



Breaking Barriers: Advancing Inclusive Education Through Early Identification of Learning Challenges

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Abstract

This study aims to identify the profiles of students with functional learning disabilities in 30 schools (Elementary Schools/Madrasah Ibtidaiyah) in Lombok Timur, Indonesia, as well as to explore the challenges faced by teachers and principals in providing appropriate interventions. The research methodology employed data analysis from questionnaires, interviews, and Focus Group Discussions with 120 teachers from Elementary Schools/Madrasah Ibtidaiyah. The analysis results indicate that out of a total of 2763 registered students, 283 students experience functional learning disabilities, with the majority being female students (58%) and male students (42%). Cognitive and dyslexia-related disabilities are the most common types of disabilities, followed by behavioural and emotional disabilities. Teachers and principals encounter difficulties in providing appropriate and effective interventions for these students with special needs. Based on the results of the analysis, it is concluded that concerted efforts are required among schools, teachers, parents, and various stakeholders to develop more effective inclusive education strategies. Recommended steps include providing additional training for teachers, creating more structured student support programs, and enhancing communication between schools and parents.

Keywords: Functional Learning Disabilities, Pancasila Student Profile, Inclusive Education.

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi profil siswa dengan disabilitas belajar fungsional di 30 sekolah (Sekolah Dasar/Madrasah Ibtidaiyah) di Lombok Timur, Indonesia, serta untuk mengeksplorasi tantangan yang dihadapi oleh guru dan kepala sekolah dalam memberikan intervensi yang tepat. Metodologi penelitian menggunakan analisis data dari kuesioner, wawancara, dan Diskusi Kelompok Terfokus dengan 120 guru dari Sekolah Dasar/Madrasah Ibtidaiyah. Hasil analisis menunjukkan bahwa dari total 2763 siswa yang terdaftar, 283 siswa mengalami disabilitas belajar fungsional, dengan mayoritas adalah siswa perempuan (58%) dan siswa laki-laki (42%). Disabilitas kognitif dan terkait disleksia adalah jenis disabilitas yang paling umum, diikuti oleh disabilitas perilaku dan emosional. Guru dan kepala sekolah menghadapi kesulitan dalam memberikan intervensi yang tepat dan efektif untuk siswa berkebutuhan khusus ini. Berdasarkan hasil analisis, disimpulkan bahwa upaya bersama diperlukan di antara sekolah, guru, orang tua, dan berbagai pemangku kepentingan untuk mengembangkan strategi pendidikan inklusif yang lebih efektif. Langkah-langkah yang direkomendasikan meliputi memberikan pelatihan tambahan bagi guru, mengembangkan program dukungan siswa yang lebih terstruktur, dan meningkatkan komunikasi antara sekolah dan orang tua.

Kata Kunci: Gangguan Belajar Fungsional, Profil Mahasiswa Pancasila, Pendidikan Inklusif.

INTRODUCTION

The implementation of inclusive education in Indonesia represents a significant responsibility of the government to ensure that all students, including those experiencing learning barriers or having special needs, have equal access to quality education (Hikmat, 2022; Mukti et al., 2023; Riswari et al., 2022). Many elementary school students face various barriers, whether physical, such as mobility impairments, or non-physical, such as learning difficulties, psychological challenges, or emotional issues (Efendi, 2018; Z. P. Sari et al., 2022). Therefore, a differentiated learning approach is needed in the Merdeka curriculum to ensure that the unique needs of each student are met while advancing the Pancasila student profile (Fransiska Faberta Kencana Sari et al., 2023; Harto et al., 2023; Mabsutsah et al., 2023) (Apologia et al., 2024). Differentiated learning is not just about providing different materials, but also about accommodating individual students' learning styles, needs, and interests (Ardana et al., 2021; Safrudin & Wijaya, 2024). This requires teachers to have a deep understanding of students' needs and skills in designing and implementing effective identification tools. These identification tools are an important initial step in understanding the holistic needs of each student and assisting teachers in developing appropriate learning plans (Herlina, 2023; D. M. Sari et al., 2023).

The availability of diverse learning approaches in each classroom is the cornerstone of providing effective and inclusive educational services (Diana et al., 2020; Srinivasa et al., 2023; Yusuf et al., 2018). By understanding that each student possesses unique qualities and potential, teachers can provide support tailored to their individual needs. Students facing learning difficulties or having special needs require specialized services and education to reach their full potential as individuals. This encompasses not only inclusive educational environments but also access to social services, counseling guidance, and other forms of support that facilitate holistic student development (Ediyanto et al., 2021; Qondias et al., 2022; Susilawati et al., 2023). Special education has become increasingly vital for children with special needs to realize their full potential as independent and empowered individuals. Children with special needs face a variety of challenges, ranging from unique physical appearances, intellectual disabilities, hearing or speech impairments, to physical disabilities that hinder their daily activities. Additionally, they may also encounter emotional or behavioral challenges that set them apart from their peers of the same age (Bahrudin et al., 2021; Efendi et al., 2022; Sunardi et al., 2011).

Therefore, special education becomes an urgent necessity for them (Genc et al., 2021; Karademir Coşkun, 2022). This is not just about fitting them into the existing educational system, but also about providing environments and services tailored to their needs (Holmgren, 2023; Kauffman & Hornby, 2020). In special education settings, they can receive the assistance needed to overcome their barriers, whether in terms of formal education, emotional support, or specialized therapy (Francisco et al., 2020; Hopcan et al., 2023). The Pancasila student profile serves as a crucial foundation in this special education endeavor (Fatimah & Muhamad Chamdani, 2023; Putri et al., 2023; Utari & Afendi, 2022). The profile reflects the grand vision and primary aspirations of education in Indonesia, while also representing the commitment of educational stakeholders to develop quality human resources for the nation. By referring to the noble characteristics of the Indonesian nation, the Pancasila student profile guides every

stakeholder in their efforts to enhance the quality of national education (Kadir, 2023; Mahlianurrahman et al., 2023).

The Pancasila Student Profile not only emphasizes academic abilities but also the cultivation of strong character. The six dimensions formulated—faith, global diversity, mutual cooperation, independence, critical thinking, and creativity—complement and reinforce each other (Lasmawan & Budiarta, 2020; Nurhayati et al., 2022; Zein et al., 2023). This underscores that education is not just about what students learn but also about how they grow as responsible, ethical individuals who positively contribute to society, including those with special needs, such as students experiencing primarily physical impairments in schools. Top of Form The classification of disorders used in this study refers to the DSM-IV Revised (APA, 2000), which identifies various disorders occurring in childhood. Here is a brief summary of these disorders: Autism Spectrum Disorder (ASD): Characterized by impairments in social interaction, communication, and the presence of repetitive behaviors with no purpose. Asperger's Disorder: Exhibits symptoms similar to autism, particularly in terms of social interaction impairments and repetitive behaviors. However, individuals with Asperger's typically have better communication skills, often regarded as a milder form of autism (Lotzin et al., 2019; Sengutta et al., 2019). Attention Deficit/Hyperactive Disorder (AD/HD): Characterized by a lack of attention and behavioral control, often accompanied by hyperactivity and impulsive behavior. Conduct Disorder: Characterized by oppositional and persistent violent behavior, including tendencies to harm others or damage property. Oppositional Defiant Behavior: Represents a mild and early form of more serious behavioral disorders. Separation Anxiety Disorder: Marked by excessive fear of separation from close figures, which may manifest in school refusal or physical complaints upon separation (Sengutta et al., 2019).

Communication Disorder: This disorder affects speech and language development, characterized by difficulties in speaking, understanding spoken language, or comprehending others' communication. Motor Skills Disorder: It entails impairments in motor coordination typically mastered by children at their age, which can affect academic performance or daily life. Learning Disorder: It involves deficiencies in specific learning abilities, such as reading, writing, or mathematics, occurring in children with average intelligence and no barriers to learning opportunities (Adhikari et al., 2022; Sengutta et al., 2019). The identification of Children with Special Needs (ABK) is an essential initial stage in gathering information related to existing issues' objectives. This identification is performed specifically by observing the physical and psychological development of Children with Special Needs, thereby enabling tailored treatment according to the individual's needs. Unlike assessment, early identification is a general initial stage of a more detailed assessment process. The objectives of early identification and assessment differ significantly, relating to competency and professionalism (Hamdan et al., 2021; Soman et al., 2023).

Research is necessary to identify the barriers experienced by students. The research findings will be utilized in the assessment phase to develop learning activities that align with the abilities and needs of students in the classroom. Assessment is conducted to identify the learning difficulties of Children with Special Needs and formulate specific learning targets for them. Based on the results of identification and assessment, several findings include the inadequacy of facilities and infrastructure for Children with Special Needs, challenges in classroom

management due to a lack of attention to Children with Special Needs during learning, and a shortage of experts in identifying and assessing Children with Special Needs. This results in a lack of appropriate Learning Implementation Plans for Children with Special Needs in the learning process. Previous studies, such as that conducted by Sánchez et al., (2019), have explored the obstacles to the learning process and student engagement in inclusive schools as perceived by educational practitioners in the future. Their findings indicate various barriers and challenges in educational institutions, including a lack of training for teachers needed to meet the needs of all students, the perception that student diversity is a problem, physical barriers, underutilization of available resources, and an education response that is less effective in designing organizational strategies and teaching methods responsible for developing a fair and inclusive curriculum for all students. Kamran et al., (2023) conducted a study on breaking barriers: the influence of teacher attitudes towards inclusive education for students with mild learning disabilities (MLDs). The study revealed a relatively weak relationship between teacher attitudes towards mild learning disabilities and the establishment of inclusive classroom environments in schools, suggesting that enhancing teacher self-efficacy could support the creation of a more inclusive environment. Bong & Chen, (2024) conducted a study on enhancing faculty competence in digital accessibility for inclusive education: a systematic literature review. The findings indicated that most training programs focused on topics related to disabilities, legal regulations, and techniques for creating accessible digital materials and inclusive digital learning environments. However, the evaluation of outcomes typically relied on surveys and interviews, revealing a lack of objective data and standardized evaluation instruments. The difference between previous studies and this research lies in its novel contribution, which explores the influence of teachers' attitudes toward inclusive education on students with mild learning disabilities (MLDs), highlighting the weak relationship between teachers' attitudes toward mild learning disabilities and the creation of inclusive classroom environments. Unlike previous research focusing on common barriers in educational institutions, this study emphasizes efforts to support inclusive environments through enhancing teachers' self-efficacy. Through this approach, the research presents new solutions to enhance the participation and learning of students with MLDs in inclusive school settings.

The novelty of this study lies in its focus on the influence of teachers' attitudes toward inclusive education for students with mild learning disabilities (MLDs). Unlike previous research that tended to examine barriers and obstacles in educational institutions, this study highlights the importance of teachers' self-efficacy as a factor that can influence the creation of inclusive environments in schools. Thus, this research offers a fresh perspective in supporting efforts to create inclusive classrooms through enhancing teachers' attitudes and competencies

METHOD

This research adopts an action research approach with the PATH (Problem-Analysis-Test (Model)-Help) method introduced by Buunk and Vugt (2008). The research stages commence with the identification and definition of issues related to identifying students with functional learning barriers in elementary schools. This process involves gathering information from various sources to comprehensively understand the challenges faced by these students. Subsequently, the collected data is analyzed using relevant theories to develop an initial model

for testing. This model is designed to provide an effective approach in identifying and responding to the learning needs of students with special needs. The next stage involves testing the developed model. The testing is conducted in a real-world environment, involving direct interaction between the proposed model and the learning situation in schools. The results of the testing are comprehensively evaluated, and the model is revised if necessary based on the findings obtained. Once the model proves effective, the next step is model implementation for intervention. In this stage, the research aims not only to validate the model but also to empower relevant parties, such as teachers and school staff, to independently and sustainably utilize the model.

The study subjects consist of students in grades 1-4 from 30 elementary schools (Sekolah Dasar/Madrasah Ibtidaiyah) in East Lombok who have special needs students. Additionally, it involves 120 elementary school/Madrasah Ibtidaiyah teachers purposively selected. The variables examined are the identification of students with functional learning barriers in elementary schools. Data collection is conducted through various methods, including questionnaires, interviews, and Focus Group Discussions (FGDs) with teachers. The data used are primary data covering identification results and FGDs.

The data analysis method employed is qualitative analysis, which includes data organization and coding, as well as thematic analysis using the sequence of data-keywords-themes-categories-relationships among categories. This analysis enables the integration of field data with theoretical review to gain a deeper understanding of the issues under investigation and formulate appropriate interventions tailored to the needs of special needs students in elementary schools.

RESULTS AND DISCUSSION

Findings (can be in the form of subheading)

In 30 schools in East Lombok, the total number of students with functional learning barriers is as follows: Total Students: 2763, Number of Female Students: 1553 (58%), Number of Male Students: 1130 (42%). The number of students with functional learning barriers is 283 (10%).

Table 1. Total number of students in 30 schools and students with functional barriers to learning

Num	Student	Amount	%
1	Female	1.553	58
2	Male	1.130	42
	Total	2.683	100
3	Number of students with learning barriers	283	10

Based on the table above, it can be explained that out of a total of 2,683 students, 283 students experienced learning difficulties, this number covers 10% of the total students. This learning obstacle.

Various types of functional barriers in learning experienced by students and the number of students exposed to these barriers. These barriers include visual, hearing, fine and gross motor disorders, as well as speech, cognitive, dyslexia, emotional, and behavioral disorders. From the data presented, cognitive disorders and dyslexia are the most common barriers, each experienced by 167 students. Meanwhile, behavioral disorders have the fewest cases, namely 77 students. The information in this table provides an overview of the challenges faced by students in the learning process and the importance of appropriate support for them. This description can be seen in table 2 below.

Table 2. Types of Functional Barriers to Learning and Number of Students Exposed

Num	Type of obstacle	The number of students	Description
1	Visual Impairment	153	Experiencing 2 or more
2	Hearing disorders	153	
3	Fine Motor Disorders	153	
4	Gross Motor Disorders	153	
5	Speech disorders	153	
6	Cognitive disorders	167	The most common obstacles
7	Disleksia	167	
8	Emotional disturbance	117	
9	Behavioral disorders	77	

Out of the 283 students with functional learning barriers, 153 students experience 2 or more barriers. The most common types of barriers are cognitive barriers (167 students), dyslexia (167 students), behavioral barriers (117 students), and emotional barriers (77 students).

In this study, various types of functional difficulties experienced by students in the learning process were found. These difficulties include visual, hearing, gross motor, and fine motor disorders, which can affect students' ability to understand the material and participate in academic activities. Early identification of these barriers is an important step in designing more inclusive learning strategies and supporting the individual needs of each student. These findings provide insight into the challenges faced by students and the need for appropriate interventions to improve the quality of their education.

In this case there are points that explain the types of functional difficulties in learning. Visual difficulties, difficulty in seeing something clearly, such as a person's face, an object, or writing on a blackboard, either with glasses/square lenses or without aids. Hearing difficulties, difficulty in hearing various sounds, including human voices and music, either with or without hearing aids. Gross Motor Difficulties, difficulty in performing physical movements that require coordination of major body parts, such as the hands, feet, or torso, including balance and walking. Fine motor difficulties, these difficulties are seen in the coordination of finger and

hand movements that require precision, such as writing, drawing, holding a pencil, picking up small objects, or buttoning clothes. More clearly can be made in the following table 3.

Table 3 Identification of Students' Functional Learning Difficulties

No	Type of Difficulty	Description
1	Difficulty in Vision	Difficulty in seeing clearly, whether it is a person's face, an object, or writing on a blackboard, even when using glasses or contact lenses.
2	Hearing Difficulty	Difficulty in perceiving various sounds, such as speech or music, either with or without a hearing aid.
3	Gross Motor Difficulties	Difficulty in performing physical movements that require coordination of major body parts, such as the hands, feet, or trunk, including maintaining balance and walking.
4	Fine Motor Difficulties	Difficulty coordinating finger and hand movements that require precision, such as writing, drawing, holding a pencil, picking up small objects, or buttoning clothes.

This table provides a more structured overview of the various functional barriers that can affect students' learning abilities.

The shift in terminology in inclusive education in Indonesia shows a shift from a medical approach, which focuses on disabilities, to a functional learning approach, which places more emphasis on students' specific barriers and needs in the education process. Previously, the terms Anak Berkebutuhan Khusus (ABK) or siswa dengan cacat were more commonly used. However, there is now a tendency to view learning difficulties in the context of the support needed, rather than just based on medical conditions. This shift reflects an effort to create a more inclusive and adaptive learning environment, so that all students can participate and achieve optimal academic success. The instrument used to identify students is at the link <https://ee.humanitarianresponse.info/x/Hrqmbeli>.

The results showed that approximately 10% of students had functional learning disabilities. A gender gap was observed, with female students (58%) being more affected than male students (42%). This distribution suggests underlying factors such as differences in cognitive development, socio-cultural influences, or diagnostic biases that require further investigation.

Among the identified disabilities, cognitive impairment and dyslexia were the most common. These conditions significantly affect students' ability to process and remember information, leading to difficulties in reading, writing, and comprehension. In addition, behavioral and emotional disabilities were also prominent, presenting challenges related to classroom management and student engagement. Among the identified disabilities, cognitive impairment and dyslexia were the most common. These conditions significantly affect students' ability to process and remember information, leading to difficulties in reading, writing, and comprehension. In addition, behavioral and emotional disabilities were also prominent, presenting challenges related to classroom management and student engagement.

Cognitive impairments are disorders that affect memory, problem solving, and reasoning abilities, making traditional learning methods less effective. While dyslexia is a reading disorder that inhibits students' ability to interpret words, thus affecting overall academic performance, the last disorder is behavioral and emotional disorders, these disorders include attention deficit disorders, anxiety, and mood-related challenges, which affect participation in class and interaction with peers.

Discussion

The data presented provides a comprehensive picture of the situation of students facing functional learning barriers in 30 schools in East Lombok in September 2023. Of the total 2763 students enrolled, the majority were female (58%) and male (42%). However, what is of concern is the number of students facing functional learning barriers, reaching 283 students. The most common types of challenges among them are cognitive and dyslexia, each experienced by 167 students. In addition, there are other challenges such as behavioral barriers faced by 117 students and emotional barriers experienced by 77 students. Furthermore, there are 153 students who face two or more challenges simultaneously, highlighting the complexity of the challenges faced by students and educators in an inclusive educational environment.

The higher number of females with functional learning disabilities in this study was due to the higher number of female students in the school population (58%), so it is likely that the number of females identified with learning disabilities is also statistically greater. If the distribution of learning disabilities is more even, then larger groups would tend to have higher numbers of cases. Some research suggests that certain learning disabilities, such as dyslexia and cognitive difficulties, may affect females and males differently. For example, anxiety and emotional disorders are more commonly reported in females, which may impact their academic performance. Language-based learning disabilities also tend to be more common in females than males, however, males are more likely to be diagnosed with neurodevelopmental disorders such as ADHD, which in some cases may be more behavioral than academic.

Teachers and parents may be more likely to notice and report learning difficulties in girls than in boys. Boys often display learning difficulties through active behavior or conduct disorders (e.g., hyperactivity), whereas girls tend to display difficulties in the form of anxiety or more subtle academic difficulties, making them more easily identified as learning disabilities (AL-Momani, 2024; Mustarsida et al., 2023; Nurmawati et al., 2022). In some cultures, girls may face greater academic pressures or certain social expectations that can increase stress levels and learning disabilities. In addition, they may be more open about learning difficulties than boys, who tend to cover them up or display more aggressive or avoidant responses.

The approach facing teachers and principals in providing appropriate assistance to students with functional learning disabilities is a real challenge in realizing effective inclusive education. Inclusive education aims to create an inclusive learning environment for all students, including those with special needs, so that they feel accepted and socially involved. However, in practice, the implementation of inclusive education often overcomes obstacles in providing appropriate and capable services for students with various functional learning disabilities (Fawzi & Dodi, 2022; Zarnazi et al., 2024). Problems experienced by teachers such as lack of understanding and training for teachers, limited school resources and facilities, high

administrative burden for teachers and principals, lack of support from parents and the community and difficulties in implementing an adaptive curriculum.

Lack of understanding and training for teachers, namely many teachers have not received sufficient training in dealing with students with functional learning disabilities. Teacher education often focuses on general teaching methods without equipping them with specific skills to deal with students with different needs, such as dyslexia, cognitive disorders, or emotional disabilities. As a result, teachers find it difficult to adjust their teaching strategies. The solution is Special training for teachers on inclusion-friendly teaching methods, such as the Differentiated Instruction or Universal Design for Learning (UDL) approach and regular workshops and training on various types of learning disabilities and how to overcome them.

Limited school resources and facilities, namely Many schools do not have adequate facilities to support the learning of students with learning disabilities. For example, the lack of learning aids such as computers with screen reader software for students with dyslexia or the lack of classrooms with friendly designs for students with sensory disorders. Schools can provide more complete learning aids, such as braille books, supporting software, and flexible learning environments and propose a special education budget for students with special needs to improve school infrastructure.

High Administrative Burden for Teachers and Principals, Teachers and principals are not only responsible for teaching, but also handling many administrative tasks, such as reporting student progress and coordinating with parents. This reduces the time they can use to assist students with functional learning disabilities more intensively. Steps to overcome this are Providing support staff such as inclusive teacher assistants who can help in assisting students and Simplifying the reporting and administration system so as not to burden teaching staff.

In some cases, parents do not understand their child's condition or are hesitant to provide support to the school. For example, there are parents who deny that their child has a learning disability or do not have access to the necessary therapy services. In addition, the social stigma against children with special needs can also complicate inclusion efforts in schools. Improving communication between schools and parents by holding regular seminars or consultations and building cooperation with communities and non-governmental organizations engaged in inclusive education are things that can be done to overcome these problems.

Difficulties in Implementing Adaptive Curriculum, National curricula are often designed with a one-size-fits-all approach, which is not always appropriate for students with learning disabilities. Teachers struggle to adapt the curriculum to meet the needs of all students, especially in academic testing and assessment. The solution Developing a flexible curriculum, where students can learn at their own pace and ability and providing alternative assessment options, such as project-based or portfolio assignments, rather than relying solely on written exams.

In supporting the understanding of these challenges, theories such as Durkheim's "Social Integration Theory" and Bronfenbrenner's "Ecological Model" provide valuable insights. Durkheim emphasized the importance of social integration in forming social solidarity and societal stability. In this context, inclusive education aims to integrate students with various special needs into the wider learning environment. Meanwhile, Bronfenbrenner's ecological

model highlights the important role of environmental factors in individual development. The success of inclusive education is highly dependent on the support provided by various layers of the environment, including the family, school, and the wider community. Meanwhile, in the perspective of Islamic education, education has a very important role in shaping individuals and society. The principle of inclusiveness in education is in line with Islamic teachings which emphasize justice, compassion, and respect for every individual, including those with functional learning disabilities (Alwi & Mumtahana, 2023; Amelia et al., 2022; Huda & Rokhman, 2021). The Islamic perspective on inclusive education can be linked to several key concepts in Islamic teachings, such as *rahmatan lil 'alamin*, justice, and the obligation to seek knowledge for every individual (Abidin & Sirojuddin, 2024; Azkiya et al., 2024; Nuriman et al., 2024).

The principle of justice in Islam and inclusive education, In Islam, the concept of justice ('adl) does not mean giving equal treatment to everyone, but giving according to their individual needs. This is in line with the principle of inclusive education, which not only equalizes education for all students, but also adapts it to their specific needs. Therefore, inclusive education must be oriented towards justice by providing appropriate access and support for students with functional learning disabilities. Islam emphasizes that education is a right for every individual, without discrimination (Agus et al., 2023; Apriliani et al., 2024). The Hadith of the Prophet Muhammad SAW states: "Seeking knowledge is an obligation for every Muslim man and Muslim woman." This Hadith shows that there is no difference in the right to education, both for those with learning disabilities and those without. Therefore, an inclusive education system must ensure that all students, including those with learning disabilities, get equal learning opportunities and adequate access to develop.

The Concept of Compassion and Social Responsibility, Islam teaches the importance of compassion (Rahmah) in educating children, especially those with special needs. The Prophet SAW is an example in showing compassion towards children and those with disabilities. Furthermore, in line with Bronfenbrenner's Ecological Model, Islam also emphasizes the importance of the environment in individual development. In Islamic education, families, schools, and communities have a responsibility to support children with learning disabilities (Mu'min, 2023; Saadah & Asy'ari, 2022).

Based on the discussion in the previous section, we can find innovations or novelties that are in accordance with the research gap in the previous section as seen in the following table.

Table 4. Social and Islamic Theory Perspectives on Inclusive Education

Aspect	Social Integration Theory (Durkheim)	Ecological Model (Bronfenbrenner)	Islamic Perspective on Inclusive Education
Basic Concept	The importance of social integration in creating solidarity and societal stability.	The environment plays a major role in individual development through multi-level interactions.	Education as a right for every individual, based on justice and compassion.

Inclusive Education Goals	Integrating students with special needs into the broader learning environment.	Emphasizing the importance of support from family, school, and society in inclusive education success.	Providing equal access to education for all students without discrimination.
Role of the Environment	Schools and communities must support the inclusion of students with learning barriers.	Different environmental factors, such as family, school, and society, influence a child's development.	Family, school, and society have a responsibility to support children with learning barriers.
Principle of Justice	Achieving social equality through education that embraces all individuals.	Interactions with different environments must support students' optimal development.	Justice in Islam means providing according to each individual's needs, rather than treating everyone the same.
Compassion and Social Responsibility	Social solidarity fosters empathy in supporting students with special needs.	Emotional and social relationships across different environmental levels influence students' education.	Islam teaches compassion (rahmah) and social responsibility in educating children with special needs.

CONCLUSION

Based on the results of data analysis and discussion conducted, it can be concluded that the profile of students with functional learning barriers in 30 Elementary Schools/Madrasah Ibtidaiyah in East Lombok in September 2023 faces various challenges. The majority of students are female, with a total number of 2763 students, indicating the prevalence of functional learning barriers in the region. Cognitive and dyslexia barriers are the most common types of barriers, while behavioral and emotional barriers are also significant concerns. The main challenges faced by teachers and school principals are in providing appropriate and effective assistance to students with special needs. To address these challenges, collaborative efforts are needed among schools, teachers, parents, and various stakeholders to develop more effective inclusive education strategies. This includes providing additional training for teachers, developing more structured student support programs, and improving communication between schools and parents. Thus, it is hoped that these collaborative efforts can enhance the quality of inclusive education and provide better support for the academic and social development of students with special needs in the region.

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