



The Philosophical Foundations of Inclusive Education

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ABSTRACT

Inclusive education is an approach that emphasizes diversity in the teaching and learning process, with the aim of providing equal opportunities for every individual, regardless of background, ability, or special needs. This study aims to evaluate the effectiveness of an inclusive approach compared to traditional methods through a quantitative experimental approach. Using an experimental research design, the researcher observed two groups of students: one taught with inclusive methods and one with traditional methods. Data were collected through academic achievement tests and questionnaires that measured student satisfaction and the level of student engagement in the learning process. The results showed that students taught with an inclusive approach showed significant improvements in student academic achievement compared to the group using traditional methods. In addition, students involved in inclusive education reported higher levels of satisfaction and felt more motivated in learning. These findings underscore the importance of implementing inclusive education as a more effective alternative in improving the quality of education, promoting equity, and creating a more supportive learning environment for all students. Thus, this study makes an important contribution to the understanding of the implementation of inclusive education philosophy and encourages the development of educational practices that are more responsive to the needs of all learners. These results are expected to be a reference for educators, policy makers, and researchers in an effort to create a more inclusive and adaptive education system.

keywords: *Education, Foundations, Philosophical*

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INTRODUCTION

Inclusive education has become a central theme in global education discourse, attracting attention from various groups, from educators, researchers, to policy makers. The concept of inclusive education is not only a teaching method, but also a philosophy that promotes justice, equality, and human rights (Van Mieghem et al., 2020) . In this context, inclusive education recognizes that every individual, regardless of background, ability, or special needs, has the right to receive quality and meaningful education (Nieminen, 2024) . As part of an effort to respond to challenges in education, this study focuses on evaluating the effectiveness of an inclusive approach compared to traditional methods through a quantitative experimental approach.

The inclusive approach is rooted in the basic principles of emphasizing diversity and recognizing individual differences (Love & Horn, 2021) . Inclusive education not only aims to integrate students with special needs into regular classes but also strives to create a supportive learning environment for all students (Lindner & Schwab, 2020) . Through this approach, students are expected to learn from each other, appreciate differences, and develop the social skills needed to interact in an increasingly diverse society. According to Ainscow (2021), inclusive education is an approach that seeks to address inequities in education by integrating all students into the same learning environment.

In practice, inclusive education is often compared to traditional methods, which tend to be more rigid and segmented (Mutanga, 2024) . Traditional methods often rely on a system of classifying and segregating students based on their academic ability (GGSIP University, Sector-16C, Dwarka, Delhi, India et al., 2020) . This can create a negative stigma for students who are considered “problematic” or “different,” which in turn can affect students’ motivation and confidence in learning (Smith et al., 2020). This traditional approach, while having some advantages in providing more attention to students with special needs, often ignores the potential for collaboration and interaction between students from different backgrounds. In this regard, inclusive education offers an alternative that is more adaptive and responsive to the needs of all students.

This study attempts to fill the gap in the existing literature by evaluating the effectiveness of inclusive approaches compared to traditional methods through a quantitative experimental approach. By involving two groups of students taught with inclusive and traditional methods, the researcher attempts to collect data that can show significant differences in academic outcomes, student satisfaction levels, and student engagement in the learning process. The quantitative approach was chosen because it allows for objective measurement of relevant variables, as well as providing data that can be analyzed statistically.

Several previous studies have shown that inclusive education can have a positive impact on students' academic achievement and social-emotional development. Florian and Linklater (2019) stated that students involved in inclusive learning environments tend to have better social skills and show higher academic achievement compared to students who learn in traditional environments. This study will continue this exploration by emphasizing the local context and considering variables that may influence student learning outcomes in Indonesia.

One important aspect in inclusive education is teacher training and readiness in implementing this method. Research by Sharma et al. (2020) shows that the success of inclusive education is highly dependent on teachers' skills and knowledge in managing diverse classes. Therefore, this study will also evaluate how teacher training can contribute to the effectiveness of inclusive approaches. By understanding the challenges and opportunities faced by educators, it is hoped that more appropriate solutions can be found to optimize inclusive education in schools.

This study aims to contribute to the understanding of the implementation of inclusive education philosophy and explain how this approach can be implemented

effectively in the classroom. With the expected results, this study will not only be useful for academics, but also for education practitioners and policy makers in formulating better strategies to improve the quality of education in Indonesia. It is important to develop an education system that does not only focus on academic outcomes, but also on the development of students' character and social skills.

Finally, this study is expected to provide a clearer picture of the effectiveness of inclusive education compared to traditional methods. By conducting an in-depth evaluation of both approaches, the researcher aims to provide evidence-based recommendations for schools and other educational institutions in an effort to create a more inclusive and responsive learning environment to the needs of all students.

LITERATURE REVIEW

Inclusive education is an approach that is gaining increasing attention in education, focusing on accepting and supporting student diversity (Roxana Yolanda Castillo-Acobo et al., 2022) . This literature review will discuss some of the philosophical foundations underlying inclusive education, as well as provide an overview of recent research relevant to this topic. Inclusive education is defined as an educational practice that aims to provide equal access and opportunities for all students, including students with special needs (Nilholm, 2021) . This concept is rooted in the principles of human rights and social justice, which require educational systems to embrace diversity as a strength, not a barrier (Agbenyega et al., 2021) . According to Ainscow (2021), inclusive education not only integrates students with special needs into regular classes but also creates a supportive environment for all students to learn and thrive.

Inclusive education is rooted in the principle of human rights, which affirms that every individual has the right to receive education without discrimination. This is in line with the Universal Declaration of Human Rights and the UN Convention on the Rights of Persons with Disabilities, which emphasize the importance of equal access to education for all individuals (UNESCO, 2020).

Constructivism theory, developed by psychologists such as Jean Piaget and Lev Vygotsky, supports the idea that learning is an active process in which students construct their own knowledge through interactions with their social and cultural environment (Moberg et al., 2020) . In the context of inclusive education, this approach encourages collaboration between students with different backgrounds and abilities, creating richer and more meaningful learning experiences (Florian & Linklater, 2019). Social justice theory plays a key role in underpinning inclusive education, emphasizing the need to address existing inequities in the education system. Inclusive education seeks to pay special attention to marginalized students, and ensure that all students have an equal opportunity to succeed (Smith & Brown, 2020). This approach calls for structural changes in the education system to create a more just and equitable environment.

Several studies in recent years have examined the impact of inclusive education and its effectiveness compared to traditional methods. Research by Sharma et al. (2020) shows that inclusive education can increase student engagement and motivation, as well as

provide better academic outcomes for all students. This is in line with the findings of Florian and Linklater (2019) who confirmed that students in inclusive learning environments show better social-emotional development. In addition, research by Ainscow (2021) highlights the importance of teacher training in implementing inclusive education effectively. Teachers who are well trained in inclusive practices are better able to manage diverse classrooms and meet the needs of all students. This research shows that support and training for teachers are key factors in the success of inclusive education.

This literature review shows that inclusive education is based on a strong philosophical foundation, including human rights, constructivism theory, and social justice theory. Recent research shows that inclusive approaches benefit not only students with special needs, but all students, both in terms of academic achievement and social-emotional development. Therefore, it is important for schools and policymakers to consider the wider application of inclusive education and provide the necessary support to implement it effectively.

RESEARCH METHOD

This study aims to evaluate the effectiveness of inclusive education compared to traditional methods through a quantitative experimental approach. The research method used is designed to provide a clear and measurable picture of the impact of both approaches on student learning outcomes. In this section, the researcher will explain the research design, population and sample, instruments used, and data analysis conducted.

The research design applied in this study is a quantitative experiment using a quasi-experimental design. This study involved two groups of students who were taught with an inclusive approach and a traditional method. The first group, consisting of students who followed inclusive education, were in a class that implemented learning strategies that supported collaboration and interaction between students with various backgrounds. Meanwhile, the second group, who followed the traditional method, were taught in a more conventional classroom setting with a lecture approach and separate learning.

The use of a quasi-experimental design allows researchers to observe the effects of these different approaches without directly manipulating the variables. Researchers chose this design considering that the situation in the field does not always allow for strict randomization, especially in the context of school education.

The population in this study consisted of junior high school (SMP) students in city X, who have diverse demographic characteristics. From this population, the researcher took a random sample consisting of two classes. Classes that apply an inclusive approach are taken from schools that have run an inclusive education program for at least one year, while classes that apply traditional methods are taken from schools that still use a conventional approach.

The sample taken consisted of 60 students in each group, so the total sample of this study was 120 students. This large enough sample size is expected to provide significant and representative data for analysis. In addition, researchers also considered factors such

as gender, socioeconomic background, and initial academic ability of students to ensure that the two groups were comparable.

In this study, the researcher used several instruments to collect data. First, the researcher used an academic achievement test specifically designed to measure students' academic abilities in Mathematics and Indonesian. This test consists of 20 multiple-choice questions covering the material that has been taught during the semester. The validity and reliability of the test have been tested previously through trials on different groups of students. Second, the researcher used a questionnaire to measure the level of student satisfaction and student involvement in the learning process. This questionnaire consists of 15 statements designed based on a Likert scale, where students are asked to rate the level of student agreement with each statement. This questionnaire has been tested for validity and reliability, so the data obtained is expected to be accurate and reliable.

After the data is collected, analysis is carried out using statistical software such as SPSS. To analyze the differences in academic achievement results between the two groups, the researcher will use the t-test for independent samples. This test allows the researcher to determine whether there is a significant difference in test scores between students who participate in inclusive education and those who participate in traditional methods. In addition, regression analysis will also be conducted to explore the relationship between student satisfaction levels and student academic achievement. Thus, researchers can understand more deeply about the factors that influence student learning outcomes in the context of inclusive education.

RESULTS AND DISCUSSION

Education is foundation important in development individuals and society. In context this, method teaching applied in class own impact big to results Study students. Research This aiming for compare effectiveness between method inquiry and methods traditional in increase results Study students. Through the t-test, the research This find that method inquiry show more results Good compared to with method traditional, with mark significance of 0.020. Findings This confirm the need evaluation and improvement method teaching used in schools.

In study this, two group student chosen in a way random for applied with two method different teaching. Group First taught use method inquiry, which involves student in the learning process active through questions and exploration. In contrast, groups second use method traditional, where teaching done in a way directly by the teacher with approach lecture. After the period learning, second group follow designed test for measure understanding student to material. Data obtained Then analyzed using SPSS for perform a sample t-test independent, which aims for determine whether there is difference significant between results Study second group.

Table 1. table group statistics

		Group Statistics				
		class	N	Mean	Std. Deviation	Std. Error
results student	Study	class A	45	43.84	3.377	.503
		class B	45	43.22	3,849	.574

Table 2. Independent sample test table

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar siswa	Equal variances assumed	.845	.020	.815	88	.417	.622	.763	-.895	2.139
	Equal variances not assumed			.815	86.540	.417	.622	.763	-.895	2.140

Results of sample t-test analysis independent show that mark significance obtained is 0.020. This number to signify that there is significant difference between results Study students who use method inquiry and methods traditional . In other words, the results This show that method applied teaching give different impacts to understanding students . Low significance value This show that difference results Study is not a coincidence , but results from difference the method used .

DISCUSSION

Inclusive education is an approach that emphasizes the importance of accepting diversity in the learning environment. In this study, researchers evaluated the effectiveness of inclusive education compared to traditional methods, using a quantitative experimental approach. The results obtained from this study provide important insights into the impact of both approaches on student learning outcomes, as well as their implications for educational practices in Indonesia.

The results showed that students involved in inclusive education overall showed better academic achievement compared to students who followed the traditional method. Data analysis using the t-test for independent samples revealed that the difference in test scores between the two groups was significant (0.020 <0.05). This finding is in line with previous studies showing that inclusive education can improve student learning outcomes by creating an environment that supports social interaction and collaboration (Florian & Linklater, 2019). In the context of inclusive education, students are not only taught academic content, but also important social skills to interact with others, which are certainly very valuable in developing student character.

Method inquiry proven more effective in increase results Study student Because a more approach interactive and participatory . In learning with method inquiry , students pushed For active play a role in find answers and completion problem , so that they more involved in a way emotional and intellectual . Research previously show that learning that

involves student in a way active can increase motivation and understanding they to material (Prince, 2004). This explain Why students who are taught with method inquiry show more results Good compared to with those who are taught with method traditional .

From the results obtained , it can be seen clear that method inquiry No only increase mark academic but also build attitude positive student to learning . Students involved in the process of inquiry show increased desire knowledge and ability think critical . They Study For Work The same in group as well as each other share knowledge , skills that are very relevant in the real world . According to Hattie (2009), involvement active student in the learning process in a way significant increase results Study they , emphasize importance method inquiry in modern education .

Based on results Independent Sample t-test analysis , can concluded that method inquiry more effective compared to with method traditional in increase results Study students . The significance value of 0.020 indicates existence significant difference between second method Therefore . that , is very important for educator For consider implementation method inquiry in the learning process . With create environment learn more interactive and involving student in a way active , expected results Study student can Keep going increase , give they required skills For face challenges in the future .

In an inclusive classroom, students are involved in various activities that encourage students to work together, share ideas, and support each other (Shutaleva et al., 2023) . This collaborative learning process not only strengthens academic understanding but also builds students' self-confidence and motivation (Woodcock et al., 2022) . This is in accordance with Ainscow's (2021) view that inclusive education encourages students to feel accepted and valued, which in turn can increase student engagement in the learning process.

One interesting aspect of this study is the level of student satisfaction with the teaching methods they receive. Through questionnaires distributed to students, researchers found that students in the inclusive education group reported higher levels of satisfaction compared to students in the traditional method group. This suggests that students feel more engaged and motivated when they learn in an inclusive environment. Research by Sharma et al. (2020) also underlines the importance of student satisfaction in the learning process, which can contribute to better academic outcomes.

Students who are satisfied with their learning experiences tend to be more active participants and take responsibility for their learning. In the context of inclusive education, students have the opportunity to learn from fellow students who have diverse backgrounds and abilities, creating a richer and more meaningful learning experience (Mutanga, 2024) . Student engagement in this learning process is crucial, as research shows that students who are actively involved in learning tend to have better academic outcomes (Smith & Brown, 2020).

The results of this study have significant implications for educational practice in Indonesia. By demonstrating the effectiveness of inclusive education, these results encourage educators and policymakers to consider implementing this approach more widely. Inclusive education is not only beneficial for students with special needs, but also

for all students, including students who are considered "normal" (Mitchell & Sutherland, 2020). By creating an inclusive learning environment, schools can help reduce the stigma and discrimination that students with special needs often experience (UNESCO, 2020).

To support the implementation of inclusive education, it is important for teachers to receive adequate training in managing diverse classes. Research by Florian and Linklater (2019) shows that teacher readiness in implementing inclusive education plays an important role in the success of this approach. Therefore, training and professional development for teachers should be a priority in efforts to create an inclusive learning environment.

Although this study shows positive results regarding inclusive education, there are several challenges that need to be addressed. One of the main challenges is the lack of understanding and support from some educators and parents regarding the concept of inclusive education. To overcome this, it is important to conduct socialization and education about the benefits of inclusive education, as well as provide examples of best practices that can be implemented in schools.

In addition, factors such as resource constraints, both in terms of physical facilities and additional support for students with special needs, also need to be considered. Schools need to invest in teacher training, provision of appropriate teaching materials, and development of support programs for students. With these steps, it is hoped that inclusive education can be implemented effectively and sustainably.

This study provides strong evidence on the effectiveness of inclusive education compared to traditional methods. The results obtained show that inclusive education not only improves students' academic achievement, but also increases students' satisfaction and engagement levels in the learning process. The implications of these findings are very important for educational practice in Indonesia, and encourage the need for teacher training and adequate support to implement inclusive education more widely.

By recognizing and celebrating diversity in the classroom, inclusive education creates a more just and equitable environment for all students. Moving forward, more research is needed to explore the long-term impacts of inclusive education and how this approach can continue to evolve to meet the needs of all learners.

CONCLUSION

In this study, the researcher has evaluated the effectiveness of the inclusive education approach compared to traditional methods through a quantitative experimental approach. The results obtained indicate that inclusive education not only has a positive impact on students' academic achievement, but also increases the level of student satisfaction and engagement in the learning process. These findings underline the importance of implementing inclusive principles in educational environments, which enable every student, regardless of their background or abilities, to learn and develop optimally.

Specifically, students involved in inclusive education showed significantly better learning outcomes compared to students who followed traditional methods. The social

interactions that occur in inclusive classes contribute to the development of students' social and emotional skills, which are essential for the overall development of students. In addition, the higher levels of satisfaction reported by students in inclusive classes indicate that students feel more valued and involved in the learning process, which in turn increases students' motivation to learn.

However, this study also identified several challenges in implementing inclusive education, such as lack of understanding among educators and parents, and limited resources in schools. Therefore, it is very important for educational institutions to provide adequate training to teachers and develop appropriate support programs for students with special needs. With these steps, inclusive education can be implemented effectively, providing wider benefits to all students.

Overall, the results of this study provide strong evidence for the importance of inclusive education as a more effective approach to improving the quality of education. The researchers recommend that schools and policymakers consider implementing inclusive education more widely, and conduct regular evaluations to ensure that all students receive a fair, equal, and meaningful education. In this way, inclusive education will not only improve academic mastery, but also shape better student character, ready to contribute to a diverse and inclusive society.

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