



Analysis of Strengths, Weaknesses, Opportunities, and Threats in the Implementation of Inclusive Education at Tenggara 009 Public Elementary School

Purnawati^{1*}, Hamidah², Hamini³, Nurlaili⁴, Apriliyani⁵, Audi Aryna Tambunan⁶, Dahyanti⁷, Ardi Sutiono⁸

Universitas Mulawarman

Corresponding Author: Purnawati: purnatarna23@gmail.com

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ABSTRACT

Inclusive education is one of the government's strategies to realize a fair and equitable education system that reaches all groups, including children with special needs (CSN). Sekolah Dasar Negeri (SDN) 009 Tenggara, as an inclusive elementary school, faces various challenges in implementing this policy effectively. This study aims to analyze the strengths, weaknesses, opportunities, and threats (SWOT) in the implementation of inclusive education at the school through a descriptive qualitative approach. Data collection techniques include direct observation, in-depth interviews, and documentation studies, which are then analyzed using the SWOT method. The results indicate that the school has several strengths, such as supportive policies, teachers with an inclusive understanding, and strong leadership from the principal. However, weaknesses were also identified, including limited infrastructure, a lack of special education teachers, minimal assistive learning tools, and insufficient outreach to parents. implementation, social stigma toward CSN, and limited funding. These findings are expected to serve as a reference for policy formulation and program planning to improve the quality of inclusive education at the elementary level.

INTRODUCTION

Inclusive education is an educational policy aimed at providing equal opportunities to all students, including children with special needs (CSN), so that they can receive proper education without discrimination. This policy is in line with the principle of Education for All developed by UNESCO. The implementation of inclusive education in Indonesia has experienced significant development with the issuance of various supporting regulations, such as the Minister of National Education Regulation (Permendiknas) No. 70 of 2009 on Inclusive Education. However, its implementation still faces various challenges at the school level, particularly in terms of teacher readiness, facilities and infrastructure, as well as community acceptance of students with special needs. Inclusive education is a manifestation of human rights that emphasizes equal learning opportunities for all children. UNESCO (2009) states that the education system must respond to the diversity of students and ensure access and participation for all children, including CSN.

Children with special needs (CSN) are those who have special characteristics and are different from children in general; in other words, they are unable to demonstrate certain mental, emotional, or physical abilities. Categories of CSN include: visually impaired, hearing impaired, intellectually disabled, physically disabled, emotionally disturbed, learning difficulties, and behavioral difficulties (Silitonga et al., 2023).

Children with Special Needs (CSN) certainly have differences compared to other children; however, they still have the same rights, namely the right to be accepted both within the family and in the community. Children with Special Needs (CSN) also have the right to education just like other children. For this reason, the government has established special schools (SLB). However, not all children with special needs can easily access these special schools, as their distribution is still uneven across regions. This is one of the reasons underlying the establishment of inclusive schools that can meet the needs of children with conditions different from other children. In accordance with the 1945 Constitution of the Republic of Indonesia on Education and Culture, Article 31 paragraph (1), which states that every citizen has the right to education, it means that all Indonesian children, in any condition, have the right to receive the same education.

Given the specific characteristics of Children with Special Needs (CSN), educational services for them must also be adjusted. One of the most prominent obstacles is the aspect of socialization of CSN. According to Hallahan et al. (2015), CSN are children with specific needs who require adjustments in the learning process to reach their potential.

One of the most visible evidences is that even though they have undergone education according to the existing formal education levels, when they return to the real community environment, there are still various rejections preventing them from being accepted as other members of society. In the field, several problems are encountered. The main challenges in inclusive education in elementary schools include the lack of experts, the absence of operational policy support, and social stigma against CSN (Loreman, Deppeler, & Harvey, 2010).

Similar problems are also experienced by SD Negeri 009 Tenggara in implementing inclusive education, as seen from the learning of CSN students, which is still not comprehensive. In addition, the Individualized Education Program (IEP) for CSN in regular classes has not yet been implemented, and the role of special education experts (GPK) in curriculum design, learning media, IEP development, and student assistance in regular classes is still lacking. The implementation of inclusive education is often hindered by limited infrastructure, human resources, and a lack of teacher training in addressing the diversity of student needs (Ainscow & Miles, 2008).

Despite some of the weaknesses mentioned above, inclusive education actually has strengths, as stated by Alamin in Sukinah (2010:44), namely that it is non-discriminatory. This means that inclusive schools must provide educational services to every child without exception, recognizing and respecting the diversity of individual children. Inclusive schools must provide a warm and friendly classroom environment that respects differences according to the needs of CSN. Learning facilities and the school environment must provide ease and a sense of security for every child. School facilities must be accessible to every child, including CSN.

RESEARCH METHOD

This study used a qualitative descriptive approach to understand the phenomenon of inclusive education implementation at SDN 009 Tenggara through SWOT analysis. This approach was chosen because it allows researchers to explore internal and external factors affecting the implementation of inclusive education in depth, as well as to understand the context and meaning behind the phenomenon. A qualitative descriptive approach is suitable for describing empirical conditions and understanding social phenomena in a natural context (Creswell, 2016).

The qualitative descriptive approach was used to systematically describe various aspects of inclusive education in the elementary school. This research emphasized data collection through direct observation, in-depth interviews, and document analysis to gain a holistic understanding of existing conditions.

The population in this study consisted of all stakeholders involved in the implementation of inclusive education at SDN 009 Tenggara, including the principal, teachers, education staff, children with special needs, and parents. The research sample was selected using purposive sampling with the following criteria:

1. Teachers who teach in inclusive classrooms,
2. Education staff involved in supporting inclusive education,
3. Parents of children with special needs,
4. Representatives of children with special needs who are able to provide perspectives on their learning experiences.
5. Data in this study were collected through the following methods:
6. Observation: Researchers directly observed the learning process in inclusive classrooms, the interaction between children with special needs

and regular students, as well as the use of supporting facilities and infrastructure.

7. In-depth Interviews: Interviews were conducted with the principal, teachers, education staff, and parents to obtain their perspectives on the challenges and successes of inclusive education at the school.
8. Documentation: Documents such as school policies, curriculum, data of children with special needs, and teacher training programs were analyzed to enrich the research findings.
- 1) The data obtained were analyzed using the SWOT analysis method with the following stages:
- 2) Identification of internal factors (Strengths and Weaknesses): Analyzing the strengths and weaknesses in the implementation of inclusive education based on the results of interviews, observations, and documentation.
- 3) Identification of external factors (Opportunities and Threats): Assessing opportunities and challenges that affect the sustainability of inclusive education at the school.
- 4) Preparation of the SWOT Matrix: The data collected were categorized in the SWOT table to facilitate strategic analysis.
- 5) Conclusion Drawing: Based on the results of the SWOT analysis, strategies for improving and strengthening inclusive education at SDN 009 Tenggara were formulated.

To ensure the validity and reliability of the data, this study used source and method triangulation techniques. Source triangulation was carried out by comparing data from interviews, observations, and documentation, while method triangulation was carried out using various data collection techniques to avoid research bias. Triangulation is a technique for increasing data validity by combining various sources and methods (Miles & Huberman, 1994).

With this methodology, this study is expected to provide a comprehensive picture of the implementation of inclusive education at SDN 009 Tenggara and to develop strategic recommendations based on the results of the SWOT analysis. This study used a qualitative descriptive approach with the following data collection techniques:

1. Population and Sample: Teachers, education staff, parents, and students at SDN 009 Tenggara.
2. Data Collection Techniques: Observation, in-depth interviews, and documentation.
3. Data Analysis: The data collected were analyzed using SWOT techniques by identifying internal factors (strengths and weaknesses) and external factors (opportunities and threats).

RESEARCH RESULTS

A SWOT analysis is a strategic approach used to identify and evaluate internal and external factors affecting an organization or institution. This approach is based on four main components: Strengths, Weaknesses, Opportunities, and Threats. By describing these four components, organizations can develop effective strategies to achieve their goals. A SWOT analysis is a valuable strategic planning tool in education, helping schools identify internal capabilities and external challenges for better decision-making (Gürel & Tat, 2017). A SWOT strategy enables educational organizations to design adaptive policies to both internal and external environments (David & David, 2017). Figure 1 shows the internal and external factors that exist at SD Negeri 009 Tenggara.

ANALISIS SWOT	
Faktor	Uraian
<i>Strengths</i>	Kebijakan sekolah mendukung pendidikan inklusi
	Guru memiliki pemahaman inklusif
	Adanya program pelatihan guru
	Dukungan kepala sekolah dalam implementasi inklusi
<i>Weaknesses</i>	Keterbatasan sarana dan prasarana
	Kurangnya tenaga pendidik khusus
	Minimnya alat bantu pembelajaran inklusif
	Kurangnya sosialisasi kepada orang tua siswa
<i>Opportunities</i>	Dukungan pemerintah melalui kebijakan inklusi
	Peran komunitas dalam mendukung inklusi
	Kesempatan kolaborasi dengan lembaga yang fokus menangani anak berkebutuhan khusus
	Adanya program bantuan pendidikan inklusi
<i>Threats</i>	Kurangnya pemahaman masyarakat terhadap pendidikan inklusi
	Tantangan dalam penerapan kurikulum inklusif
	Stigma negatif terhadap anak berkebutuhan khusus
	Keterbatasan dana untuk pengembangan program inklusi

Figure 1. SWOT Analysis

After analyzing strengths, weaknesses, opportunities, and threats, the next step is to formulate the SWOT analysis into a SWOT matrix. Creating a SWOT matrix is a crucial process for a leader in identifying and implementing four different types of strategies: strengths-opportunities (S-O) strategies, weaknesses-opportunities (W-O) strategies, strengths-threats (S-T) strategies, and weaknesses-threats (W-T) strategies (Sodikin & Gumindari, 2022). A SWOT matrix presentation is shown in Figure 2.

Matrik Strategi SWOT	
Strategi	Penjelasan
Strategi S-O (<i>Strengths - Opportunities</i>)	1. Mengoptimalkan kebijakan sekolah yang mendukung inklusi dengan memanfaatkan dukungan pemerintah 2. Memanfaatkan pelatihan guru untuk meningkatkan kolaborasi dengan komunitas dan universitas dalam pengembangan program inklusi. 3. Menggunakan dukungan kepala sekolah untuk menjalin kerja sama dengan lembaga lain yang fokus menangani anak berkebutuhan khusus
Strategi W-O (<i>Weaknesses - Opportunities</i>)	1. Menggunakan peluang bantuan pemerintah untuk meningkatkan sarana dan prasarana sekolah 2. Meningkatkan program sosialisasi kepada orang tua siswa dengan bantuan komunitas dan LSM 3. Mengadakan pelatihan khusus bagi tenaga pendidik untuk meningkatkan keterampilan dalam menangani siswa berkebutuhan khusus
Strategi S-T (<i>Strengths - Threats</i>)	1. Menggunakan kebijakan sekolah dan dukungan kepala sekolah untuk mengatasi stigma negatif terhadap anak berkebutuhan khusus melalui kampanye edukasi 2. Memanfaatkan pemahaman inklusif dari tenaga pendidik untuk menciptakan metode pembelajaran yang lebih adaptif dan menarik bagi siswa reguler dan berkebutuhan khusus
Strategi W-T (<i>Weaknesses - Threats</i>)	1. Mengurangi hambatan dalam penerapan kurikulum dengan melibatkan akademisi dan praktisi pendidikan dalam penyusunan strategi pembelajaran inklusi 2. Memanfaatkan kerja sama dengan pemerintah dan komunitas untuk mencari alternatif pendanaan bagi pengembangan program inklusi

Figure 2. SWOT Strategy Matrix

Based on the data obtained through the SWOT matrix, the data was then analyzed using IFAS and EFAS, and each factor was weighted and rated. For IFAS, the factors used are strengths and weaknesses, while for EFAS, the factors used are opportunities and threats (Setyaningsih & Wulandari, 2020).

The IFAS weighting calculation is based on a pairwise comparison of two factors based on their relative importance or impact on the school. The importance level is rated on a scale of 1 to 3. A value of 1 is assigned if the horizontal indicator is less important than the vertical indicator, a value of 2 is assigned if the horizontal indicator is equally important, and a value of 3 is assigned if the horizontal indicator is more important than the vertical indicator. The results of the weighting calculations are presented in Figure 3.

PERHITUNGAN BOBOT IFAS										
Keterangan	A	B	C	D	E	F	G	H	Total	Bobot
Kebijakan sekolah mendukung pendidikan inklusi	A	3	2	3	2	2	2	3	18	0.1343283582
Guru memiliki pemahaman inklusif	B	2	3	2	3	3	2	3	17	0.1268656716
Adanya program pelatihan guru	C	3	3	2	3	3	2	3	19	0.1417910448
Dukungan kepala sekolah dalam implementasi inklusi	D	3	3	3	3	2	3	2	19	0.1417910448
Keterbatasan sarana dan prasarana	E	3	2	3	3	2	2	2	17	0.1268656716
Kurangnya tenaga pendidik khusus	F	2	2	2	2	2	2	2	14	0.1044776119
Minimnya alat bantu pembelajaran inklusif	G	2	2	2	2	2	2	2	14	0.1044776119
Kurangnya sosialisasi kepada orang tua siswa	H	3	2	3	2	2	2	2	16	0.1194029851
Total									134	1

Figure 3. IFAS Weighting Calculation

After the weighting is calculated, each indicator is rated on a scale of 1 to 4. Those with no impact are given a rating of 1, while those with the greatest impact on the school are given a rating of 4. The weighting and rating results are then entered into the IFAS table, and the final IFAS score (strengths-weaknesses) is calculated.

Figure 4 shows the results of the IFAS analysis.

ANALISIS IFAS			
Faktor	Bobot	Rating	Skor
Kebijakan sekolah mendukung inklusi	0.1343283582	4	0.53
Guru memiliki pemahaman inklusif	0.1268656716	3	0.38
Program pelatihan guru	0.1417910448	4	0.56
Dukungan kepala sekolah	0.1417910448	4	0.56
			2.03
Keterbatasan sarana dan prasarana	0.1268656716	2	0.25
Kurangnya tenaga pendidik khusus	0.1044776119	2	0.21
Minimnya alat bantu pembelajaran	0.1044776119	2	0.21
Kurangnya sosialisasi kepada orang tua siswa	0.1194029851	2	0.23
			0.90
Total			2.93

Figure 4. IFAS Analysis

Next, the results of the school's external factor analysis, including opportunities and threats, are entered into the EFAS table, which is then weighted and rated. The external factor weighting is calculated using the same procedures as the IFAS factor calculation. The EFAS weighting is shown in Figure 5, and the EFAS analysis results are shown in Figure 6.

PERHITUNGAN BOBOT EFAS										
Keterangan	A	B	C	D	E	F	G	H	Total	Bobot
Dukungan pemerintah melalui kebijakan inklusi	3	1	2	1	2	3	1	13	0.106557377	
Peran komunitas dalam mendukung inklusi	2	3	2	1	1	2	3	14	0.1147540984	
Kesempatan kolaborasi dengan lembaga lain yang fokus menangani ABK	1	2	2	2	2	2	3	14	0.1147540984	
Adanya program bantuan pendidikan inklusi	2	2	2	2	2	2	2	14	0.1147540984	
Kurangnya pemahaman masyarakat terhadap pendidikan inklusi	3	2	3	3	2	2	2	17	0.1393442623	
Tantangan dalam penerapan kurikulum inklusif	2	2	2	3	2	2	2	15	0.1229508197	
Stigma negatif terhadap anak berkebutuhan khusus	3	2	3	2	2	2	3	17	0.1393442623	
Keterbatasan dana untuk pengembangan program inklusi	3	3	3	2	3	2	2	18	0.1475409836	
Total								122		1

Figure 5. EFAS Weight Calculation

ANALISIS EFAS			
Faktor Strategi	Bobot	Rating	Skor
Dukungan pemerintah melalui kebijakan inklusi	0.106557377	4	0.42
Peran komunitas dalam mendukung inklusi	0.1147540984	3	0.34
Kesempatan kolaborasi dengan lembaga lain yang fokus menangani ABK	0.1147540984	3	0.34
Adanya program bantuan pendidikan inklusi	0.1147540984	3	0.34
			1.44
Kurangnya pemahaman masyarakat terhadap pendidikan inklusi	0.1393442623	2	0.27
Tantangan dalam penerapan kurikulum inklusif	0.1229508197	2	0.24
Stigma negatif terhadap anak berkebutuhan khusus	0.1393442623	2	0.27
Keterbatasan dana untuk pengembangan program inklusi	0.1475409836	2	0.29
			1.07
Total		1	2.51

Figure 6. EFAS Analysis

The total IFAS score of 2.96 indicates the school's relatively strong internal position. However, it should be noted that several factors have low ratings, such as limited facilities and infrastructure, a lack of special education staff, a lack of inclusive learning aids, and inadequate outreach to parents. These factors need to be addressed and improved to strengthen the school's internal position in supporting inclusive education.

Meanwhile, the total EFAS score of 2.55 indicates a moderate external position. However, several factors have low ratings, including a lack of community understanding, challenges in implementing an inclusive curriculum, negative stigma, and limited funding. These factors represent threats or challenges that need to be addressed.

The IFAS matrix results show a total strength score of 2.03 and a total weakness score of 0.90. The EFAS matrix results show a total opportunity score of 1.44 and a threat score of 1.07. These results are then incorporated into the internal and external factor matrix to determine the school's position, as shown in the table.

ANALISIS SKOR IFAS DAN EFAS	
Kategori	Total
IFAS	
Kekuatan (S)	2.03
Kelemahan (W)	0.90
Total (S-W)	2.93
EFAS	
Peluang (O)	1.44
Ancaman (T)	1.07
Total (O-T)	2.51

Figure 7. IFAS and EFAS Score Analysis

Based on the analysis of this table, the organization has a strong internal and external position. Internally, the organization's strengths far outweigh its weaknesses. Externally, the opportunities facing the organization also outweigh its threats.

DISCUSSION

Based on the SWOT analysis, SDN 009 Tenggara is in a strong strategic position, both internally and externally. The school has policy support, teachers' understanding of inclusion, and strong leadership as key strengths. However, internal weaknesses remain prominent, particularly in infrastructure, limited special education staff (GPK), limited learning aids, and outreach to parents.

Externally, government support and collaboration opportunities are positive aspects that can be leveraged. However, a lack of community understanding, curriculum challenges, social stigma, and limited funding are real challenges that require strategic management.

The IFAS and EFAS analyses provide a quantitative picture supporting the belief that strengths and opportunities outweigh weaknesses and threats. However, this dominance will not be optimal without concrete development and intervention strategies.

CONCLUSIONS AND SUGGESTIONS

Inclusive education is an educational policy that aims to provide equal opportunities for all students, including children with special needs (ABK), to receive a proper education without discrimination. One way to evaluate educator quality is by using a SWOT analysis. By using the SWOT approach, schools can strategically map priorities for inclusive and sustainable development. This supports the government's policy direction of realizing inclusive and child-friendly education for all (UNESCO, 2009; Ainscow & Miles, 2008). In this regard, a comprehensive evaluation of educator quality and competency is necessary. One method for evaluating educator quality is a SWOT analysis. A SWOT analysis is a systematic analysis to identify internal and external factors of an organization, which will then serve as a basis for designing and formulating strategies and work programs. Thus, through analogy of various factors, four types of strategies can be presented: SO, ST, WO, and WT. Internal analysis includes an assessment of strengths and weaknesses. Meanwhile, external analysis includes opportunity and threat factors.

SUGGESTIONS

1. Improving Teacher Competence

Hold regular training and workshops on inclusive education, particularly the development of Individualized Education Programs (IEPs) and differentiated approaches to learning.

And build partnerships with special needs schools (SLB) or universities that offer special education programs for technical training.

2. Provision of Facilities and Infrastructure

Submit proposals to the education office and donor agencies for the procurement of learning aids and physical adjustments to buildings to ensure accessibility for children with special needs, and create a roadmap for the development of inclusive facilities based on priority needs.

3. Strengthening the Role of Parents and the Community

Conduct parenting classes specifically for parents of children with special needs to provide understanding and psychosocial support, and conduct outreach to the surrounding community through school activities to create an inclusive social environment.

4. Developing Communication and Collaboration Strategies

Form an inclusive working team involving teachers, principals, GPK (Vocational Teachers' Group), and parent representatives to develop learning strategies and monitor the development of children with special needs. Expand collaborative networks with organizations for persons with disabilities, NGOs, and government agencies.

5. Adaptive Curriculum Integration

Develop an adaptive curriculum that adheres to the Independent Curriculum, yet is flexible to the needs of children with special needs and can implement initial diagnostic and formative assessments to adjust content and learning methods.

6. Periodic Evaluation with a Participatory Approach

Conduct a semester-long evaluation of inclusive education performance involving all stakeholders and use the evaluation results as a basis for strategic improvements in the SWOT matrix..

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