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Teacher Intervention Practices in Inclusive Learning in Grade IV MI Without a Special Assistant Teacher (GPK)

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ABSTRAK

Inclusive education aims to provide equal learning opportunities for all students. However, many madrasah ibtidaiyah in Indonesia lack Special Assistant Teachers (GPK), forcing classroom teachers to manage inclusive learning independently. This qualitative case study aims to analyze classroom teachers' intervention practices in inclusive learning within the fourth grade of MIS Madani Alauddin Pao-Pao. Data were gathered through non-participant observation, semi-structured interviews, and documentation, and analyzed using the Miles, Huberman, and Saldana interactive model. The results revealed that the special needs student faced challenges with focus, emotional regulation, and impulsive behavior. To address this, the teacher implemented adaptive interventions, including simplified instructions, positive reinforcement, seating arrangements, answer dictation, multisensory media, and brain breaks. Among these, multisensory media and brain breaks emerged as the most effective strategies for enhancing student focus and emotional stability. Key challenges identified include limited training in inclusive education, difficulties dividing attention, and the absence of an Individualized Education Program (IEP). This study concludes that classroom teachers play a crucial role as the primary implementers of inclusive education in resource-limited schools.

Kata Kunci:

Pendidikan inklusif, intervensi guru, siswa berkebutuhan khusus, guru pendamping khusus, madrasah ibtidaiyah.

Pendidikan inklusif bertujuan memberikan kesempatan belajar yang setara bagi semua peserta didik. Namun, banyak madrasah ibtidaiyah di Indonesia belum memiliki Guru Pendamping Khusus (GPK), sehingga guru kelas harus mengelola pembelajaran inklusif secara mandiri. Penelitian kualitatif dengan desain studi kasus ini bertujuan menganalisis praktik intervensi guru kelas dalam pembelajaran inklusif di kelas IV MIS Madani Alauddin Pao-Pao. Data dikumpulkan melalui

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observasi non-partisipan, wawancara semi-terstruktur, dan dokumentasi, lalu dianalisis menggunakan model interaktif Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa siswa berkebutuhan khusus memiliki kendala dalam fokus, regulasi emosi, dan perilaku impulsif. Untuk mengatasinya, guru menerapkan intervensi adaptif seperti penyederhanaan instruksi, penguatan positif, pengaturan tempat duduk, pendiktean jawaban, penggunaan media multisensori, dan *brain breaks*. Di antara strategi tersebut, penggunaan media multisensori dan *brain breaks* terbukti paling efektif meningkatkan fokus dan stabilitas emosi siswa. Tantangan utama yang dihadapi guru meliputi keterbatasan pelatihan inklusif, kesulitan membagi perhatian, serta belum adanya Program Pembelajaran Individual (PPI). Penelitian ini menyimpulkan bahwa guru kelas memegang peran krusial sebagai pelaksana utama pendidikan inklusif pada sekolah dengan keterbatasan sumber daya.

INTRODUCTION

Inclusive education is an educational approach that provides equal learning opportunities for all students without discrimination, including students with special needs. The concept of inclusive education emphasizes that every child has the right to receive proper educational services according to their needs, characteristics, and potential. In practice, inclusive education is not only oriented toward the acceptance of special needs students in regular schools, but also ensures that all students obtain a safe, comfortable, participatory, and meaningful learning experience (UNESCO, 2019). UNESCO (2021) explains that inclusive education aims to create an educational system that is capable of valuing diversity and removing learning barriers for all students. Inclusive education in Indonesia has a strong legal foundation through Law Number 20 of 2003 concerning the National Education System. Article 4(1) of Law No. 20 of 2003 concerning the National Education System stipulates that education must be provided democratically, equitably, and without discrimination, while upholding human rights, religious values, cultural values, and national diversity. Furthermore, Article 5(2) states that citizens with physical, emotional, mental, intellectual, and/or social disabilities are entitled to special education. These provisions establish an important legal foundation for respecting diversity and ensuring educational rights for all students, including students with special needs (Republik Indonesia, 2003).

Despite having a clear legal foundation, the implementation of inclusive education in

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Indonesia still faces various challenges, particularly at the elementary school and madrasah ibtidaiyah levels. One of the main challenges is the limitation of Special Assistant Teachers (GPK) who are supposed to assist classroom teachers in addressing the learning needs of students with special needs. In fact, the presence of a GPK plays a vital role in helping classroom teachers manage the learning needs, behavior, and emotional development of special needs students. The absence of a GPK forces classroom teachers to take over the entire responsibility of inclusive learning independently, ranging from material adaptation to classroom behavior management. This condition frequently causes teachers to experience difficulties in maintaining a balance between the needs of special needs students and the needs of other students in the classroom.

Research by Salurante & Hendriani (2021) indicates that teachers' unreadiness in managing the learning needs of special needs students can trigger barriers in the learning process, starting from difficulties in maintaining student focus, high off-task behavior, to low emotional regulation abilities. This situation shows that the success of inclusive education relies not only on policy, but also on the capacity of classroom teachers to adapt learning strategies. Research conducted by Taufiq (2025) emphasizes that teachers must be capable of performing instructional differentiation and learning adaptation to accommodate diverse student needs, including the use of multisensory approaches, task breaking, positive reinforcement, and learning environment modification. Such approaches are proven to increase the engagement and behavioral regulation of special needs students, particularly when professional support like a GPK is unavailable (Taufiq, 2025). However, studies exploring how teachers implement these interventions independently without the presence of a GPK remain limited. This issue becomes increasingly important considering that many special needs students are still placed in regular classrooms despite the absence of a formal IEP (Individualized Education Program) or assistant support. Consequently, teachers must rely on direct observation and personal experience to determine daily forms of intervention. When adaptive strategies are carried out without formal guidelines, the quality of intervention heavily depends on the teacher's intuition, commitment, and sensitivity toward classroom dynamics (Dignath et al., 2022).

In addition, the teacher's ability to build teacher agency is also an important factor in inclusive education. Teacher agency refers to the teacher's ability to make independent professional decisions based on student needs and the learning situations encountered. Research by Xue et al. (2023) shows that teacher agency plays an important role in helping teachers perform contextual learning strategy adaptations, including the use of multisensory media, task

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differentiation, and behavior management of special needs students in regular classrooms. Previous studies have discussed the implementation of inclusive education in various elementary school contexts. Dewi and Hermanto (2024) found that an inclusive pedagogy approach can help increase the participation of special needs students through the use of multisensory strategies and learning modifications. However, most of these studies were conducted in schools that already possessed professional personnel support or more structured inclusion service systems. Research regarding the intervention practices of classroom teachers in inclusive schools without the presence of a Special Assistant Teacher, specifically within the context of madrasah ibtidaiyah, is still relatively limited.

Based on these conditions, there is a research gap indicating that classroom teachers' adaptation and intervention practices in inclusive learning without GPK support have not been widely examined in depth. In fact, such resource-limited conditions are still widely found in elementary schools and madrasahs across Indonesia. Therefore, this study attempts to analyze classroom teachers' intervention practices in inclusive learning without the support of a Special Assistant Teacher in the fourth grade of MIS Madani Alauddin Pao-Pao. The novelty of this research lies in its analytical focus on the forms of classroom teachers' adaptive interventions in handling special needs students under conditions of limited school resources. This study does not merely discuss the implementation of inclusive education in general, but also explores the concrete strategies used by teachers, such as the use of multisensory media, brain breaks, positive reinforcement, answer dictation, and emotional approaches in learning.

As explained from an Islamic perspective, education is the right of every human being without distinguishing physical conditions or individual abilities. Allah SWT says in QS. Al-Isra' verse 70:

وَفَضَّلْنَٰهُمْ عَلَىٰ كَثِيرٍ مِّمَّنْ خَلَقْنَا تَفْضِيلًا ۝ وَلَقَدْ كَرَّمْنَا بَنِيٓ ءَادَمَ وَحَمَلْنَٰهُمْ فِى ٱلْبَرِّ وَٱلْبَحْرِ وَرَزَقْنَٰهُم مِّنَ ٱلطَّيِّبَٰتِ

The translation: *"And We have certainly honored the children of Adam and carried them on land and sea and provided for them of the good things and preferred them over much of what We have created, with [definite] preference."* (QS. Al-Isra' [17]: 70)

This verse confirms that every human being possesses the same dignity and has the right to receive fair treatment, including in educational services. This value aligns with the principles of inclusive education that respect student diversity and provide equal learning opportunities for all students. Based on this description, this study aims to analyze classroom teachers' intervention practices in inclusive learning without the support of a Special Assistant Teacher in the fourth

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grade of MIS Madani Alauddin Pao-Pao.

METHOD

This study employed a qualitative approach with a case study design. This approach was selected because it enables the researcher to understand the phenomenon of inclusive learning in depth within the natural classroom context (Yin, 2018). According to Merriam and Tisdell (2018), qualitative research aims to understand the meaning of social experiences deeply through the interpretation of phenomena occurring in natural settings. The case study approach was chosen due to its capability to provide a detailed overview of the inclusive learning practices taking place in real classroom situations. Furthermore, a case study allows the researcher to explore the interactions between teachers, students, and the learning environment more comprehensively (Stake, 1995).

The research was conducted in the fourth grade of MIS Madani Alauddin Pao-Pao. The research participants consisted of the fourth-grade classroom teacher as the primary informant and a student with special needs as the focus of the study. The participant selection technique utilized purposive sampling based on relevance to the research objectives (Creswell, 2013). Data collection was carried out through non-participant observation, semi-structured interviews, and documentation. Observation was used to examine student behavior, teacher intervention strategies, and classroom learning dynamics. Interviews were conducted with the classroom teacher to obtain information regarding the experience of teaching special needs students without a GPK. Documentation was utilized as supporting data in the form of student progress records and learning assignment outcomes. The primary instrument of the research was the researcher themselves as the human instrument. Supporting instruments included observation guidelines, interview guidelines, and field notes.

Data analysis employed the interactive model by Miles, Huberman, and Saldana, which comprises data reduction, data display, and conclusion drawing (Miles et al., 2014). Data validity was established through source triangulation and technique triangulation to ensure the credibility of the research results. Triangulation was performed to enhance the credibility and consistency of the research data. Lincoln and Guba (1985) explain that source and technique triangulation can assist researchers in minimizing interpretive bias and ensuring that the data obtained truly represent the actual field conditions

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RESULTS

1. Characteristics of Students with Special Needs in Grade IV

Based on classroom observations conducted during the learning process, the student with special needs in grade IV at MIS Madani Alauddin Pao-Pao exhibited several prominent characteristics in their classroom learning activities. The student experienced difficulties in maintaining focus over extended periods, was easily distracted by the surrounding environment, and displayed impulsive behavior when feeling bored or uninterested in the learning activities. Furthermore, the student demonstrated relatively low emotional regulation, leading to sudden mood swings, particularly when encountering tasks perceived as difficult or when situated in an overly crowded classroom environment.

In several learning situations, the student engaged in off-task behaviors, such as walking around the classroom, speaking out of context, repeatedly playing with certain objects, and experiencing difficulty in following long instructions given by the teacher. The detailed characteristics regarding the student's barriers and potential are summarized in Table 1 below:

Aspect	Key Findings
Concentration	Easily distracted, focus spans less than 10 minutes
Behavior	Lying down in class, doodling, restless, impulsive
Emotion	Easily angered, requires immediate gratification of desires
Academics	Capable of reading and writing, but refuses long-form writing
Socialization	Easily offended, limited interaction
Interests	Enjoys drawing, strong in visual recall

Table 1. Summary of the Characteristics of Students with Special Needs

Despite exhibiting various behavioral barriers, observation results indicate that the student has a high interest in visual activities, educational games, and learning that involves physical movement or concrete objects. When the teacher utilizes visually engaging and kinesthetic learning media, the student appears calmer, more active, and capable of maintaining attention longer compared to lecture-based learning.

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This clinical condition in the field aligns with the view ofKhaleel et al. (2021), who explain that students with special needs in inclusive classrooms generally require emotional support and more individualized learning strategies compared to their regular peers. The difficulties in focusing and the high intensity of off-task behavior reinforce that the student requires a more active, flexible, adaptive, and multisensory-based learning approach to participate optimally in the regular classroom.

2. Forms of Adaptive Intervention by Class Teachers without Special Assistant Teacher (GPK) Support

The absence of a Special Assistant Teacher (*Guru Pendamping Khusus* / GPK) at MIS Madani Alauddin Pao-Pao compels the class teacher to assume a central role in the sustainability of inclusive education. Under these conditions of limited resources, the teacher does not merely function as an instructor of learning materials, but must also independently step into the roles of facilitator, behavior manager, and emotional guide. This finding reinforces the study by Mauliddiyah and Permata (2025), which indicates that the absence of a GPK shifts the entire responsibility of teaching children with special needs onto the class teacher without adequate professional assistance. The class teacher holds a crucial responsibility as they must accompany the child throughout the entire duration of the learning process.

To address this, the teacher implements various forms of adaptive interventions that are flexible and persuasive, avoiding repressive punishments. These forms of intervention are mapped into four main categories in Table 2 below:

Category	Form of Intervention	Field Findings
Academics	Dictation, simplification of instructions, task modification	The student is able to complete short notes; resistance decreases
Behavior	Time-limiting, redirection	The frequency of off-task behavior decreases temporarily
Emotional	Rest breaks (brain breaks), low-tone communication, soothing tantrums	Breaks are proven to be the most effective in restoring focus
Environment	Seating arrangement, flexible movement space	Visual distractions are reduced

Table 2. Forms of Teacher Intervention in Inclusive Learning

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In practice, one of the most frequently observed academic interventions is the simplification of instructions. The teacher delivers commands briefly and step-by-step, breaking them down into smaller segments, and repeats explanations individually when the student begins to show confusion. The teacher also dictates answers for certain assignments to maintain the student's participation despite their concentration barriers.

This instructional differentiation step aligns with the perspectives of Ainscow (2020) and Tomlinson (2017), who emphasize that the success of inclusion is heavily influenced by the teacher's flexibility in modifying learning modalities to accommodate diverse student needs. In addition to the interventions designed independently by the teacher, Mauliddiyah and Permata (2025) add several complementary strategies, such as cooling-down techniques, placing the student with special needs in the front row, and implementing Universal Design for Learning (UDL) principles from the initial stages of classroom planning.

3. Analysis of Intervention Effectiveness and Student Learning Response

Observation results indicate that most adaptive interventions yield a positive response regarding student engagement, although their effectiveness fluctuates depending on the student's immediate emotional state. The relative effectiveness of each intervention strategy was evaluated collaboratively by the researcher and the classroom teacher using the observational rating rubric (0–10 scale) detailed in the Method section. The comparative results based on field observations and reflective evaluations are presented in Figure 1:

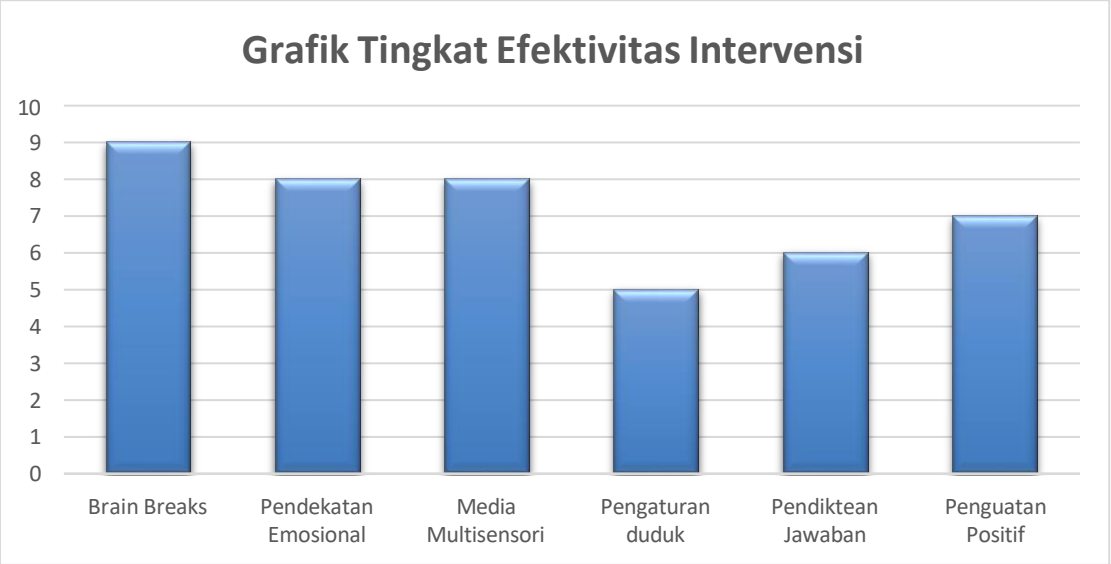

Figure 1. Intervention Effectiveness Level

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Assessment Rubric for Intervention Effectiveness To systematically evaluate the effectiveness of each adaptive intervention strategy, an observational effectiveness scale ranging from 0 to 10 was developed as a qualitative rating rubric. The scores were assigned collaboratively by the researcher and the classroom teacher through reflective end-of-day evaluations based on standardized behavioral criteria during non-participant observation sessions. The scoring criteria were operationalized as follows:

- 0–3 (Low Effectiveness): The intervention fails to reduce off-task behavior, and the student remains unresponsive or resistant for less than 30% of the session.
- 4–6 (Moderate/Situational Effectiveness): The intervention temporarily restores focus or calms the student, maintaining engagement in 30%–60% of observed instances.
- 7–10 (High Effectiveness): The intervention consistently enhances focus, promotes emotional stability, and enables task completion in more than 60% of observed instances.

Credibility and validity of this rating scale were ensured through inter-rater agreement (triangulation between the researcher's field notes and the teacher's daily reflective records) and source triangulation, preventing subjective bias while maintaining the contextual richness of the qualitative case study.

Based on the quantitative observational data above, brain breaks (short learning pauses) obtained the highest effectiveness score (a score of 9). When the student begins to act impulsively or show symptoms of a tantrum, the teacher provides a short break to move around or engage in light activities. This strategy has proven highly effective in reducing cognitive fatigue and regulating the student's emotions. Jensen (2020) supports this finding by explaining that minor physical movement during learning breaks can restore brain readiness, lower stress, and enhance concentration. Taufiq (2025) also states that students with special needs require a flexible and non-monotonous classroom rhythm to maintain emotional stability.

In second place, multisensory media and emotional approaches both achieved high scores (a score of 8). The use of manipulative tools (such as slime and picture cards) as well as concrete objects has proven to make the student more cooperative and enthusiastic. This confirms the research findings of Dewi and Hermanto (2024), alongside UNJ (2019), which state that multisensory-based inclusive pedagogy in elementary schools is highly effective in maximizing information absorption because it accommodates all of the child's learning styles (visual, auditory, and kinesthetic). Jimad (2025) even describes the multisensory approach as a fundamental

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neuroeducation-based pedagogy within the inclusion system, although its implementation is often hindered by the limitations of audiovisual technology in schools.

Meanwhile, persuasive communication using a soft tone of voice in the emotional approach has proven to build a sense of security within the student. Positive reinforcement (*penguatan positif*) also demonstrated notable effectiveness with a score of 7. The consistent application of verbal praise, token rewards, or immediate positive recognition encouraged the student to maintain task persistence and reduced resistance during challenging learning activities. Conversely, passive interventions such as the dictation of answers (score of 6) and seating arrangements (score of 5) demonstrate lower levels of effectiveness or only work situationally.

4. Teacher Challenges in Inclusive Learning Without Special Assistant Teacher (GPK) Support

In implementing inclusive learning without the support of a Special Assistant Teacher (*Guru Pendamping Khusus* / GPK), class teachers face various highly complex challenges. One of the primary challenges is the difficulty of dividing attention between the student with special needs and the other regular students in the classroom. Teachers must ensure that all students continue to receive optimal learning services, even though their focus and attention are frequently centered on managing the behavior and individual needs of the student with special needs. Another challenge faced by teachers is the limitation of professional training related to inclusive education. Teachers admit that they have never received deep, specialized training regarding management strategies for students with special needs. Consequently, most of the intervention strategies utilized are derived from the teachers' personal experiences while teaching in the classroom.

Beyond pedagogical factors, teachers also encounter emotional challenges in maintaining the stability of the classroom atmosphere when the student exhibits impulsive behavior or throws tantrums. Under certain conditions, teachers must temporarily halt the learning process to help calm the student down. This situation frequently disrupts the concentration of other students and renders the learning environment less conducive. Despite facing various limitations, teachers continuously strive to provide supportive and inclusive learning services for all students. This demonstrates the teachers' commitment and care toward the educational rights of students with special needs, even when operating under conditions of limited school resources.

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DISCUSSION

A. The Central Role and Existence of Class Teachers in Inclusive Classrooms

Research findings indicate that class teachers play a central role in the sustainability of inclusive education when a school does not yet have a Special Assistant Teacher (*Guru Pendamping Khusus* / GPK). Under conditions of limited school resources, teachers do not merely function as instructors of learning materials, but also transform into facilitators, behavior managers, emotional guides, and the primary decision-makers in the learning adaptation process.

This finding is reinforced by the research results of Mauliddiyah and Permata (2025), which demonstrate that the absence of a GPK in inclusive schools causes the teaching load of students with special needs (*Anak Berkebutuhan Khusus* / ABK) to be fully transferred to the class teacher without adequate professional assistance. This condition requires class teachers to play a dual role as motivational drivers and counselors for students because they accompany the children throughout the entire duration of the learning process. Consequently, the success of inclusive education at the *madrasah ibtidaiyah* (Islamic elementary school) level depends heavily on the teacher's ability to understand students' individual needs and flexibly adjust learning strategies. This phenomenon aligns with the view of Ainscow (2020), who states that the effectiveness of inclusive education in the field is determined by the teacher's capacity to perform differentiated instruction and contextual adjustments to teaching strategies.

B. Analysis of Adaptive Intervention Practices and Sensory Stimulation

The findings of this study show that the student with special needs at the research site experienced difficulties in maintaining focus, possessed low emotional regulation, and exhibited impulsive behavior during the learning process. These clinical characteristics align with the explanation by Khaleel et al. (2021) that students with special needs in inclusive classrooms require intensive emotional support and more individualized learning strategies compared to regular students. The emergence of focus difficulties and off-task behaviors indicates that the student needs a more active, concrete learning approach that involves multisensory stimulation to sustain attention longer.

Among the various strategies applied, the use of multisensory media (such as visual images, concrete objects, flashcards, and manipulative tools like slime) has proven to be one of the most effective strategies for increasing student attention. This finding is supported by a study by Dewi and Hermanto (2024), which explains that a multisensory-based inclusive pedagogy approach can increase the participation of students with special needs in elementary school learning. The use of visual media and kinesthetic activities helps students understand the material through direct experience, thereby making the learning process more meaningful.

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Theoretically, Tomlinson (2017) explains that differentiating instruction through the use of various learning modalities can help increase student participation in inclusive activities. Involving multiple senses is considered far more effective because it can accommodate diverse learning needs while simultaneously reducing students' cognitive fatigue. This is reinforced by the empirical findings of UNJ (2019), which show that multisensory learning in elementary schools is proven effective in maximizing learning outcomes because it integrates all student learning styles (visual, auditory, and kinesthetic). Furthermore, a literature review by Jimad (2025) emphasizes that the multisensory approach is not merely a remedial strategy, but rather a fundamental neuroeducation-based pedagogy for the inclusion system. Nevertheless, the challenges of utilizing audiovisual technology and optimizing these media remain important notes in most school.

C. Emotional Regulation Through Brain Breaks and Emotional Relationships

In addition to academic interventions, the emotional approach plays a crucial role in maintaining the stability of student behavior in the classroom. The teacher utilizes personal communication and a persuasive-supportive approach when the student begins to lose emotional control or act impulsively. This non-repressive interaction model fosters a sense of security and comfort within the student. A positive emotional relationship between the teacher and the student serves as a determining variable in the success of inclusive learning.

Furthermore, providing brain breaks or short learning pauses has proven effective in assisting the student's emotional regulation. After being given time to move around or engage in light activities, the student appears calmer and capable of reconcentrating. This strategy works by reducing cognitive fatigue and refreshing the student's attention readiness. As explained by Jensen (2020), short break activities involving physical movement can help increase concentration, lower learning stress, and improve brain readiness to absorb new information. For students with special needs, these activities are significantly capable of reducing impulsive behavior and maintaining emotional stability. Taufiq (2025) adds that students with special needs require a flexible and non-monotonous learning rhythm so that their focus and emotional stability remain undisturbed throughout the day.

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D. The Manifestation of Teacher Agency Based on Religious Capital in Madrasahs

The findings of this study also reveal the presence of a strong practice of teacher agency in the implementation of inclusive learning. Teacher agency reflects the teacher's ability to make professional decisions reflectively and independently based on student needs and the real-world context faced in the field (Priestley et al., 2015). Within an inclusive space, this capacity is vital because teachers are continuously confronted with complex learning situations that demand spontaneous strategy adjustments without being dictated by the formal methods of the regular curriculum. Xue et al. (2023) explain that teacher agency exerts a significant influence on the success of inclusive education implementation because it encourages teachers to create more contextual and responsive learning strategies.

Interestingly, within the context of Islamic Elementary Schools (*Madrasah Ibtidaiyah*) in Indonesia, this *teacher agency* possesses a unique dimension as it is driven by *religious capital* (religious assets). Research from TIJIE (2025) demonstrates that madrasah teachers make adaptive decisions based on Islamic values, local wisdom, and community networks to generate learning innovations centered on religious values.

This reinforces the field fact that the teacher's commitment to independently adapting the curriculum is influenced by the Islamic values upheld by the madrasah, where educating and honoring children with special needs is viewed as both a professional responsibility and a form of worship. Nevertheless, despite exhibiting a high moral commitment, teachers facing the implementation of inclusive education without GPK support are continuously confronted with severe institutional challenges. Teachers experience profound difficulties in dividing their attention between the student with special needs and their regular peers, which poses a significant risk of triggering emotional burnout. Furthermore, the unavailability of an Individualized Education Program (IEP/PPI) draft causes the instructional adaptation process to remain unsystematic and unstructured.

This issue is severely compounded by the limitations of professional training. The fact that teachers rely heavily on personal experience and intuition in the classroom is confirmed at a macro level by a systematic literature review by Mijil (2026). Through an analysis of 30 scientific documents (2015–2024), Mijil (2026) revealed that 68% of teachers in inclusive schools lack specialized training regarding the management of students with special needs. The primary barriers encountered generally include a lack of continuous training, limited physical facilities, and low community engagement. Consequently, this paper strongly recommends tangible policy interventions, the implementation of Universal Design for Learning (UDL), and the strengthening of collaboration with parent.

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E. Islamic Educational Perspective and Integrative Recommendations

This supportive inclusive learning practice reflects the values of justice (*'adalah*), respect for human dignity (*karamah insaniyyah*), and compassion (*rahmah*) in Islamic education. This principle aligns with the word of Allah SWT in Surah Al-Isra' verse 70, which emphasizes that every human being is born with inherent honor and equal rights, without discriminating against their physical or mental conditions. Therefore, inclusive education in madrasahs is not merely an issue of fulfilling legal-admi nistrative rights, but rather a theological responsibility to provide equitable educational services for all humankind.

Overall, the success of inclusive learning must not rely solely on the individual resilience of the class teacher, but rather requires a structured ecosystem support. Based on the convergence of theory and field data, the systemic support urgently required for implementation includes:

Continuous Training: The organization of intensive inclusive education training to enhance the pedagogical competence of class teachers.

1. Professional Partnership: The provision of periodic mentoring services through collaboration with the education office, relevant ministries, or the nearest Special School (*Sekolah Luar Biasa* / SLB).
2. Formal IEP Instruments: The development of a structured, applicable, and systematic Individualized Education Program (IEP/*PPI*) to serve as a compass for teacher interventions.
3. Responsive School Regulations: The formulation of internal school policies that are accommodating toward resource allocation and funding for students with special needs.

By integrating Islamic values as spiritual assets (*religious capital*) alongside established structural support, the implementation of inclusive education in *madrasah ibtidaiyah* will operate optimally, equitably, and sustainably for all students without discrimination.

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CONCLUSION

Based on the research findings, it can be concluded that in this observed case, the classroom teacher plays a vital role in sustaining inclusive education within a primary school context that lacks Special Assistant Teachers (Guru Pendamping Khusus / GPK). Faced with a scarcity of dedicated special education resources, the teacher does not merely deliver instructional materials but actively adapts as a facilitator, emotional guide, behavior manager, and the primary decision-maker in adjusting the learning process for the observed student with special needs. Within similar resource-limited settings, these findings suggest that pedagogical flexibility and teacher sensitivity toward individual student needs serve as critical determinants for the effective implementation of daily classroom inclusion..

The study indicates that the student with special needs in the fourth grade of MIS Madani Alauddin Pao-Pao experiences difficulties in maintaining focus, possesses low emotional regulation, and exhibits impulsive behavior during learning activities. To manage these conditions, the teacher implements various adaptive interventions, such as simplifying instructions, utilizing multisensory media, applying positive reinforcement, adjusting seating arrangements, incorporating brain breaks, and dictating answers. These interventions have proven effective in enhancing student engagement, sustaining focus, and assisting the student in emotional regulation throughout classroom activities. Furthermore, this research highlights that the use of multisensory media and the provision of brain breaks are the most effective strategies for enabling students with special needs to participate in regular classes. Beyond boosting attention and participation, the emotional approach established by the teacher through personal communication fosters a sense of safety and comfort during the learning process, illustrating that a positive teacher-student emotional bond heavily influences the success of inclusive education.

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Nevertheless, the implementation of inclusive learning without GPK support continues to face substantial challenges. These include the teacher's difficulty in dividing attention equitably among all students, a lack of specialized professional training in inclusive education, and the absence of a structured Individualized Education Program (IEP/*PPI*). Consequently, more optimal support from both schools and the government is critically required. This should encompass comprehensive inclusive education training, the provision of professional mentoring services, and the development of a more systematic individualized learning system to ensure that inclusive education services operate effectively and sustainably.

This study relies on a single-case study design involving one classroom teacher, one student with special needs, and one inclusive elementary school. Consequently, the findings and intervention effectiveness scores presented are inherently contextual and cannot be statistically generalized to all inclusive education settings or diverse types of special educational needs. The observational scores reflect reflective, situational assessments tailored to the specific behavioral dynamics observed in this setting. Future research is encouraged to expand the scope by employing multi-site case studies, longitudinal observations, or larger sample sizes across different school environments to broaden the empirical transferability of these findings.

This study contributes to the advancement of discourse on inclusive education, specifically regarding the intervention practices of class teachers in resource-constrained schools. Additionally, these findings are expected to serve as a valuable reference for teachers, school administrators, and future researchers in developing inclusive learning strategies that are more adaptive, humanistic, and student-centered.

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