



Evaluation of the implementation of a differentiated approach in inclusive elementary schools

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ABSTRACT

The differentiated learning approach tailors instruction to individual student characteristics, creating a personalized learning experience. However, its implementation in inclusive schools is often suboptimal due to limited teacher competency and time management. This study aims to evaluate the implementation of differentiated learning at SD Alam Aminah Sukoharjo using the Context, Input, Process, Product (CIPP) model. This qualitative evaluative study collected data through observation, interviews, and document analysis involving the principal, class teachers, and special needs teachers. Data validity was ensured through the triangulation of sources and methods, while analysis was conducted through reduction, presentation, and drawing of conclusions. Evaluation using the CIPP model revealed that differentiated learning at SD Alam Aminah was functioning effectively. The context was supported by the school's inclusive vision and mission. Input included teachers, assistants, and adequate facilities. The process was evident in the implementation of differentiation in content, process, product, and the learning environment. The product was associated with improved learning outcomes, particularly in relation to individual abilities. Regular students met curriculum standards, while students with special needs received assistance through the Program Pendidikan Individual (PPI). This proves that differentiated learning is effective in creating an adaptive and inclusive learning environment.

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ABSTRAK

Pendekatan pembelajaran berdiferensiasi menyesuaikan karakteristik individu peserta didik untuk menciptakan pengalaman belajar yang menyenangkan. Namun, penerapannya di sekolah inklusif sering kali belum optimal karena keterbatasan kompetensi guru dan pengelolaan waktu. Penelitian ini bertujuan mengevaluasi implementasi pembelajaran berdiferensiasi di SD Alam Aminah Sukoharjo dengan menggunakan model Context, Input, Process, Product (CIPP). Penelitian evaluatif kualitatif ini mengumpulkan data melalui observasi, wawancara, dan analisis dokumen yang melibatkan kepala sekolah, guru kelas, serta guru pendamping khusus. Validitas data dilaksanakan dengan triangulasi sumber dan metode, sementara analisis dilakukan melalui reduksi, penyajian, dan penarikan kesimpulan. Evaluasi dengan model CIPP menunjukkan bahwa pembelajaran berdiferensiasi di SD Alam Aminah berjalan baik. Context didukung visi dan misi sekolah yang inklusif. Input meliputi guru, pendamping, dan fasilitas memadai. Process tampak pada penerapan diferensiasi konten, proses, produk, serta lingkungan belajar. Product terlihat dari peningkatan hasil belajar sesuai kemampuan. Siswa reguler mencapai standar kurikulum, sementara siswa berkebutuhan khusus terbantu melalui Program Pendidikan Individual (PPI). Hal ini membuktikan pembelajaran berdiferensiasi efektif menciptakan lingkungan belajar adaptif dan inklusif.

Kata Kunci: evaluasi; model CIPP; pendekatan berdiferensiasi; sekolah inklusi

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INTRODUCTION

The curriculum is an integral part of school education. It forms the foundation for educating students and is regulated by Peraturan Menteri Pendidikan Nasional (Permendiknas) Nomor 70 Tahun 2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa. This regulation states that every child must receive education services that are appropriate to their needs, together with their peers. Based on (Permendiknas) Nomor 70 Tahun 2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa, the curriculum in Indonesia is adapted to the situation and conditions of the environment and the needs of students. This is also based on Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbudristek) Nomor 12 Tahun 2024 tentang Kurikulum pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah, implementation of learning with Kurikulum Merdeka is learning that liberates teachers and students with the freedom and flexibility of a curriculum that is adapted to school conditions, so that Kurikulum Merdeka can be the answer in the implementation of the curriculum for inclusive schools. As stated by Lubna et al in a book titled "*Pendidikan Inklusi*", inclusive education is education in which children in formal schools integrate students with special needs with regular students to optimize their abilities with the same material (Permana & Lasmawan, 2023). Inclusive schools not only implement inclusive education by integrating students with special needs into regular classes, but also provide a supportive school environment and management, including the curriculum, facilities, infrastructure, and learning system used (Ediyanto et al., 2024). Due to these circumstances and conditions, the learning approach used by teachers in the classroom must be different, but they should not give special treatment to children with special needs. Instead, they must facilitate all students equally.

Learning will be successful if it is tailored to the characteristics and learning interests of the students (Kastanja & Patilima, 2024). One effective learning approach is differentiated learning (Ramadhan et al., 2023). Differentiated learning is an attractive approach that will likely be widely adopted in the future because it adapts to the diverse needs, abilities, and learning interests of students (Hu, 2024). Differentiated learning considers four aspects in its differentiation process, namely content differentiation, process differentiation, product differentiation, and learning environment differentiation, as stated by Danuri et al in a book titled "*Model Pembelajaran Berdiferensiasi untuk Sekolah Dasar Inklusif*". Suppose learning has been adapted to meet the diversity of students. In that case, it will create an enjoyable learning experience, ensuring that students are not bored, can easily understand the material, and achieve learning objectives effectively and efficiently (Pratiwi & Andriani, 2021).

The current situation is that all schools are inclusive, but many are not yet ready in terms of facilities, infrastructure, and available resources (Permana & Lasmawan, 2023). Teaching in a class that combines students with special needs and regular students is less effective for children with special needs, because not all schools have assistant teachers, and there are no psychologists to monitor student development. Suppose differentiated learning is to be implemented in the classroom. In that case, several challenges arise,

including a lack of infrastructure, the absence of diagnostic tests to identify student diversity, and a shortage of workshops on differentiated learning.

However, a second interview conducted at SD Alam Aminah in Sukoharjo Regency yielded different information, namely that the school already has special assistant teachers in each class to support the classroom teachers. In addition, the school also implements differentiated learning, one of which is the differentiation of the learning environment. Learning activities are often carried out in the surrounding natural environment or outside the classroom, so they do not require expensive costs and create joyful learning experiences.

According to Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbudristek) Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas pada Satuan Pendidikan Anak Usia Dini Formal, Pendidikan Dasar, Pendidikan Menengah, dan Pendidikan Tinggi, the implementation of inclusive schools at the primary education level should ideally guarantee equal rights for all students, including children with disabilities, through the provision of quality educational services with accommodations in the form of disability-friendly curricula, methods, assessments, and facilities and infrastructure. Classroom teachers need to possess inclusive education competencies, supported by special education teachers and Disability Service Units (Unit Layanan Disabilitas or ULD), which play a role in needs assessment, provision of individual services, recommendations, and evaluation. To be effective, the learning process must be flexible according to the readiness, interests, and needs of students, with the full support of the government and education providers through policies, educators, and adequate budgets, so that an inclusive, adaptive, and empowering learning environment is created for all students (Anshori, 2025). Differentiated learning, tailored to students' needs, readiness, interests, and learning styles, can enhance creativity, tolerance, and empathy, while also aligning with theories of multiple intelligences and constructivism. In its implementation, teachers act as facilitators who group students according to their abilities and provide a variety of learning activities and products.

There are several issues in the implementation of learning, specifically regarding how to plan, implement, and evaluate learning in inclusive elementary schools. Differentiated learning includes differentiation of content, process, product, and learning environment. Teachers have implemented differentiated learning, but limitations in facilities and a lack of training result in suboptimal learning outcomes (Istiyati et al., 2024). Similar research also indicates that the absence of special assistant teachers, a lack of socialization regarding inclusive schools, insufficient budget, and inadequate infrastructure are problems commonly experienced in inclusive elementary schools (Ediyanto et al., 2024). Based on the above problems, it is stated that differentiated learning in inclusive schools faces challenges, including a lack of socialization and limited infrastructure.

However, inclusive schools are educational institutions that implement the concept of inclusive education, which accepts all students, regardless of whether they have regular or special needs, and tailors services to their individual needs (Arista et al., 2022). In line with this, it can be stated that inclusive education is an educational system that brings together children with special needs and regular children in one learning environment to optimize their potential, as noted by Lubna et al. in their book, "*Pendidikan Inklusi*". Thus,

inclusive schools can be understood as educational institutions that provide joint learning for all students, both ABK and regular, in one class with adjustments according to their respective needs.

Based on existing data and policies according to Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbudristek) Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas pada Satuan Pendidikan Anak Usia Dini Formal, Pendidikan Dasar, Pendidikan Menengah, dan Pendidikan Tinggi, inclusive elementary schools are required to provide quality education services for all students by providing adequate accommodations, special assistant teachers, accessible facilities and infrastructure, as well as flexible and enjoyable learning. However, previous research indicates that there are gaps, as many schools are still constrained by limited facilities, a lack of training, the absence of assistant teachers, inadequate socialization, and the lack of diagnostic tests to assess students. Interviews at one-off schools confirmed that teachers are often overwhelmed when teaching without assistants and psychological support. In contrast, SD Alam Aminah is relatively ideal, with the presence of special assistant teachers, the implementation of differentiated learning, and the use of the surrounding environment as a learning resource. This indicates a gap between policy standards and the reality of implementation in the field, which remains uneven.

Based on the problem formulation, this study aims to evaluate the implementation of differentiated learning at SD Alam Aminah Sukoharjo using the CIPP model. The objectives are to evaluate the context, which relates to the planning stage of differentiated learning; to evaluate the input, which focuses on the organizing stage and the resources that support its implementation; to evaluate the process, which refers to the implementation stage of learning differentiation in the classroom; and to evaluate the product, which concerns the supervision stage and the learning outcomes achieved by students.

LITERATURE REVIEW

Differentiated Approach

A differentiated approach refers to an educational method that modifies content, processes, products, and learning settings according to students' readiness, interests, and learning styles, allowing for the attainment of educational objectives in a personalized and meaningful manner (Kupers et al., 2024; Nahdhiah & Suciptaningsih, 2024). A differentiated approach takes into account students' interests, abilities, and creativity to increase participation and achievement. It can be used as a first step in determining the content and methods to be applied in the learning process (Goyibova et al., 2025). Differentiated learning is a strategy that focuses on teachers' efforts to tailor learning experiences to the diversity of students in the classroom according to their abilities, as stated by Danuri et al. in a book titled "*Model Pembelajaran Berdiferensiasi untuk Sekolah Dasar Inklusif*". The differentiated learning method aligns with Howard Gardner's Theory of Multiple Intelligences, as both emphasize the need to tailor educational experiences to match each student's unique strengths, interests, and intelligences (Melesse & Belay, 2022).

The differentiated approach has several types of differentiation that need to be understood. The first is content differentiation, which is the process of implementing learning that allows teachers to modify learning materials in various ways and adjust them to meet student differentiation needs (Gaybullayevna, 2025; Sulistianingrum et al., 2023). The second is process differentiation, in which teachers use various learning strategies to create an engaging and enjoyable learning process that supports student diversity, such as through discussions, projects, and diverse learning media (Anggoro et al., 2024; Khaira et al., 2023; Pratiwi & Tyas, 2025). Next is product differentiation. This differentiation provides students with various options to demonstrate their abilities (Kahmann et al., 2024). Demonstrating abilities in the desired manner makes learning enjoyable and effective because it accommodates students' interests (Aminuriyah et al., 2023; Maryanti & Sartono, 2024). The last is the differentiation of the learning environment, which is the adjustment of the physical, social, and psychological conditions of the classroom to support the diverse needs of students, which has been proven to increase the effectiveness of learning and student well-being (Rosyiddin et al., 2023; Sitanggang et al., 2022; Türkmen & Edis, 2025).

Inclusive Education

In the context of inclusive education, differentiation plays a crucial role in ensuring that all students, including those with special needs, have access to meaningful learning opportunities. Inclusive schools are schools where all children, whether they have special needs or not, learn together in one classroom with equal opportunities to develop without discrimination, as stated by Susilahati in a book titled "*Pendidikan Inklusif*" and Tichá et al in a book titled "*Inclusive Education Strategies: A Textbook*". The application of differentiation can increase student participation and achievement in inclusive classrooms, provided that it is supported by continuous diagnostic assessments and close collaboration between classroom teachers and support teachers (Pozas & Letzel-Alt, 2023). The effectiveness of differentiation is heavily impacted by resource availability, the pedagogical abilities of teachers, and school policies that promote inclusive education (Gheysens et al., 2021).

Based on Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbudristek) Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas pada Satuan Pendidikan Anak Usia Dini Formal, Pendidikan Dasar, Pendidikan Menengah, dan Pendidikan Tinggi, inclusive schools that are ready to accept students with disabilities alongside regular students must provide adequate accommodation with budgetary support, accessible infrastructure (such as ramps, accessible toilets, resource rooms, adaptive learning media), a curriculum tailored to the results of needs assessments, flexibility in processes, materials, and learning evaluations. Additionally, schools must prepare to accept students with disabilities. In addition, schools must have competent educators and educational staff, including special education teachers or experts, depending on the type of disability.

The differentiated approach is considered effective in school settings. Several studies have confirmed this, including one that states that Differentiated Instruction (DI) has been proven to improve student academic achievement. A meta-analysis comparing DI with traditional teaching methods shows that the differentiated approach is more effective (Safawi & Akay, 2022). The implementation of differentiated learning is excellent and important in inclusive schools (Tupiño et al., 2023). However, the main obstacles that often arise are teachers' limited time to design lessons, a lack of professional training, and difficulties in providing teaching materials that cater to the diverse needs of students (Istiyati et al., 2024).

METHODS

This study employs a qualitative descriptive evaluation approach, utilizing the Context, Input, Process, Product (CIPP) model developed by Stufflebeam and Zhang. This model was chosen because it provides a comprehensive evaluation in line with the stages of school management, namely planning, organizing, implementing, and supervising. The research location was SD Alam Aminah, a private inclusive elementary school in Sukoharjo, Central Java, which implements the Kurikulum Merdeka by integrating students with special needs into regular classes through the support of classroom teachers and special assistant teachers. The research participants consisted of the principal, regular classroom teachers, and special assistant teachers, while the instruments used included CIPP-based interview guidelines, observation sheets, and documentation lists.

According to Miles and Huberman, qualitative data collection is conducted through interviews, observations, and documentation studies, then analyzed through the stages of collection, reduction, presentation, and conclusion drawing. Context evaluation included the school's vision, mission, objectives, and student needs; input evaluation assessed educator competence, student engagement, and resource availability; process evaluation examined differentiated learning practices (content, methods, products, and environment) and assessment implementation; while product evaluation assessed learning outcomes, student perceptions, developed skills, classroom atmosphere, program sustainability, and challenges and solutions.

RESULTS AND DISCUSSION

Evaluation of joyful differentiated learning reviewed from the Context Aspect

The curriculum serves as the foundation or guideline for establishing schools, and the one currently used in Indonesia is the existing one. Each school must develop a curriculum based on the central government's guidelines as a whole, and teachers must adapt or harmonize it according to the characteristics of the students, including their interests, abilities, and learning styles (Sujarwati, 2023; Wulandari et al., 2024). Essentially, before implementing a program in a school, it is crucial to establish goals that can be achieved by developing a clear vision and mission. The vision serves as the ultimate goal that the school aims to achieve. In contrast, the mission refers to the steps that will be taken to

achieve that goal (Alwadai, 2024). In the curriculum guidelines, commonly referred to as KSP (Curriculum Unit Education), one of the components included is the school's vision and mission. SD Alam Aminah has a vision of "*Membangun generasi teladan yang berakhlak, cerdas, mandiri, berkarakter, mencintai budaya dan alam Indonesia*". This vision is reflected in the school's mission, which emphasizes the provision of quality education, the creation of an innovative learning environment, and the development of noble character in students. The objectives set not only emphasize academic achievement but also the formation of independent attitudes and noble character (Anggoro et al., 2024).

The second point regarding context is the needs of students. Each child has different characteristics, needs, and intelligence. This is one aspect of differentiated learning that addresses the diversity of SD Alam Aminah, which has 100 students comprising children with special needs and regular students. To determine the needs of the students, SD Alam Aminah conducted a diagnostic assessment, which was carried out in collaboration with doctors and psychologists by the Foundation. In addition to identifying needs, this assessment serves as a starting point to determine the types of special needs students have, the grouping of Guru Pendamping Kelas (GPK), whether individual or group, and the learning styles of students.

Furthermore, SD Alam Aminah's policy is to establish curriculum policies through collaboration between the foundation, psychologists, the deputy principal in charge of curriculum, and the principal (Zakiah et al., 2021). This policy ensures that learning tools, including teaching modules, are compiled with the same material. However, the learning outcomes are adjusted according to the ability levels of regular students and students with special needs. Additionally, the presence of an adequate number of GPK demonstrates the school's commitment to implementing inclusive policies. In implementing inclusive schools, several key elements must be prepared, one of which is a supportive learning environment. SD Alam Aminah has a pleasant learning environment because it utilizes the surrounding nature for educational purposes within the school. Additionally, there is a large field or open space that can be utilized for enjoyable, inclusive learning with differentiated learning environments.

Evaluation of joyful differentiated learning reviewed from the Input Aspect

To implement inclusive schools, professional support is necessary to create suitable learning environments (Permana & Lasmawan, 2023). In terms of Input, the evaluation shows that SD Alam Aminah has six regular classroom teachers and 33 GPK who assist students with special needs (Anak Berkebutuhan Khusus or ABK). The fact that there are more GPK than classroom teachers confirms the school's commitment to providing individual attention. Classroom teachers focus on delivering core material, while GPK develops and implements Program Pendidikan Individual (PPI). This aligns with research indicating that in inclusive schools, collaboration between classroom teachers and special education assistants is necessary to divide up the implementation of learning, including the creation of PPI (Lambrecht et al., 2022).

From the perspective of stakeholder roles, curriculum implementation is not only the responsibility of teachers, but also involves foundations, psychologists, deputy principals in charge of curriculum, and principals. This multi-stakeholder involvement enhances educational services, ensuring that policies align with the school's vision and objectives. The support of psychologists and doctors also contributes to children's growth and development. This is also revealed in a study that states every stakeholder component, both from the government and the school, plays an important role in providing a strong foundation for the implementation of differentiated learning in inclusive schools, thereby creating a joyful learning environment (Lindner & Schwab, 2025). The principal, as the school leader, also has a significant influence on the implementation of differentiated learning in inclusive schools (Damri et al., 2023). In terms of supporting policies, the school has designed teaching modules that utilize the same material for all students. However, the learning outcomes are adjusted according to each student's abilities, particularly for children with special needs. This policy is in line with Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbudristek) Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas pada Satuan Pendidikan Anak Usia Dini Formal, Pendidikan Dasar, Pendidikan Menengah, dan Pendidikan Tinggi, which provides equal access for all children (Afrisal et al., 2025).

In addition, the facilities and infrastructure at SD Alam Aminah are quite adequate, including six representative classrooms, disability-friendly toilets, a quiet room for emotional regulation, and supporting facilities such as a library, playground, camping ground, and gazebo. The availability of special toilets for people with disabilities demonstrates the school's concern for accessibility. Several studies have shown that school facilities do not always have a direct impact on student learning outcomes. However, they do significantly influence student activities, thereby serving as a key factor in creating a comfortable and joyful school environment for the school community (Ackah-Jnr & Danso, 2019; Arjanto & Telussa, 2024).

The input aspects at SD Alam Aminah show strong readiness to support differentiated learning in inclusive schools. The availability of more GPK, the involvement of various stakeholders, and adaptive teaching module policies are proof of the school's commitment. Supported by disability friendly facilities, SD Alam Aminah has met the important prerequisites for successful inclusive education.

Evaluation of joyful differentiated learning reviewed from the Process Aspect

The implementation of learning at SD Alam Aminah shows the application of differentiated learning strategies that cover content, process, product, and learning environment. In terms of content, teachers deliver the same material to all students, but in various forms, such as through images, songs, or videos. Teachers present the same material to all students, but with varying approaches tailored to their individual needs and learning styles. For example, regular students understand concepts through text, while students with special needs use visual media such as pictures or songs. This demonstrates that the school can accommodate the diverse learning styles and cognitive needs of its students.

The same study states that content differentiation allows students with diverse abilities to access material according to their respective learning styles (Gaybullayevna, 2025; Sulistianingrum et al., 2023).

The lesson schedule at SD Alam Aminah indicates that each class from I to VI has a learning structure that begins with religious activities, such as prayer, dhuha prayer, and muraja'ah, before proceeding to the core subjects. Dismissal times vary between 12:00 and 15:15 from Monday to Friday, depending on the grade level. The subjects taught cover general subjects (Indonesian Language, Mathematics, Science, English, ICT, Physical Education, Arts and Culture) as well as religious subjects (Islamic Education, Fiqh, SKI, Aqidah, Qur'an Hadith, Tahfidz), combined with self-development programs such as leadership and entrepreneurship. In practice, teachers employ differentiated instructional approaches by presenting a variety of learning methods, ranging from lectures and discussions to the use of visual media, educational games, and outdoor learning experiences in parks or gazebos. At the same time, GPK provides individualized support to children with special needs. This strategy enables students to learn according to their individual learning styles and abilities, fostering an inclusive, adaptive, and enjoyable learning environment (Anggoro et al., 2024; Pratiwi & Tyas, 2025).

Product differentiation at SD Alam Aminah is developed to enable each student to demonstrate their understanding and competence in a manner that best suits their abilities and learning styles. Regular students generally work on written questions, presentations, or group discussions, while children with ABK can demonstrate their learning outcomes through drawings, artwork, simple practices, or verbal answers. In formative assessments, teachers offer a choice of assignment formats, such as creating mind maps, retelling material, or making posters. In mid-semester summative assessments, questions are designed to match each student's level of difficulty. At the end of the semester, regular students complete government-issued questions. In contrast, ABK students complete modified questions tailored by teachers and GPK to remain challenging yet realistic, in line with their development. Other studies also suggest that diverse products, which demonstrate students' abilities, are effective in the classroom for creating a joyful learning environment (Aminuriyah et al., 2023; Maryanti & Sartono, 2024).

The differentiation of the learning environment at SD Alam Aminah is evident in the school's efforts to create a varied, friendly, and inclusive learning atmosphere. The learning process does not only take place in the classroom, but also utilizes various alternative spaces, such as gardens, gazebos, schoolyards, and quiet rooms, provided to help students, especially those with special needs, manage their emotions when experiencing tantrums or difficulty concentrating. This flexible learning environment allows students to select a more comfortable learning space tailored to their needs, whether for group discussions, creative activities, or independent learning. The differentiation of the environment plays a crucial role in creating a learning climate that supports student diversity, enhances motivation, and fosters enjoyable and meaningful learning experiences (Sitanggang et al., 2022; Türkmen & Edis, 2025).

Evaluation of joyful differentiated learning reviewed from the Product Aspect

In terms of learning objectives achievement, the results showed that regular students were able to achieve the curriculum objectives set by the government, while students with special needs achieved learning objectives through PPI tailored to their abilities. This proves that differentiated learning successfully maintains equal learning opportunities (Arianti & Rini, 2022; Fitri, 2022). In terms of student skill and attitude development, there has been an improvement in academic skills, independence, and social attitudes such as empathy and cooperation between regular students and students with special needs. The classroom atmosphere has also improved, marked by the creation of a more inclusive, friendly, and enjoyable environment where students feel safe, heard, and motivated. Other schools have also proven that the output of inclusive schools is to make children more humane and empathetic (Fitri, 2022; Lindner & Schwab, 2025).

In terms of program sustainability, SD Alam Aminah demonstrates a strong commitment through collaboration between classroom teachers, GPK, parents, and other stakeholders in supporting the implementation of differentiated programs, as teachers make a significant contribution to the implementation of differentiated learning. If teachers understand, learning will run well (Gheysens et al., 2021). Consistent school policies reinforce this sustainability in providing teaching modules, assessments, and inclusive facilities. This aligns with research indicating that the commitment of school leadership and stakeholder support significantly influences the sustainability of inclusion programs.

The implementation of differentiated learning at SD Alam Aminah faces several obstacles in the context of inclusive classrooms. First, the number of ABK is greater than that of regular students, so teachers need to pay more attention to classroom management and individual services. Second, some students experience sudden emotional instability, which not only hinders the learning process but also affects the concentration and comfort of other students. Third, teachers face the challenge of maintaining a stable mood among students, especially those with ABK, so that it remains conducive to learning activities. To overcome these obstacles, the school has implemented several solutions, including establishing good communication with students before learning begins to build a sense of security and comfort, as well as strengthening active communication with parents regarding their children's development at home and at school. These efforts align with the findings of research, which emphasize that collaboration among teachers, students, and parents is a key factor in achieving effective and enjoyable inclusive education practices (Lindner & Schwab, 2025).

CONCLUSION

This study aimed to evaluate the implementation of joyful, differentiated learning in SD Alam Aminah, an inclusive school, using the CIPP evaluation model. The findings, in terms of context, revealed that the school's vision, mission, and objectives align with the principles of inclusive education. In terms of input, the availability of classroom teachers, special assistant teachers, psychologists, and disability-friendly facilities effectively supports inclusive practices. In terms of process, the implementation of differentiation in

content, process, product, and learning environment has been carried out effectively, creating adaptive and joyful learning experiences. In terms of product, there are positive outcomes in students' academic, social, emotional, and character development for both regular students and children with special needs. Overall, the implementation of differentiated learning at the school complies with the standards stated in the Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbudristek) Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas pada Satuan Pendidikan Anak Usia Dini Formal, Pendidikan Dasar, Pendidikan Menengah, dan Pendidikan Tinggi, as well as the official guidelines on inclusive schooling and differentiated learning. Thus, SD Alam Aminah successfully demonstrates sustainable, humanistic, and high-quality inclusive education practices.

The implications of this study suggest that joyful, differentiated learning practices in inclusive schools not only enhance academic development but also foster students' social, emotional, and character growth. Therefore, it is recommended that the school continue to expand teacher training on inclusive teaching strategies, strengthen collaboration with parents, and build networks with external parties such as psychologists, therapists, and special education institutions. These efforts are crucial to ensuring the sustainability of adaptive and inclusive programs that can effectively address the diverse needs of students in the future.

AUTHOR'S NOTE

The author declares that there are no conflicts of interest concerning the publication of this article and confirms that all data and content presented are original and free from plagiarism.

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