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## **Understanding the Complexities of Teaching Marginalized Groups and Promoting Inclusive Education in Masjid Terminal School: Teachers' Perspective**

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### **Abstract**

Behind the success of the government programs, various educational phenomena in Depok City must be resolved, one of which is education for marginalized communities. "Marginalized people" is a more accurate description of the urban poor. Consequently, the paramount task for the government is to harness the potential of these underprivileged individuals through the promotion of inclusive education. The Masjid Terminal School (Master School) is one of the schools in Depok that provides inclusive education. This study uses a qualitative method with a case study approach. This research uses semi-structured interviews, classroom observations and post-observation interviews to collect the data. The findings of this study revealed that the challenges faced by students at Master School differ significantly from those encountered at other schools. Given that Master School is tailored for underprivileged students, economic hardships emerge as one of their most formidable obstacles. Nevertheless, students at Master School are afforded opportunities to enhance their capacities and skills while enrolled, as the school not only provides tuition-free lessons but also offers a variety of extracurricular activities to all students. Furthermore, teachers and staff at Master School actively support students with a strong desire to pursue higher education, with many students having secured scholarships to study abroad.

**Keywords:** *inclusive pedagogical approach, marginalized group, inclusive education, teachers' perspective*

## Introduction

The development of education in Indonesia has been fairly good; this cannot be separated from Indonesia's principles and determination in building education, the first of which is stated in the 1945 law, which states that "Every citizen has the right to education" (Article 31 of the 1945 Constitution). This is evidenced by the continued growth of the compulsory education program; in 1950, the government conducted a six-year compulsory education experiment. In 1984, the government launched the six-year compulsory education movement (elementary school). In 1994, the government launched the nine-year compulsory education movement (junior high school). Last, in 2015, the government launched the twelve-year compulsory education movement (senior high school). As stated by the Central Statistics Agency (2022), one of the goals of the Early Childhood and Compulsory Education Program 12 Years is to increase population school participation at the secondary education level (Sekolah Menengah/SM or equivalent) evenly distributed throughout Indonesia. This compulsory education program was successful, as evidenced by an increase in primary school enrollment to 95.41 percent in 2012 and junior high school enrollment to 75.64 percent in 2012 (Sofiah, 2012). National secondary school enrollment rates (SMA/SMK/MA) are 70.53 percent, but only 30.81 percent for SMA. The provinces have a high enrollment rate. Central Java saw as many as 97.90 percent in elementary schools (SDs) and 80.53 percent junior high schools (SMPs) in 2020, with both SDs and SMPs performing above the national average. In 2020, the net enrollment rate in the Magelang district was 98.97 percent for elementary schools, 77.85 percent for junior high schools, and 55.68 percent for high schools. (Badan Pusat Statistik Kabupaten Magelang, 2020)

However, various educational phenomena still need to be resolved behind the success of these programs, one of which is education for marginalized communities. "Marginalized people" is a more accurate description of the poor in urban areas. By referring to them as "marginals", an attempt is made to comprehend a specific sociological aspect of the urban poor's existence. Individuals from underprivileged

groups will thus be the ideal young generation if economic inequalities are linked to the issue of falling education (Sandora, 2019). It is undeniable that the underprivileged have a financial problem. Household economic status is still one of the factors influencing educational attainment (Grafton et al., n.d.). This is consistent with the description of the average length of schooling based on household economic status, where the higher the household economic status, the longer the average length of schooling, the longer the average school achievement, and vice versa (Badan Pusat Statistik, 2022). The average length of schooling by demographic characteristics and economic status (quintiles) is shown below.

**Figure 1. Average Length of Schooling by Demographic Characteristics and Economic Status. Source: Central Statistical Agency (2022)**

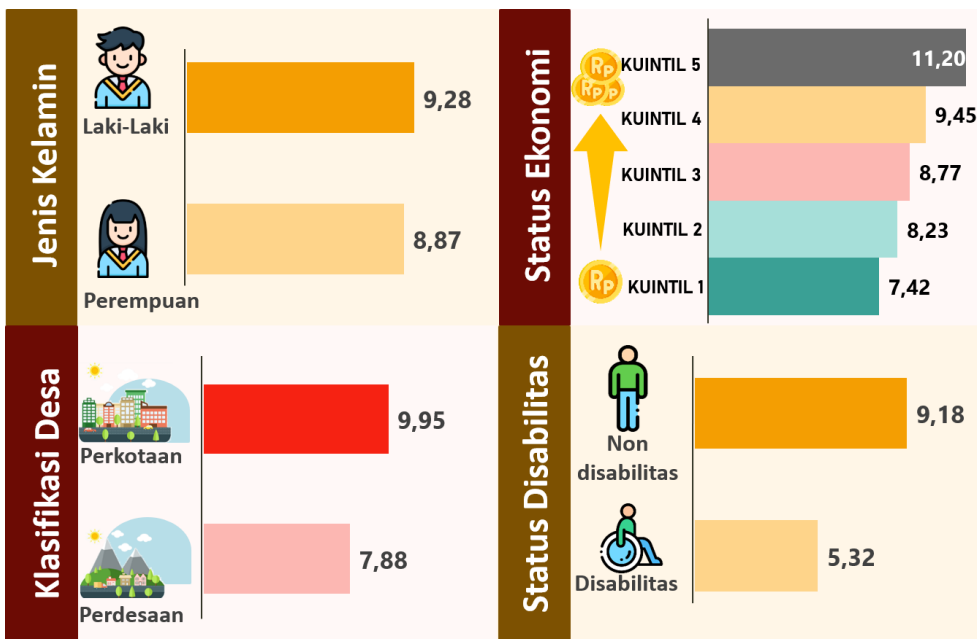


Figure 1 displays the average length of schooling by gender, indicating that men have a higher average than women. It also illustrates the classification of villages, showing that urban areas have a higher average schooling length compared to rural areas. Additionally, it depicts

economic status, with the highest quintile exhibiting a higher average schooling length than the lower quintiles. Finally, it portrays disability status, revealing that non-disabled individuals have a higher average schooling length than disabled individuals.

Furthermore, the monthly per capita expenditure approach assesses household economic status, assuming that monthly per capita expenditure equals income. The economic status of households is divided into five quintiles (re: kuintil). Quintiles 1 and 2 represent the lowest socio-economic status. Quintiles 3 and 4 represent middle economic status, while quintile 5 represents the highest economic status. Meanwhile, it is clear from Figure 1 that there are significant differences in the average length of schooling based on village classification and disability status. The average length of school attendance in urban areas is greater than in rural areas. While it reaches 9.95 years or the equivalent of grade nine junior high school in urban areas, it is only 7.88 years or the equivalent of grade seven junior high school in rural areas. People with disabilities also have far fewer achievements than those who do not have disabilities. It is observed that the average length of schooling for people with disabilities is only 5.32 years or the equivalent of grade five SD. In contrast, residents without disabilities reach 9.18 years, or the equivalent of grade nine junior high school. As a result, promoting inclusive education through equality for all aspects of society is critical.

In the meantime, the 1945 Constitution guarantees that the State will care for poor and neglected children in terms of education (Article 34 of the 1945 Constitution). Education is the government's obligation and responsibility as the provider of life in this country. However, on a practical level, this guarantee remains a pipe dream for Indonesian citizens, particularly the marginalized. Marginalized people are inextricably linked to Indonesia. Marginal is derived from the English word, which means a very small amount or effect. The marginal is a small group or can also be interpreted as a pre-prosperous group. The term "marginal" can also refer to small communities or marginalized people (Diana, 2019). As a result, the marginalized are lower-class people who

are excluded from public life; it can also be defined as the poor who are below the poverty line.

Thus, the most important thing that must be done for poor children is to develop the potential of those who only receive basic education, or even less than that, by developing inclusive education. According to Begum et al. (2019), inclusive education helps to establish an approach to whole-child development in schools that benefits not only teachers but also the wider community. Every child has the right to a good education and to learn (Moriña & Perera, 2020). Inclusive education is the most effective way to ensure that all children have an equal opportunity to attend school, learn, and build their abilities to thrive. Inclusive education entails placing all children in the same classrooms and schools. It means previously excluded groups will now have access to real learning opportunities (Miles & Singal, 2010; Salgado-Orellana et al., 2019).

Moreover, improving the quality of learning by taking courses or tutoring is out of reach for marginalized people. The presence of non-governmental organizations (NGOs), foundations, or communities involved in education as government partners provides optimism. Many people who could not afford formal education could still gain knowledge and even obtain diplomas through them. One of these is the Bina Insan Mandiri Foundation (YABIM), which takes on the role of contributing to the educational problems of marginalized people by presenting alternative schools or education, one of which is the Masjid Terminal School (Master School), which can be reached by them, especially children from underprivileged families in the Depok area, for free.

The various deficiencies and constraints that the marginalized face cause their achievements and performance to lag behind those who have access to complete educational facilities and adequate sources of knowledge such as teachers, books, and internet resources. Teachers in alternative schools for the marginalized must be more creative and tenacious in their teaching. As a result, this research aims to determine the challenges faced by teachers in teaching marginalized groups in

Master School and how teachers promote inclusive education for marginalized groups in Master School.

Teachers must pay attention to the importance of teaching students from marginalized families so that their potential can be trained and developed in schools. Many studies have discussed inclusive education in light of its importance in promoting equity in education in Indonesia (Bahri, Syaiful 2022; Tanjung et al., 2022; Muhibbin & Hendriani, 2021; Sastradiharja et al., 2020; Dewi, 2017; Lukitasari & Sulasmono, 2017). One study discovered that schools, in particular, fail to provide benefits to all children. This means that students' learning needs cannot be met. Academic achievement is prioritized in schools over developing children as individuals for optimal development. To address these two challenges, there has been a global shift in the educational paradigm from conventional (exclusive) education to inclusive education that reaches all children. Additionally, studies have also discussed inclusive education in light of its importance in promoting equity in education worldwide such as in the UK (Gibson, 2015), Australia (Boyle & Anderson, 2020), Malaysia (Chin, 2020) and Africa (Engelbrecht, 2019). One of the research findings is that knowledge and awareness of the complex interactions between unique cultural-historical and socio-economic contexts in national contexts are required if integration in a particular national context is studied. Suppose the vision of equal access to, acceptance of, and participation in mainstream education for all learners is to be realized. In that case, the collaborative development of much more community-based inclusive education approaches throughout all system levels draws on the engagement of cultural-historical factors and socio-economic realities.

Besides, education for marginalized people is also important to be discovered. There are many studies conducted on it in Indonesia (Sabri & Priyanto, 2020; Husni, 2020). The findings revealed that, to convey education, a form of innovation and creativity as a form of caring for children in marginal areas and educational equity is required. Furthermore, there are also studies identifying education for marginalized people in other countries such as the UK (Ndimwedi, 2016),

Australia (Jenek et al., 2021) and the US (Kantamneni, 2020). According to the findings, many of the young people who attended the centers had dropped out of school due to difficult personal circumstances and/or substantial conflicts with school officials. According to the authors, how these schools construct their classroom opportunities, teaching programs, and pedagogical connections are conducive to encouraging such young individuals to re-engage with educational processes and should thus be supported as viable options within schooling sectors.

Most studies in the existing literature discuss how the government, schools, teachers and school staff are developing inclusive education, as well as the challenges and urgency of developing inclusive education for marginalized people. However, a study focusing on the teacher's perspective in teaching children from marginalized families is required to create an inclusive education that does not only focus on the number of students who can attend school but also education that focuses on equality, especially for students of marginalized families. It is hoped that the findings of this study will be useful to teachers in dealing with challenges in teaching children from marginalized groups, as well as suggesting what teachers can do to promote inclusive education for marginalized people.

Theoretically, inclusive education is based on a sociologically reasonable criticism of the special education tradition (Slee, 2008). Such criticism is directed at the use of psychological models in functional interpretations of education that can take student differences into account, and it is argued that the use of this concept results in the categorization of students and their exclusion from general educational settings to achieve an education that is equal for all (Clark et al., 1998), and their exclusion from general educational settings to achieve an education that is equal for all (Clark, 2005). In other words, an understanding of the challenges faced by schools or people who are influenced by their surroundings is a key component of inclusive education. However, other studies also believe that inclusive education can be even more specific, especially for students from marginalized groups, and that it goes beyond simply ensuring that students have

access to general classes. Meanwhile, Göransson and Nilholm (2014) provide three alternative definitions of the concept of inclusive education:

1. Students with special needs may be included in regular classes through inclusive education;
2. Students' social and academic needs can be met by an inclusive education for all students; and
3. An inclusive society can be developed with a range of various criteria, including family background and social impact.

Stubbs (2013) argues that the term “inclusive education” simply refers to the fundamental right of every individual to equal access to education. In addition, he underlined that access to education is a fundamental human right that is not limited to any population. Every individual has the right to education; it must be free, and it must at least be mandatory and free at the basic stages, according to Article 26 of the 1948 United Nations Declaration on Human Rights.

### ***Inclusive Pedagogy***

According to Frank (Losberg & Zwozdiak-Myers, 2021), inclusive pedagogy is a strategy for fostering an inclusive learning environment that can include all students, particularly those from marginalized communities. Creating opportunities for students to actively engage in transformative activities both within and outside of the classroom is the foundation of this inclusive pedagogical philosophy. Based on the inclusive pedagogy theory, education must be utilized to bring about social and political change. To discover students' potential and have a significant impact on their lives, teachers must engage with them.

Therefore, teachers need to be able to deviate from the conventional pedagogical approaches that are frequently used. This inclusion pedagogy, on the other hand, requires that teachers accept all of their students to foster an engaging and dynamic learning environment. In addition, by recognizing various students, educational



inclusion offers an alternative strategy for addressing the problem of exclusion (Florian & Black-Hawkins, 2011).

Florian and Black-Hawkins (2011) provide a fundamental understanding of inclusive pedagogy in teacher pedagogical thinking in the paragraph below:

1. This strategy differs greatly from the conventional one since it aims to accommodate the diversity of learners. It starts by providing accommodation for some students and providing something different to help pupils identify their concerns.
2. The goal of the pedagogical inclusion approach is to give instructors more time to concentrate on how to provide inclusive learning opportunities that will enable all students to be active members of the classroom community.

### ***The Inclusive Pedagogical Approach***

As stated by Clark et al. (2018), inclusive education is about “expanding the scope of ordinary schools so that they can include a greater diversity of children”. This is the intended concept of an inclusive pedagogical approach. It does not ignore individual differences between students. In this paper, a change in thinking about individual differences between learners that focuses on learning as a shared activity and avoids the potentially harmful effects of treating some students differently serves as a representation of an inclusive pedagogical approach meant to broaden the scope of conventional schools. Furthermore, Florian et al. (2007) investigated teachers’ abilities to broaden teaching techniques that can encompass all students, as well as how schools might design strategies to increase the achievement of all children (Florian et al., 2007; Florian & Black-Hawkins, 2011). Additionally, inclusive pedagogical tactics can help teachers understand what teaching methods to employ to prevent circumstances where several students are marked differently.

Additionally, this pedagogical inclusion strategy necessitates the idea that teachers can readily address individual student variations in the context of teaching engagement in the classroom because, in general,

every class fluctuates in terms of human diversity. To effectively teach diverse students in a variety of contexts, this approach will emphasize the need for teachers to take into consideration a wide range of differences. The focus of this paper will be on the pedagogical inclusion strategies employed by the teacher.

Furthermore, an inclusive pedagogical approach is used based on a change in pedagogical thinking away from an approach that is appropriate for the vast majority of learners and something additional or different for those (some) who experience difficulties and toward one that usually provides rich learning opportunities. Everyone will be appropriately expected to take care of themselves so that they may engage in classroom activities. An inclusive pedagogical approach accepts individual differences between learners while addressing the issues and stigma associated with labeling some learners as different by concentrating on how learning is realized through participation in the classroom community.

## **Methodology**

This study utilized qualitative research methodology. According to Creswell and Creswell (2017), “qualitative research” is a technique for investigating and analyzing the meaning that individuals or groups attribute to a social or human issue. In this case, it pertained to students and teachers at Masjid Terminal School, a free school for marginalized communities in Depok, Jawa Barat. This qualitative approach was employed to understand social problems assigned to individuals or groups.

The researchers chose the qualitative approach for two reasons. Firstly, the researchers investigated and comprehended the meaning that groups or individuals ascribed to a social or human issue, specifically, the access of underprivileged urbanized people to education (Creswell & Creswell, 2017). Furthermore, it employed numerous analytic procedures, each focusing on a specific data type. The study included new processes and questions, and the data were collected in the participants' environment, allowing the researchers to interpret its meaning. As a

result, the underlying research paradigm was interpretive because it sought to focus its interpretation (Robson, C. & McCartsn, K. (2011). Because it was exploratory, this qualitative method allowed us to achieve our research objectives by enabling us to criticize social phenomena in a realistic, holistic and detailed context (Yildirim & Simsek, 2008, p. 39).

### ***Design of Research***

This study used a case study approach. According to Simons (2009), a case study is intended to investigate singular, specific events to better understand one example in a limited situation. Baxter and Jack (2008) supported this notion. As a special case, Master School was thoroughly examined in this paper. With this understanding, it was clear that the topic of this study necessitated a different approach to investigating a real-world case. This method developed the qualitative inquiry tradition by elucidating how critical thinking was applied. A case study approach was defined as providing more detailed information and unique perspectives on a subject (Thomas, 2011). Furthermore, considering the marginalized groups in Master School as a single unit, case studies were used because they were intensive studies of a single unit to understand a larger group of (similar) units (Gerring, 2004). Gerring added that a unit was a spatially limited phenomenon. For example, a nation-state, election, revolution, political party or individual was observed at a specific time or over a limited period.

### ***Participants***

Masjid Terminal School (Master School) was established on October 28, 2000, and is located at Jalan Margonda Raya No. 58, Depok Village, District City Integrated Terminal Depok, Postal Code 16431 West Java, Pancoran Mas. Tel: 021 92612047 / 021 77217308 and has a primary program for providing free education to the poor and marginalized.

The researchers used the real name of the school because they considered it a helpful institution for marginalized communities, which is a positive aspect. Moreover, those who wish to initiate a similar school or conduct research about this type of school can easily find information about it because the name and address of the school have already been provided. Currently, more than 2,000 students are studying in a building covering an area of approximately 8,000 square meters. They come from various levels of education, ranging from kindergarten, elementary and middle school, to high school. Master School also provides sleeping arrangements for 200 children who do not have homes, with the assistance of donors in providing semi-permanent buildings.

During our study, we conducted interviews with a diverse group of participants, including three teachers, the school founder, and three students. Our interviews with the teachers were particularly focused on exploring how they promote educational inclusion and the challenges they encounter within the Master School. These teachers hailed from various backgrounds, taught high school students, and specialized in a range of subjects. The intentional selection of teachers from diverse backgrounds aimed to enrich the study's findings.

To ensure the validity and reliability of our research, we also interviewed students and the founder of the Master School. Furthermore, to enhance data triangulation, we interviewed a school founder under a pseudonym. Additionally, to mitigate any potential biases, we confirmed the interviews with students from different grades (ranging from grade ten to twelve) and diverse family backgrounds.

### ***Data Gathering and Analysis***

In this study, we utilized three data collection methods to analyze teachers' challenges in teaching marginalized groups in master schools and how they promoted inclusive education for marginalized groups in master schools. These methods included semi-structured interviews, classroom observations, and post-observation interviews. Furthermore, while gathering the necessary data, the researchers assessed the possibility of participating in the situation. Non-participant observation

was preferable if the researcher required more background or expertise to act as an actual participant, or if the group being observed was too tightly organized for the researcher to comfortably fit in (Gay et al., 2012). The researchers' position in this study precluded them from being full-participant observers. As a result, the researchers were better represented as non-participant observers.

Moreover, because semi-structured interviews are the most commonly used interview technique (Cohen & Crabtree, 2006), semi-structured interviews were employed in this study. They served several purposes. Firstly, they promoted reciprocity between the interviewer and the participant (Galletta, 2013). Secondly, they allowed the interviewer to tailor follow-up questions based on the responses of the participants (Polit & Beck, 2010).

Finally, data analysis represents the most challenging and crucial aspect of qualitative research. It poses difficulty because inductive thinking, reasoning and theorizing are intuitive, creative and dynamic processes rather than mechanical or technical endeavors (Basit, 2003). The researchers adopted a four-stage analysis framework from Morse (1994), comprising comprehending, synthesizing, theorizing and recontextualizing. First, we begin with comprehensive data collection. The objective is to accumulate sufficient data to formulate a detailed, rich and coherent description. Then, we synthesize, where perceptions and cases are integrated to identify broad and composite patterns. Next, we theorize, which involves assembling a coherent and comprehensive set of data. Finally, we recontextualize, which involves formulating propositions that can be applied to specific settings and populations.

## Findings

Master School has both permanent teachers and volunteers who contribute to providing education. The vision of Master is based on the goal of creating a generation with noble morals, intelligence, creativity and independence, by providing free preschool and high school education to buskers, street vendors and underprivileged children. Because of the volunteer-based system, the number of teachers at

Master School tends to fluctuate, depending on the number of volunteers willing to teach. If there are many volunteers, it can even reach hundreds of volunteer teachers who want to teach at Master School. These volunteers are open to anyone committed to serving the community by providing teaching from 1 pm to 5 pm. To become a volunteer, there are no complicated requirements, only the desire, and intention to share knowledge, and the ability to contribute. Their teaching strategies differ from formal schools, focusing not only on academic subjects but also on shaping students' character and changing their habits. The experience of volunteer teachers shows that the use of rigid teaching systems tends to be rejected by students.

The enthusiasm to obtain neglected educational rights is supported by the teachers who contribute at Master School. They are volunteer teachers who wholeheartedly strive to improve the knowledge of street children and the underprivileged. Their role in education is not only as conveyors of information but also as mentors in shaping attitudes and behaviors, motivators who inspire, and friends who provide advice. The presence of many marginalized children studying at Master School emphasizes the core purpose of the school, which is to serve buskers, street vendors and underprivileged children by providing free education.

In the meantime, Master School teachers identify students' interests through classroom learning and extracurricular learning to support Master School students' learning by building on previous knowledge and encouraging the use of appropriate strategies and skills. Scout, theater, Paskibra, Hydroponics, Qur'an reading, and entrepreneurship are all available. However, extracurricular activities at Master School are ineffective at the moment. Besides, many activities such as LDK or Basic Leadership Training and many events are held to develop Master School students' abilities based on their potential and capabilities. If they like it in academics, the teacher directs them as well, and not just until they graduate from Master School, but also the teacher directs them until they register for college.

As a result, many Master School students continue their education through scholarships, which parents support and see children eager to learn, particularly those who are self-motivated. Several institutions offer scholarships specifically for Master School students. Furthermore, there are teaching activities for kindergarten, elementary school, and grade two high school. They will later become assistant teachers helping kindergarten schools that are in the Master School for six months so that they can practice teaching directly and not far from school. Hence, they teach the students in kindergarten Master School. The third grade of high school is currently focused on final exams.

Indeed, the teacher must have an undergraduate certificate, but the teacher may have no direct correlation between their studies and teaching. As one of our respondents stated:

We are dedicated to teaching here, and while qualifications typically require an undergraduate degree, I, as an art graduate with nine years of experience working in theater, can become a teacher at this Master School.

Meanwhile, Master School students' learning standards are lower than those in public schools. Teachers have praised those students who want to attend school and study for Master student standards. This is because many Master students have side jobs outside of school to help their parents earn money.

Furthermore, *karimah* morals, which include good and commendable behaviors such as honesty, trustworthiness, patience, sincerity, humility, and compassion, as well as maintaining manners and etiquette in interactions with others, are the standards that Master School strives for. These standards align with Master School's goals of nurturing a generation characterized by noble morals, intelligence, creativity, and independence.

Master students come from various family backgrounds; some are scavengers, beggars, buskers, students whose parents have abandoned them, children who have been victims of broken homes, and even children of criminals whom Master School has accepted. Of course, there are difficulties in dealing with them because, in terms of character, they

come from different economic backgrounds. Students like this certainly have different learning motivations than children in schools in general, where they have a special time to study, meals are provided, and books and learning support facilities are also provided. Tutoring and courses are two additional services to help students achieve better learning outcomes. At the same time, Master School children must share their time and energy to earn money and study so that they can attend school. Students who want to go to school are very good in the eyes of teachers because being able to come to school is the most important thing for Master School because Master students already feel difficulties, even if it is just for the cost of going to school and their pocket money while at school.

Considering the challenges students face, they benefit greatly from the policies, programs and legislation of Master School. It can be understood that some students cannot attend class for financial reasons. This is because many Master School students complain about not having enough money to get to school. Many also do odd jobs like busking, washing motorcycles and cars, running stalls, selling fried foods and so on.

Teachers believe that Master School students already have many challenges, even just to get to school. According to one of the respondents

Students who are going to school undoubtedly require money and need to prepare themselves by eating before leaving for school. It is just a basic necessity for students in the Master School, which is already difficult to achieve, so school policies on attendance are not overly strict; if they are absent due to work, it is understandable.

Many Master School students work while attending school; some work in the market, others as sales promotion girls, some as shopkeepers or assistants, a few as Ondel-Ondel performers, and others in motorcycle washes.



Despite their heavy extracurricular involvement, teachers maintain a relaxed approach. While they possess their own money, albeit not much, enhancing their independence, their strong work ethic minimally impacts their learning. Another challenge arises when they must balance extracurricular commitments with work obligations. Nonetheless, teachers show understanding, recognizing the necessity of students' work for meeting basic needs and sustaining themselves.

## Discussion

### *The Challenges in Teaching a Marginalized Group*

In general, Master School is a school intended for marginalized students who come from low-income families. This school has the goal of accepting all students from any group, and without looking at the backgrounds of these students, one could even say that this school is a shelter for street children who need a home. In other words, this school already meets the criteria and principle of inclusive education by addressing differences in student backgrounds. This is validated by Clark (2005), who stated that inclusive schools do not categorize students from different backgrounds because this principle is to avoid exclusion from general educational settings to achieve an equal education for all. However, of course, this school still faces various challenges, such as those experienced by teachers in the teaching and learning process in the classroom. With the facts mentioned above, some of the sub-themes below will cover some of the challenges experienced by teachers in the teaching process at school.

### *Understanding the Character of Students with Varied Backgrounds*

The teachers' knowledge of students who come from lower classes, such as street children, beggars, buskers, scavengers, or even street children who don't have parents, is one of the main challenges teachers face in teaching in this Master-inclusive school. Teachers here must be accustomed to different conditions. After all, teachers need to see some of the difficulties experienced by their students because Master

students cannot only focus on studying; most of them also work to earn money. Therefore, the role of the teacher here is very important in covering this issue. In short, the teacher's understanding of various student backgrounds is the main thing that needs attention.

### ***Curriculum Adaptation***

Teachers encounter a significant hurdle in aligning with the established curriculum at the Master School. As this institution closely mirrors traditional state schools, teachers often find it challenging to implement their preferred teaching methodologies. Additionally, the diverse backgrounds of students in this inclusive environment demand flexibility beyond strict adherence to the national curriculum. These students prioritize various needs, including their livelihoods, over conventional schooling structures. Consequently, it becomes essential to tailor the curriculum to suit each student's unique abilities and circumstances. Achieving this requires a nuanced understanding of students' psychological profiles and social contexts, presenting an ongoing challenge for teachers. This observation underscores the complexity of education, particularly in environments where students have diverse backgrounds and priorities. Moreover, it emphasizes the necessity of personalized and holistic approaches to curriculum adaptation, reflecting the ongoing struggle for teachers to balance institutional requirements with individual student needs in inclusive educational settings.

### ***Demanded Innovative and Creative Thinking with Inadequate Facilities***

Florian et al. (2007) believe that teachers must possess the ability to expand teaching techniques capable of accommodating all students, while schools should also devise strategies to enhance the academic performance of every child; however, this endeavor necessitates adequate teaching facilities. In the case of teachers at Master School, the fact that minimal facilities are available in the classroom is a fundamental

obstacle experienced by teachers. On the other hand, they are required to be able to teach creatively and innovatively to students by the principles of an inclusive pedagogy approach. Some students at Master School have backgrounds that don't support them to only focus on their education, which will create varied character formation in the classroom. Therefore, the teachers must rack their brains to convey information until the student understands the material presented.

### ***Lack of Teacher Professionalism***

Facts about the lack of teachers, teacher training, and non-linear teachers can also cause difficulties in determining what learning methods can be applied to teach marginalized children from low-income families. Even though everyone has the right to be educated, the government does not distribute the education staff equally to the master schools. Most teachers available at Master School are based on the dedication of alums from this school. The fact is that currently, the assignment of teachers to inclusive schools like this still needs attention from the government to create dedicated and qualified teachers. In addition, the fact that teachers do not come from a linear educational background can also be another factor in creating creative, quality and inclusive classrooms, because creating quality students comes from quality teachers as well.

Based on the challenges experienced by teachers as described above, this paper also provides several suggestions for teachers who teach marginalized communities:

1. Teachers are able to facilitate and inspire student learning and creativity, with indicators including encouraging, supporting, and modeling creative and innovative inventions and thinking. In addition, this can involve students in exploring real-world issues and solving authentic problems using digital tools and resources.
2. Teachers can meet the needs of diverse learners by using learner-centered learning strategies and providing adequate facilities.

3. Teachers can participate in professional development and leadership by being able to adapt in local and global communities to explore creative applications of inclusive learning to enhance learning.

Inclusive education necessitates both the educational system and school structures to prioritize student-centered learning and embrace flexibility to accommodate each child's unique characteristics and backgrounds. This foundational approach fosters a more tolerant, peaceful and democratic society. At Master School, teachers champion educational inclusion by deeply understanding students' social contexts and actively implementing inclusive teaching practices in the classroom. This involves fostering a non-discriminatory environment, ensuring recognition and support for all learners, providing necessary resources, and cultivating a safe learning space for every child.

Some of the things that teachers do to promote the principle of inclusive education are as follows:

- a. Religious principles and improving student morals.
- b. The principle of individual needs: Every child has different abilities and needs because education must adapt to the child's condition.
- c. Principles of meaning: Teachers have implemented inclusive education by implementing and maintaining a friendly classroom community, accepting diversity, and respecting differences.
- d. Principle of sustainability: Teachers at Master School have carried out inclusive education, which is held on an ongoing basis at all levels of education, without complaining about the situation.
- e. The principle of involvement: In this case, the teacher has succeeded in implementing inclusive education by involving all related educational components, prioritizing students, and maintaining the religious morals of students.

As previously mentioned, while teachers at Master School have made efforts to establish an inclusive environment, there is a pressing

need for enhanced facilities and support to facilitate the recruitment of qualified teachers. Overall, teachers need to grasp the fundamental principles of inclusive education, and they have gradually started implementing these principles in practice.

Moreover, the aforementioned analysis articulates clearer and more concise points, exemplified by initiating discussions that reference prior discourse on sustainability. This accentuates the endeavors of teachers in Master School to foster a more inclusive learning milieu. However, the findings of this study underscore that realizing an inclusive learning environment necessitates bolstering facilities and systems to support teachers in enhancing the quality of their instruction and earnestly addressing the practical hurdles of inclusivity implementation. Consequently, this research underscores the significance of teachers comprehending the fundamental principles of inclusive education. It follows that over time, teachers can progressively integrate these basic principles into their teaching practices, thereby depicting a positive evolution towards achieving education that is more inclusive and supportive of marginalized groups.

### ***Navigating Marginalized Group Education and Inclusivity***

The preceding paragraph delves into the constraints surrounding “master schools” regarding their grasp and execution of inclusive education. It highlights a fundamental flaw: the school’s insufficient understanding of inclusive education, evident in its inadequate facilities that hinder the support for inclusive practices among its students. Furthermore, within the context of social disadvantage, the paragraph accentuates the students’ limited exposure to inclusive dynamics.

Inclusive education encompasses not only the presence of diverse family backgrounds within a class but also the inclusion of students from disadvantaged families. The reference to research findings substantiates these observations with empirical evidence, underscoring the practical ramifications of these limitations. In essence, master schools falter in providing a genuinely inclusive educational milieu, leaving their students starkly disconnected from the broader educational landscape. In

contrast, inclusive education thrives on fostering diversity and fostering interactions among students from various backgrounds.

The approach of the Masjid Terminal School is distinct, focusing solely on marginalized groups such as buskers, scavengers and individuals facing socio-economic disadvantages. When examined through the lenses of marginalized group theory and inclusive education, this approach unveils various implications.

Regarding marginalized group theory, the school demonstrates a comprehensive understanding of marginalized communities within society. By establishing a dedicated educational setting for these groups, the school acknowledges their distinct challenges and vulnerabilities, thereby addressing systemic disparities. It acknowledges that conventional educational institutions may fail to adequately cater to the needs of these groups due to societal biases and structural inequalities. Additionally, the school customizes its educational initiatives to suit the specific needs and experiences of buskers and scavengers, providing targeted support that is more relevant and impactful than a generic approach. This strategy aims to empower marginalized students by fostering a safe and supportive learning environment, recognizing their latent potential.

From the standpoint of inclusive education, a potential concern arises due to the school's exclusive focus on a single marginalized group. Students at the Masjid Terminal School may have limited exposure to diversity within their educational setting. Inclusive education typically promotes interactions with individuals from various backgrounds, abilities and experiences, while also challenging stereotypes and nurturing empathy among students. Consequently, the school may need to address stereotypes and biases within the group itself. Furthermore, while effectively catering to the immediate educational needs of its students, considerations should be made regarding how these students will navigate the broader societal landscape beyond their specific group. Inclusive education aims to equip students for engagement in a diverse and inclusive society, necessitating exposure to a wide array of backgrounds and perspectives.

In summary, the approach of the Masjid Terminal School aligns with the principles of addressing systemic disparities and providing tailored support to a particular marginalized group. However, it prompts inquiries regarding students' exposure to diversity and their readiness to engage with a diverse and inclusive society beyond their immediate surroundings. Striking a balance between specialized support and preparation for broader societal engagement is imperative.

## Conclusion

This research delves into the obstacles confronting teachers when teaching marginalized communities and advancing inclusive education. It underscores the necessity of acknowledging learners' diversity and offering tailored accommodation and support to address their needs effectively. Additionally, it emphasizes the significance of professional development and sufficient training for teachers to adeptly instruct marginalized students. Proposed strategies include fostering student learning and creativity, employing learner-centered methodologies, and ensuring access to essential resources. The analysis also underscores the importance of qualitative data examination and curriculum adaptation in navigating the complexities of teaching marginalized groups.

Teachers in master schools grapple with diverse challenges while educating marginalized populations. Economic hardships frequently faced by students from marginalized backgrounds pose a significant obstacle, necessitating teachers' comprehension and assistance, particularly for those from low-income households. Adapting the curriculum to suit the needs of marginalized students presents another critical challenge, often requiring adjustments to enhance its relevance and accessibility. Utilizing real-world contexts and leveraging digital tools are tactics teachers can utilize to effectively engage their students.

In their endeavors to foster inclusive education for marginalized groups, teachers at Master School prioritize understanding their students' backgrounds and circumstances. This comprehension enables them to offer personalized support and resources, thereby cultivating an environment conducive to inclusivity and learning. Encouraging active

student involvement and nurturing creativity stand at the core of their approach, alongside fostering collaboration among fellow teachers and community stakeholders. Ultimately, their overarching goal is to ensure that every student, regardless of background, feels valued and has equitable opportunities to flourish and succeed in their educational journey.

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