Inclusive Education Transformation: Improving Students' Social Welfare amidst Dynamic Global Changes in Islamic Education Institutions

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Abstract:
Inclusive education has become a critical focal point in the context of global educational reforms, aiming to address diverse student needs and promote social equity. This paper explores the transformation of inclusive education and its role in enhancing student social well-being amidst dynamic global changes. As the world rapidly evolves through technological advancements, socio-economic shifts, and cultural integration, education systems are challenged to adapt and provide equal opportunities for all students, including those with disabilities, learning difficulties, and other marginalized groups. The dynamic nature of these changes, however, has sparked both opportunities and controversies regarding the implementation and effectiveness of inclusive education practices. This study examines the various dimensions of inclusive education, including policy frameworks, teaching methodologies, and the socio-cultural impact on students' well-being. It analyzes how global changes, such as the digital divide, economic disparities, and cultural globalization, influence the success of inclusive education initiatives. Furthermore, it discusses the role of inclusive education in fostering social integration, promoting empathy, and supporting the holistic development of students in diverse learning environments. The paper concludes by emphasizing the need for continuous dialogue among educators, policymakers, and communities to ensure the effective transformation of inclusive education. A comprehensive approach to addressing the challenges and embracing the potential of inclusive education is essential for enhancing the social well-being of students and achieving a more equitable and sustainable educational future in the face of global change.

Keywords: *Inclusive Education, Social Welfare, Educational Transformation, Equality, Diversity*

INTRODUCTION

Inclusive education is one of the approaches that is gaining increasing attention around the world, especially in the context of efforts to create a fair and equitable learning environment for all students, including those with special needs (Cappiali, 2023; Iarskaia-Smirnova & Goriainova, 2022; Yang et al., 2024). About 15% of the world's population has a disability, and many of them do not have adequate access to quality education (Abera et al., 2024; Moriña, 2022; Rad et al., 2022). This creates a significant gap in students' learning opportunities and social development (Ackah-Jnr, 2020; Saraswat, 2023; Wang et al., 2024). In the context of Indonesia, where inclusive education is still in the development stage, it is important to explore the impact of these programs on the social well-being of students

The topic of inclusive education is important to discuss academically because it is directly related to the principles of human rights and social justice. Social justice theories, as expressed by Rohman & Muhtamiroh (2022), emphasize the importance of providing equal opportunities to all individuals, regardless of their background or

condition. In the context of education, this means that every student, including those with special needs, should have equal access to quality education (Guerrero & Camargo-Abello, 2023; Harper et al., 2023; Kasmah et al., 2023). This study will examine how the inclusive education program at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo, can create a learning environment that supports the social welfare of students. By understanding the impact of this program, it is hoped that it can provide recommendations that are useful for the development of inclusive education policies in Indonesia.

The main issue that this research focuses on is how inclusive education programs affect the social welfare of students at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo. Despite various initiatives to implement inclusive education, there are still significant challenges in implementation, such as lack of training for teachers, limited resources, and social stigma against students with special needs. This study will analyze how these factors affect students' learning experience and their social interactions at school. By identifying these issues, this study aims to provide a better understanding of the dynamics of inclusive education and its impact on students' social well-being, as well as provide recommendations for necessary improvements.

A literature review shows that there are several studies relevant to this topic. First, research by Abera et al. (2024) found that inclusive education can increase student engagement and reduce feelings of isolation among students with special needs. The study shows that students who engage in inclusive programs tend to have better social relationships with their peers. Second, research by Saraswati, (2023) highlights the importance of emotional support and counseling services in supporting students' social well-being in an inclusive educational environment. These findings suggest that access to counseling services can help students cope with the emotional challenges they face. Third, research by Pomeroy et al. (2020) emphasizes that adequate teacher training is essential for the success of inclusive education programs. Although these studies provide valuable insights, there is still a gap in understanding how the combination of these factors as a whole affects students' social well-being in the context of inclusive education in Indonesia.

The gaps in previous studies suggest that while there is an understanding of the positive impacts of inclusive education, there is still a lack of research that examines in depth the interaction between learning opportunities, access to counseling services, and involvement in school activities in the context of inclusive education in Indonesia. This research will fill this gap by exploring how these three factors interact with each other and affect the social welfare of students at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo. Thus, this research is not only relevant, but also provides an opportunity to make a significant and original contribution to the scientific literature on inclusive education.

The novelty of this study lies in the holistic approach used to analyze the impact of inclusive education programs. The research not only focuses on one aspect, but integrates various factors that affect students' social well-being, including learning opportunities, access to counseling services, and involvement in school activities. In addition, this study uses in-depth qualitative methods, such as interviews and observations, to obtain richer perspectives from various sources. With this approach, this research is expected to provide new perspectives and innovative methods that have never been applied before in the context of inclusive education in Indonesia.

This study aims to identify how equitable learning opportunities, access to counseling services, and involvement in school activities contribute to students' social well-being. By achieving this goal, it is hoped that this research can provide useful recommendations for the development of inclusive education policies in Indonesia, as well as increase understanding of the importance of creating an inclusive and supportive learning environment for all students. This research has a high urgency, given the challenges faced in the implementation of inclusive education and the need to ensure that all students can benefit from quality education.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. The

qualitative approach was chosen because the main objective of this study is to explore and understand the experiences and perspectives of students, teachers, and parents regarding the impact of inclusive education programs on students' social welfare. This method allows researchers to obtain in-depth and comprehensive data through interviews and observations, which quantitative methods cannot achieve (Bauer et al., 2021; Gazzola et al., 2020; Huang et al., 2020). In addition, descriptive research was chosen to provide a clear and detailed description of the phenomenon being studied so that readers can understand the context and nuances of the experiences experienced by the respondents. With this approach, researchers can dig up more prosperous and complex information, which is essential to understanding the dynamics of inclusive education at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo.

The data was collected through in-depth interviews and direct observation at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo. The location of the study was chosen because the school has implemented a recognized inclusive education program and has a diversity of students, including those with special needs. The number of respondents in this study consisted of 15 students, five teachers, and three parents, who were purposively selected to ensure that they had first-hand experience with inclusive education programs. Interviews are conducted using semi-structured interview guidelines, allowing researchers to explore specific topics while giving respondents the freedom to share their experiences in depth. Observations are made in the classroom and extracurricular activities to better understand social interaction and student involvement in the school environment.

Data analysis was carried out using analytical techniques from Miles and Huberman, which included three main stages: data reduction, data presentation, and conclusion drawing (Adeoye-Olatunde & Olenik, 2021; Gill, 2020; Tracy, 2013). In the data reduction stage, researchers identify and group relevant information from interviews and observations and eliminate unnecessary data. Furthermore, at the data presentation stage, the researcher compiles information reduced to a structured narrative, making it easier to understand and analyze further. Finally, in the conclusion-drawing stage, the researcher analyzes the data that has been presented to identify patterns, themes, and relationships that emerge from the respondents' experiences. The following table shows the coding for the sources used in this study.

RESULTS AND DISCUSSION

This study aims to explore the impact of inclusive education programs on the social well-being of students in Probolinggo, focusing on three main aspects: equitable learning opportunities, access to counseling services, and involvement in school activities. Through in-depth interviews with students, teachers, and parents, as well as direct observation in several schools, it was found that inclusive education programs make a significant contribution to students' social well-being.

Equitable Learning Opportunities

Findings regarding equitable learning opportunities in the context of inclusive education in Probolinggo, especially in MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo, show that inclusive education programs have succeeded in creating a more equitable and accessible learning environment for all students, including those with special needs. Through interviews and observations, it was revealed that the existence of inclusion programs not only provides access to education, but also contributes to the development of students' overall skills and understanding.

One important aspect of equitable learning opportunities is the application of diverse teaching methods. Teachers at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo have made efforts to adapt their teaching strategies to suit the diverse needs of students. A teacher stated, "With the inclusion program, all students, including those with special needs, get the same access to subject matter. This really helps them not to feel marginalized" (Interview, Teacher A, 2024). This statement reflects teachers'

commitment to creating an inclusive learning environment, where every student feels valued and has the same opportunity to learn.

Classroom observations show that teachers use a variety of methods, such as project-based learning, group discussions, and the use of visual aids, to ensure that all students can understand the material. One student revealed, "I feel happy because the teacher always explains in a different way, so I can understand the lesson better" (Interview, Student B, 2024). This shows that diverse approaches to teaching contribute to better understanding among students, as well as increase their engagement in the learning process.

However, despite significant progress, challenges remain. One parent revealed, "Despite the inclusion program, sometimes I feel that my child still has difficulty following the lesson due to the lack of attention from the teacher" (Interview, Ortu C, 2024). This shows that while inclusive education programs have provided many benefits, more efforts are still needed to ensure that all students, especially those with special needs, receive adequate attention and support. Where this is as shown in table 1.

Table 1. Equitable Learning Opportunities

Aspects	Key findings
Equal Access	All students, including those with special needs, get equal access to subject matter.
Diverse Teaching Methods	Use of various teaching methods, such as project-based learning and group discussions.
Challenge	Some students still have difficulty following lessons due to a lack of attention from teachers.

The findings of the above research related to equal learning opportunities at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo show that inclusive education has created a more equitable and supportive environment for all students. While there are challenges to be overcome, success in creating equal access and diverse teaching methods is a positive step towards a more inclusive and quality education. Continuous efforts are needed to ensure that all students can benefit from inclusive education to the fullest.

Access to Counselling Services

Findings regarding access to counseling services in the context of inclusive education at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo, show that counseling services play an important role in supporting students' social and emotional well-being. The inclusive education program at this school not only focuses on the academic aspect, but also pays significant attention to the emotional needs of students, especially for those with special challenges.

One of the key findings is that MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo provides counselling services designed to help students cope with a wide range of emotional and social issues. A school counselor explained, "We strive to provide emotional support to all students, especially those who have difficulty adapting to the school environment" (Interview, Counselor D, 2024). This statement demonstrates the school's commitment to creating a supportive environment, where students feel safe to share the issues they face.

Observations show that counseling sessions are often held in small groups, allowing students to share experiences and discuss the problems they face. One student reveals: "The counseling sessions helped me a lot. I can talk about my feelings and get support from friends" (Interview, Student E, 2024). This shows that counseling services not only provide professional support, but also create a space for students to support each other, which is crucial in building an inclusive community.

However, challenges in terms of the affordability of counseling services remain. One parent stated, "Sometimes it is difficult to get a counseling schedule because many students need help" (Interview, Ortu F, 2024). This shows that although counselling services exist, there is still a need to increase the capacity and accessibility of those services in order to reach all students in need. Where the procedure for Access to Counseling Services is as shown in chart 1
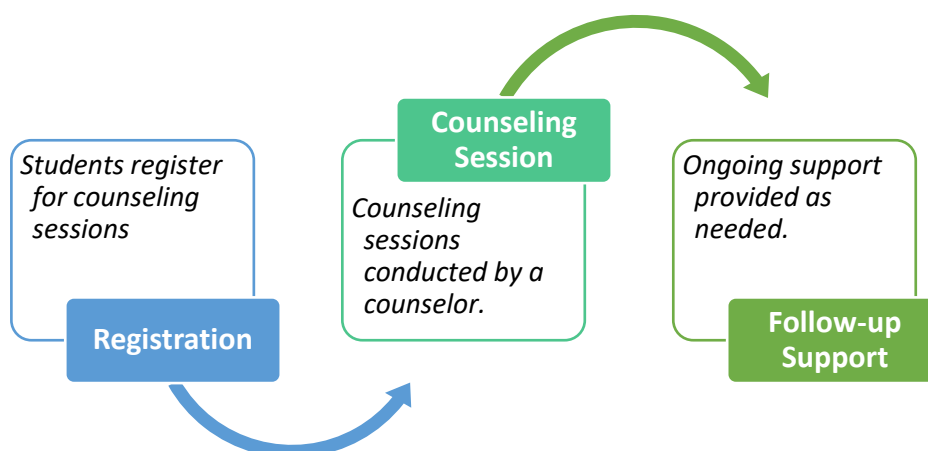

Chart 1. Procedure for Access to Counseling Services

Access to counselling services at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo shows that inclusive education has created important emotional support for students. Although there are challenges that must be overcome, the existence of responsive and inclusive counseling services is a positive step in supporting students' social and emotional well-being. Ongoing efforts are needed to ensure that all students can access these services effectively and get the support they need.

Involvement in School Activities

Involvement in school activities in observation activities shows that inclusive education programs have successfully encouraged the active participation of students, including those with special needs, in various extracurricular activities. This involvement not only contributes to the development of students' social and emotional skills, but also enhances their sense of belonging and identity as part of the school community.

One of the important aspects of involvement in school activities is the variety of activities offered. MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo provides a wide selection of activities, from sports, arts, to academic clubs, designed to engage all students. An extracurricular teacher stated, "We strive to involve all students in activities, including those with special needs. This helps them feel more accepted" (Interview, Teacher G, 2024). This statement reflects the school's commitment to creating an inclusive environment, where every student has the opportunity to participate and express themselves.

Observation activities in the field showed that students with special needs actively participated in various activities, such as football teams and art performances. One student said, "I'm very happy to be on the football team. It feels like I'm part of a team" (Interview, Student H, 2024). This shows that involvement in extracurricular activities can improve students' self-confidence and social skills, as well as provide them with opportunities to build positive relationships with classmates.

However, challenges in terms of accessibility of activities remain. One parent noted, "Sometimes, activities are not always designed for all students. We hope that there are more activities that can be accessed by children with special needs" (Interview, Ortu I, 2024). This shows that despite the progress, efforts are still needed to ensure that all school activities are accessible to all students, without exception.

Involvement in school activities at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo shows that inclusive education in Probolinggo has created significant opportunities for all students to be involved in school life. While there are challenges to be overcome, success in encouraging active student participation is a positive step towards developing a more inclusive and supportive school community. Continuous efforts are needed to ensure that all students can benefit from maximum involvement in school activities.

Discussion

A discussion of the research results on the impact of inclusive education programs on the social welfare of students in Probolinggo shows that this program significantly contributes to creating a more equitable and accessible learning environment. The study focuses on three main aspects: equitable learning opportunities, access to counseling services, and involvement in school activities. These findings align with previous studies that show that inclusive education can provide positive outcomes for students with and without special needs.

One of the main findings of this study is that equal learning opportunities have been created in MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo. Through interviews and observations, it was revealed that inclusion programs provide access to education and contribute to the development of students' overall skills and understanding. This is in line with research by Hudzaifah et al. (2021), which shows that inclusive education can provide positive outcomes for students with special needs despite the challenges that must be faced. Norwich emphasized that while many studies show positive results, there are also studies that show neutral results, which shows the complexity of the implementation of inclusive education.

Access to counseling services is also the focus of this study. The findings show that counseling services at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo are beneficial for students in overcoming emotional and social problems. This is in line with research by (Johnstone et al. (2020)), which shows that good counseling services can improve the social well-being of students with special needs. However, challenges in terms of the affordability of counseling services remain, which were also revealed by parents in this study. This shows that although counseling services exist, there is still a need to increase the capacity and accessibility of those services in order to reach all students in need.

Student involvement in school activities is another important aspect found in this study. Students with special needs at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo actively participate in a variety of extracurricular activities, which shows that inclusive education can enhance students' self-confidence and social skills. Research by Keane and Evans (2022) supports these findings, suggesting that involvement in inclusive activities can improve social interaction and understanding between students. However, challenges in terms of accessibility of activities remain, which shows that there is still room for improvement in creating a fully inclusive environment.

Overall, this study shows that despite the challenges in the implementation of inclusive education, the benefits obtained by students are significant. This is in line with recommendations from previous studies that emphasize the importance of teacher training, access to counseling services, and involvement in school activities to support students' social well-being. Continuous efforts are needed to ensure that all students can benefit from inclusive education to the fullest.

CONCLUSION

The conclusion of this study shows that the inclusive education program at MI Tarbiyatul Islam Kandangjati Kulon Kraksaan Probolinggo has had a significant positive impact on the social welfare of students. The main findings of this study highlight the importance of equitable learning opportunities, access to counseling services, and

involvement in school activities as key factors in supporting student development, both academically and emotionally. The lesson that can be drawn from this study is that inclusive education is beneficial for students with special needs and enriches the learning experience for all students. These findings provide new insights reinforcing the understanding that inclusive learning environments can create a more equitable and supportive atmosphere and improve students' overall social and emotional skills.

The significant contribution of this research to science lies in introducing new variables related to students' social welfare in the context of inclusive education. This research not only updates the existing perspective but also proposes a more comprehensive data collection method through in-depth interviews and direct observation. However, this study has limitations, such as being limited in scope to one location and not considering gender differences and the age of students. Therefore, further research is needed to explore aspects that have not yet been reached, such as gender and age differences, and to use broader survey methods. This aims to get a more comprehensive picture and can be used as a basis for more appropriate and targeted education policies.

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