

Analysis of Social Studies Teachers' Readiness in Implementing Inclusive Education at Junior High School 30 Semarang

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ABSTRACT

This research aims to (1) Analyze the readiness of social studies teachers in terms of knowledge, skills, and attitudes in facing inclusive education at SMPN 30 Semarang, (2) Understand the internal and external factors that influence the readiness of social studies teachers in implementing inclusive education, (3) Identify the strategies of social studies teachers in addressing the differences in abilities between regular students and students with special needs in inclusive classes. The research was conducted using qualitative methods with a case study approach. Data were obtained through structured interviews, observations, and documentation. The research results indicate that the Social Studies teachers at SMP Negeri 30 Semarang are not yet fully prepared to implement inclusive education, both in terms of knowledge, skills, and attitudes. The research shows that social studies teachers have a basic understanding of inclusive education, but do not yet have a deep understanding of the challenges faced in implementing inclusive learning. This is due to internal factors such as experience teaching special needs students, as well as external factors like school support and facilities, which also affect teachers' readiness. This research is expected to provide input in improving the quality of

teacher training and the development of more optimal inclusive education policies.

Keywords: Readiness; Inclusive Learning; Children with Special Needs (CSN)

INTRODUCTION

Education is important for achieving the nation's goals, and various education systems are regulated and designed in such a way as to realize quality education. In accordance with Law Number 20 of 2003 on the national education system, education is the right of all citizens regardless of physical condition, including children with special needs, according to (Firli et al., 2020) the existence of the inclusive learning program is one of the government's initiatives to realize Law Number 20 of 2003. Inclusive education aims to achieve the importance of education without discrimination, as well as equitable educational services that are fair and tailored to needs. One of the programs planned by the government to support inclusive education is through the policy of the Circular Letter of the Director General of Primary and Secondary Education No. 380/C.66/MN/2003, which encourages the establishment of inclusive schools in every region (Firli et al., 2020).

Inclusive education is an educational approach that provides opportunities for children with special needs to learn and

socialize with general students in the same classroom (Mujiafiat & Yoenant, 2023). Inclusive education is an educational system that allows all special needs students with different talents and intelligences to participate in learning in the classroom alongside regular students (Dwi Arnia Ulfa; Wardany, 2022). From that definition, it can be concluded that inclusive education is an education that combines regular students and those with special needs in one class together. The goal of inclusive education is to ensure that all students with physical, emotional, and mental-social disabilities have the same opportunity to receive quality education according to their needs and abilities (Ferdianita & Mulianingsih, 2021). Inclusive education has been designed since 1994, specifically from June 7 to 10 in Salamanca, Spain, through an international conference organized by UNESCO attended by 92 countries and 25 international organizations, which resulted in an agreement known as the Salamanca Statement. The content of this agreement is that countries agree on the importance of implementing inclusive education worldwide, where all schools can serve all children regardless of their physical condition (Caron & Markusen, 2020). Supporting inclusive education, they feel that the training they received is aimed at creating good quality inclusive education, with teacher readiness being the key to success. Both in terms of readiness in knowledge, skills, and attitudes. Various previous studies have shown that inclusive education not only involves the integration of special needs students with regular students but also requires different teaching methods and special skills from teachers. In the research conducted by Fikri, it is emphasized that teachers need to have special skills and in-depth knowledge regarding teaching strategies in inclusive classrooms, in order to ensure that all students benefit from the learning process. Fikri shows that although the teachers are not yet sufficient to face this challenge. Of course, this highlights the importance of training and support for

teachers in the implementation of inclusive education (Fikri, 2024).

That is the teacher feels unprepared and lacks a comprehensive understanding of the implementation strategy. This is because teachers need time and special training in educating children with special needs. Teachers support the implementation of the inclusion program, but they feel unprepared and lack understanding in applying the inclusion program because they do not have the foundational knowledge to educate children with special needs, as well as the skills to address issues related to children with special needs (Kintoko, 2022). SMP Negeri 30 Semarang is one of the schools that has been designated to implement the inclusion program. SMP Negeri Semarang accepts various children with special needs, such as slow learners, mentally disabled, emotionally disturbed, and physically disabled. Based on the results of the interviews conducted, there are several considerations from the education department that led SMP Negeri 30 Semarang to implement inclusive education. First, this school is considered to have a child-friendly environment and adequate physical accessibility. Then, SMP Negeri 30 Semarang has competent human resources, including teachers who have received basic training in inclusive education. The school's strategic and easily accessible location supports the implementation of inclusive education at this school, and the most important factor is the commitment of SMP Negeri 30 Semarang to realize the nation's goals and support the principles of equality and mutual respect for the diversity of students.

Every teacher who teaches in an inclusive classroom certainly needs preparation before conducting lessons, one example being the selection of models and teaching methods that suit the needs so that they can support the learning process for both inclusive and regular students (Anwar et al., 2020). Additionally, every teacher, especially social studies teachers, also needs to have skills and a positive attitude when dealing with

inclusive students. This is because inclusive students require special attention, so that in the learning process, they can easily grasp the material being taught. The presence of knowledge, skills, and attitudes of the teacher is crucial in the inclusive learning process, if the teacher lacks these aspects, they will struggle to grasp the material being taught (Lestari & Mulianingsih, 2020).

Referring to the explanation that has been presented, this study aims to analyze the readiness of social studies teachers in implementing inclusive education at SMP Negeri 30 Semarang. By understanding the challenges faced and the efforts made by teachers in overcoming these challenges, it is hoped that this research can contribute to improving the quality of inclusive education in schools. And it is expected to serve as an evaluation for the relevant parties.

LITERATURE REVIEW

Theory Description

A. The Theory of the Zone of Proximal Development (ZPD) by Lev Semenovitch Vygotsky.

Zone of proximal development (ZPD) is an important concept in the field of education. The ZPD theory was introduced by Lev Semenovitch Vygotsky, which became an important foundation for education, especially in emphasizing social interaction and support as processes to maximize students' learning potential. According to Vygotsky, learning can enhance a person's abilities through social interaction with adults and peers. A person's ability acquired from independent study while solving problems is called actual development, while the ability obtained through interaction with a teacher and peers with greater ability is called the zone of proximal development (Aldino, 2020). ZPD in this concept describes the presence of abilities that can be developed by the child independently or with the support, guidance, and assistance from adults or more skilled peers to reach their potential (Dheta et al., 2024). The ZPD theory is when someone is able to achieve a level of understanding and skills through

guidance, support, and collaboration with others. It can be interpreted that ZPD is a theory where someone who cannot achieve their goals can collaborate with someone who has greater abilities to reach their goals (Baisuni, 2023).

The concept of the Zone of Proximal Development (ZPD) plays an important role in the learning process. One of the main points emphasized is the importance of the teacher's role in helping students develop their abilities to the fullest. Teachers need to understand students' abilities so they can provide appropriate assistance. With the right assistance tailored to their abilities, students can achieve a broader understanding and skill set. Moreover, the ZPD also shows that cooperation and social interaction are very important in learning. When students learn together with friends or more knowledgeable individuals, they can help each other and exchange ideas. This interaction can encourage more critical thinking, broaden understanding, and make students more enthusiastic about learning (Baisuni, 2023). According to Vygotsky in Aas Saomah's view, the concept of the Zone of Proximal Development (ZPD) describes the relationship between development, the learning process, and play activities in students. Development here is understood as a stage of behavioral change or the level of maturity achieved by the individual. That development is divided into two main parts. First is the ability that students can perform independently, and second is the maximum ability that can be achieved with help from others, such as teachers or peers. Among these two aspects, students are usually given heavier tasks but still within their capability, in order to encourage the gradual formation of new knowledge through an active learning process (Adolph, 2020). Based on the explanation above, the author can conclude that ZPD is a concept from Vygotsky that explains that students' learning abilities can develop further when they engage in learning through collaboration and interaction with teachers or peers who have greater abilities than theirs.

LITERATURE REVIEW

A. Inclusive Education

Inclusion comes from the word inclusion, which means bringing together students with special needs with general students in one class together (Caron & Markusen, 2020). Inclusive education is an educational system that provides opportunities for students with special needs to learn in schools alongside general students (Raihan, 2023). In a broader context, inclusive education can also be defined as education without discrimination, with equal rights and opportunities. Inclusive education has been designed since the International Conference organized by UNESCO from June 7 to 10, 1994, in Spain. In the conference, 92 countries and 25 international organizations were in attendance. The conference resulted in an agreement known as the Salamanca Statement. The content of the agreement is that the countries participating in the conference agreed on the importance of implementing inclusive education in various existing schools. Through inclusive education, it is hoped that children with special needs can obtain their right to receive education according to regulations, as well as optimize their potential. Meanwhile, inclusive education in Indonesia is currently being implemented in every region of the country. This is done to improve the quality of education in Indonesia. Through education. Considering Article 31 (1) of the 1945 Constitution, every citizen has the right to education, and the existing diversity. However, there are several reasons why most citizens do not receive adequate education. One of them is the physical and mental limitations experienced by individuals with special needs. To address this issue, the government issued policy law No. 20 of 2003 concerning the national education system. In addition, the policy applies to individuals with physical, emotional, mental, intellectual, or social disabilities (Caron & Markusen, 2016).

The readiness of teachers is also the most important factor, as teachers must understand inclusive education, because they are the key

to success in the learning process. With the existence of inclusive schools, the aim is to unite all students from various backgrounds and conditions within one school system. In addition, the purpose of inclusive schools is to develop their potential, boost their self-confidence, and achieve the nation's aspirations. (Rismayani et al., 2020).

B. Readiness of Social Studies Teachers

According to the Great Dictionary of the Indonesian Language (KBBI), readiness can be defined as a person's condition to prepare everything. Which means the word "ready" has the meaning of being available or completed (KBBI, 2021). Readiness is a condition that a person possesses to prepare themselves mentally and physically to achieve the desired goals (Dwi Poetra, 2019). From that understanding, the author concludes that readiness is a condition where someone feels prepared or in a sufficiently good state physically, mentally, and emotionally. The factor of readiness is very important for someone to start an activity, because with thorough readiness, a person can carry out the activity smoothly and in accordance with its purpose. For example, a teacher's readiness to conduct lessons in the classroom is the main thing that must be considered because it not only affects the quality of learning but also helps to guide the behavior and attitudes of the students (Wote & Sabarua, 2020). If a teacher is not prepared to carry out the learning process, then the learning process will be hindered and will not proceed as it should. In inclusive education, teacher readiness is of utmost importance, as teachers must prepare appropriate materials and media to be applied in inclusive classrooms (Ubaidillah & Mulianingsih, 2023).

In the context of inclusive education, teacher readiness becomes an important factor in the success of learning. The readiness of teachers in supporting children with special needs includes 1) the teacher's ability in learning strategies, 2) the teacher's acceptance of teaching children with special needs, 3) improving professional skills, 4)

collaborating with regular and special education teachers (Mujiafiat & Yoenanto, 2023). From this, the author can interpret that the aspects of a teacher's readiness include understanding, skills, and attitude. In the context of readiness for inclusive education, what needs to be considered by teachers are their understanding of inclusive education, skills in managing the classroom, and their attitude in implementing lessons in an inclusive classroom (Bimantoro & Mulianingsih, 2022). The understanding referred to in this study is that a teacher needs to comprehend the implementation of the inclusion program at the school. So that in conducting lessons, teachers can determine the right strategies for students. In several previous studies, most of the teachers who were subjects believed that they understood inclusion, but they were not yet ready to implement the inclusion program (Firli et al., 2020).

Robert H in (Fikri, 2024) states that skills are someone's ability to use technology and also skills encompass the knowledge, expertise, and understanding required to perform a job. Jerome Bruner in (Fikri, 2024) states that skills are an ability to solve problems and then produce solutions. In this study, the skills referred to are the skills of a teacher in managing a classroom. Whereas classroom management skills are an aspect of a teacher's readiness to implement inclusive education. In terms of teacher skills, they are required to create an effective classroom where there are various students with different backgrounds. Therefore, in terms of skills, it focuses on how the teacher manages that classroom (Suryaningsih & Salam, 2020). In assessing a teacher's readiness, the attitude aspect is also considered, according to (Mujiafiat & Yoenanto, 2023) Attitude is an important aspect of inclusive education, as teachers with a positive attitude towards children with special needs provide those children with the opportunity to engage in the learning process at school with regular children and also gain maximum educational benefits.

MATERIALS & METHODS

This research method uses a qualitative approach, as the study aims to analyze the readiness of social studies teachers in inclusive education at SMP Negeri 30 Semarang. Moreover, the qualitative method allows researchers to deeply understand teachers' perspectives and experiences, including their readiness to face inclusive education. Additionally, this research focuses on understanding and teachers' experiences regarding their readiness, which cannot be answered using numerical data.

The qualitative approach itself is capable of understanding the phenomena that occur, with data collected in the form of words, personal documents, field notes, official documents, and video recordings. The research results obtained by the researcher will later be discussed and approved with the data sources, so the data verification will be more accurate (Wijayanto et al., 2024). The research design used is a case study, where this research will focus on one school in the city of Semarang. Through case studies, researchers are enabled to gain a deeper understanding of the phenomena that occur. This research was conducted at SMP Negeri 30 Semarang because this school has a strong commitment to supporting the principle of equality in education to create an open environment that respects the diversity of students. This research uses three main data collection techniques, namely structured interviews, observation, and documentation.

RESULT

This research focuses on the readiness of social studies teachers in implementing inclusive education, with readiness encompassing aspects of knowledge, skills, and attitudes of the teachers. Factors that influence teachers' readiness to implement inclusive education, as well as the strategies employed by teachers in implementing inclusive education, are presented in the results of this study;

A.Readiness of Social Studies Teachers in Implementing Inclusive Education at SMP N 30 Semarang

Teacher readiness in the aspect of knowledge

Teachers' knowledge of the concept of inclusion is important in determining their readiness for inclusive education. Based on the results of interviews with social studies teachers at SMP Negeri 30 Semarang, they have a basic understanding of inclusive education. The first respondent, Ms. Tami, explained that inclusive education is the integration of regular students with special needs students (ABK) in the same classroom. Meanwhile, Mr. Yohanes interprets inclusive education as a form of the school's responsibility to advance all students, including those with special needs such as slow learners. The knowledge of teachers regarding special needs can also be seen from their understanding of the characteristics of inclusive students. In an interview with Ms. Tami, she explained that in understanding and adjusting IPS learning strategies for special needs students, it must be very precise. Ms. Tami explained the steps taken to understand the students, which are, first, understanding the needs of the learners, whether they are slow learners, have difficulty writing, difficulty reading, or have a learning style that relies on audio. Secondly, students who are detected to have difficulties will be served according to their needs. This shows that teachers have initial knowledge about the different characteristics of inclusive students.

However, from the perspective of readiness based on knowledge, there are still limitations. From the interview with Ms. Tami, she admitted that she is not yet fully prepared to teach an inclusive class because there is no specific curriculum or guidelines from the education department or the school. He also stated that the experience of teaching inclusive students is new to him, so he has not fully understood the implementation of inclusive education at SMP Negeri 30 Semarang. A similar sentiment was also expressed by Mr. Yohanes, who admitted that he has not yet had direct experience in implementing the inclusion system. The readiness is more of a compulsion, because

the school has to accept inclusive students, so the teachers have to adapt.

To enhance teachers' knowledge about inclusive education, school policies that include training or workshops become a specific strategy to improve teachers' abilities in inclusive education. Regarding the strengthening of knowledge through training, both respondents expressed that the training or workshops they attended were still very limited. Ms. Tami stated that she once attended a workshop that only discussed the differences and general ways to handle inclusive students, without a systematic in-depth study of the material. The same was conveyed by Mr. Yohanes, who attended online training during the pandemic and self-training by a learning community. The material obtained was only general knowledge related to inclusive education, the differences in special needs students, and general initial handling of inclusive students. This indicates that the knowledge received by teachers in general is good, but still lacks depth and is not well-structured.

Teacher readiness in the aspect of skills

Inclusive education is a unique challenge for teachers, as they must understand the various characteristics of students from different backgrounds. The skills of a teacher are certainly necessary in implementing inclusive education, because in this type of education, teachers do not only teach regular students, but also students with special needs (ABK) (Risqiyah & Mulianingsih, 2022). The skills possessed by a teacher certainly determine the success of inclusive education. Therefore, the aspect of skills becomes an important indicator in measuring the readiness of IPS teachers in facing inclusive education at SMP Negeri 30 Semarang. Based on the results of the interview conducted with IPS teachers Mrs. Tami and Mr. Yohanes last January, it is illustrated that the skills possessed by the teachers are still adaptive and will continue to develop over time. Especially in selecting strategies and teaching methods that align with the needs of the students.

Readiness in terms of attitude

To implement inclusive education, teacher readiness is crucial for the success of the learning process. Besides knowledge and skills, attitude is a benchmark for the success of inclusive education. In this case, the attitude referred to is how far a teacher is able to accept, appreciate, and have concern for students with special needs in social studies learning. Moreover, in the social education subject, it certainly teaches a lot of learning materials about forms of tolerance among humans, as well as values and norms in life. With that, social education teachers are expected to show a positive attitude towards the diversity of students in the classroom, including students with special needs (Lestari & Mulianingsih, 2020). Although many teachers theoretically support the concept of inclusion, training and support from institutions remain obstacles. Therefore, teachers' attitudes become the initial foundation that must be continuously developed through training and mentoring (Sangadji, 2022).

Based on the research conducted with IPS teachers at SMP Negeri 30 Semarang, it shows that the majority of IPS teachers have an open attitude towards accepting the presence of students with special needs at school. The presence of caring, respecting, and accepting attitudes are their efforts in adjusting the learning approach, giving more attention to inclusive students, and building good communication with the students' parents. However, the positive attitude of teachers must be accompanied by emotional support and adequate knowledge, which can certainly prepare teachers for their roles. In an interview with Ms. Tami, she stated that she does not mind the presence of special needs students in regular schools, as it is their right to learn. However, she also mentioned that there are different challenges; teachers need to be extra patient when dealing with special needs students and cannot treat them the same as regular children. A similar sentiment was expressed by Mr. Yohanes, who, although not yet fully professionally prepared, believes that supporting students

with special needs in adapting is something they must do. From that statement, it reflects the teachers' readiness in terms of attitude, as they are able to accept students with special needs without discrimination.

In addition to being accepting, the teachers at SMP Negeri 30 Semarang also exhibit empathy and concern for their students. This can be seen from an interview with Ms. Tami, who stated that she always invites students to discuss and chat with the children first. She always asks whether the material presented can be understood or not, and if it cannot be understood, Ms. Tami will repeat it more slowly. Meanwhile, Mr. Yohanes said that he needs to increase his patience in teaching the inclusive class, because in the inclusive class, he cannot force them to understand immediately.

B. Strategies of Social Studies Teachers in Addressing the Differences in Abilities of Regular Students and Special Needs Students in Inclusive Classes

To achieve learning objectives, a teacher must have the right strategies so that the learning goals can be met. This is adjusted to the needs of the students in the class. In an inclusive classroom, learning strategies are certainly an important foundation for imparting knowledge to students (Octaviani & Mulianingsih, 2021). However, this also poses a significant challenge for social studies teachers in delivering material to students with special needs. Because social studies teachers must first identify the appropriate strategies to deliver the material, so that the material can be conveyed effectively. Based on the research conducted, social studies teachers implement several strategies to address the differences in abilities present in inclusive classrooms, one of which is analyzing and understanding the students' characteristics beforehand. Does the student fall into the category of a slow learner, or do they have a special learning style, such as understanding material better through audio rather than written media, or are they students who cannot read and write then, after understanding the characteristics of the students, the teacher can design a

learning approach that meets the students' needs.

In terms of teaching methods, the social studies teacher implements flexible learning. Although learning resources and media are not differentiated between students, the delivery of material is still adjusted to meet the students' needs. In an interview with Ms. Tami, she said that for students with an auditory learning style, she usually presents video media to them and also engages in two-way interaction with those students. In that lesson, the student will be called to the front when the other students are engaged in reading books or materials, and then the student with special needs will be called to the front. After listening to the audio, Ms. Tami will then ensure whether the student understands the material or not. This is also similar to Mr. Yohanes' teaching style; he stated that although the media used is the same, the teaching strategies and depth of the material are still adjusted to the diverse abilities of the students.

The next strategy is to instill a sense of tolerance in regular students. Instilling the value of tolerance in students in inclusive classes is an important effort to create an inclusive learning environment where everyone respects each other (Jamaludin & Nurhasanah, 2022). Basically, students with special needs require strong support from their environment so that they can interact, learn, and develop together. Tolerance can accept each other regardless of their abilities, and can avoid discriminatory attitudes. In IPS lessons, Ms. Tami always emphasizes the attitude of mutual cooperation and tolerance among all students. This is to create a good inclusive learning environment. Additionally, because social studies education also teaches values and norms of life to always respect one another regardless of background. Based on an interview with Ms. Tami, she stated that she always provides understanding to regular students to help their classmates with special needs if they experience difficulties in class. A similar point was made by Mr. Yohanes, who stated that deep communication and an

approach towards regular students regarding the attitude they should adopt towards special needs students are also necessary to maintain a conducive classroom atmosphere, so that no one feels marginalized. Basically, social studies education also teaches values and norms of life to respect one another, so the teachers at SMP N 30 Semarang always emphasize these values in every social studies lesson. This is so that students in the inclusive class can respect each other and grow together.

C. Factors that influence the readiness of social studies teachers in implementing inclusive education.

The implementation of inclusive education, teacher readiness is not only influenced by individual abilities but also by various factors both from within (internal factors) and from the surrounding environment (external factors). Based on the research conducted, the internal factors that influence the readiness of social studies teachers, which originate from within themselves, such as knowledge, skills, and attitudes, require teachers to have a deep understanding of inclusive education, possess adequate skills, and maintain a supportive attitude towards the diverse abilities of students. With the teachers' thorough readiness, it will lead to effective inclusive education. On the contrary, if teachers do not have adequate preparation, the inclusive learning process will not proceed as it should. Additionally, the factor of teaching experience, because teachers who have experience teaching inclusive students tend to be more prepared than teachers in general.

Continuing on that note, external factors also influence teachers' readiness to implement inclusive education, such as support from the school. Based on the research conducted, the support given to the teachers at SMP N 30 Semarang has been provided but is not yet fully optimal. This was conveyed by the social studies teacher at SMP Negeri 30 Semarang. The support provided by the school includes organizing workshops from the education department and collaborating with parents. The next factor is the presence

of training and workshops. Based on the interview results, the social studies teachers have attended the training, but only a few times, and it focused solely on practical skills.

DISCUSSION

From the results of the research, this study shows that the readiness of social studies teachers in implementing inclusive education can be said to be not fully ready and still in the developing stage. The readiness of teachers can be seen from the aspects of knowledge, skills, and also the attitudes of teachers in implementing inclusive education. In terms of knowledge, teachers feel they understand inclusive education, but their understanding is still basic and not comprehensive. This is due to the lack of training on inclusive education and the absence of specific guidelines related to inclusive education.

According to the Zone of Proximal Development (ZPD) theory developed by Vygotsky, an individual reaches their maximum potential with the help and guidance of someone more experienced or a peer with expertise. In this context, IPS teachers who feel not yet fully prepared to implement inclusive education need training, guidance, and support from someone more experienced. Both from the school and the education office (Baisuni, 2023). Therefore, it can be concluded that the knowledge possessed by social studies teachers is within the zone of proximal development, where they can achieve deeper understanding with the help of others.

Continuing from the aspect of skills, social studies teachers tend to adopt an adaptive approach. Where IPS teachers adjust teaching methods and media according to the needs of the students. Like a teacher who uses audio methods for students who cannot read, and then the teacher provides additional discussions for those students. This shows that the teacher has the ability to manage learning according to the needs of the students. In the approach of competency-based education theory, those skills become

an important part of the educational process, because teachers are not only required to teach but also to ensure that students can achieve and understand learning objectives according to their potential (Adolph, 2020).

As for the attitude aspect, this research shows that the IPS teachers at SMP Negeri 30 Semarang have demonstrated a ready and positive attitude towards inclusive education. Social Studies teachers are able to accept, appreciate, guide, and support inclusive students to attend regular schools. The teacher's attitude in this regard becomes part of the affective competence possessed by the teacher, where the teacher is able to demonstrate emotional and social skills that are important in creating an inclusive learning environment (Adolph, 2020). The strategies implemented by the teacher to carry out inclusive education indicate an effort to apply learning in accordance with the ZPD theory. Where the teacher analyzes various student characteristics to understand their needs, so that the learning process can be achieved. In addition, teachers also strive to instill attitudes of tolerance and mutual respect in regular students so they can cooperate with students with special needs. Thus, it can create a supportive learning environment, which aligns with the principles of the ZPD theory, where students learn better in supportive social interactions. And students learn accompanied by more knowledgeable peers.

The presence of factors that influence teachers' readiness to implement learning can be categorized into two, namely internal and external factors. Based on research, internal factors include teachers' knowledge, skills, attitudes, and teaching experience. If these factors are mastered by the teacher, then the readiness possessed by the teacher can be considered balanced, and the teacher will also be more prepared to implement inclusive education. Meanwhile, in terms of external factors, the reason why teachers are not fully prepared is the lack of training or workshops on inclusive education, which can affect the readiness and ability of teachers to implement inclusive education. Additionally,

the absence of a specific curriculum from the education department regarding inclusive education can hinder teachers in the learning process.

CONCLUSION

This research shows that SMP Negeri 30 Semarang still needs to improve its implementation of inclusive education, although in general, SMP Negeri 30 has started to adapt and develop inclusive education, especially among social studies teachers. In terms of knowledge, IPS teachers have started to understand inclusive education but do not fully grasp it yet. From the aspect of skills, IPS teachers are still adjusting their abilities. They are starting to use flexible teaching methods and adjust learning strategies according to needs, but this readiness needs to be improved to be more effective in implementing inclusive education. Meanwhile, in terms of attitude, social studies teachers tend to have a positive attitude towards students with special needs. They show a positive attitude, care, empathy, and appreciation. This needs to be improved and supported so that inclusive education can run well.

The strategies used by IPS teachers in implementing inclusive education include understanding student characteristics, using media and teaching methods that meet the needs of learners, and instilling a sense of tolerance in regular students regarding inclusive education, so that learning can be conducted comfortably and effectively. Next, the factors that influence teachers' readiness can be categorized into two parts, namely internal and external factors. Internal factors include teachers' knowledge, skills, attitudes, and teaching experience, while external factors include support from the school and the enhancement of training and workshops on inclusive education.

Declaration by Authors

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