

## Differentiated learning in inclusive educational activities in junior high school

Anisa Firda Khumaira <sup>a\*</sup>, Sugeng Bayu Wahyono <sup>b</sup>

Universitas Negeri Yogyakarta. Jl. Colombo No. 1, Yogyakarta 55281, Indonesia

<sup>a</sup> [anisafirda.2023@student.uny.ac.id](mailto:anisafirda.2023@student.uny.ac.id); <sup>b</sup> [sugeng\\_bw@uny.ac.id](mailto:sugeng_bw@uny.ac.id)

\* Corresponding Author.

*Received: 12 November 2025; Revised: 25 November 2025; Accepted: 30 November 2025*

**Abstract:** This study aims to analyze teacher and student activities in differentiated learning within inclusive education at SMPN 1 Yogyakarta. The research focuses on: (1) how differentiated learning is facilitated in inclusive education for students with disabilities, and (2) the role of teachers in implementing differentiated learning for students with disabilities. This study employed a qualitative case study approach, collecting data through observation, in-depth interviews, and documentation. Data validity was tested through triangulation of techniques and data sources, while analysis was conducted through reduction, presentation, and conclusion drawing stages. The findings indicate that differentiated learning facilitation has been applied through modifications of curriculum, processes, products/assessments, and learning environments. Teachers adapt materials, apply the pull-out model, implement heterogeneous group learning, and conduct individual assessments-based on students' abilities. Teachers' roles in implementing differentiation include upholding ethical principles of equal educational rights, providing developmental opportunities for students with disabilities, fostering empathy among regular students, and enhancing self-confidence in students with disabilities. In conclusion, differentiated learning serves as an effective strategy in inclusive education, although its implementation remains limited to the product aspect and relies heavily on Inclusion Support Teachers.

**Keywords:** Disability, Differentiated Learning, Inclusive Education

**How to Cite:** Khumaira, A. F., & Wahyono, S. B. (2025). Differentiated learning in inclusive educational activities in junior high school. *Psychology, Evaluation, and Technology in Educational Research*, 8(1), 1-13. <https://doi.org/10.33292/petier.v8i1.293>

### INTRODUCTION

Inclusive education is global discussion that emphasizes equality access as well as chance Study for all over participant educate without except, including children who have need special. Existence participant educate person with disabilities disability in Indonesia becomes significant phenomenon from side amount and policy. Based on data from the Coordinating Ministry for Human Development and Culture around 3.3% of Indonesian children aged 5–19 years or equivalent with 2.2 million child classified as person with disabilities disabilities. However thus, only approximately 269,398 children were registered follow formal education at school outside regular (SLB) and schools organizer education inclusive. This figure show that new about 12% of child person with disabilities disabilities who obtain service formal education, which indicates existence gap Enough big between policies designed and their implementation in the field (Kemendiknas, 2022).

As form not quite enough answer to fulfillment right education said, the Indonesian government has emit a number of regulations and guidelines operational. Law Number 8 of 2016

concerning Person with disabilities Disability become base law main thing that guarantees right participant educate disability For get education quality in all levels. Furthermore, the Guidelines for Implementing Inclusive Education published by the Education Standards, Curriculum, and Assessment Agency emphasizes the need adjustment curriculum, preparation of Individual Learning Programs (PPI), provision of Companion Teachers Special (GPK), as well as development regular teacher capacity in serve diversity characteristics participant educate. In various level regional government city like Yogyakarta even has forming a Service Unit Disability (ULD) for support assessment, placement, and mentoring participant educate person with disabilities disability (Kementerian Pendidikan, 2022).

Although policies and guidelines has available, its implementation in the field Still face Lots constraints. After he did interviews and observations field, at SMP Negeri 1 Yogyakarta which is one of the school implementer education inclusive, showing that school the accommodate around 20 participants educate disabilities consisting of from *slow learner*, *low vision*, and disabilities intellectual light. However, only there are two GPK people on duty accompany all over participant educate said. Condition This result in mentoring No even and responsible answer adaptation learning more Lots charged to the subject teacher lessons. Adaptations are often made nature spontaneous and not yet planned in a way systematic, so that hinder optimization of the learning process (interview with DI, GPK SMPN 1 Yogyakarta).

Implementation education effective inclusiveness need integration various framework theory learning. Referring to *Universal Design for Learning* (UDL) is an approach that emphasizes importance flexibility in design learning with provide diverse method for interact, express yourself, and understand material (Almeqdad, 2023). Approach this make an effort reduce obstacle study for all participant educate through differentiation representation, involvement, and expression. However, the implementation of UDL in Indonesia is still constrained by limitations teacher training and support source Power education (Rusconi & Squillaci, 2023).

In addition, Technological *Pedagogical Content Knowledge* (TPACK) provides perspective important in blend technology with pedagogy and content learning. Framework This emphasize importance teacher mastery of integration technology For expand access and improve effectiveness learning, including for participant educate disability (Sierra et al., 2023). In context learning inclusive, TPACK plays a role as bridge between limitations physique participant education and opportunities study digital-based. However, many teachers in Indonesia still be at the stage beginning mastery TPACK competency so that utilization technology not optimal.

Temporary that, *Differentiated Instruction* (DI) is customized approach content, process, product, and environment Study based on readiness, interest, and profile study participant educate (Purwanti et al., 2024). *Differentiated Instruction* is proven capable increase participation and results studying in class heterogeneous (Qorib, 2024). However, in in practice implementation of differentiation strategy often constrained by limitations time, load administration, and lack of guide systematic operations in schools inclusive. Focus main study previously more much on development technology help or on the type disability certain like deaf and blind. While that, study about the facilitation process learning that involves collaboration between regular teachers and GPK is still very limited. In addition, there is not yet Lots integrated research UDL, TPACK, and DI frameworks comprehensive as base design learning inclusive at the level school medium.

This study aims to analyze and conceptualize how and why learning facilitation is necessary for students with disabilities in inclusive junior high schools. The research focuses on how facilitation strategies are implemented, coordinated, and adapted to the limited resources in inclusive schools.

## METHODS

Study This is study qualitative descriptive. Type of research This adopt approach studies case, which aims dig a case or phenomenon specific in a way comprehensive and in-depth. Researchers use up the time that has passed set for collect data in a detailed and careful from related sources (eg. a process, institution, or group social) through procedure collection of relevant data (Gall et al., 2014). Study This aim for analyze and interpret how school facilitate learning differentiation for participant educate disability in learning inclusion. Educational Technology as *soft technology* is factor key that allows implementation study qualitative in it. In significant, field this has experience evolution from emphasis on design instructional to direction facilitation learning. This internal shift in line with change a more paradigm wide in theories learning, namely leave framework positivistic work going to a more approach constructive or constructivist paradigm This close relation for reviewed through field qualitative (Wahyono, 2025). Study This was conducted at SMP Negeri 1 Yogyakarta, which is one of the state schools with an inclusive label in the city of Yogyakarta.

Data in study is primary data and secondary data. The primary data that is targeted in study This is the Principal, Guidance Teacher Counseling, Companion Teacher Special Education (GPK), Subject Teachers, and Students with Disabilities. While the secondary data used for support study namely documentation school in the form of publication school, documents participant students, teacher teaching modules, and other relevant teaching materials. In determining informant as data sources through technique *purposive sampling*, namely collect data from informants who are considered own information complete about research topic (Abdussamad, 2021). Data collected through three stages technique namely observation, interview in-depth, and documentation. Observations made researchers namely with review implementation learning differentiation for students with disabilities in the environment school inclusion. The interviews conducted is interview structured with prepare instrument research. Then documentation carried out in study This use documentation participation directly to the informant (Bado, 2022).

For test to ensure data credibility, researchers used technical triangulation and data sources involving the principal, subject teachers, special assistance teachers, and guidance counselors. Meanwhile, technical triangulation in this study involved observation, interviews, and documentation in facilitating learning for students with disabilities in inclusive schools. Source triangulation was conducted by comparing data sources from different informants, while technical triangulation was conducted through different data collection techniques. (Citriadin, 2020). Data that has been collected Then analyzed through three stages according to Miles and Huberman, including data reduction, data presentation, and drawing conclusions (Saleh, 2017). In this research This done categorization or thematization results study for make it easier in interesting conclusion.

## RESULTS AND DISCUSSION

After do study field found results that show that in the year 2024/2025 academic year, there are 20 students disability with diverse type disabilities accepted at SMP Negeri 1 Yogyakarta. The following participant list details educate disabilities registered at SMP Negeri 1 Yogyakarta.

**Table 1.** Data on Students with disabilities

---

Data on Students with Disabilities at SMPN 1 Yogyakarta

---

Class	Name	Specificity	GPK
7C	JDM	Slow Learner	GPK
	DRS	Slow Learner	
	ARPS	Slow Learner	
7F	RAM	Obstacle Intellectual	IN
	NAS	Slow Learner	
	watershed	Slow Learner	
8E	APP	Slow Learner	GPK
	SATW	Slow Learner	
	CIA	Slow Learner	
8F	BP	Slow Learner	GPK
	TA	Slow Learner	
8G	ANP	Obstacle Intellectual	GPK
	MR	Slow Learner	
	RA	Slow Learner	
9D	YS	<i>Slow Learners</i> and Obstacles Behavior	LL
	FR	Slow Learner	
	US	Slow Learner	
	AY	Slow Learner	
9G	MNAF	Slow Learner	GPK
9H	CR	Low Vision	GPK

Mentoring for 20 participants educate Disability education at SMPN 1 Yogyakarta is carried out by 2 accompanying teachers Special (GPK). Majority from participant educate namely, as many as 16 people are category *slow learner*. Apart from that, there were also 2 participants educate with obstacle intellectual, 1 with obstacle behavior, and 1 participant educate *low vision* (impediment vision) which is spread across various class. The results obtained that facilitation learning differentiation in education inclusion at SMPN 1 Yogyakarta was carried out through modification divided learning become four modification main namely modification materials and curriculum, process modification, modification assessment, as well as modification environment learning. The role of teachers in carry out activity facilitation learning differentiation for disability is for uphold right on equal education, providing chance develop, form empathy and social intelligence of participants educate, and increase confidence self-disability.

In the modifications made the focus namely schools and teachers use various adaptive strategies, but in different intensities and depths. After found results from learning differentiation carried out by teachers for participant educate disability, then results study the discussed use relevant theories. The following results and Discussion study activity learning differentiation in education inclusion for participant educate disability:

### Facilitating Differentiated Learning in Inclusive Education

Findings study show that practice learning differentiated at SMP Negeri 1 Yogyakarta has implemented through various modification strategies on aspects materials, processes and products, assessment learning, as well as environment study. Teachers at school This interpret differentiation as form adjustment to needs and capabilities participant educate, especially for student with obstacle Study or *slow learner*. Form dominant modification is simplification material and reduction burden cognitive, for example with make package question different, sheet work participant adapted learning materials (LKPD), as well as explanation repeat personally. More details following form facilitation learning differentiation in education inclusion at SMPN 1 Yogyakarta:

## Modification of Curriculum and Materials

Study This find that SMPN 1 Yogyakarta does not use curriculum special for student disabled. Adjustment teaching materials are initiative pragmatics carried out by each subject teacher lessons and accompanying teachers Special (GPK). Practice kind of This become reflection of a flexible adaptation model, in which changes more emphasis on implementation in class than change policy curriculum official school. Appropriate with theory adaptation learning inclusive as proposed by Khoiruman (2023), adjustments can performed on the elements learning covering objectives, content, process, and evaluation without change curriculum in a way overall (Khoiruman, 2023). Draft This confirmed through findings in the field, where teachers have apply various form adaptation. For example, ICT and Javanese language teachers reduce level difficulty material, English teacher simplify assignments, and Math teachers presenting differentiated LKPD Where all This is form concrete from adaptation content material learning.



**Figure 1.** LKPD for Regular Students (Left) & LKPD for Students with Disabilities (Right) using instructions

Example concrete from implementation learning differentiated is Indonesian language teacher practice in preparing three variation package question in One class and a Mathematics teacher who sets objective learning with No uniform in the same teaching module. Approach This based on the principle that every participant educate own uniqueness, as confirmed in study theoretical about characteristics they, which include aspect ability, style learning and interest In inclusive schools, teachers play a key role in curriculum development at the classroom level by modifying teaching materials. Teachers actively adapt, simplify, or replace materials to make them relevant to students (Phytanza et al., 2023)' needs. A case study at SMPN 1 Yogyakarta reinforces this role, demonstrating that teachers act as facilitators who transform the formal curriculum into a learning process accessible to students with disabilities.

## Process Modification

In research in this, process modification is shown through something approach. The most prominent approach is a *pull-out* model, where the accompanying teacher Special (GPK) provides directions intensive in the room separate. This model in line with one of the educational formats inclusive proposed by Vaughn et al. (2000), namely class regular equipped with service *pull-out*. The feeling of comfort experienced by participants educate when Study indivi-



dually with GPK showing that this strategy succeed in build atmosphere safe learning in a way psychological as well as facilitate implementation rules from theory Study behaviorism like break task become stages small and giving bait come back in a way fast and cognitivism, for example, delivery organized and easy material understood (Fajra et al., 2020).



**Figure 2.** Pull-Out Strategy in GPK Room

In addition, the results study show that implementation learning in groups heterogeneous simultaneously with a peer tutor model is approach the most efficient strategy in context education inclusion for participant educate disability. Within the framework in groups this, participants educate disability get chance for interact with Friend peers who have role as more individuals understand (*more knowledgeable peers*), which in significant support the absorption and understanding process draft lessons. More from just improvement understanding academic, mechanism this also provides benefit double, namely, according to emphasis from educators that learning differentiation train and improve empathy as well as skills social in students regular.



**Figure 3.** Group strategy accompanied by GPK

Modification of the process found in research also allows use various method learning interactive like *Problem-Based Learning*, *Discovery Learning*, and *Window Shopping* show existence

shift from teacher-centered teaching to student-centered learning, Students pushed for active search, find, and build his knowledge alone. The teacher informant also mentioned that one of the most frequently used strategies used in process modifications other than those already mentioned previously is repetition. A consistent, good repetition strategy in form explanation repetition, spelling of words, and memorization, is application direct from theory Study behaviorism which emphasizes strengthening response through stimulus repetition. This is proven with research that has been conducted by researchers previously that learning strategy cooperative (including peer tutoring and work group) in a significant can increase interaction social and acceptance Friend peers to student in need specifically in class inclusive (Rizky, 2020).

Temporary that, integration digital technology as means differentiation own potential big however still limited in its implementation. Use of media such as Canva or Geschool show effort innovative teachers in accommodate style visual learning, but low TPACK (*Technological Pedagogical Content Knowledge*) readiness of teachers to become obstacles. Cahyani (2021) stated that TPACK readiness is prerequisite it is important that teachers can utilise technology in a way meaningful, not just variation media display. Therefore that, TPACK training for subject teachers lessons and GPK become need urge in expand effectiveness differentiation-based technology (Suryani, 2021).

In implementation learning by the teacher shows existence adaptation, where the teacher has make an effort integrate learning differentiation. Approach This in a way conceptual own relatedness close with education inclusive. Although thus, the results observation show that implementation in the field Not yet reach optimal level. In specific, practice learning differentiation applied to participants educate disability tend nature exclusive. This is seen from giving task similar with adjustments to standards inherited competencies. Practice This contradictory with essence draft inclusive, although product task has differentiated in accordance ability students. Ideally, referring to the principle learning differentiation, adjustment should covers content and learning process, aligned with need as well as capability specific participant educate, especially for they with disabilities. However, in reality implementation, teachers tend to Still do generalization ability for all participant educate.

### Modification of Assessment and Evaluation

Modification evaluation in a way direct implemented when the teachers are together compile question exam with variation amount and level cognitive that adjusts (lowers) values Criteria Minimum Completion (KKM), as well as provide different test formats like paper with size letter big for participant educate *low vision*. Statement head school that "weight value 8 for student regular different with 8 students' scores in need special (ABK)", underlined approach modification this. It means school implementing a more rigorous assessment model leaning to evaluation based individual criteria, where progress each student measured based on improvement ability his personal. More further, use non-academic criteria for example, attendance and participation active in evaluate student with obstacle most significant learning is form evaluation authentic and comprehensive (holistic). This is show that school evaluate success student beyond score academic on report card, with value development in aspect attitudes (affective) and behavior, which are in line with target development personal student in a way intact. In line with matter this study previously also stated modified assessment For child person with disabilities disability like use method observation behavior, assessment moment do task real, and portfolio assessed more effective catch progress student in a way comprehensive (comprehensive) compared test standardized (Asyari et al., 2023). Assessment practices at SMPN 1 Yogyakarta, particularly in the case of ALF (a student with special needs

and intellectual disabilities), are based on attendance. This reflects a shift toward a more authentic and individualized assessment model.

### Modifying the Learning Environment

**Table 2.** Categorization of Teacher Activities and Understanding in Differentiated Learning

Category Differentiation	Activity Field Practice	Objective	Teachers' Level of Understanding and Obstacles
Content/ Material	<ul style="list-style-type: none"> <li>• Simplify complexity teaching materials.</li> <li>• Making LKPD with instructions more details or different levels.</li> <li>• Change objective learning in the lesson plan for student disability</li> <li>• Designing Individualized Learning Programs (PPI) for case specific.</li> </ul>	Aligning with readiness student	The teacher understands concept, but not yet routinely compiled version material alternative
Learning Process	<ul style="list-style-type: none"> <li>• Apply pull-out system for guidance intensive.</li> <li>• Do internal mentoring class (co-teaching).</li> <li>• Apply method learning in groups heterogeneous.</li> <li>• Utilizing peer tutors.</li> <li>• Do personal approach before learning.</li> </ul>	Give track Study different so that students are optimal	Only some teachers apply it; many depending on GPK
Product / Rating	<ul style="list-style-type: none"> <li>• Give question exam with amount or level different difficulties.</li> <li>• Lower KKM standards for PDBK.</li> <li>• Using the assessment format alternatives (for example, assignments) based presence).</li> <li>• Allow product different tasks (e.g., writing vs. video).</li> </ul>	Evaluate in accordance ability student	The most frequently done, but without correlation strong to the process
Environment/ Setting	<ul style="list-style-type: none"> <li>• Arrangement seat,</li> <li>• space,</li> <li>• variation time</li> </ul>	Support comfort & concentration student	Already there is, but often not enough notice condition student

In research this, for participant educate *low vision* (impediment vision) and *slow learners* need noticed placement place sitting. Arrangement designed seating with careful is form real from modification management environment purposeful learning support the learning process. Placing student with low vision in the line front part middle help reduce obstacle physical and perceptual, so that they can more easy see information from board write and projector. This step in line with view theory cognitivism, which emphasizes importance sensory input reception optimally as stage beginning in the processing process information. In addition, the implementation of system rotation seating and formation formation circular moment discussion



reflect principle theory constructivism social. Change formation kind of this not only reduce layout rigidity conventional classes, but also encourage interaction direct between students. Interaction then becomes the base for the creation of dialogue and formation of knowledge together. Practice this at a time to support effort to create connection positive social in context inclusive learning (Hisbollah, 2022).

Modifications to adapt the learning environment are not limited to classroom settings. Utilizing areas outside the classroom (*outing classes*) such as the schoolyard, sports hall, or library is one way to provide variety in learning stimuli and situations. These efforts have been proven to increase student motivation and engagement, as expressed by teachers. This practice reflects the influence of external factors on the learning process, particularly the learning situation (Sukmadinata, 2004), which includes aspects of the environment, tools, and learning materials. This finding aligns with research by Efendi and Indraswati, which confirms that good classroom management, including the arrangement of physical space and the creation of a positive socio-emotional atmosphere, is an important indicator of the success of inclusive education. Teachers who actively organize the learning environment to support interaction and reduce barriers are generally more successful in engaging all students. (Nafisah & Kunaepi, 2025). Findings at SMPN 1 Yogyakarta, where teachers aware modify pattern seating and use various learning settings, support conclusion that. Table 2 is categorization learning differentiation in education inclusion implemented in learning for disability.

### **The Role of Teachers in Implementing Differentiated Learning in Inclusive Education**

Analysis studies case at SMPN 1 Yogyakarta found that teacher and participant decisions educate for carry out various form facilitation and differentiation learning triggered by a combination motivation normative, pedagogical, and practical. In explicit researchers identify a number of the role of the teacher carried out in learning differentiation in schools inclusion for participant educate disability among them as following:

#### **Upholding the Right to Equal Education**

Main results from study This show that the most basic motivation for all over inhabitant school at SMPN 1 Yogyakarta in carry out education inclusive rooted in belief strong will importance uphold right every child for get fair and equal education. The Principal, Mrs. NK, emphasized that organization education inclusion is not quite enough moral responsibility at the same time obligation, because basically all child own equal rights in study. View This in line with opinion from the Service Unit Disability (ULD) and Guidance teachers Counseling (BK), which is consistent emphasize that education is right the basics that must be can accessible to everyone individual without exceptions. From the point of view view Education Technology, affirmation to equality right education this become foothold ethical for all over activity facilitation learning. According to AECT (Januszewski & Molenda, 2010), Educational Technology is understood as study and practice ethical in facilitate the learning process (Alan Januszewski, 2010). Keywords ethical here become very relevant. This means that every effort creation, utilization, and management source Power technology must based on the principle ethics for give chance fair learning for all. When school make an effort provide various learning media, from conventional ones to digital-based efforts the will lost its meaning if no based on commitment for ensure all participant educate, including disability own equal rights for access and utilize it. In other words, the right on education is door enter before technology can play a role in a way effective.

### Providing Opportunities to Develop

Findings in the field in a way consistent show that one of reason main its implementation practice inclusion at SMPN 1 Yogyakarta is for give chance for student disabilities in order to be able to develop in accordance with potential, talent and interest they. The principal, Mrs. NK, confirmed that "every children have opportunities for achievers, all child that smart, only just his intelligence no always appear in the same field." View the become base thinking school in develop non-academic potential as another path to reach success and building trust self. This effort realized through step proactive teachers and GPK in recognize talent students, as well as with give fair chance for all participant educate for participate in various activity extracurricular activities. In the context of Educational Technology, effort facilitate development potential participant educate can seen through perspective definition of AECT, which includes aspect managing and utilizing resources Study. Designed system school for recognize talent student for example through teacher and assistant teacher observations special (GPK) and in arrange source power like activity extracurricular and coaches, up to give opportunity participate in competition, is form implementation technology in systemic meaning. School in a way aware designing and managing learning processes that are not only focus on the realm cognitive only, but also other aspects of development participant education. In addition, digital technology also plays a role important, for example through use of online platforms for look for reference techniques (such as sports video tutorials) or art), making digital portfolio as documentation works, until utilization of social media for display achievements that can be achieved increase motivation and recognition. With thus, educational technology no limited to use tools inside class, but functioning as system more supporters wide for develop potential student in a way comprehensive (Uyun, 2024).

### Shaping Empathy and Social Intelligence in Students

Findings This reinforced by the statement of the ICT teacher (RZ) who assessed that inclusion is method to "grow" empathy every children to be able to understand condition his different friends. " The same thing delivered by the science teacher (VT) who saw it inclusion as chance for student regular For Study understand and practice empathy, including How they Can accompany friends in need special. View the show that objective education inclusive No stop at delivery knowledge only, but also touching aspect formation character and abilities social. Environment class inclusive at SMPN 1 Yogyakarta becomes the right container for the learning process social This taking place. When students regular interact with student disability in activity group, they No only each other exchange knowledge academic, but also learning understand corner perspectives, challenges, and uniqueness of each individual. Interaction like This in a way direct develop empathy namely ability for feel and understand other people's feelings. Application learning in groups in a way heterogeneous and use peer tutoring method by teachers is form real from implementation draft said. Practice this is also in line with principle connection social in education inclusive as emphasized by the Ministry of National Education (2007), namely importance optimize two-way interaction or multi-directional (between teachers and students) as well as between students) in order to create atmosphere supportive and inclusive learning (Nirmala, 2023).

Field findings that show using Canva for task group is example concrete. In this platform, participants educate with diverse ability can collaborate in one project. Participants educate possible disabilities superior in visual aspects (drawing) can contribute, while his other friends focus on writing narrative. This process, mediated by technology, demands they for

communicate, negotiate, and mutually value contribution, which ultimately hone intelligence social they in digital context.

### Increasing Self-Confidence of People with Disabilities

The Companion Teacher Special (GPK) in session individual learning or *pull-out* own influence big to development of trust self participant educate. This is looks from statement participant CR (*low vision*) students who feel more comfortable and not clumsy for repeat question moment Study in a way personal with GPK. Condition the show that GPK was successful operate its function as effective facilitator. Through interaction said, GPK is able to create environment safe learning, where participants educate free explore things that have not been understood without fear will evaluation negative. The understanding gained in supportive atmosphere This in a way slowly strengthen efficacy self-academic, which is base formation trust self. Findings This in line with results research by Nadia and Dyta (2023) which shows that support social from teachers and friends peers own connection significant positive with improvement draft self as well as trust self participant educate in need specifically at school inclusive (Izzati et al., 2023).

### CONCLUSION

SMP Negeri 1 Yogyakarta has implemented inclusive learning facilitation through a differentiated learning modification strategy in four main aspects: material/curriculum differentiation, process, product/assessment, and learning environment. This implementation is driven by an ethical drive to uphold equal educational rights, provide development opportunities, foster empathy in regular students, and increase the self-confidence of students with disabilities. Differentiation is a more relevant strategy choice in implementing inclusive learning, tailored to the conditions and abilities of students. The most relevant differentiation applied to people with disabilities is learning modification. However, in practice, inclusive implementation is considered to still carry a sense of exclusivity, such as the separation of students with disabilities in individual spaces so that other students view these disabilities as "special." Furthermore, learning that is echoed with differentiation is in fact not optimal, with only differentiating product differentiation so that the concept of meaningful learning is not conveyed to people with disabilities. Furthermore, cultural issues remain apparent in schools, such as teachers who should be able to handle disabilities independently, but instead assign inclusive tasks to those deemed most capable, in this case, the Special Assistant Teacher. Nevertheless, all efforts to facilitate and raise awareness among all elements in the ongoing development of inclusive education should be commended.

### REFERENCES

- Abdussamad, Z. (2021). *Metode penelitian kualitatif* (P. Rapanna, Ed.; Cetakan ke-1). CV Syakir Media Press.
- Asyari, D., Kamila, J. T., Nurnazhiifa, K., Rahmawati, L. C., Dewi, S., & Guru, P. S. D. (2023). Effectiveness of inclusive learning management in non-SDLB elementary schools. *Journal on Education*, 5(2), 3830–3839.
- Bado, B. (2022). *Model pendekatan kualitatif: Tinjauan metode penelitian ilmiah* (Cetakan ke-1). CV Tahta Media Group.
- Citriadin, Y. (2020). *Metode penelitian kualitatif: Pendekatan dasar* (Lubna, Ed.; Cetakan ke-1). Sanabil.

- Coordinating Ministry for Human Development and Culture. (2022). *The government is obliged to fulfill the right to inclusive education for persons with disabilities*. <https://www.kemenkopmk.go.id>
- Fajra, M., Jalinus, N., Jama, J., & Dakhi, O. (2020). Development of an inclusive school curriculum model based on the individual needs of students. *Journal of Education*, 21(1), 51–63.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2014). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th ed.). Pearson Education Limited.
- Hisbollah, B. M. (2022). Classroom management model in inclusive elementary schools in Bojonegoro Regency. *Journal of Special Education Need*, 2(1), 10–20.
- Izzati, N., Dyta, B., & Hariyono, S. (2023). The effectiveness of providing social support on self-esteem of parents who have children with autism spectrum disorder (ASD). *Psychodinamika: Journal of Psychological Literacy*, 3(2), 24–34.
- Januszewski, A. (2010). *Educational technology: A definition with commentary*. Routledge.
- Jiménez Sierra, Á. A., Ortega Iglesias, J. M., Cabero-Almenara, J., & Palacios-Rodríguez, A. (2023). Development of the teacher's technological pedagogical content knowledge (TPACK) from lesson study: A systematic review. *Frontiers in Education*, 8, 1–18. <https://doi.org/10.3389/feduc.2023.1078913>
- Khoiruman, H. (2023). Expansion of the theory of planned behavior in green behavior research. *Journal of Economics and Banking*, 8(1), 10–26. <http://e-journal.stie-aub.ac.id/index.php/probank>
- Ministry of Education, Culture, Research, and Technology. (2022). *Guidelines for the implementation of inclusive education*. Education Standards, Curriculum, and Assessment Agency (BSKAP).
- Nafisah, Z., & Kunaepi, A. (2025). The urgency of classroom management strategies to improve the quality of Islamic religious education learning in elementary schools. *Didaktika: Journal of Education*, 14(1), 1–8. <https://jurnaldidaktika.org>
- Nirmala, A. (2023). Teacher communication strategies in cultivating empathy in regular students in an inclusive educational environment (Case study at Muhammadiyah 16 Surabaya Creative School). *The Commercium*, 7(2), 153–161.
- Phytanza, D. T. P., Nur, R. A., Hasyim, Mappaompo, A., Rahmi, S., Oualeng, A., Silaban, P. A. K. P. S., Suyuti, Iswati, & Rukmini, B. S. (2023). *Inclusive education: Concept, implementation, and objectives* (Cetakan ke-1). CV Rey Media Grafika.
- Purwanti, E., Uminar, A. N., Munafiah, U., & Universitas Singaperbangsa Karawang. (2024). Implementation of the differentiated instruction concept: A literature review of learning strategies oriented to student diversity. *Quantum Edukatif*, 1(1), 20–25. <https://synergizejournal.org/index.php/QE>
- Qorib, M. (2024). Analysis of the impact of differentiated instruction on critical diversity literacy in inclusive education. *Aksaqila International Humanities and Social Sciences Journal*, 3(1), 1–19.
- Rizky, K. C. (2020). The effect of peer tutoring learning methods on soccer dribbling learning outcomes in children with special needs (ABK). *Journal of Physical Education*, 1(1), 1–5. <https://journal.unesa.ac.id/index.php/bimaloka/>



- Rusconi, L., & Squillaci, M. (2023). Effects of a universal design for learning (UDL) training course on the development of teachers' competences: A systematic review. *Education Sciences*, 13(5), Article 215. <https://doi.org/10.3390/educsci13050466>
- Saleh, S. (2017). *Analisis data kualitatif* (H. Upu, Ed.; Cetakan ke-1). Ramadhan Library.
- Suryani, T. (2021). Validation and reliability of the development of the Indonesian version of the TPACK instrument. *Proceedings of the Conference of Elementary Studies*, 1–12.
- Uyun, A. N. N. M. (2024). Management of learning for children with special needs in inclusive classes. *BERSATU: Bhinneka Tunggal Ika Education Journal*, 2(3), 135–152.
- Wahyono, S. (2025). *Dinamika ilmu pendidikan di Indonesia (perspektif sosiologis)* (B. Sulisty, Ed.; Cetakan ke-1). UNY Press.