



Strategies for improving the quality of education at SD Muhammadiyah Alam Surya Mentari in Surakarta

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ABSTRACT

This research is motivated by the demand for educational institutions to create quality human resources. Regulation of the Minister of National Education No. 63 of 2009 concerning the quality assurance system for education in Indonesia serves as a reference for regulating quality limits, quality assurance objectives, and quality level references. This study aims to improve the quality of education and identify its inhibiting factors at SD Muhammadiyah Alam Surya Mentari Surakarta. This research method is qualitative. Data collection was done by observation, interview, and documentation. The data validity technique uses source and method triangulation. The data analysis technique in this research has three stages: data reduction, data presentation, and conclusion drawing. The results showed that the strategies to improve the quality of education carried out by SD Muhammadiyah Alam Surya Mentari are: 1) Adopting four curricula, 2) Improving student achievement, both academic and non-academic, 3) Improving infrastructure facilities through a) minimum educator standards of S1, b) straightforward programs and division of tasks, c) adequate infrastructure, d) an environment that supports the learning process, e) foundation and community support. At the same time, the inhibiting factors are the large number of students and the lack of technology-based learning facilities in the classroom.

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ABSTRAK

Penelitian ini dilatar belakangi adanya tuntutan bagi lembaga pendidikan untuk menciptakan sumber daya manusia yang berkualitas. Peraturan Menteri Pendidikan Nasional No 63 Tahun 2009 tentang sistem penjaminan mutu Pendidikan di Indonesia menjadi acuan dalam mengatur batasan mutu, tujuan penjaminan mutu dan acuan tingkatan mutu. Penelitian ini bertujuan untuk menganalisis strategi meningkatkan mutu pendidikan dan faktor penghambatnya di SD Muhammadiyah Alam Surya Mentari Surakarta. Metode penelitian ini ialah kualitatif. Pengumpulan data dilakukan dengan observasi, wawancara dan dokumentasi. Teknik keabsahan data menggunakan triangulasi sumber dan metode. Teknik analisis data dalam penelitian ini ada tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi peningkatan mutu pendidikan yang dilakukan oleh SD Muhammadiyah Alam Surya Mentari yaitu: 1) Mengadopsi empat kurikulum, 2) Meningkatkan prestasi peserta didik baik akademik maupun non akademik, 3) Meningkatkan sarana prasarana melalui: a) standard pendidik minimal S1, b) program dan pembagian tugas yang jelas, c) sarana prasarana yang memadai, d) lingkungan yang mendukung proses pembelajaran, e) dukungan yayasan dan masyarakat. Sedangkan faktor penghambatnya yaitu jumlah peserta didik yang banyak dan minimnya fasilitas pembelajaran berbasis teknologi di kelas.

Kata Kunci: Mutu pendidikan; sekolah dasar; strategi pendidikan

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INTRODUCTION

Peraturan Menteri Pendidikan Nasional No 63 Tahun 2009 tentang Sistem Penjaminan Mutu Pendidikan in Indonesia includes quality standards, quality assurance objectives, and reference quality levels (Zahrok, 2020; Sammara & Hasbi, 2023; Saputro & Hadi, 2019; Fadhli *et al.*, 2020). Article 2(1) states that the enhancement of the intellectual life of the nation, as stated in the Preamble to the UUD 1945, constitutes the ultimate goal of education quality assurance through the implementation of the Sistem Penjaminan Mutu Pendidikan (SPMP). The SPMP serves as a key instrument in achieving the ultimate goal of education quality assurance, as outlined in Article 2(1). Through the SPMP, educational institutions can ensure that the desired intellectual advancement of the nation, as envisioned in the Preamble to the UUD 1945, is achieved by maintaining optimal education quality.

This continuous improvement of education quality is collectively pursued by the government, regional governments, and society to develop human resources and shape the character of the nation's future generations (Abidin, 2021; Sudarsana, 2016; Sujana, 2019; Zendrato, 2016). The efforts to improve Indonesia's education quality have been ongoing since independence. Quality improvement remains the central focus of educational development that requires serious emphasis and implementation. Various educational innovations and programs have been instituted, including curriculum refinement, learning facility upgrades, infrastructure development, along with training programs and workshops as strategic measures for educational quality improvement (Syafri *et al.*, 2022; Ritonga *et al.*, 2022; Diez *et al.*, 2020).

Yasin (2022) argues that three primary factors influence the suboptimal level of education quality. The first factor affecting education quality is the policy approach and implementation of national education, which adopts an educational production function with discontinuous input analysis. The second factor is centralized education administration. Meanwhile, the third factor is limited community participation in educational implementation, particularly among students' parents.

Maulansyah *et al.* (2023) identify several factors contributing to substandard education quality in Indonesia, namely: (1) ongoing teacher quality improvement through certification, advanced studies, training, and other professional development activities; (2) limited quality of educational tools, including office supplies, teaching aids, and supporting environmental facilities, particularly in regional areas; (3) inadequate infrastructure quality, such as teacher workspaces, staff offices, library reading rooms, playgrounds, sports fields, and art facilities, especially in rural regions; (4) non-quality-based education management with insufficient managerial competencies and skills; (5) leadership's weak quality commitment manifested through lax discipline, low dedication, inadequate rigor, and unprofessional school administration; (6) limited community engagement, particularly in rural areas; (7) frequent policy changes, including the implementation of Kurikulum 2013 now transitioning to Kurikulum Merdeka, the revocation of Undang-Undang BHP, and discontinuation of the Sekolah Bertaraf Internasional program; and (8) controversial distribution mechanisms of Bantuan Operasional Sekolah (BOS) funds. Efforts to address low education quality have become a policy priority, as evidenced by strategic initiatives from the Direktorat Jenderal Pendidikan Dasar dan Menengah to improve educational standards. Among these reforms is the decentralization of quality assurance through school-based management systems, empowering institutions to develop autonomous improvement strategies (Sulaeman, 2022; Thoha, 2017; Herawati, 2016; Agustin & Effane, 2022). SD Muhammadiyah Alam Surya Mentari has developed targeted programs and implemented strategic measures to advance education quality within this framework.

Several scholars have conducted previous research on quality improvement strategies in schools. Noprika *et al.* (2020) demonstrate that the principal of SDN 81 Kabupaten Lebong implemented strategies to enhance teacher quality, student academic achievement, and non-academic performance. These efforts involved teacher participation in professional training and educational seminars. Additionally, the school implemented Bimbingan Belajar (Bimbel) and targeted remedial programs to support student academic

attainment. Supplementary initiatives included extracurricular activities such as sports and arts development programs to complement students' educational experiences beyond the regular curriculum. These measures created a diverse learning environment that fosters holistic student development at SDN 81 Kabupaten Lebong.

Research conducted by Saleh (2019) reveals the strategies implemented to improve education quality at SDIT YABIS Bontang, specifically: (1) systematic and rigorously supervised selection processes for Sumber Daya Manusia (SDM) recruitment; (2) comprehensive procurement of sarana dan prasarana (saprass) to support educational activities fully; (3) collaborative partnerships involving school committees, the school foundation (yayasan sekolah), and relevant educational institutions; (4) secured school funding through engaged stakeholders; and (5) integrated implementation of the national curriculum, Integrated Islamic School Network, and the foundation's local curriculum. These concerted efforts aim to establish a conducive learning environment that holistically develops students' potential.

Further research by Parwati (2022) demonstrates the principal's role in improving education quality at Sekolah Alam Lukulo Kebumen, specifically: (a) as institutional leader, delegating tasks to subordinates while providing clear directives to all team members; (b) establishing detailed and transparent regulations to guide task implementation and accountability; (c) implementing collaborative problem-solving approaches to ensure active team participation in solution development; (d) granting teachers full autonomy in executing their responsibilities; and (e) cultivating a work climate that fosters trust in individual capabilities and professionalism toward achieving collective goals.

Research by Husni & Wahyudiati (2022) reveals a significant correlation between strategic management, education quality, and competitive capacity. Strategic management plays a pivotal role in shaping educational direction and objectives, subsequently influencing education quality. Education quality encompasses student achievement standards, instructor quality, and overall school programming. Well-designed strategies can enhance the efficiency and effectiveness of educational processes, support student achievement, and ensure optimal teaching quality. Consequently, proper strategic management contributes to educational competitiveness, enabling institutions to compete effectively in delivering quality education services.

This study presents a distinct focus from prior research by examining SD Muhammadiyah Alam Surya Mentari Surakarta, the sole institution implementing the sekolah alam (nature-based school) concept among AUM Muhammadiyah in Surakarta. The school operates regular and inclusive education programs for students with special needs (ABK). Based on this contextual background, the researcher will conduct a study entitled "Strategies for Improving the Quality of Education at SD Muhammadiyah Alam Surya Mentari in Surakarta." This research aims to: (1) analyze quality improvement strategies implemented at the institution, and (2) identify constraining factors in their execution.

LITERATURE REVIEW

Educational Quality

According to Kamus Besar Bahasa Indonesia, the term "Mutu" (educational quality) refers to the (measurement of) goodness or poor quality of an object. This encompasses the quality, level, or degree of something, such as intelligence or cognitive ability. Tanjung *et al.* (2022) define *mutu* as the observable processes and outcomes. Generally, *mutu* can be described as a product or service's comprehensive representation of characteristics that reflect its capability to meet desired needs. *Mutu* refers to the overall illustration and properties of products and services, demonstrating their capacity to fulfill required needs, particularly in education. The definition of *mutu* encompasses input, process, and output within the

educational sphere. Quality education does not emerge quickly or easily; instead, it results from optimally executed educational efforts that are both effective and efficient.

Mahanani *et al.* (2023) assert that educational quality refers to the education system's capability to effectively direct value-added enhancement of input factors to achieve optimal outputs. Educational quality is reflected through the system's capacity to effectively manage input factors, such as relevant curricula (kurikulum) and qualified teaching staff (tenaga pendidik), thereby providing meaningful learning experiences for students.

Lutfi (2018) posits that educational quality success can be measured through an education system's capacity to achieve optimal outputs, exemplified by graduates possessing labor-market-relevant skills and knowledge and the ability to contribute positively to societal development. Educational quality may be deemed successful when the system produces graduates who demonstrate competencies aligned with labor market demands and actively engage in constructive societal advancement.

The Concept of Strategy in Improving Educational Quality

The term "strategy" originates from the Greek word *stratogos*, referring to generals' knowledge in achieving victory in battle by optimally utilizing limited resources (Adam, 2018). Siregar (2021) posits that strategy constitutes a series of methods to achieve specific objectives, thereby representing a rational approach to determining courses of action. Meanwhile, Ratnasari (2023) conceptualizes strategy as a phased approach, specifically a pattern or plan that integrates an organization's primary objectives, policies, and action steps into a cohesive unity.

Hasnadi (2021) asserts that the strategic concept for improving education quality involves systematic planning, innovative implementation, and continuous evaluation to ensure optimal educational outputs. Strategies grounded in systematic planning, innovative implementation, and continuous evaluation demonstrate their effectiveness in improving mutu pendidikan by guaranteeing optimal educational outcomes. Applying this strategic framework that combines structured planning, implementation innovation, and ongoing evaluation can substantiate that such efforts not only support mutu pendidikan enhancement but also establish a robust framework for maximizing educational results.

According to Septrisya *et al.* (2021), strategies for improving the quality of education in elementary schools can be implemented by enhancing the role of the school principal as a leader, supervisor, educator, innovator, and motivator. In addition to the principal, teachers play a direct role by employing appropriate teaching methods, improving teacher competence, providing extensive student support, and offering motivational encouragement.

School Management Strategy

In principle, strategi pengelolaan sekolah (school management strategy) refers to a series of steps to achieve objectives aligned with the school's vision and mission (Karindasari *et al.*, 2022). When formulating a school plan, the steps reflect concrete efforts toward attaining educational goals that correspond with the established vision and mission. This plan is a systematic action guide, demonstrating how each step is purposefully linked to the school's vision and mission, thereby creating a structured framework for achieving desired educational outcomes.

Schools can be managed and developed through several approaches: (1) establishing a clear vision, mission, and objectives to be implemented in daily school practices; (2) developing teachers who embody the spirit of education, so they can effectively guide their students toward success; (3) preparing systematic and proactive steps for new student admission; (4) developing a curriculum based on principles that

empower students; (5) providing adequate facilities and infrastructure; (6) focusing learning strategies on developing students' skills, creativity, and knowledge; (7) creating a safe and comfortable learning environment for students; (8) publicly sharing learning processes, school activities, and achievements; (9) building strong relationships with the surrounding community to gain their support; and (10) maintaining adaptability and openness to new developments (Julaeha, 2019; Triwardhani *et al.*, 2020).

According to Chairunissa *et al.* (2021), the primary purpose of school management is to achieve the educational goals established within the school's vision and mission. Effective school management ensures these predetermined educational objectives are realized and aligned with the direction outlined in the school's guiding vision and mission. The central focus of school management efforts lies in attaining institutional educational goals, as reflected in the vision and mission, through structured planning, implementation, and evaluation processes.

METHODS

This study employs a qualitative research approach. In qualitative research, the investigation emphasizes the researcher's effort to examine phenomena in their natural context, encompassing their full complexity. Data collection techniques include observation, interviews, and documentation. Observation was utilized to gather data regarding the strategies implemented by the school to enhance education quality. Interviews were conducted to analyze the strategies for improving education quality and the constraints encountered. Documentation was examined to review supporting evidence of the school's quality enhancement strategies. The research subject is SD Muhammadiyah Alam Surya Mentari. Data were collected through interview processes with key informants, including the school principal, the vice principal for curriculum affairs, and teachers at SD Muhammadiyah Alam Surya Mentari.

The validity of the data was ensured through source triangulation and method triangulation.utama *et al.*, in their book "Metode Penelitian Pendidikan," explain that source triangulation is used to verify data credibility by cross-checking information obtained from multiple sources. In contrast, method triangulation assesses data credibility by examining the same source using different methods. The data analysis technique in this study consists of three stages: data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

The efforts to enhance education quality at SD Muhammadiyah Alam Surya Mentari can be identified through the strategies and activities that have been implemented. The school demonstrates its commitment to achieving optimal educational outcomes by focusing on various initiatives. Several strategic approaches and concrete activities have been executed at SD Muhammadiyah Alam Surya Mentari as part of its comprehensive program to improve education quality:

Adopting Four Curricula

SD Muhammadiyah Alam Surya Mentari is a nature-based school (sekolah alam) offering regular and inclusive education programs. Given this profile, the school implements several reference curricula, the nature school curriculum, the Muhammadiyah curriculum (Kurikulum Kemuhammadiyah), the inclusive school curriculum, and the national government curriculum. To enhance educational quality (mutu pendidikan) from the perspective of learning planning, the school has adopted these four curricula as its operational frameworks. This quad-curricular adoption aligns with Moulina *et al.*'s (2023) assertion that institutional conditions, vision, and mission should develop curricula.

Multiple curricula in elementary education have also been implemented in Garut Regency. In the study by [Angga et al. \(2022\)](#), 30 elementary schools in Garut Regency employed both the Kurikulum 2013 and Kurikulum Merdeka. These schools previously implemented the Kurikulum in 2013, but the government's mandate to transition to Kurikulum Merdeka was carried out in several phases. According to the research findings, schools adopted Kurikulum Merdeka for grades one, two, four, and five, while grades three and six maintained the Kurikulum 2013. This multi-curriculum adoption approach is more effective and better aligned with Indonesia's educational culture.

The curriculum framework encompasses both habit development and learning progression. The habit development component includes moral dimensions, religious values, environmental awareness, and social, emotional, and self-empowerment aspects. Regarding learning progression, the instructional content delivered to students does not exclusively follow the government-mandated curriculum but incorporates elements from the nature school curriculum and the Muhammadiyah curriculum (Kurikulum Kemuhammadiyah). This approach aligns with the vice principal of curriculum affairs' interview findings.

“Sekolah kami mengadopsi kurikulum dari sekolah alam, kemuhammadiyah, kurikulum dari pemerintah yang saat ini kurikulum merdeka, dan juga kurikulum sekolah inklusi.”

Enhancing Teacher Quality

To improve educational quality at SD Muhammadiyah Alam Surya Mentari, the school principal has implemented measures to enhance teachers' professional competencies. Several institutional initiatives have been undertaken to elevate teacher quality, including: First, conducting teacher training programs, workshops, and seminars on educational reforms, while assigning teachers to participate in such activities organized by the Ministry of Education, KKG, and other relevant institutions and second, providing regular guidance and direction to teachers during monthly school evaluations. Third, implementing monitoring and evaluation (MONEV) of teaching staff and administrative personnel performance, encompassing classroom teaching observations, attendance discipline monitoring, and administrative compliance checks. These comprehensive measures aim to ensure sustained improvement in the school's instructional quality and professional discipline. This strategic approach aligns with findings from interviews with the school principal, who emphasized:

“Guru diikutkan dalam berbagai kegiatan pelatihan dan seminar, sekolah kami rutin ada pertemuan rutin untuk memberikan bimbingan dan arahan, ada monev tentang kedisiplinan guru dan karyawan.”

Enhancing Student Achievement in Both Academic and Non-Academic Domains

Academic achievement refers to students' accomplishments in classroom-based learning, encompassing results obtained from daily assessments, Penilaian Tengah Semester (PTS), Penilaian Akhir Semester (PAS), and participation in academic olympiads. This achievement incorporates various aspects of evaluation and measurement that provide insights into students' capabilities and comprehension of instructional materials. By incorporating these assessment components, academic achievement is a primary indicator for evaluating student learning progress and offers a comprehensive overview of their academic performance across multiple subject areas. Conversely, student achievement extends beyond academic subjects to include accomplishments in sports and arts. [Zulfiani et al. \(2021\)](#) emphasize that non-academic achievements, particularly in athletic fields, can significantly enhance community interest in the school. Through a holistic approach, the school prioritizes scientific literacy, arts, and athletics as integral components of student development ([Asih & Hasanah, 2021](#)). Among these is one notable non-academic achievement, as illustrated in **Figure 1**.



Figure 1. Student Achievement

Source: Documentation from SD Muhammadiyah Alam Surya Mentari

The school implements several initiatives to improve students' academic performance, including establishing partnerships with tutoring programs or *Bimbingan Belajar* (*Bimbel*) to provide additional learning hours. Furthermore, to bolster academic achievement, the school conducts mandatory remedial sessions. These specialized remedial classes are compulsory for students who obtain low scores during mid-semester assessments (PTS) or the school's end-of-semester evaluations (PAS). This initiative aims to support students in mastering previously unattained learning materials and enhancing their academic performance. This approach aligns with findings from interviews with the vice principal of curriculum.

“Banyak prestasi yang diraih siswa kami baik akademik maupun luar akademik, sekolah mengadakan kegiatan bimbingan belajar dan ada kegiatan ekstrakurikuler.”

Enhancing School Facilities and Infrastructure

SD Muhammadiyah Alam Surya Mentari's efforts to improve school facilities and infrastructure (*sarana prasarana*) involve comprehensive planning, procurement, inventory management, and maintenance processes. Several supporting and constraining factors influence the outcomes as part of the school's commitment to enhancing educational quality (*mutu pendidikan*). Through observations, interviews, and documentation at SD Muhammadiyah Alam Surya Mentari, the key supporting factors include the following aspects:

1. Educational Background of Teachers: S1, Serdik PPG, and Guru Penggerak

The teaching staff at SD Muhammadiyah Alam Surya Mentari comprises 21 educators, all of whom hold bachelor's degrees (S1). Four of these professionals have obtained the professional teacher certification (*sertifikat pendidik/serdik*), while two are designated as *guru penggerak* (teacher leaders). Each teacher's educational background must align precisely with their respective subject areas, as this constitutes a critical qualification that enhances both instructional quality and professional performance in their teaching roles. These observations support Mulyani's (2019) assertion that teachers' educational qualifications significantly contribute to their pedagogical professionalism.

2. Clear Program Structure and Task Allocation

SD Muhammadiyah Alam Surya Mentari has established a clear vision and mission to guide achieving its institutional objectives. To realize these guiding principles, the school has developed specific educational programs to enhance educational quality. These initiatives are supported by well-defined task allocations among all school components, fostering the necessary synergy and collective strength to achieve high-quality education standards, as shown in **Figure 2**.



Figure 2. Annual School Program
Source: Author Documentation (2023)

3. Completeness of Facilities and Infrastructure at School

Based on interview results and observations, the facilities and infrastructure (sarana prasarana) at SD Muhammadiyah Alam Surya Mentari have met the standards outlined in Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 22 Tahun 2023 Tentang Standar Sarana Dan Prasarana Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah. Sekolah. The school has adequate classroom facilities, inclusive education spaces for students with special needs (ABK), a futsal field to support sports activities, gardens, gazebos, a computer laboratory, a library, and a school health unit or Unit Kesehatan Sekolah (UKS). Utilizing these facilities and infrastructure for teaching and learning activities is expected to support programs to enhance students' education quality.



Figure 3. School Pavilion Facility
Source: Author Documentation (2023)



Figure 4. Inclusive Classroom Facility
Source: Author Documentation (2023)

4. A Learning-Supportive School Environment

The environment at SD Muhammadiyah Alam Surya Mentari significantly enhances the learning process. The school's nature-based concept (*sekolah alam*) features numerous gardens, animal habitats, fish ponds, recycling stations, vegetable cultivation areas, and abundant trees that actively support educational activities. This intentionally designed learning environment stimulates students' interest, creativity, and enthusiasm for learning by providing diverse natural spaces that serve as outdoor classrooms and experiential learning laboratories. (Oktiani, 2017; Santoso *et al.*, 2023).



Figure 5. Recyclable Waste Collection Station
Source: Author Documentation (2023)



Figure 6. Organic Compost Production
Source: Author Documentation (2023)

5. Foundation and Community Support

The school foundation (Yayasan Sekolah Alam) maintains a strong relationship with SD Muhammadiyah Alam Surya Mentari. This foundation also oversees TK Muhammadiyah Alam Surya Mentari and SMP Muhammadiyah Alam Surya Mentari. The motivation to continuously improve and enhance the quality of education at SD Muhammadiyah Alam Surya Mentari is driven by support from Yayasan Sekolah Alam, which has facilitated the development of various facilities and infrastructure. Active community involvement has also significantly improved the school's learning quality. This aligns

with [Satria et al.'s \(2019\)](#) assertion that the roles of foundations, communities, parents, and stakeholders are instrumental in helping schools provide optimal education for students.

Several constraining factors affect efforts to improve educational quality at SD Muhammadiyah Alam Surya Mentari.

1. Challenges of a Large Student Population

SD Muhammadiyah Alam Surya Mentari currently enrolls 188 students, a substantial number that presents certain constraints in providing adequate individual attention to each learner. This high student-to-teacher ratio challenges educators in delivering in-depth comprehension and personalized guidance to every student. To mitigate potential limitations in effectively monitoring such a large number of students, the school has implemented an innovative approach by directly relocating teachers' workstations from the traditional staff room into their respective classrooms. This strategic placement enables educators to maintain more intensive supervision and student engagement throughout the instructional day.

2. Limited Technology-Based Learning Facilities in Classrooms

The SD Muhammadiyah Alam Surya Mentari classrooms are not equipped with LCD projectors, which may present challenges in the teaching and learning process. The absence of LCD projectors in classrooms stems from the school's emphasis on its nature-based approach (*sekolah alam*), which prioritizes immersive and holistic learning experiences within the natural environment. While such technological tools could enable teachers to deliver more visually engaging instruction, their limited availability may constrain educators' ability to effectively demonstrate concepts and utilize digital resources that could enhance student comprehension. To address this limitation, the school has provided two LCD projectors placed in its pavilion (*pendopo*) and administrative office (TU), representing a strategic compromise between maintaining its environmental pedagogy and incorporating select technological supports.

CONCLUSION

Based on the research findings and discussion, it can be concluded that SD Muhammadiyah Alam Surya Mentari's strategies for enhancing educational quality consist of: 1) adopting four curricula, 2) improving both academic and non-academic student achievement, and 3) enhancing facilities and infrastructure (*sarana prasarana*) through: a) requiring a minimum S1 qualification for educators, b) establishing clear programs and task distribution, c) providing adequate facilities, d) maintaining a learning-supportive environment, and e) securing foundation and community support. The constraining factors identified include the large student population and limited classroom technology-based learning facilities. For future research, it is recommended that quality improvement strategies for the inclusive education program at SD Muhammadiyah Alam Surya Mentari be investigated.

AUTHOR'S NOTE

The authors hereby declare that no conflicts of interest are associated with this article's publication. The authors affirm that all data and content presented in this article are free from plagiarism and represent original work.

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