

Learning Management in Inclusive Education Schools: An Analysis of Instructional Planning, Implementation, and Evaluation

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ABSTRACT : This study aims to analyze inclusive learning management in terms of planning, implementation, and evaluation at SMA Negeri 2 Trenggalek, East Java, Indonesia. A qualitative approach with a case study design was employed. The participants comprised six informants: the school principal, vice principal for academic affairs, three subject teachers involved in inclusive classes, and a guidance and counseling teacher. Data were collected through semi-structured interviews, observations, and document analysis. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, encompassing data condensation, data display, and conclusion drawing and verification. Data trustworthiness was enhanced through source and methodological triangulation. The findings indicate that inclusive learning management was implemented adaptively according to students' individual characteristics and learning needs. Planning involved needs identification, coordination among teachers and parents, and adaptation of instructional materials and learning plans. Implementation included individualized assistance, content simplification, the use of concrete learning materials, and active student participation in classroom activities. Evaluation was adjusted to students' abilities, particularly for students with mild intellectual disabilities. These findings highlight the importance of flexible and collaborative learning management in ensuring that all students receive appropriate learning support and meaningful opportunities to participate in classroom activities.

Keywords: *Learning Management, Inclusive Education Schools, inclusive school*

INTRODUCTION

Inclusive education has become an important component of efforts to fulfill the right to education for students with diverse learning needs. Globally, children with disabilities are estimated to account for approximately 15% of the out-of-school child population, indicating that disability remains an important factor associated with educational exclusion (UNESCO, 2020). In Indonesia, the need for inclusive education services is also evident from the 34,196 students with special educational needs recorded in East Java in 2025 (Kementerian Pendidikan Dasar dan Menengah., 2025). This situation highlights the need for schools to provide adaptive learning environments that ensure access, participation, and appropriate learning support according to students' individual needs.

The implementation of inclusive education continues to face various challenges, particularly in managing learning that can accommodate diverse student needs. These challenges include teacher competence, limited support resources, curriculum adaptation, and underdeveloped support systems for students with special educational needs (Alhassan, A. M., & Kuyini, 2026; Habibulloh, M., & Ali, 2024). In Indonesia, similar challenges have been identified in the development of individualized learning programs, the preparation of adaptive instructional materials, the availability of special education support teachers, and collaboration between schools and families (Setiawan & Tohari, 2025). These conditions indicate that inclusive education policies need to be accompanied by effective learning management capable of translating the principles of inclusion into everyday classroom practices.

Learning management is therefore a strategic component of inclusive education because it encompasses planning, implementation, and evaluation that are responsive to students' characteristics and needs. Systematic management through curriculum adaptation, flexible instructional strategies, teacher capacity development, and institutional support is necessary to ensure that all students have meaningful learning experiences aligned with their individual needs and potential (Rapisa et al., 2026).

Previous studies have examined inclusive education from various perspectives, particularly school leadership, teacher readiness, and instructional practices. Sider et al. (2021) found that inclusive school leadership contributes to the development of a school culture that supports diversity through collaboration, communication, and responsive decision-making concerning the needs of students with special educational needs. DeMatthews (2021) demonstrated that a systems-based leadership approach can help schools identify and address structural barriers that affect the successful implementation of inclusive education. Similarly, Khaleel et al. (2021) reported that principal support contributes to teachers' readiness to implement inclusive instructional practices. Gillett-Swan (2025), meanwhile, showed that inclusive pedagogy through adaptive instructional strategies and differentiated learning can enhance the participation of students with diverse characteristics and abilities (Munif et al., 2024).

Despite these contributions, previous research has largely examined school leadership, teacher readiness, and instructional practices as separate dimensions of inclusive education. Studies on leadership have primarily emphasized the role of school principals in developing an inclusive school culture, whereas instructional studies have tended to focus on teachers' pedagogical strategies. Research that integrates these dimensions within a broader learning management system encompassing instructional planning, implementation, and evaluation remains relatively limited.

This gap highlights the need for a more comprehensive examination of inclusive learning management at the school level, particularly in relation to adaptive instructional planning, responsive strategies for addressing student diversity, and

evaluation practices aligned with individual learning needs. The success of inclusive education depends not only on supportive policies and teacher competence but also on schools' capacity to integrate these instructional components systematically. This study was conducted at SMA Negeri 2 Trenggalek, a secondary school implementing inclusive education, providing a relevant context for examining how the principles of inclusion are translated into the management of everyday learning practices.

Accordingly, this study aims to analyze inclusive learning management at SMA Negeri 2 Trenggalek, focusing on instructional planning, implementation, and evaluation, as well as the strategies employed by the school to accommodate diverse student needs. The findings are expected to contribute to a broader understanding of inclusive learning management practices and provide practical implications for developing learning environments that are adaptive and responsive to student diversity.

METHODS

This study employed a qualitative approach with a case study design to examine inclusive learning management practices at SMA Negeri 2 Trenggalek. The qualitative approach was used to explore participants' meanings and experiences through data collected in a naturalistic setting and interpreted in depth (Creswell, 2013; Hariani & Jabbar, 2026). The case study design followed Yin (2018), with the analysis focusing on instructional planning, implementation, and evaluation. The participants comprised six informants: the school principal, vice principal for academic affairs, three subject teachers involved in inclusive classes, and one guidance and counseling teacher. Participants were selected purposively and further identified through snowball sampling. Data were collected through semi-structured interviews, observations, and documentation (Fitri & Haryanti, 2020).

Data were analyzed using the interactive model of Miles, Huberman, dan Saldaña (2018), comprising data condensation, data display, conclusion drawing and verification, and data collection. This model was employed because qualitative data analysis requires an ongoing process of organizing, interpreting, and verifying information throughout the research. The analysis was conducted continuously, with the data categorized according to the three research focuses planning, implementation, and evaluation to identify recurring patterns, relationships, and underlying meanings. The interaction among these components enabled the researchers to refine the analysis as new information emerged and to ensure that the findings were grounded in the collected evidence.

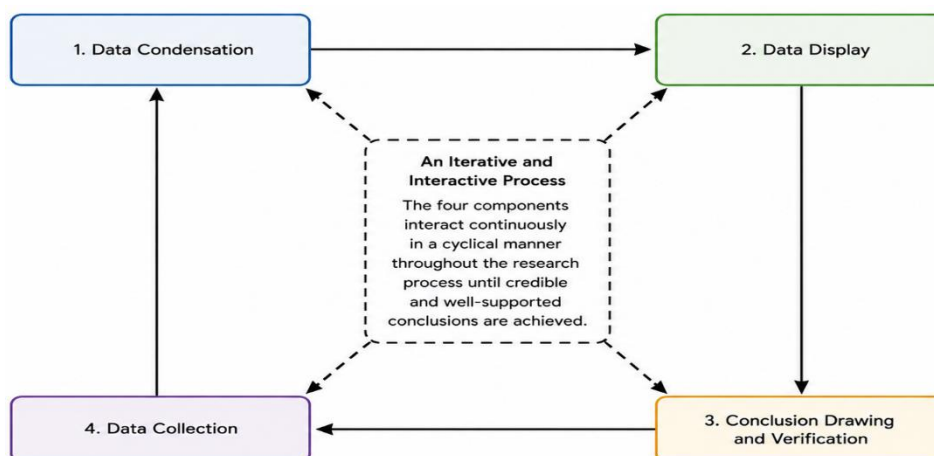


Figure 1. Interactive Data Analysis Model (Miles, Huberman, & Saldaña, 2018)]

As illustrated in Figure 1, data analysis involved four interconnected components: data condensation, data display, conclusion drawing and verification, and data collection. These components operated cyclically and interactively throughout the research process. Data were condensed and systematically displayed to identify patterns, after which conclusions were drawn and verified through data review and triangulation. Data collection continued throughout the analysis process to obtain additional information needed to clarify and substantiate the emerging findings.

Data trustworthiness was established based on Lincoln & Guba (1982) criteria of *credibility*, *transferability*, *dependability*, and *confirmability*. Credibility was strengthened through sZource and methodological triangulation, while *transferability*, *dependability*, and *confirmability* were supported through detailed contextual description and systematic documentation of the research process.

RESULT AND DISCUSSION

Result

1. Inclusive Learning Planning

The findings indicate that inclusive learning planning at SMA Negeri 2 Trenggalek began with identifying students' conditions through educational records and assessments, followed by coordination with the guidance and counseling teacher and parents. During the 2025/2026 academic year, three students with special educational needs were enrolled in the school: one student with a physical disability and two students with mild intellectual disabilities. Differences in students' characteristics served as the basis for determining appropriate learning plans.

Adaptations in planning were particularly evident in the instructional materials and learning plans prepared for students with mild intellectual disabilities, including adjustments to learning content, activities, assessment, and instructional media

according to their needs. One teacher stated, *“The materials taught are different, and the lesson plans are also different.”* In contrast, the student with a physical disability used the same learning plans and instructional materials as regular students because the student’s primary limitation was physical. These findings indicate that learning planning was adapted according to students’ individual characteristics and learning needs.

Planning also addressed the social readiness of the classroom by providing regular students with an understanding of diversity among their classmates. The guidance and counseling teacher explained, *“At the beginning, we informed the students that one of their classmates would be different from them.”* This finding indicates that planning extended beyond instructional content and materials to include the development of a classroom environment that supports the participation of all students.

Table 1. Matrix of Findings on Inclusive Learning Planning

Theme	Category	Key Finding
Needs identification	Assessment and educational records	The school obtained information about students’ conditions before instruction began.
Collaboration	School–parent coordination	Coordination was conducted from the student admission process and at the beginning of the semester.
Learning adjustment	Differentiated instructional materials	Lesson plans/modules for students with mild intellectual disabilities were adapted to their needs.
Instructional adaptation	Use of equivalent instructional materials	The student with a physical disability used the same instructional materials as regular students.
Inclusive environment	Tolerance and discrimination prevention	Regular students were provided with an understanding of diversity among their classmates.

Source: Primary research data, processed by the researchers.

Overall, inclusive learning planning at SMA Negeri 2 Trenggalek involved needs identification, coordination with parents, adaptation of instructional materials, and preparation of a supportive classroom environment. Learning arrangements were tailored to students’ characteristics and needs, indicating that planning extended beyond instructional preparation to the development of an inclusive and non-discriminatory learning environment.

2. Inclusive Learning Implementation

The findings indicate that inclusive learning was implemented by subject teachers within their respective classrooms, with more intensive support provided to students with mild intellectual disabilities. Teachers simplified learning materials and assignments according to students' abilities while continuing to involve them in classroom activities and group work. This indicates that instructional adaptations were designed not only to address individual learning needs but also to maintain students' active participation in the learning process.

Meanwhile, students with physical disabilities received learning experiences largely similar to those of regular students because they did not experience intellectual impairments. One teacher explained, *"In Class X F, the inclusion is physical, so everything is the same as for the regular students. Mentally, the student is the same; only the right hand is stiff... There are also no problems with comprehension. The learning is the same."* Learning implementation was also supported by concrete instructional media, such as the use of money to facilitate students' understanding of numerical concepts. The teacher explained, *"For the learning media, we use things like money, as I mentioned earlier. It is easier when there is actual money than when we only use numbers, because the student has some difficulty understanding them."* The use of concrete media thus represented an instructional adaptation employed by teachers to facilitate comprehension among students with intellectual disabilities.

Table 2. Matrix of Findings on Inclusive Learning Implementation

Theme	Category	Empirical Finding
Teacher support	Intensity of teacher assistance	Teachers provided more intensive assistance to students with mild intellectual disabilities.
Instructional adaptation	Learning materials and assignments	Materials and assignments were simplified according to students' abilities.
Participation	Engagement in learning	Students remained actively involved in classroom activities and group work.
Equitable participation	Students with physical disabilities	Students followed the same learning activities as regular students because their intellectual abilities were unaffected.
Learning media	Concrete learning materials	Teachers used money as concrete media to facilitate understanding of learning content.

Source: Primary research data, processed by the researchers.

Overall, inclusive learning implementation at SMA Negeri 2 Trenggalek involved teacher support, adaptation of learning materials and assignments, and the use of instructional media according to students' characteristics and needs. Students with mild intellectual disabilities received more intensive assistance and simplified learning activities, whereas students with physical disabilities participated in regular learning with minimal adaptation. Both groups remained engaged in classroom activities, indicating that instructional support was provided according to individual needs while maintaining participation in regular learning.

3. Inclusive Learning Evaluation and Student Achievement

The evaluation of inclusive learning at SMA Negeri 2 Trenggalek was conducted according to students' individual characteristics and abilities. Students with mild intellectual disabilities received evaluation procedures that differed from those applied to regular students, whereas students with physical disabilities followed the same assessment system as their peers. The vice principal for academic affairs explained, "There are two types of treatment for students in inclusive education. The first is physical inclusion; in terms of assessment and the materials delivered, the student follows the same standards as their classmates." This distinction indicates that the evaluation system was adapted to students' specific needs.

For students with mild intellectual disabilities, teachers coordinated with the guidance and counseling teacher to develop assessment items according to their abilities. One teacher, Fresti, stated, *"The examination questions are different from those for regular students. For their preparation, we coordinate with the guidance and counseling teacher based on the student's needs."* Summative assessments used simpler items, such as basic counting and addition, and were completed using paper-based worksheets. In contrast, students with physical disabilities followed the same evaluation procedures as regular students because they did not experience intellectual impairments. As one teacher stated, *"There are no intellectual or mental difficulties, so the evaluation is also the same as for the other students."*

Evaluation was also conducted through meetings and coordination between teachers and school management to monitor students' progress, identify learning difficulties, and determine appropriate follow-up actions. Beyond academic achievement, the school also considered the social development of students with mild intellectual disabilities, particularly their ability to interact with teachers and peers. These findings indicate that inclusive learning evaluation served not only to measure academic achievement but also to monitor students' development and inform subsequent instructional adjustments according to their individual needs.

Table 3. Matrix of Findings on Inclusive Learning Evaluation

Theme	Category	Key Finding
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Student evaluation	Mild intellectual disabilities	Students received assessment items adapted to their abilities.
Student evaluation	Physical disabilities	Students followed the same assessment system as regular students.
Evaluation timing	Summative assessment	Evaluation was conducted during summative assessments and periodically throughout instruction.
Coordination	Monitoring and evaluation	The school and teachers coordinated to monitor the progress of inclusive learning.
Developmental aspects	Academic and social development	Evaluation considered both academic achievement and students' social development.

Source: Primary research data, processed by the researchers.

Overall, the findings show that inclusive learning evaluation at SMA Negeri 2 Trenggalek was adapted to students' abilities and learning needs. Students with mild intellectual disabilities received simplified assessment instruments, whereas students with physical disabilities were assessed using the same standards as regular students. Evaluation functioned not only to determine academic achievement but also to monitor students' development and guide subsequent instructional decisions, including attention to the social development of students with mild intellectual disabilities.

Discussion

1. Inclusive Learning Planning at SMA Negeri 2 Trenggalek

The findings indicate that inclusive learning planning at SMA Negeri 2 Trenggalek begins with identifying students' characteristics and coordinating with parents. This information provides the basis for determining the support required during instruction. The findings suggest that inclusion extends beyond enrolling students with special educational needs; it requires schools to adapt learning practices to individual needs. Such needs identification is an important foundation for differentiated instruction, as Gheysens et al. (2021) demonstrated that teachers' ability to recognize students' characteristics is associated with the implementation of differentiated learning.

Planning involved subject teachers, the guidance and counseling teacher, school management, and parents to integrate information regarding students' abilities and needs. This collaboration strengthened decision-making in determining appropriate instructional strategies, consistent with Sannen et al. (2021) dan Silviya & Tanzeh (2026), who linked collaboration with the implementation of inclusive and

differentiated practices. Differences in students' needs also resulted in different planning arrangements: students with mild intellectual disabilities received adaptations to learning materials and instructional plans, whereas students with physical disabilities were able to follow the regular learning plan. This pattern indicates that inclusion emphasizes the appropriateness of support rather than uniform treatment, as emphasized by (Lindner et al., 2021).

These adaptations provided teachers with opportunities to exercise professional judgment in determining which aspects of instruction required modification. The differentiation of materials and instructional plans for students with mild intellectual disabilities, while students with physical disabilities followed the regular plan, demonstrates that planning was not merely an administrative activity but a pedagogical decision-making process grounded in students' individual conditions. This practice supports the findings of Habibulloh & Ali (2024) also Fuadi et al. (2025), who positioned curriculum and instructional adaptation as important mechanisms for responding to diverse student needs.

Beyond academic considerations, planning also addressed the social readiness of the classroom by providing regular students with an understanding of classmates with special educational needs. This effort was intended to foster tolerance and reduce potential discrimination, enabling students to participate in a more inclusive learning environment. This dimension of planning is supported Alnahdi et al. (2022), who identified a relationship between inclusive learning practices and students' perceptions of social, emotional, and academic inclusion.

The findings further demonstrate that collaboration at SMA Negeri 2 Trenggalek began during the planning stage rather than only after instruction had commenced. This extends the findings of Pozas & Letzel-Alt (2023), who showed that information exchange, synchronization, and co-construction among teachers are associated with the implementation of differentiated instruction. In the present context, coordination among school management, teachers, the guidance and counseling teacher, and parents was used to understand students' characteristics, determine instructional needs, and prepare the classroom environment. Overall, planning served as a strategic stage for translating the principles of inclusion into pedagogical decisions that were adaptive and responsive to student diversity.

Overall, inclusive learning planning at SMA Negeri 2 Trenggalek demonstrates that equity does not necessarily mean identical treatment. Support was provided proportionately according to students' characteristics and needs through instructional adaptations, inter-stakeholder coordination, and preparation of the classroom social environment. This pattern positions planning as a critical stage in translating the principles of inclusion into concrete pedagogical decisions that respond to student diversity.

2. Inclusive Learning Implementation at SMA Negeri 2 Trenggalek

The findings indicate that inclusive learning at SMA Negeri 2 Trenggalek was implemented within regular classrooms through direct support from subject teachers. More intensive assistance was provided to students with mild intellectual disabilities who required additional guidance in understanding learning materials and completing assignments, whereas students with physical disabilities participated in learning alongside their regular peers. This pattern indicates that inclusion was implemented through differentiated support within the classroom rather than by separating students according to their specific needs.

For students with mild intellectual disabilities, teachers simplified learning materials according to their intellectual abilities, such as focusing Mathematics instruction on basic addition and subtraction. Despite the simplified content, students were still given opportunities to complete assignments and participate in group activities. Thus, adaptation involved not only adjusting the level of content difficulty but also maintaining students' participation in classroom activities. Pozas et al. (2021) demonstrated that differentiated instruction in secondary education can support social inclusion and student well-being in addition to academic achievement.

Differences in students' needs also determined the form of teacher intervention. Students with physical disabilities were able to participate in regular instruction because they did not experience intellectual impairments, whereas students with mild intellectual disabilities required simpler materials and more structured guidance. This finding indicates that differentiation was not implemented uniformly but was adjusted according to students' abilities. Gibbs & McKay (2021) emphasized that differentiated instruction needs to account for variations in students' abilities and classroom contexts.

The use of simple learning media also supported the instructional process, particularly through the use of money to help students understand mathematical concepts using concrete situations closely related to everyday life. Teachers also provided additional guidance, adapted assignments, and maintained opportunities for students to participate in group activities. These practices demonstrate the importance of situational pedagogical decision-making. Gibbs (2023) found that secondary school teachers implement differentiation through scaffolding, flexible grouping, and instructional adjustments based on students' readiness. Similarly, Milinga et al. (2023) highlighted the importance of teachers' understanding of differentiated instruction in responding to diverse learning needs within the classroom.

Overall, inclusive learning implementation at SMA Negeri 2 Trenggalek involved direct adaptations through content simplification, individualized assistance,

the use of concrete learning media, and student participation in group activities. These adaptations did not follow a single uniform pattern but were adjusted according to each student's characteristics and abilities. The findings therefore indicate that inclusive learning implementation is flexible and context-dependent, with students' needs and participation serving as key considerations in teachers' pedagogical decision-making.

3. Inclusive Learning Evaluation at SMA Negeri 2 Trenggalek

The findings indicate that inclusive learning evaluation at SMA Negeri 2 Trenggalek was conducted by considering students' characteristics and abilities. Students with mild intellectual disabilities received adapted evaluation procedures in terms of both item difficulty and the format used to complete the assessment, whereas students with physical disabilities underwent the same evaluation procedures as regular students. Evaluation also involved summative assessment and continuous monitoring of student development. Beyond academic achievement, teachers also considered the ability of students with mild intellectual disabilities to interact and socialize within the school environment.

The differentiation of evaluation procedures for students with mild intellectual disabilities indicates that the school did not apply uniform assessment standards to all students. Assessment items were developed according to students' actual abilities, including basic skills such as counting and addition. This adjustment suggests that evaluation was intended to represent students' abilities proportionately rather than simply applying identical standards to all students. This perspective is consistent with Andersson & Granberg (2022), who found that formative assessment adapted to the characteristics of students with intellectual disabilities can support the understanding of learning development and promote student independence.

Adaptation was also evident in the assessment format and mode of completion. Students with mild intellectual disabilities completed simpler tasks using paper-based worksheets, whereas students with physical disabilities followed the regular evaluation procedures. This practice indicates that accessibility is an integral component of inclusive evaluation. Tai et al. (2023) demonstrated that flexibility in assessment time, technology, equipment, and materials can improve access for students with special educational needs. Similarly, Lovett & Harrison (2023) emphasized that assessment accommodations are an important component of fairness in evaluation.

Evaluation for students with mild intellectual disabilities was not limited to academic achievement. Teachers also considered students' ability to understand instructions, complete tasks, participate in learning activities, and interact within the school environment. This perspective positions assessment as part of the broader

inclusion process, encompassing both students' access to and participation in learning. Nieminen et al. (2024) emphasized that assessment practices can influence the engagement of students with special educational needs.

At the school level, evaluation was reinforced through meetings and coordination among subject teachers, the guidance and counseling teacher, and school management to discuss student development, identify challenges, and determine appropriate follow-up actions. This indicates that evaluation extended beyond assigning grades and functioned as a basis for improving subsequent instruction. This finding is consistent with Fuego (2024), who emphasized the importance of adaptation and alternative strategies in inclusive assessment, and Rufaidah & Jabbar (2026), who demonstrated that student management evaluation can provide a basis for determining follow-up actions to support students' development and achievement.

Overall, inclusive learning evaluation at SMA Negeri 2 Trenggalek followed two main patterns: adapted evaluation for students with mild intellectual disabilities and evaluation consistent with regular students for those with physical disabilities. These differences represent an effort to make assessment more proportionate to students' abilities and needs. Evaluation also incorporated students' social development and served as a basis for determining subsequent instructional support and improvement.

CONCLUSION

This study demonstrates that inclusive learning management at SMA Negeri 2 Trenggalek is an adaptive, needs-based process. Instructional planning, implementation, and evaluation were not applied uniformly but were adjusted to students' characteristics and supported by coordination among the school, teachers, and parents. This pattern indicates that the principles of inclusion are translated into pedagogical decisions that consider both students' academic and social needs.

From a scholarly perspective, this study contributes to the understanding that effective inclusive learning management depends not only on the existence of inclusive education policies or the enrollment of students with special educational needs but also on the school's capacity to integrate needs identification, instructional adaptation, and continuous evaluation. Practically, schools need to strengthen collaboration among subject teachers, guidance and counseling teachers, and parents, while developing flexible instructional plans and assessment practices to provide support that is proportionate to students' individual needs.

Future research could extend this inquiry to inclusive schools with different student characteristics and educational levels to provide a broader understanding of inclusive learning management practices. Further studies could also employ

longitudinal designs and incorporate the perspectives of students and parents to examine changes in academic and social development and the sustained effectiveness of inclusive instructional strategies over time.

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