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# Analysis of Elementary School Teachers' Readiness for Inclusive Education Programs in Pohuwato

**[1]Marsella Desriyarini Gui, [2]Rina Istiwaroh Adam**

[1]Universitas Pohuwato, [2]Muhammadiyah Gorontalo Indonesia.
Marsella1158@gmail.com[1]



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**Abstrak**

Tujuan dari penelitian ini adalah untuk melihat seberapa siap guru di Pohuwato untuk menerapkan program inklusi di Sekolah Dasar mengingat keanekaragaman budaya, etnis, dan kondisi sosial ekonomi di kota tersebut. Penelitian ini dilakukan melalui pendekatan kualitatif yang dikenal sebagai studi kasus. 42 guru di SDN se-Kecamatan Marisa Kabupaten Pohuwato adalah subjek penelitian. Data dikumpulkan melalui wawancara dan kuesioner. Guru juga telah menggunakan strategi dan model pembelajaran yang sesuai, meskipun terbebani oleh tugas administrasi. Lingkungan belajar yang disediakan sekolah cukup mendukung, namun masih diperlukan peningkatan alat bantu pembelajaran. Dukungan orang tua memainkan peran penting dalam keberhasilan program inklusi, meski hanya 60% keluarga yang berperan aktif. Hasil penelitian ini memberikan gambaran penting bagi pemangku kebijakan dan pihak terkait dalam meningkatkan kesiapan guru dan dukungan bagi program inklusi di Pohuwato. Meskipun terbebani oleh tugas administrasi, guru juga telah menggunakan strategi dan model pembelajaran yang tepat. Meskipun lingkungan belajar sekolah sangat mendukung, alat bantu pembelajaran masih diperlukan. Meskipun hanya 60% keluarga berpartisipasi secara aktif, dukungan orang tua memainkan peran penting dalam keberhasilan program inklusi. Penelitian ini memberi pemangku kebijakan dan pihak terkait gambaran penting tentang bagaimana meningkatkan kesiapan guru dan mendukung program inklusi di Pohuwato.

**Kata kunci:** Kesiapan guru, program inklusi.

**Abstract**

The purpose of this study was to determine the readiness of teachers in Pohuwato to implement an inclusive program in elementary schools, considering the city's cultural, ethnic, and socioeconomic diversity. This research used a qualitative approach known as a case study. Forty-two teachers at elementary schools in Marisa District, Pohuwato Regency, were the subjects of the study. Data were collected through interviews and questionnaires. Teachers also used appropriate learning strategies and models, despite being burdened by administrative tasks. The learning environment provided by the school was quite supportive, but improvements in learning aids were still needed. Parental support played a crucial role in the success of the inclusion program, although only 60% of families actively participated. The results of this study provide important insights for policymakers and relevant parties in improving teacher readiness and support for the inclusion program in Pohuwato. Despite being burdened by administrative tasks, teachers also used appropriate learning strategies and models. Although the school learning environment was very supportive, learning aids were still needed. Although only 60% of families actively participated, parental support played a crucial role in the success of the inclusion program. This research provides policymakers and stakeholders with important insights into how to improve teacher preparedness and support inclusion programs in Pohuwato.***Keywords****:* traditional art training, digital literacy, transformative learning, cultural empowerment, Corawali Village, Sidenreng Rappang
***Keywords*****:** Teacher preparedness, inclusion programs.

## Introduction

School inclusive is laboratory education designed to address difference students. There, the children in need special own opportunity to learn together with children regular in an inclusive environment. This allows them to interact One each other and respect the diversity that is owned everyone. Government has push all level education to become school friendly inclusion children (Minister of Education and Culture Regulation No. 70, 2009), so that student in need special can get education equivalent to regular students (Alfikri, et al. 2022). The purpose of education inclusion is to ensure that all student own equal opportunity without look at condition they (Hendayati, et al. 2025). They also want help student in need special enjoy the learning process in supportive community development skills life they.

Inclusion program need careful preparation and management , especially related teacher readiness as end his spear . The teacher's ability to understand draft inclusion, the ability to manage class with needs diverse, and the ability to provide support and training is all component important in create environment inclusive learning. Success education inclusion also depends on support family and environment. According to research conducted by Zuhdi and Harsiwi (2024), has ability to reduce challenges faced child in need special If they properly cared for at school or at home.

Along with the promoted program government, growth school inclusion start seen in the Central Indonesia Region, especially in Pohuwato. Data shows that only 4 Elementary Schools out of 96 Elementary Schools are registered as school inclusion by 2025. This shows that education inclusion Still face Lots challenges, including amount schools and the availability of teachers in the field . Although the school program inclusion help equality education, many schools that have not apply it in a way overall although they Already accept student in need special. To handle student in need specifically, teachers often need Study in a way independent in overcome student in need special. To handle diversity students, teachers must own understanding, ability, and perspective. However, knowledge, ability, facilities, and support adequate government Still become problem.

The teacher plays a very important role in ensure that education inclusive done well. To handle all students, especially student in need special, professional teacher must own understanding, ability, and proper perspective. However, knowledge, sincerity, skills, adequate facilities, and support real government Still become constraint for teachers in implementing an inclusion program. It is very important for teachers, principals school and environment school to make environment school inclusive that supports the learning process for student in need special.

Unclear how much teachers are ready to implement inclusion programs, especially remember diversity cultural, ethnic and social the economy in Pohuwato especially Marisa. This condition demands analysis comprehensive about teachers' ability to implement inclusive programs. Inclusive education Still become problem all over the world, so role everyone, including school, family, and environment, are very important for the success of the program (Sukomardojo, 2023).

Therefore, this study aims to evaluate teacher readiness to participate in the inclusion program in Pohuwato. It is hoped that this research will give description about level teachers' understanding of inclusion programs, attitudes them, and skills they, as well as factors that influence readiness they. This research is expected can help government region, institution education, and parties related other make better policies and plans to support inclusion programs in Pohuwato.

## Method

Researchers use approach qualitative and studies case to assess teacher readiness for inclusion programs in schools basis. This research uses protocol interviews and questionnaires. This study investigates teacher readiness for inclusion programs in schools basis. This research uses random sampling technique of 42 teachers from 4 schools base inclusion selected, consisting of of 24 class teachers and 18 subject teachers lessons and energy education. Induction theory and techniques data reduction support technique data analysis (Qomaruddin and Sa'diyah, 2024).

## Results and Conclusion

Discussion results adjusted to the questionnaire sent by the researcher, which was divided into two groups namely class teachers and subject teachers lessons. 75% of teachers agree that inclusion program must done, but Still There is problems that hinder program progress. In general, four question submitted to subject research. The following is conclusion from interviews and questionnaires:

1. Understanding and applying teacher to student in need special.

The result show that 97% of educators understand education inclusion and can easily differentiate student in need special. This figure shows that teachers are very aware. Teachers try to create environment inclusive learning where students in need special and regular can Study shared tools in teacher mentor training special can help teachers identify type obstacle students (Amka, et al. 2020). Thus, the identification process is step The first thing that is very important. This process is point the beginning where the teacher knows existence the difference between students. This can help teachers identify participant students who experience obstacle Study since early and knowing learning strategies What will used to overcome obstacle said. The in-depth method allows invention challenge effective learning. This is in line with the opinion expressed by Trisnani , et al (2024), who stated that implementation curriculum independent support learning differentiated, and education inclusion emphasize adjustment learning according to ability every student.

According to survey, several teachers at the school base has spread Supervisor Teacher Training In need Special (GPK) to fellow class and subject teachers lesson. The purpose of This training is to improve skills they in find obstacle learn and create inclusive environment.

According to Berlian et al. (2023), responsibility answer a GPK including Work same as the institution organizer education inclusive, making instruments and programs for inclusion, and provide mentoring special to student in need special. So that learning can completed, class regular must have a companion teacher special and class teachers.

2. Ability to use learning models and approaches learning that suits the participants educate.

Researchers find that half from respondents agree, 40% neutral, and 10% disagree agree with the teacher's readiness to carry out additional tasks as a supervising teacher special.

In general, teachers at school inclusion own more Lots not quite enough answer administration than teachers at school regular. Teachers who teach student in need special No only must manage group Study normal but also must make tool assessment to help Study they. The teacher continues try guide student in need special in a way professional although burden

administration increased. The Independent Curriculum gives teachers the freedom to implement learning differentiated, and modules learning differentiated offer solutions to manage student in need special.

Learning differentiated must starting with a diagnostic test (Sigalingging, 2023). This is done to make it easier for teachers to understand participant educate them to determine objective learning. This allows teachers to choose appropriate approaches, strategies and learning models to support learning. Purwanto's study (2023) shows that the ideal learning model can tailored to needs and characteristics students. Teachers more Like give guidance in a way direct to student in need special and teach they How complete the task. According to research conducted by Doni, et al. (2021), intervention model help participant students who experience difficulty learning. In addition, teachers follow training, whether provided by the government or what is done in a way independent.

3. School support inclusion programs by providing environment Study.

School inclusion in Indonesia middle, like Pohuwato, not yet develop such as in the northern and southern regions. Participants educate in need special can use equipment and environment learn. Although thus, the interview show that limitations tool help learning become very big obstacles. Most of them educator believe that environment study enough. However, it is necessary means help additions and mechanisms ongoing care. According to Awanda and Sari (2024), the environment Study good is very important for success learning inclusion. In addition, although the questionnaire data No in a way explicit mentioned, interview show how importance maintenance tool help in a way sustainable. This shows that interview can learn problem certain things that are not always seen through questionnaire.

4. Parental support students for the success of the inclusion program school

Inclusive education born from collaboration between students, culture, society, and family. Family is community the main one who really understands If a child experience difficulties. Family is very important to help him get education true inclusion. Family own ability to understand development and growth child they. Family roles in support development child influenced by developments cognitive, affective, and psychomotor children. The role of the family is key success students, and they must Work together with their teachers to reduce challenges (Suryono, et al. 2024) Researchers ask the teacher a hundred percent to agree that family must participate in a way active in support inclusion programs in schools. However, teachers in schools base find that four tens percent family not enough support inclusion programs, because family Still have an opinion that There is Lots challenges faced by students in need special and lack of knowledge wide about challenges faced by students in need special. Class teacher often say to the students that family they own source Power limited finances, making parents worry If child they reported experience difficulty learning. According to Suryani (2023), parents and teachers must Work the same to understand need students. Teachers must Work hard to achieve objective learning at school if parents No confess difficulties faced by teachers. According to Hawa (2024), if teachers and parents can Work together to support learning children, knowing and identifying student in a way early can help reduce challenge. Very important that parents assist and monitor children in need special when the teacher helps them at school and at home. So, got it concluded that all teachers agree that parental assistance is very important for success education inclusion. Although thus, the interview show that only 40% of families are truly

give support active. This obstacle is caused by parents ' ignorance about this problem and constraints economics that influence participation them. Compared with questionnaires, interviews give context more emotional and social in-depth, descriptive difficulties faced by teachers in Work same as parents. to make parents aware that school need do regular socialization with family to accept and support all student in need special.

**Conclusions and Suggestions**

1. Teacher Understanding and Use for Children with Needs Special: 97% of teachers in schools inclusion understand draft education inclusion and students in need special. The teacher has own the ability to find and implement appropriate strategies to support student in need special during the learning process. Although lack of accompanying teachers specifically in class Regularly, this implementation is supported by training and coaching government.
2. ' Ability to Choose Appropriate Learning Strategies and Models: Teachers face burden large administration, but they Ready use approaches, strategies and learning models that suit the needs students. Curriculum free gives teachers the flexibility to implement learning differentiated. Teachers can also using a learning model interactive to customize learning they with students in need special.
3. Provision of Assistive Devices and Environment Learning to Support Inclusion Programs: Although school has provide environment enough learning to support inclusion programs , still required addition tool help learning and care tool in a way sustainable. Head schools and teachers have Work the same to fulfill need student in need special.
4. Involvement of Parents of Students in Success of Inclusion Program: Inclusion program in schools succeed if parents help. Percentage of teachers who agree with the importance of the role of parents is one hundred percent, but 40% of families not enough participate in the inclusion program. This is because family not enough understand challenge Study children, obstacles financial, and how accept condition children. To improve parental awareness about importance schools to accept and support all student in need special through meeting with parents or seminar.

Research result show that the education program Inclusion at SDN Se- Marisa District is running well, especially in things that teachers understand and apply. However, the problem like lack of accompanying teachers special, load high teacher administration, limitations tool help, and lack of parental participation Still there is. To achieve better outcomes in inclusion programs, collaboration between schools, teachers, and parents must improved.

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