Children who have mental limitations are looked down on while they have advantages that should be given extraordinary appreciation, and they have a positive influence on educational institutions to implement inclusive education.¹³

From an Islamic perspective, inclusive education confirms that education is not only the fulfillment of rights but also the responsibility and obligation of every human being, whether officially in formal institutions or non-formal institutions, in accordance with the development of the world today.¹⁴ Therefore, this research needs to be conducted for more in-depth investigation of the development of inclusive education design in the 5.0 era. The educational institution to be the location of this research is Al Azhar IES

Is Already Present Today,” *Éthique & Santé* 15, no. 2 (June 1, 2018): 105–10, <https://doi.org/10.1016/j.etiqe.2018.01.001>.

⁹ Francis R. Ackah-Jnr, “Enabling Inclusive Education: The Leadership Ecosystem in an Early Childhood-School-Community Context,” *International Journal of Leadership in Education* 0, no. 0 (2022): 1–19, <https://doi.org/10.1080/13603124.2022.2108508>.

¹⁰ Pennee Kantavong, “Understanding Inclusive Education Practices in Schools under Local Government Jurisdiction: A Study of Khon Kaen Municipality in Thailand,” *International Journal of Inclusive Education* 22, no. 7 (July 3, 2018): 767–86, <https://doi.org/10.1080/13603116.2017.1412509>.

¹¹ Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers’ engagement with inclusive practices. *Teaching and Teacher Education*, 117, 103802. <https://doi.org/https://doi.org/10.1016/j.tate.2022.103802>

¹² Chih Nuo Grace Chao et al., “Improving Teachers’ Self-Efficacy in Applying Teaching and Learning Strategies and Classroom Management to Students with Special Education Needs in Hong Kong,” *Teaching and Teacher Education* 66 (August 1, 2017): 360–69, <https://doi.org/10.1016/j.tate.2017.05.004>.

¹³ Christina Gray, Gabrielle Wilcox, and David Nordstokke, “Teacher Mental Health, School Climate, Inclusive Education and Student Learning: A Review,” *Canadian Psychology / Psychologie Canadienne* 58, no. 3 (2017): 203, <https://doi.org/10.1037/cap0000117>.

¹⁴ Inkeri Rissanen, “School Principals’ Diversity Ideologies in Fostering the Inclusion of Muslims in Finnish and Swedish Schools,” *Race Ethnicity and Education* 24, no. 3 (May 4, 2021): 431–50, <https://doi.org/10.1080/13613324.2019.1599340>.

Kedungwaru Tulungagung with a focus on the efforts to develop an inclusive learning design according to the program policies and Islamic theology. Development of learning design gives attention to the concept and development of educational management from the lowest level, such as class, to the middle of society according to the current 5.0 era.¹⁵

Tuti Haryati as the pioneer of the inclusion program at Al Azhaar Islamic Elementary School stated that the basic principle of inclusive education is that all children have the same opportunities to pursue education regardless of their existing deficiencies. Al Azhar IES is present by implementing the inclusion program, especially the flagship program as a means of learning for students both to cover religious elements and to participate in scientific competitions and technological development.¹⁶ This has proved that Al Azhar IES has numerous achievements that are more advanced and unique, including admitting students with special needs to learn with normal students.

Based on the abovementioned context, the researchers have found some similarities and compatibility with the government programs that implement inclusive education. This makes the researchers interested in conducting the research entitled “The Development of Inclusive Learning Design at Al Azhaar IES in the 5.0 Era”. The researchers have found some considerations with several parties that, in realizing inclusive education, there are various challenges, including the managers’ limited ability and knowledge, teaching techniques, and facilities and infrastructure that are considered insufficient.

Al Azhaar IES is an Islamic school located in Tulungagung that has the vision to realize disabled children’s rights to education equal with those of normal children. The school already has many graduates of children with special needs, and it can overcome the existing obstacles. It is interesting to study how an Islamic school whose subjects are not less than public schools, even more, can realize the constitution of inclusive education well. The school also pays attention to how the results of learning activities applied to students can make provisions for them to continue their life with their shortcomings. Other schools or institutions can use the inclusive learning design from Al Azhaar IES Tulungagung as an example or role model of student learning, especially inclusive

¹⁵ Lotte Hedegaard-Soerensen, Charlotte Riis Jensen, and Ditte Maria Børglum Tofteng, “Interdisciplinary Collaboration as a Prerequisite for Inclusive Education,” *European Journal of Special Needs Education* 33, no. 3 (May 27, 2018): 382–95, <https://doi.org/10.1080/08856257.2017.1314113>.

¹⁶ *Preliminier Study* with grandmaster in Al Azhar IES Kedungwaru Tulungagung at 17 Juli 2023.

learning, to adjust to the current technological developments.

This research is expected to impart knowledge about the characteristics of inclusive education, the inclusive learning design at Al Azhaar IES Tulungagung, and the development of inclusive learning at Al Azhaar IES Tulungagung in the 5.0 era. The focus and research questions are described in the next section based on the research context.

RESEARCH METHODS

This research used a qualitative approach.¹⁷ The data was grouped into two categories, primary and secondary data. The primary data in this research included all information directly related to the implementation of inclusive learning at Al Azhaar IES Tulungagung in the era of 5.0.

Table 1
Data of Participants

Category of Respondent	Total
Students	30
Teachers	7
School managers	3

Sumber : Personal Documents

The primary data was in the form of information from the principal, vice principal, teachers, employees/administration staff, students, the community, and other sources. Meanwhile, the secondary data of the research was in the form of learning documents and media, photos, and other objects related to the inclusive learning design at Al Azhaar IES Tulungagung.

¹⁷ Hesse-Biber, S. (2010). Qualitative approaches to mixed methods practice. *Qualitative inquiry*, 16(6), 455-468.

Table 2
Instrument Grid

No.	Sub Variable	Indicator
1	Characteristics of Inclusive Learning	<ol style="list-style-type: none"> 1) Clarifying the problem 2) Obtaining complete information about activities 3) Reviewing and classifying information 4) Setting the rationale for planning 5) Determining alternative plans 6) Choosing a proposed plan 7) Sorting in detail and determining the time 8) Checking progress against the proposed plan
2	Inclusive Learning Planning	<ol style="list-style-type: none"> 1) Knowing the purpose 2) Dividing work into activities 3) Grouping activities into one part 4) Describing the tasks to be carried out and providing the necessary physical and environmental means 5) Determining qualified staff 6) Delegating the necessary authority to assigned staff
3	Implementation of Inclusive Learning	<ol style="list-style-type: none"> 1) Knowing the purpose 2) Dividing work into activities 3) Grouping activities into one part 4) Describing the tasks to be carried out and providing the necessary physical and environmental means 5) Determining qualified staff 6) Delegating the necessary authority to assigned staff
4	Evaluation of Inclusive Learning	<ol style="list-style-type: none"> 1) Motivation 2) Communication 3) Managerial leadership 4) Supervision 5) Manager development 6) Attitude and spirit 7) Discipline as a motivational tool

Source : ¹⁸

In this study, the instrument validity began with the design stage, where the researchers ensured that the instruments created were relevant and in line with the research objectives. Discussions with experts and iterative revisions were the initial steps to identify potential flaws or ambiguities in the instrument. Then, in the data collection stage, the instrument validation involved applying the instrument in the field. During this

¹⁸ Kementerian Pendidikan dan Kebudayaan. (2016). Panduan Penyelenggaraan Pendidikan Inklusif. Jakarta: Direktorat Jenderal

process, the researchers paid attention to the specific context in which the instrument was used and interacted with the respondents to ensure correct understanding of the questions or statements asked. Observations can also be made to verify the congruence between what the instrument measures and the observed reality.

Furthermore, instrument validity can be strengthened through triangulation techniques, where data from various sources and data collection methods are used to verify and corroborate findings.¹⁹ Comparing results from interviews, observations, and document analysis can provide a complete and more in-depth picture of the phenomenon under study. During the data analysis, the consistency and accuracy were also maintained. The researchers reflected continuously on the findings, re-examined emerging hypotheses or concepts, and used relevant literature or theory as a guide to validate the interpretation of the results. The instrument validation in this study was not a one-off exercise but rather an iterative process that occurred throughout the research involving the participation of the respondents and the reflection of the researchers.

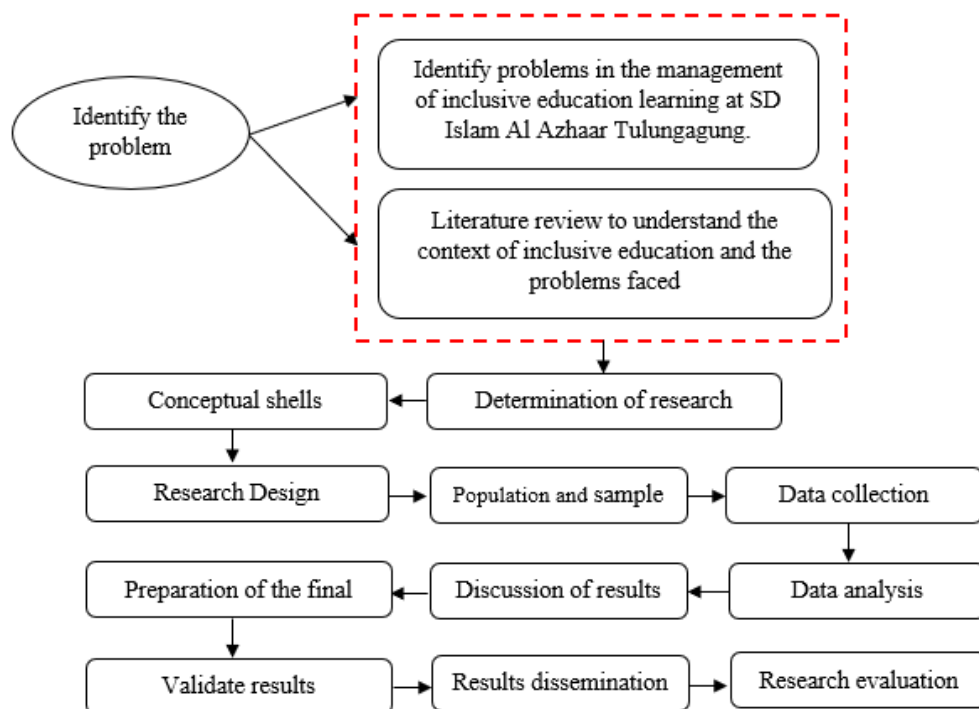


Figure 1
Flowchart of the research procedure
Source : Personal Documents

¹⁹ M. Khalilurrahman, Eficandra, and D. Alfianer, “Sharia-Based Customs in Unregistered Marriage Rules (Case Study in Rambatan Village, West Sumatra),” *Al-Istinbath: Jurnal Hukum Islam* 7, no. 2 (2022): 579–96, <https://doi.org/10.29240/jhi.v7i2.5543>.

The data analysis involved data reduction, data display, and conclusion drawing/verification.²⁰ Meanwhile, the validity of the data was checked through credibility, transferability, dependability, and confirmability tests.²¹ There were three considerations for applying the qualitative method, including the existence of plural developing realities, the relationship between the researchers and the informants at Al Azhar IES Tulungagung, and the method being more sensitive and able to adjust to the patterns of value encountered.

RESULTS AND DISCUSSION

Based on the data obtained by the researchers in the field, the findings on the development of inclusive learning design at Al Azhaar IES Tulungagung in the 5.0 era are as follows.

Table 3
Data on the inclusive learning implementation in Al Azhaar

No.	Stage	Description
1	Screening	Observation and screening become part of the planning activity for inclusive learning at Al Azhar IES Tulungagung. The assessment process involves networking, transferring, and monitoring to identify the special needs of students with disabilities. Information is obtained from parents and educators. The purpose of screening is for early detection of special service needs.
2	Actual Identification	Transfer/referral is carried out with the cooperation of other parties for the purpose of observation and evaluation of the condition of the crew. This stage aims to address students appropriately according to their learning needs. Data is collected to outline the needs and achievements of students.

²⁰ P.B. Tandika, "Instructional Materials and the Development of Young Children's 21st Century Skills: Perspectives From Early Educators in Ukerewe, Tanzania," *Journal of Research in Childhood Education* 36, no. 1 (2022): 31–45, <https://doi.org/10.1080/02568543.2020.1834473>.

²¹ M.S. Khanjani, N.F. Bookani, and K. Abdi, "The Experience of Involved Individuals From the Implementing Challenges of Community-Based Rehabilitation in Iran: A Qualitative Study," *Iranian Rehabilitation Journal* 20, no. 4 (2022): 469–80, <https://doi.org/10.32598/irj.20.4.51.5>.

No.	Stage	Description
3	Classification	Classification is carried out to produce more appropriate responses to the needs of children with disabilities based on the types of needs. Each individual learner is classified based on the type of needs. This determines the direction and policies of managers and teachers in providing inclusive learning according to the needs of students. The learning planning involves the formulation of an Individual Learning Program (PPI). Monitoring of learning outcomes is carried out to identify the development of students.
4	Core Stage of Learning Planning	The inclusive learning at Al Azhar IES focuses on self-development and individual approach. Assistant teachers and special inclusion teams create Individual Learning Programs (PPIs) for each student with different needs. Monitoring continues, and obstacles in learning are corrected on an ongoing basis. Al Azhaar IES works closely with specialized consultants, such as psychologists, to overcome obstacles.

Source : Personal Documents

Characteristics of the Inclusive Learning at Al Azhaar IES there are: The classes in the inclusive learning activities are divided into regular classes, *pull-out classes*, and therapy classes. The inclusive education at Al Azhaar IES an interesting phenomenon in the world of education as it provides a new place for children with disabilities, especially in Tulungagung area. However, it is common for children with disabilities to have intelligence or talents and skills that can be developed according to their interests and talents in later life. Therefore, it is not only students who must adjust to the situation and substance of education but also the education system that must adjust to the abilities, difficulties, speeds, and interests of students.

The characteristics of inclusive learning can be applied or take place based on curriculum references that are tailored to the needs of students.²² Class grouping is provided according to the condition of students based on curriculum references as a guide to learning activities.²³ All preparations for learning activities that have been made are

²² Amy E. Randel et al., "Inclusive Leadership: Realizing Positive Outcomes through Belongingness and Being Valued for Uniqueness," *Human Resource Management Review* 28, no. 2 (June 1, 2018): 190–203, <https://doi.org/10.1016/j.hrmr.2017.07.002>.

²³ Surona Visagie et al., "Exploring the Inclusion of Teaching and Learning on Assistive Products in Undergraduate Curricula of Health Sciences Faculties at Three South African Universities," *Disability and Rehabilitation: Assistive Technology* 16, no. 7 (October 3, 2021): 722–29, <https://doi.org/10.1080/17483107.2019.1701104>.

sought to fulfill several aspects according to the conditions of learners,²⁴ resulting in learning activities that will likely have implications for increasing students' knowledge and skills in accordance with the conditions of their needs.²⁵

The curriculum used in implementing learning is the same as that applicable in public schools, which is the independent curriculum. The curriculum organization at Al Azhaar IES uses the independent curriculum based on a thematic or integrated curriculum. This curriculum no longer displays the names of certain subjects or fields of study. Learning departs from a subject matter that must be solved in a theme or unit according to the conditions or needs of students, especially those with special needs. The classes in the inclusive learning activities include regular classes, *pull-out classes*, and therapy classes depending on students' needs.

The regular classes at Al Azhaar IES are attended by students with special needs in the same class with normal students. This class is intended as an effort to provide comfort for equality among students. Although basically every learner has his own needs and different levels of intelligence, this can be managed together with predetermined achievements. This is confirmed by the achievements of normal students in accordance with the independent curriculum and the modified independent curriculum in the form of PPI for students with special needs. Both are mutually sustainable and can be accepted by learners in the same class.

The *pull-out* class at Al Azhaar IES is attended by students with special needs in the same class with normal students at certain times with the assistance of special guidance teachers (GPK) in the PPI reference. This class is devoted to students with special needs who receive more special treatment from GPK. Unlike normal learners who follow learning activities in the classroom with direct monitoring from the class teacher, students with special needs are provided with special guidance from GPK. This is done to catch up with other students, especially normal students, and follow the stages of learning activities, especially in the same subject.

The therapy class at Al Azhaar IES is attended by students with special needs who

²⁴ Elisa Gavari-Starkie et al., "The Inclusion of Resilience as an Element of the Sustainable Dimension in the LOMLOE Curriculum in a European Framework," *Sustainability* 13, no. 24 (January 2021): 13714, <https://doi.org/10.3390/su132413714>.

²⁵ Simon Finkelstein, Umesh Sharma, and Brett Furlonger, "The Inclusive Practices of Classroom Teachers: A Scoping Review and Thematic Analysis," *International Journal of Inclusive Education* 25, no. 6 (May 12, 2021): 735–62, <https://doi.org/10.1080/13603116.2019.1572232>.

have limitations or delays, especially in reading and writing. This therapy class is carried out continuously until students experience significant progress and can participate in learning activities, especially related to skills in understanding and catching up with the subjects given. The therapy classes at Al Azhaar IES are conducted for 1 hour every day with the assistance of one GPK for one learner. The GPK also has a basic reference to achieve specific elements or indicators in the therapy classes.

The learning is comfortable and conducive in inclusive education at Al Azhaar IES is the right place for students with special needs as it can provide comfortable and friendly conditions to create a conducive space. This is in accordance with what is stated in the guidebook for organizing inclusive education by the Ministry of Education.²⁶ The characteristics of inclusive education at Al Azhaar IES Tulungagung are based on four aspects. First, inclusive education is an ongoing learning process with efforts to obtain new methods in the diversity of each child. Second, inclusive education means that education can overcome children's obstacles when learning. Third, inclusive education means that children can receive the same learning facilities as other children and gain meaningful and lively insights. Fourth, inclusive education is aimed at children who are marginalized and exclusive and need special education in learning.

This learning process is expected to improve the academic development of students as well as their attitudes and skills.²⁷ For children with disabilities, the curriculum used is the same as for normal students, but it is more simplified to suit their needs. The curriculum is prepared to allow learning activities to be optimally performed.

Teachers can minimize the obstacles that occur. Therefore, the characteristics of inclusive learning at Al Azhaar IES are attempted by teachers by reducing various existing obstacles. Inclusive education should have friendly and sustainable learning goals in each process, one of which is reducing obstacles²⁸. The inclusive learning activities at Al Azhaar IES are carried out by prioritizing openness in admitting all

²⁶ Kemendiknas. 2007. *Buku Pedoman Penyelenggaraan Pendidikan Inklusif Pengembangan Kurikulum*. Jakarta:Departemen Pendidikan Nasional Direktorat Jenderal Mandikdasmen Direktorat Pembinaan Sekolah Luar Biasa. 4.

²⁷ Kenneth K. Poon, "Inclusive Education for Children with Special Educational Needs in Singapore Schools," in *Education in Singapore: People-Making and Nation-Building*, ed. Yew-Jin Lee, Education in the Asia-Pacific Region: Issues, Concerns and Prospects (Singapore: Springer, 2022), 33–47, https://doi.org/10.1007/978-981-16-9982-5_3.

²⁸ Asongu, S. A., & Le Roux, S. (2017). Enhancing ICT for inclusive human development in Sub-Saharan Africa. *Technological Forecasting and Social Change*, 118, 44-54.

students to develop their skills. This is realized in the school's attitude and perspective on providing friendly and comfortable education.

The unlimited openness at Al Azhaar IES in inclusive education is realized by providing full opportunities for students, especially those with special needs, to receive educational services without discrimination. Exploration of potential along with potential development is carried out according to what interests them and makes them have a passion. Flexible learning activities at Al Azhar IES are also part of inclusive education that can adjust the level of intelligence and ability of students, especially those with special needs.

The inclusive learning at Al Azhaar IES Tulungagung is also characterized by the integration of Islamic values into various subjects, such as English language learning.²⁹ The school focuses on the philosophy, research method, approach, material, strategy, and evaluation levels to ensure the integration of Islamic values in language learning.³⁰ Additionally, the school emphasizes the development of character values through the inclusive curriculum, which includes the implementation of such aspect as character building and the development of academic and non-academic potential.³¹ The curriculum is designed to provide good education for all children, including those with special needs.³² The inclusive education model at the school combines full-inclusive and partial-inclusive approaches, allowing special-need students to learn alongside regular students while also providing support when needed³³. The school also employs various strategies, learning media, and evaluations to increase students' motivation to memorize the Qur'an in the Tahfidz program.

²⁹ L C Zhang, "A Systematic Review of Learning Computational Thinking through Scratch in K-9," *Computers and Education* 141 (2019), <https://doi.org/10.1016/j.compedu.2019.103607>.

³⁰ S Chang, "Impacts of an Augmented Reality-Based Flipped Learning Guiding Approach on Students' Scientific Project Performance and Perceptions," *Computers and Education* 125 (2018): 226–39, <https://doi.org/10.1016/j.compedu.2018.06.007>.

³¹ H Peng, "Prognostic Value of Deep Learning PET/CT-Based Radiomics: Potential Role for Future Individual Induction Chemotherapy in Advanced Nasopharyngeal Carcinoma," *Clinical Cancer Research* 25, no. 14 (2019): 4271–79, <https://doi.org/10.1158/1078-0432.CCR-18-3065>.

³² C Richardson, "Learning Environments That Support Student Creativity: Developing the SCALE," *Thinking Skills and Creativity* 27 (2018): 45–54, <https://doi.org/10.1016/j.tsc.2017.11.004>.

³³ A L Pawley, "Learning from Small Numbers: Studying Ruling Relations That Gender and Race the Structure of U.S. Engineering Education," *Journal of Engineering Education* 108, no. 1 (2019): 13–31, <https://doi.org/10.1002/jee.20247>.

The Inclusive Learning Design at Al Azhaar IES Tulungagung includes Observation or screening is a form of planning activity for the inclusive learning carried out by Al Azhaar IES Tulungagung on prospective students with special needs to identify and assess their specific needs. In the assessment process, the school conducts screening, transfer, and monitoring. This screening process is intended to determine the type of special needs of students with disabilities. Observations are done to parents to obtain information about biodata from the beginning of entering the inclusion class and the screening stage. Meanwhile, the teachers will obtain information about the extent of learners' ability in the classroom; The transfer/ referral carried out by the management of Al Azhaar IES is done by collaborating with other parties who are more competent in the observation and evaluation of the condition of children with disabilities in learning activities. This stage is carried out with the aim of addressing students more appropriately according to the needs of their learning activities. This transfer is part of a series of screenings at the observation stage which can collect various data to develop a framework for students' needs and achievements in the inclusive learning activities at Al Azhaar IES Tulungagung.

Classification is done to address the needs of children with disabilities more precisely based on the types of needs. The classification carried out at Al Azhaar IES Tulungagung aims to make learning activities more focused according to the needs of different students. This classification is adjusted to the type of needs of each individual learner. In this classification, it is possible that significant differences in each learner are found, which lead to various attitudes and learning policies. This will determine the direction and policy of managers and teachers in providing inclusive learning activities according to the needs of specific learners.³⁴

This stage is related to the learning planning stage to formulate an individual learning program (PPI). The assessment carried out can produce specific goal indicators of the process and evaluation that will be included in the PPI. The PPI for each learner has the same indicators but different achievements and attitudes adjusted to the conditions of students with special needs. PPI is a basic reference in implementing inclusive learning to allow students with special needs at Al Azhar IES Tulungagung to receive the stages

³⁴ Eka Tusyana and Wina Calista, "The Integration Of Among (Instantiating) System In The Inclusive Education At Taman Muda Ibu Pawiyatan Primary School Yogyakarta," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 11, no. 2 (2019): 346–57, <https://doi.org/10.14421/al-bidayah.v11i2.191>.

of the learning process based on a series of PPIs by GPK.

The stage of monitoring student learning outcomes and pupil progress is carried out to find out and monitor how much improvement or development has been made by the assisted children with disabilities. Monitoring learning outcomes is part of the learning planning carried out by gradually looking at progress or obstacles. Monitoring learning outcomes will later become a learning evaluation to find better solutions or policies to improve the quality of inclusive learning at Al Azhaar IES Tulungagung, especially regarding students' different needs and abilities.

The inclusive learning at Al Azhaar IES is individual and self-development oriented. The accompanying teacher and the special inclusion team create an Individual Learning Program (PPI) that contains a learning program plan for each learner with different needs. Al Azhaar IES has used the PPI as a reference for implementing learning. In its implementation, monitoring is continuously carried out.

The obstacles found in the learning process will continue to be improved to allow learning to run effectively and efficiently³⁵. Al Azhaar IES collaborates with a special consultant, a psychologist, in handling students with special needs. The role of psychologists is important in identifying the condition of prospective students because the school does not have the expertise to determine the types of special needs in students and what students need to handle them. Furthermore, the information obtained related to learners will be identified and grouped according to their types and needs to be addressed more wisely, including in preparing the curriculum and learning activities in class. The information needed in the curriculum design, in addition to the information about the children's condition, also requires data on the skills that are of interest to students.³⁶

The implementation of inclusive learning at Al Azhaar Islamic Elementary School is carried out together in the regular classes, *pull-out* classes, and therapy classes. The classroom teachers lead the learning activities in the classroom with reference to the lesson plans while the GPK assists students with special needs with reference to the PPI.

³⁵ Grzegorz Szumski, Joanna Smogorzewska, and Maciej Karwowski, "Academic Achievement of Students without Special Educational Needs in Inclusive Classrooms: A Meta-Analysis," *Educational Research Review* 21 (June 1, 2017): 33–54, <https://doi.org/10.1016/j.edurev.2017.02.004>.

³⁶ Elisa Monteiro and Chris Forlin, "Enhancing Teacher Education by Utilizing a Revised PGDE Curriculum as a Fundamental Resource for Inclusive Practices in Macao," in *Resourcing Inclusive Education*, ed. Janka Goldan, Jennifer Lambrecht, and Tim Loreman, vol. 15, International Perspectives on Inclusive Education (Emerald Publishing Limited, 2021), 147–64, <https://doi.org/10.1108/S1479-363620210000015012>.

The material that the class teacher explains is intended for students with certain reference outcomes. At the same time, for children with disabilities, the achievements are adjusted to the PPI under the special supervision of a GPK. The GPK follows the learning process in the classroom by referring to the PPI that has been made.

Al Azhar IES is given the ease of monitoring, curriculum improvement, and further learning. PPI (Individual Learning Program) is a special learning program implemented to maximize the needs and abilities of inclusive students. Regular classes are held together in one class with normal students, and there are class teachers and GPKs who accompany students with special needs. The assessment standards are equal to the regular indicators, but the *grade* for students with special needs is below that for regular students, and the assessment indicators are different from those of regular students. The form of assessment of students with special needs is written with figures and descriptive explanations.

Every weekend, Al Azhar IES holds a coaching session attended by all the teachers to discuss constraints on the curriculum and learning during the week. The activity discusses appropriate teaching methods for the teachers. In the forum, the teachers can express their opinions and talk about the obstacles experienced during teaching. All special assistant teachers also conduct evaluations with the intention of providing the best service for students with special needs if there is an aspect that needs to be improved regarding the curriculum and learning.

In practice, the teachers conduct evaluations based on the criteria or types of students' special needs based on the results of the *screening* and PPI by considering the learning objectives in the school. Evaluation in the management of inclusive learning at Al Azhaar IES Tulungagung must be followed up by all parties, including managers, class teachers, GPKs, and parents.

The inclusive learning design at Al Azhaar IES Tulungagung focuses on improving the motivation to memorize the Qur'an. The teachers use such methods as talaqqi, Bin-Nazar, and talqin, along with advice and motivation to enhance the learning process³⁷³⁸. They also utilize audio-visual media, specifically the reading of the Qur'an

³⁷ Richardson, "Learning Environments That Support Student Creativity: Developing the SCALE."

³⁸ Carmen Richardson and Punya Mishra, "Learning Environments That Support Student Creativity: Developing the SCALE," *Thinking Skills and Creativity* 27 (March 1, 2018): 45–54, <https://doi.org/10.1016/j.tsc.2017.11.004>.

by Shaykhs, to create an effective medium for memorization. The teacher evaluations consist of formative and summative assessments, with the formative evaluations testing the memorization of specific parts of the Qur'an and the summative evaluations assessing the memorization of an entire juz or chapter³⁹. However, the learning design of Islamic religious education at the elementary school level in Bathin Solapan District lacks uniformity, particularly in formulating the learning indicators and objectives⁴⁰. The Islamic Education (PAI) teachers in this district often rely on the teachers' working group for guidance, and there is a need for direct monitoring by the principals or supervisors during the creation of learning tools.

Theoretical and Practical Learning of Technological Science for All Grades includes: The inclusive learning activities at Al Azhaar IES Tulungagung are carried out based on the curriculum that has been implemented, which is the independent curriculum and a modified curriculum intended for students with special needs. The inclusive curriculum is implemented without ruling out the subjects that must be taught in class, one of which is the subject of technological science. This subject is one of the subjects intended as a guide for students to be equipped with the skills to face the increasing development of the world.

The learning activities as an effort to adapt to the 5.0 era, which is identical to technological developments, are carried out at Al Azhaar IES Tulungagung by implementing both the lecture and practice methods. The teacher of Al Azhaar IES Tulungagung explains the material to be studied together with students to make them listen to and understand what the teacher says about the material. This is to allow students to have an overview of the material to be studied together. The teacher also provides a demonstration or practice intended for students about the material conveyed by observing, seeing, or practicing directly. In the next stage, the teacher invites students to ask questions about the material and the practice. Questions and answers are intended to determine the learners' level of understanding of the material or the topic given and to provide direction in solving problems that students may face. At the next stage, the teacher of Al Azhaar IES Tulungagung evaluates the material and the practice for improvement.

³⁹ Alice L. Pawley, "Learning from Small Numbers: Studying Ruling Relations That Gender and Race the Structure of U.S. Engineering Education," *Journal of Engineering Education* 108, no. 1 (2019): 13–31, <https://doi.org/10.1002/jee.20247>.

⁴⁰ J L Rastrollo-Guerrero, "Analyzing and Predicting Students' Performance by Means of Machine Learning: A Review," *Applied Sciences (Switzerland)*, 2020, <https://doi.org/10.3390/app10031042>.

Assistance by the teacher of Al Azhaar IES Tulungagung for students is carried out to control students' academic development and soft skills, especially those related to technology.

Adaptation of Technological Science Theory and Practice by Special Needs Learners Based on Basic Abilities; The subject matter given to students with special needs is basically tailored to the needs and abilities of students. The different needs and abilities of students with special needs are a challenge for the teachers of Al Azhaar IES Tulungagung in implementing learning. The basic abilities of students with special needs are known since the screening is carried out at the beginning of learning activities. The basic needs and abilities are addressed wisely by the teachers of Al Azhaar IES Tulungagung, including in the implementation of therapy classes and inclusion classes.

The adjustments made by the teachers of Al Azhaar IES Tulungagung for students with special needs in the theory and practice of technology subject are carried out without discrimination with normal students. However, the concept of learning is still adjusted to different achievements according to the abilities of students. Students with special needs at Al Azhaar IES Tulungagung receive theoretical and practical material about technological science slowly and consistently. The success in delivering this technological science material is sought to be maximally achieved to allow students with special needs not to be left behind and to be able to adapt to current technological developments.

The basic ability of students with special needs, who certainly have limitations and are different from normal students, can be maximized strategically according to their needs. In this case, the teachers of Al Azhaar IES Tulungagung strive for the technological skills of students with special needs to be maximally achieved by approaching their special needs. For example, students with special needs, down syndrome, or attention deficit hyperactivity disorder (ADHD) can be taught by maximizing communication and assistance to students to introduce technological knowledge because they are susceptible to their emotional conditions.

Life Skills and Technology Education for Students of Al Azhar IES Tulungagung as an Outcome of Educational Development; The inclusive learning implemented by Al Azhaar IES Tulungagung not only focuses on classroom learning but also facilitates learning activities that introduce new education more pleasantly. The life skills program

implemented at Al Azhaar IES Tulungagung strives to integrate superior programs, including the Qur'an tahfidz program, the Al Azhaar International School program, sports, and technology. For students with special needs, the basis for implementing life skills is done by providing basic motor training, such as practicing coloring and sticking objects. This is a mandatory activity that must be followed by students, especially students with special needs.

The students of Al Azhaar IES Tulungagung also have the right to choose the extracurricular activities according to their interests and talents. Their basic life skills can be maximized indirectly through motor system training in extracurricular activities according to their talents and interests, including in technology. The technology taught will help learners to improve their main motor system practically, for example by operating a computer or laptop by typing, drawing or painting, and sending messages or searching for information on internet sources.

The teachers of Al Azhaar IES Tulungagung play a significant role in maximizing life skill education and technological science, especially in deepening the material and practices delivered. The GPK also has a prominent role for students with special needs to ensure proficiency in students' understanding of the material that has been delivered. The subjects as well as life skill education and extracurricular activities are also pursued by the teachers and GPK of Al Azhaar IES Tulungagung to ensure that students feel happy and can master the material and practice. The purpose of monitoring from the teachers and GPK is to ensure that students have the skills or provisions that can be utilized in the community, especially after school graduation.

The achievement of educational development in applying life skills and technological knowledge is carried out based on positive emotions by the teachers to the students of Al Azhaar IES Tulungagung. The relationships built positively will make optimal achievements. The learning carried out at Al Azhaar Tulungagung is not based on the teachers' interests but rather on the objectives of inclusive education, namely to provide equal rights for students. For students with special needs, the goals of inclusive learning in *life skills* and technological science are to allow students with special needs to adjust to the wider community to be treated equally without discrimination.

The development of inclusive learning design at Al Azhaar IES Tulungagung in the 5.0 era is an important aspect of education. Inclusive education aims to provide equal

opportunities for all students, including those with special needs, to achieve their optimal potential.⁴¹ The implementation of inclusive education in Indonesia faces challenges and failures, and there is a need for a model based on local wisdom.⁴² The development of inclusive education learning designs based on local wisdom is crucial and should include components such as identification and assessment of special needs, curriculum modification, availability of human resources, and adapted assessment strategies⁴³. Additionally, the PHIKAP PAI Model in elementary schools, which is a holistic-integrative learning design, has been proven effective in improving the quality of the learning process and outcomes in the cognitive, affective, and psychomotor domains. Therefore, Al Azhaar IES Tulungagung can benefit from incorporating inclusive learning design models based on local wisdom and the PHIKAP model to enhance the education experience for all students.

CONSLUSION

The characteristics of inclusive learning at Al Azhaar IES Tulungagung are implemented by upholding humanist values in all stages of learning activities and management of inclusive learning. The most visible characteristic of inclusive learning at Al Azhaar IES Tulungagung is the atmosphere built by the class teachers and class assistant teachers or GPK in maximizing humanist and child-friendly learning activities. The atmosphere built can become a stimulus for learning to be easily accepted and understood by students, especially by students with special needs.

The inclusive learning design at Al Azhaar IES Tulungagung is carried out through several stages, including planning, implementation, and evaluation. The planning is done by screening, referral, classification, and instructional planning. The implementation of inclusive learning at Al Azhaar IES Tulungagung is carried out by adjusting the conditions of children with disabilities based on the assessment results to

⁴¹ A Daly-Smith, "Systematic Review of Acute Physically Active Learning and Classroom Movement Breaks on Children's Physical Activity, Cognition, Academic Performance and Classroom Behaviour: Understanding Critical Design Features," *BMJ Open Sport and Exercise Medicine*, 2018, <https://doi.org/10.1136/bmjsem-2018-000341>.

⁴² Chi-Jen Lin and Gwo-Jen Hwang, "A Learning Analytics Approach to Investigating Factors Affecting EFL Students' Oral Performance in a Flipped Classroom," *Journal of Educational Technology & Society* 21, no. 2 (2018): 205–19.

⁴³ C Whittle, "Emergency Remote Teaching Environment: A Conceptual Framework for Responsive Online Teaching in Crises," *Information and Learning Science* 121, no. 5 (2020): 301–9, <https://doi.org/10.1108/ILS-04-2020-0099>.

their needs and characteristics. GPKs play a crucial role in the continuity of learning activities as a special assistant in helping students with special needs to follow the learning. PPI is the basis for determining the developmental reference of students with special needs that are adjusted based on their conditions. The evaluation of inclusive learning at Al Azhaar IES is sought to become the basis for further improvement of the quality of inclusive education management that is directed, systematic, and able to realize better learning objectives.

The development of inclusive learning design at Al Azhaar IES Tulungagung in the 5.0 era is realized in the efforts to implement learning that prioritizes *life skills* and technology. This is done by adjusting the needs and abilities of students, especially for students with special needs, as a provision for adjusting themselves in the community and to the current technological developments. The development of inclusive learning design at Al Azhaar IES Tulungagung in the 5.0 era is carried out in accordance with the interests and talents of students with achievements that are in accordance with the competency standards of students. It is recommended that future research can examine the ideal inclusive curriculum in higher education or private schools.

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ORCID iD

Nita Agustina Nurlaila Eka Erfiana  -
Khusnul Mufidati  -
Rita Pusvitasari  <https://orcid.org/0000-0002-0342-7523>

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