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The Implementation of Inclusive Education at Al Irsyad Al Islamiyyah Primary School Jember

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Abstrak: Pendidikan inklusi merupakan pendekatan pendidikan yang menjamin hak setiap peserta didik, termasuk peserta didik berkebutuhan khusus (PDBK), untuk memperoleh layanan pendidikan yang adil dan bermutu tanpa diskriminasi. Penelitian ini bertujuan untuk mendeskripsikan implementasi pendidikan inklusi di SD Al Irsyad Al Islamiyyah Jember serta menganalisis iklim sosial, emosional, dan interaksi siswa dalam kelas inklusi. Penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek kepala sekolah, guru kelas, guru pendamping, dan peserta didik kelas V. Teknik pengumpulan data meliputi observasi, wawancara semi terstruktur, dan dokumentasi, sedangkan analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa pendidikan inklusi di SD Al Irsyad Al Islamiyyah Jember telah diimplementasikan secara terencana dan menjadi bagian dari budaya sekolah. Sekolah mengadaptasi kurikulum nasional melalui kurikulum berbasis *Multiple Intelligences* yang disusun berdasarkan tes diagnostik siswa. Pembelajaran inklusi didukung oleh kolaborasi guru kelas dan guru pendamping, penerapan pembelajaran diferensiasi pada aspek konten, proses, dan target pembelajaran, serta pemberian *scaffolding* secara bertahap. Penelitian ini berkontribusi dalam membentuk Iklim sosial dan emosional pada pembelajaran PDBK yang tergabung dalam kelas reguler. Sehingga guru maupun lembaga pendidikan dapat mengadaptasi kurikulum dan pendekatan tersebut dalam membangun kelas inklusi yang kondusif.
Kata Kunci: PDBK, Inklusi, Kurikulum, Sosial, Emosional

Abstract: *The goal of inclusive education is to ensure that all students, especially those with special needs, have equal access to high-quality education free from prejudice. The purpose of this study is to describe how inclusive education is implemented at Al Irsyad Al Islamiyyah Elementary School in Jember and to examine the social, emotional, and interactional environment of kids in inclusive classrooms. The principal, class instructors, assistant teachers, and fifth-grade pupils were the subjects of this descriptive qualitative study. Observation, semi-structured interviews, and documentation were used as data gathering methods. Data reduction, data presentation, and conclusion-drawing using triangulation of sources and methods were used for data analysis. The study's findings show that inclusive education has been planned and integrated into the school culture at Al Irsyad Al Islamiyyah Elementary School in Jember. Using a Multiple Intelligences-based curriculum developed based on student diagnostic testing, the school modifies the national curriculum. Collaboration between class teachers and assistant teachers, the use of tailored instruction in terms of content, procedure, and learning objectives, and the provision of gradual scaffolding all facilitate inclusive learning. The social and emotional environment of PDBK learning, which is included into normal classes, is shaped in part by this study. in order for educators and educational establishments to modify the curriculum and methodology in order to create inclusive classrooms.*
Keywords: PDBK, Inclusion, Curriculum, Social, Emotional

INTRODUCTION

Inclusive education is an educational approach that emphasises that every child has an equal right to access high-quality educational services without discrimination, including children with special educational needs (Sulfiani & Sumarni, 2025). Education is no longer understood merely as a process of knowledge transfer, but also as a space for humanity that values the diversity of learners' abilities, backgrounds, and physical, social and emotional circumstances. This paradigm is in line with the principle of 'education for all', which positions education as a fundamental right of all human beings without exception (Antoninis et al., 2020). In Indonesia, the commitment to inclusive education is reinforced by Law No. 20 of 2003 on the National Education System, which emphasises the importance of equitable access to education and respect for the diverse characteristics and needs of learners. Thus, inclusive education is not merely a matter of administrative policy, but also embodies a commitment to justice and equal rights in accessing a decent education.

Students with special educational needs are children who have specific characteristics, difficulties or needs whether physical, intellectual, social, emotional or behavioural and therefore require educational services tailored to their circumstances and potential (Fakhiratunnisa et al., 2022). According to UNESCO, students with special educational needs do not only refer to children with permanent disabilities, but also to children who experience specific learning difficulties and require special support to be able to participate fully in the educational process (Firdausyi, 2024). In the context of inclusive education, children with special educational needs may include those with visual, hearing or intellectual impairments, autism, attention deficit hyperactivity disorder (ADHD), specific learning difficulties, and social and emotional challenges (Nuryati, 2022). Consequently, as each child with special educational needs has different learning requirements, a one-size-fits-all approach to teaching cannot be applied. The presence of children with special educational needs in mainstream schools requires schools to create a learning environment that is adaptive, supportive and respects the diversity of pupils' abilities.

In the context of primary education, the implementation of inclusive education plays a vital role, as primary school is the initial phase in the formation of a child's character, patterns of social interaction, and emotional development (Setiana & Eliasa, 2024). The school environment is the first place where children learn to understand differences, build empathy and develop a spirit of mutual respect. The presence of children with special educational needs in mainstream schools provides all pupils with the opportunity to grow in a more humane and inclusive atmosphere. Children not only learn academic subjects, but also learn to accept diversity as a natural part of social life. Therefore, the success of inclusive education is measured not only by the involvement of students with special educational needs in the learning process, but also by the creation of healthy social relationships, a sense of emotional security, and a classroom environment that supports all pupils in developing to their full potential.

However, the implementation of inclusive education is not a simple matter. Inclusive education involves more than simply placing students with special educational needs in mainstream classes alongside other pupils. Beyond this, schools are required to make comprehensive adjustments to their teaching systems in order to accommodate the diverse needs of their pupils. Teachers, as the key actors in the learning process, bear a significant responsibility for creating an adaptive and flexible learning environment. Teachers need to apply differentiated learning strategies, modify the curriculum, adapt

teaching methods (Zamzama et al., 2025)and provide individual support tailored to pupils' needs. This situation requires teachers to be well-prepared and to plan their lessons carefully so that all pupils, including those with special educational needs, can participate in learning to the fullest extent possible.

In addition to the learning aspect, the success of inclusive education is also greatly influenced by the social and emotional conditions within the classroom environment. Harahap (2025) explains that a positive social and emotional climate can help boost pupils' self-confidence, comfort in learning, and engagement in learning activities. In inclusive classrooms, interactions between mainstream pupils and pupils with special educational needs are a crucial aspect to consider. Attitudes of acceptance, peer support, empathy, and pupils' ability to establish healthy communication will influence the learning experience of pupils with special educational needs at school. Conversely, if the social environment in the classroom is unsupportive, pupils with special educational needs may struggle to adapt, feel alienated, or even face social rejection, which can affect their emotional and academic development.

Inclusive education is fundamentally not only oriented towards providing access to learning for pupils with special educational needs, but also emphasises the creation of meaningful participation in school life. Nadhiroh & Ahmadi (2024) explains that inclusion encompasses three main dimensions, namely access, participation and learning success for all pupils. From this perspective, the presence of pupils with special educational needs in mainstream schools cannot yet be fully described as an inclusive practice if they have not been given the opportunity to interact, be accepted and be actively involved in the school's social environment. Consequently, the quality of social and emotional relationships within the classroom is a key indicator in assessing the success of inclusive education. The more positive the social climate that is fostered, the greater the opportunity for students with special educational needs to develop self-confidence, independence and engagement in the learning process.

The reality on the ground shows that the implementation of inclusive education in primary schools still faces various challenges. Several previous studies have shown that teachers often experience difficulties in managing inclusive classes due to limited understanding of the characteristics of children with special educational needs, a lack of training in differentiated instruction, and a shortage of resources and specialist support staff (Yuniawan et al., 2025). Research conducted by Syauqia (2025) within the context of humanistic learning emphasises the importance of a learning environment that provides a safe space for every child to develop in accordance with their individual characteristics. Meanwhile, research conducted by Zakri (2025) shows that the success of inclusive education depends not only on teachers' academic abilities, but also on their ability to build positive interpersonal relationships within the classroom.

These various studies indicate that the challenges of inclusive education are still largely examined from the perspectives of teacher readiness, teaching adaptations, and the availability of support facilities. These findings are indeed important as they are directly linked to the sustainability of the learning process in inclusive classrooms. However, an overly dominant focus on the technical aspects of learning means that the social and emotional dimensions of pupils have not yet received adequate attention. In fact, the success of inclusive education is not only determined by teachers' ability to adapt teaching materials and methods, but is also influenced by how pupils build positive social relationships, develop a sense of mutual acceptance, and create a safe learning environment for all pupils. This situation indicates that there remains scope for

further in-depth research into the social and emotional dynamics at play in the practice of inclusive education in primary schools.

Students' social experiences at school have a significant influence on their academic success (Shodiq & Darmawan, 2025), and psychological well-being (Simanjuntak et al., 2026). For PDBK students, acceptance by their peers and the opportunity to participate in classroom activities are key factors in their successful adaptation to the school environment. Conversely, less positive social interactions can create psychological barriers that result in low levels of participation in learning. Therefore, research that not only examines aspects of learning but also analyses the social and emotional climate and patterns of interaction amongst pupils is relevant to providing a more comprehensive picture of the implementation of inclusive education.

Al Irsyad Al Islamiyyah Primary School in Jember is one such primary school committed to delivering inclusive education that focuses on developing children's potential in accordance with their individual intelligences. As a school grounded in Islamic values, it not only emphasises academic achievement but also strives to create an Islamic school culture based on the Qur'an and the Hadith (Al-Irsyad Al-Islamiyyah School, Primary School Unit). In practice, Al Irsyad Al Islamiyyah Primary School in Jember accepts and educates children with special educational needs alongside mainstream pupils within the same learning environment. The presence of pupils with diverse characteristics makes this school an interesting social space to study, particularly in relation to how inclusive education is implemented in day-to-day learning activities and how social relationships between pupils develop within it.

In this context, this study is important as it seeks to gain a more comprehensive understanding of inclusive education. This study not only focuses on how learning takes place, but also examines how social and emotional relationships are formed within inclusive classrooms. Consequently, this study aims to describe the implementation of inclusive education at Al Irsyad Al Islamiyyah Primary School in Jember and to analyse the social and emotional climate, as well as pupil interactions, within inclusive classrooms. It is hoped that this focus will provide a realistic picture of inclusive education practices in primary schools and serve as a basis for the development of an education system that is more accommodating of pupil diversity.

The findings of this study are expected to make both academic and practical contributions to the development of inclusive education in Indonesia, particularly at primary school level. Academically, this research can enrich the study of inclusive education, particularly in relation to the social and emotional dimensions of learning. In practical terms, the findings are expected to serve as a basis for evaluation and recommendations for schools, teachers and policy-makers in creating a more inclusive and humanistic learning environment for students.

METHOD

This study employs an approach (Waruwu, 2024) aimed at gaining an in-depth understanding of how inclusive learning is implemented in Year 5 at Al Irsyad Al Islamiyyah Primary School in Jember. This approach was chosen because the study focuses not only on learning outcomes but also seeks to observe first-hand the dynamics occurring within the classroom, ranging from the learning process and interactions between pupils to the socio-emotional atmosphere that develops during the learning process. The research was conducted under natural conditions so that the researcher could obtain a realistic picture of inclusive education practices without any specific

manipulation or intervention in the situation under study. This research was carried out from November 2025 to January 2026.

The subjects of this study included headteachers, class teachers, special needs support teachers, and class V students. Meanwhile, the focus of the study was on the implementation of inclusive education in class V. Informants were selected using purposive sampling (Tajik et al., 2025), which involves selecting informants based on specific criteria in line with the research requirements. This technique was used because not all parties possess the relevant experience and information pertaining to the research focus. Consequently, the researcher selected headteachers due to their role in formulating inclusive education policies; class teachers and special needs support teachers because they are directly involved in the learning process; and pupils because they are the ones who directly experience inclusive education practices in their daily school life. Furthermore, class V was selected as the main research location because this class has the highest number of pupils with special educational needs compared to other classes. This situation meant that class V was deemed best placed to provide rich and in-depth data regarding the implementation of inclusive learning and the social interactions taking place within it.

In qualitative research, the researcher acts as the primary instrument (Sugiyono, 2019) being directly involved in the data collection process. The researcher's presence in the field is crucial because the data obtained comes not only from the informants' statements, but also from situations, behaviours and interactions observed first-hand. Data collection techniques were carried out through observation, semi-structured interviews and documentation (Putri, 2022). Observations were carried out to directly observe the inclusive learning process within the classroom, how teachers managed the learning process, how students with special educational needs participated in learning activities, and how social and emotional relationships were formed between mainstream pupils and those with special educational needs. Through these observations, the researcher was able to gain a more comprehensive and in-depth understanding of the classroom atmosphere.

In addition to observation, semi-structured interviews were also conducted to obtain more detailed information from informants. Interviews with the headteacher were carried out to gather information regarding school policies and the support provided for the implementation of inclusive education. Furthermore, interviews with class teachers and special needs support teachers aimed to identify the teaching strategies used, the ways in which teaching materials were adapted, classroom management, and the various challenges faced during the learning process. The researcher also interviewed four students with different types of learning difficulties, namely slow learners, those with Attention Deficit Hyperactivity Disorder (ADHD), and those with Autism Spectrum Disorder (ASD), as well as a mainstream student. These interviews were conducted to understand their learning experiences, their comfort levels whilst participating in lessons, and how they interacted with their peers in the inclusive classroom. The documentation used in this study included teaching modules, assessment documents, data on pupils with special educational needs (PDBK), and photographs of learning activities as supporting data for the research.

The data analysis technique employed in this study utilised the Miles and Huberman analytical model, which comprises three stages: data reduction, data presentation, and drawing conclusions (Putri, 2022). During the data reduction stage, the researcher sorted and selected the data deemed most relevant to the focus of the

study, namely the implementation of inclusive education and the socio-emotional climate formed within the classroom. The selected data were then systematically organised during the data presentation stage to assist the researcher in understanding the relationships between the findings obtained in the field. Subsequently, the researcher drew conclusions through the interpretation of all the analysed data, thereby obtaining a comprehensive picture of the implementation of inclusive learning in Grade V at Al Irsyad Al Islamiyyah Primary School in Jember. To ensure the validity of the data, this study employed source triangulation and methodological triangulation (Husnullail et al., 2024) so that the credibility and accuracy of the data obtained could be tested from various perspectives.

RESULTS AND DISCUSSION

A. Inclusive Education at Al Irsyad Al Islamiyyah Primary School, Jember

Al Irsyad Al Islamiyyah Primary School, Jember, was established in 2005 as a primary education institution which, from the very beginning, has embraced the concept of inclusive education. Al Irsyad Al Islamiyyah Primary School, Jember, is committed to providing educational services that are responsive to the diverse characteristics of its pupils, including both mainstream pupils and those with special educational needs. Based on an interview with the headteacher, Mr Nanang Budi Raharjo S.Pd, inclusive education at Al Irsyad Al Islamiyyah Primary School, Jember, is not viewed merely as an additional programme or a means of complying with government regulations, but has become an integral part of the school's identity and culture, consistently fostered over time. These interview findings are supported by the researcher's observational data, which shows that mainstream pupils and pupils with special educational needs learn together in the same classroom environment without any separation of learning spaces. In both learning activities and non-academic activities, all pupils are involved together in accordance with their individual capacities.

These findings are in line with the view of Jamaludin (2022) who states that inclusive education is not merely a matter of admitting pupils with special educational needs into mainstream schools, but rather how schools are able to develop a learning system that values the diversity of their pupils. Inclusive schools must be able to create an environment that enables all pupils to develop both academically and non-academically without discrimination.

In its implementation, Al Irsyad Al Islamiyyah Primary School in Jember has adapted the national curriculum based on Multiple Intelligences (MI). The headteacher, Mr Nanang Budi Raharjo S.Pd, explained that the implementation of the MI curriculum is the school's effort to support children's development in accordance with their individual potential. Documentary evidence of this can be found on the school's official website, where it is stated that Al Irsyad Al Islamiyyah Primary School in Jember has adopted a Multiple Intelligences (MI)-based curriculum, which has even become one of its flagship programmes.

The Multiple Intelligences (MI) curriculum is based on Howard Gardner's theory of multiple intelligences, which posits that every child possesses different types of intelligence. This curriculum not only assesses academic ability but also develops pupils' various potentials, such as linguistic, logical-mathematical, interpersonal, musical, kinesthetic, visual-spatial, naturalistic intelligence and others, through diverse learning approaches tailored to pupils' individual characteristics (Aghnia, 2023).

Findings regarding the implementation of the Multiple Intelligences (MI)-based curriculum are highly relevant for schools committed to delivering inclusive education (Karsiwan, Wardani, et al., 2023). This is reinforced by Yudesthira's (2023) findings that the implementation of the Multiple Intelligences (MI)-based curriculum provides students with greater scope to develop in line with their individual potential. However, Yudesthira (2023) also notes that the implementation of a Multiple Intelligences (MI)-based curriculum requires careful planning and preparedness on the part of teachers, as they must be able to recognise the characteristics of each pupil in depth.



Figure 1. The Multiple Intelligences (MI)-Based Curriculum as One of the Flagship Programmes at Al Irsyad Al Islamiyyah Primary School, Jember
Source: the official website of LPP Al Irsyad Al Islamiyyah, Jember

In an effort to improve the quality of teaching staff so that they are skilled and competent, particularly in managing inclusive classrooms, the school regularly organises training sessions for teachers on inclusive learning strategies. Based on an interview with a Year 5 teacher, Mr Ronaldo Arief Hidayat, M.Pd, this training helps teachers to understand the characteristics of pupils, particularly those with special educational needs, and to determine teaching approaches that are tailored to pupils' needs. Documentation of the teacher training activities also demonstrates strong institutional support for the enhancement of teachers' professional competence.

These findings support the research by Tamsiyati (2025) which states that teachers' readiness to plan lessons can be developed through continuous professional development. This readiness is a crucial aspect of implementing inclusive education. Through the continuous enhancement of their competences, teachers will be better prepared to create flexible learning processes and will be able to accommodate the academic and socio-emotional development of pupils in inclusive classrooms.

The structure of learning provision at SD Al Irsyad Al Islamiyyah in Jember demonstrates the school's commitment to implementing inclusive education. Each class is supported by two teachers: the class teacher also known as the 'student-centred teacher' and a support teacher. Based on the results of the observation, the class teacher is responsible for managing the learning process and delivering the general curriculum, whilst the support teacher not only helps pupils understand the material but also assists

in regulating pupils' emotions, fostering social interaction, and supporting the learning behaviour of pupils with special needs.



Figure 2. Training for Teachers and Staff at Al Irsyad Al Islamiyyah Primary School
Source: Archives of Al Irsyad Al Islamiyyah Primary School, Jember, 2025

These findings are in line with the views of Barlian et al (2023) that the implementation of inclusive education requires a team in this case, comprising the class teacher and a special needs support teacher. Essentially, the role of the class teacher is to deliver lessons in the classroom; however, where there are children with special educational needs, the support teacher assists in ensuring effective learning takes place in the classroom. Collaboration between class teachers and support teachers is vital to ensure that the learning needs of every pupil are adequately met throughout the learning process (Karsiwan, Retno Sari, et al., 2023). With this division of roles in place, the support provided to pupils with special educational needs can be delivered in a more targeted and optimal manner.

B. Implementation of Inclusive Education

As mentioned above, Al Irsyad Al Islamiyyah Primary School in Jember facilitates inclusive classes with two teaching roles: the class teacher and the support teacher. Based on interviews with class teachers and support teachers, there is a clear division of roles between the class teacher and the support teacher within each class. The class teacher is responsible for the general management of the learning process, whilst the support teacher provides individualised support to pupils with special educational needs. Observations show that during lessons, the support teacher actively assists pupils with special educational needs, particularly when pupils struggle to understand instructions or lose focus. In some situations, the support teacher can be seen rephrasing explanations using simpler language and helping pupils complete tasks step by step.



Figure 3. The mentor teacher's approach to PDBK
Source: Research Documentation, 2025

In Grade V, where the researcher conducted her observations, there were pupils categorised as slow learners, those with Attention Deficit Hyperactivity Disorder (ADHD), and those with Autism Spectrum Disorder (ASD), all of whom had different learning needs. This was stated by the support teacher, Liana Safitri, S.Pd, during an interview. Based on the results of the observations, the support teacher simplified the reading texts for students with learning difficulties without omitting the core learning content (Widiyani & Karsiwan, 2024). This strategy helped students to understand the material gradually in line with their cognitive abilities. In addition, the teacher also read out instructions to students who had difficulty reading or processing written information.

According to Ms Liana, this strategy is employed so that pupils can remain engaged in the learning process and do not feel left behind by their peers. This finding is consistent with the concept of scaffolding proposed by Chairani (2015) whereby learning support is provided temporarily to help pupils achieve specific skills before they eventually learn independently. The achievement of learning outcomes amongst learners with different characteristics within a single class is closely linked to the teaching approach adopted by the teacher. According to Mr Ronaldo, a differentiated approach is the primary approach to inclusive learning at this school. This is supported by the researcher's observations, which indicate that differentiation is applied in terms of content, process and learning objectives. However, differentiation of the learning environment is not yet significantly evident, as the school strives to create a uniform classroom atmosphere for all pupils.

When compared with Herwina's (2021) theory, differentiation ideally encompasses four aspects: content, process, product, and the learning environment. This indicates that the implementation of differentiation at SD Al Irsyad Al Islamiyyah Jember reflects a distinct commitment. The school endeavours to maintain a balance between pupils' individual needs and the principle of togetherness within an inclusive classroom. Consequently, the aspect of environmental differentiation is not practised at Al Irsyad Al Islamiyyah Primary School in Jember.

Further analysis shows that the greatest challenge in implementing inclusive education lies not only in academic adjustments, but in how teachers manage heterogeneous classes without stigmatising pupils with special educational needs. Teachers must be able to create adaptive learning experiences whilst maintaining pupils' self-confidence so that they continue to feel part of the learning group.

C. The Emotional Climate and Social Interaction in Inclusive Classrooms

The findings of the observations indicate that the emotional climate at Al Irsyad Al Islamiyyah Primary School in Jember is conducive to and supportive of inclusive learning. Teachers consistently create a classroom atmosphere that is safe, comfortable and free from discrimination (Bustami et al., 2023). Every pupil is given an equal opportunity to participate in both learning and social activities at school.

These observational findings are reinforced by an interview with Sultan Azizi, a pupil with ADHD, who stated that he feels comfortable learning at school because his teachers and classmates offer support when he encounters learning difficulties. Ghani, a pupil with a learning disability, expressed similar sentiments, stating that he enjoys being in the class and making friends with his fellow pupils. These findings are consistent with Fraser's (2012) theory, which states that a positive learning environment influences pupils' engagement and well-being. This study also supports the findings of Silangen et al (2025) who emphasised that pupils' emotional state significantly influences their readiness to learn.



Figure 4. Inclusive Class
Source: Research documentation, 2025

Nevertheless, this study found instances of mild bullying in interactions between pupils. Based on interviews with the supporting teachers, such behaviour usually arises from pupils' lack of understanding of the characteristics of their peers with special educational needs (B. R. Saputra & Karsiwan, 2024). The observations showed that teachers immediately intervened and explained the importance of empathy and respecting differences. When compared with previous research conducted by Damayanto et al. (2020), cases of bullying in inclusive schools still occur frequently, driven by various motives. However, this study found that teachers not only resolve conflicts but also use them as a means of teaching moral and social values. According to Fadhilah and Mesra, bullying can be addressed through consistent enforcement of

discipline (2026) the fostering of empathy, and the cultivation of healthy social interactions (Istiqomah, 2025). The findings of this study indicate that these strategies have been effectively implemented at Al Irsyad Al Islamiyyah Primary School in Jember.

In fostering a positive socio-emotional climate, support teachers play a strategic role in managing pupils' moods before and during lessons. Based on the results of observations, when pupils have a tantrum or refuse to learn, support teachers immediately adopt an emotional approach by taking the pupil to the play area or engaging in one-to-one conversation.



Figure 5. Emotional recovery room
Source: Research Documentation, 2025

Interviews with supporting teachers revealed that pupils' moods are often influenced by their physical condition, eating habits and levels of fatigue. Therefore, teachers do not focus solely on academic aspects, but also pay attention to pupils' overall emotional well-being. This finding supports Juliangkary's (2025) research, which states that emotional support provided gradually can help pupils stabilise their feelings so that they can refocus and engage more effectively in the learning process. However, this study also indicates that managing pupils' emotions requires a high degree of patience and emotional readiness on the part of teachers. This situation presents a particular challenge, as teachers act not only as educators but also as social and emotional mediators.

From the pupils' perspective, interviews with Sultan Azizi and Ghani revealed that pupils, particularly those with special educational needs, feel accepted and valued within the school environment (Mayzar & Karsiwan, 2024). When facing learning difficulties, both stated that both their teachers and classmates were ready to help. These findings suggest that the implementation of inclusive education at SD Al Irsyad Al Islamiyyah in Jember has not only been successful in structural and pedagogical terms but has also succeeded in creating a positive learning experience for pupils, both emotionally and socially.

CONCLUSION

This study shows that the implementation of inclusive education at Al Irsyad Al Islamiyyah Primary School in Jember has been carried out systematically and has become part of the school's culture. Inclusive education is not only realised through the

inclusion of pupils with special educational needs (PDBK) in mainstream classes, but is also supported by school policies, the implementation of a Multiple Intelligences (MI)-based curriculum, the provision of support teachers, and ongoing teacher professional development programmes. These various efforts demonstrate the school's commitment to providing educational services that value the diversity of pupils' characteristics and potential.

The implementation of inclusive learning in Year 5 is carried out through collaboration between the class teacher and the support teacher to meet the diverse learning needs of the pupils. Learning is conducted by applying a differentiated approach to content, process and learning objectives. In addition, the support teacher provides individualised support by simplifying the material, re-explaining concepts and offering learning support tailored to the characteristics of pupils with special educational needs. These findings indicate that inclusive education at Al Irsyad Al Islamiyyah Primary School in Jember is not only focused on academic achievement but also on the involvement of all pupils in the learning process.

From a social and emotional perspective, the study found that the classroom climate in the inclusive setting at Al Irsyad Al Islamiyyah Primary School in Jember was positive and supportive of pupils' development. Relationships between mainstream pupils and pupils with special educational needs are characterised by a relatively harmonious atmosphere, marked by a spirit of mutual support, social acceptance, and equal opportunities to participate in school activities. Although instances of mild bullying were still observed, teachers were able to address these through educational interventions by reinforcing the values of empathy and respect for diversity. Furthermore, the role of support teachers in managing pupils' emotional well-being is a key factor in maintaining a comfortable learning environment and fostering positive social interactions. Consequently, the success of inclusive education at Al Irsyad Al Islamiyyah Primary School in Jember is evident not only in structural and pedagogical aspects but also in the creation of a learning environment that supports the social and emotional development of all pupils.

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