Understanding well-being in varied students of inclusive classrooms

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Abstract

This qualitative case study establishes an investigation into the psychosocial welfare of students with learning differences who receive education in the inclusive classrooms of Madania School located in Bogor, Indonesia. The study evaluates inclusive practice mechanisms through PERMA and Maslow's hierarchy of needs to understand their impact on students' emotional, social, and academic welfare. The researchers conducted in-person interviews as well as direct observations with students, faculty staff and administrative officials during their data collection stage. The results reveal that students at Madania School experience social inclusion with healthy emotional development and psychological security because of their favourable classrooms, caring teacher actions, and efficient bullying prevention strategies. The mentioned factors minimize negative elements while helping students reach their objectives of self-actualization.

Keywords: Inclusive classrooms; learning differences; students' well-being

INTRODUCTION

Various research on students with learning differences extends valuable knowledge that benefits educational environments across the board. The scientific evidence backs inclusive classroom practices because diverse students achieve better results academically and socially through normal classroom placements (Ianniello & Corona, 2024). All students can benefit from inclusive education since it increases their ability to understand each other as well as develops teamwork skills and flexibility. Students with learning disabilities encounter special difficulties within inclusive classrooms because such environments require specific educational interventions for their needs (Randall et al., 2023). The challenges these students face beyond academics directly influence their mental state and social relations as well as psychological contentment thus affecting their total school journey (Connor & Cavendish, 2020; Majadley, 2023).

Students who have Learning Disabilities find success in achieving well-being through active participation in their studies and through the creation of supportive friendships coupled with the development of inner strength for resilience in inclusive education

environments. Students demonstrate better educational advancement through the combination of social skill development programs with resources to handle their learning disabilities as per research findings by Stein et al. (2024). Successfully overcoming barriers requires students to create and preserve positive interrelationships while avoiding prejudiced stereotyping and social branding. Excellent well-being helps students develop lifelong success through its creation of emotional resilience and self-belief (Odintsova & Kulyatskaya, 2019; Yakut, 2021). The complete realization of inclusive education remains undefined because several obstacles persist during worldwide educational implementation alongside educational disparities.

System changes are essential to solve these barriers. Research demonstrates the need for modern learning spaces that support students with different learning approaches alongside inclusive instruction methods. These settings benefit students who have LD as well as force teachers to use alternative instructional methods that promote evidence-based learning. The educational tools that support diverse student requirements include collective teaching practices together with customized instructional methods and assistance technologies. These initiatives achieve results when institutions demonstrate full support for inclusion throughout every level of the educational system, starting from policy development down to classroom execution (Page et al., 2023).

Inclusive educational settings need to solve both academic requirements but also concern themselves with the emotional and social requirements of students with Learning Disabilities. Research focuses on recognizing psychological safety as well as creating belonging experiences for students with learning difficulties. Students who receive peer and teacher support develop both educational success and social relationships and actively participate in growth in self-esteem (Zanobini & Viterbori, 2022). Arment of student support results in social isolation while also decreasing student participation and diminishing their personal development (Paseka & Schwab, 2020). Any educational establishment that seeks to obtain truly inclusive environments requires teachers to develop learning spaces that honor diversity and provide every pupil equal opportunities to learn and prosper (Alias et al., 2016). Multiple research studies across different contexts generate key information about preparing effective inclusive education strategies (Sek & Min, 2024). Research conducted in Malaysia demonstrates how crucial student cooperation becomes when students with special needs connect with their typical peers (Salleh & Omar, 2025). Teacher preparation and professional development play a vital role in developing inclusive practices (Hosshan, 2022; Carter et al., 2024). Research on 146 students from public US high schools demonstrates that severe disability face substantial exclusion when it comes to social and academic integration (Hespel, 2020). The study raises unmet needs for purposeful interventions that encourage academia-based contact among students from diverse educational levels.

Inclusive education continues to advance yet multiple handicaps persist in studying the social and emotional challenges encountered by students with learning disabilities (Cleary et al., 2024). The current body of research pays excessive attention to educational achievements and larger policy matters, although it fails to address the diverse social dynamics along with individual student perspectives found in inclusive school environments (Hirpa, 2021). The understanding of Latent Disorder experiences remains inadequate in Indonesia alongside other non-Western cultures because cultural elements and institutional infrastructure strongly affect student perceptions.

The incorporation of disabled students into regular classrooms remains challenging throughout Indonesia because of insufficient funding and deficient teacher preparation, and

conventional perspectives about disability (Suprihatiningrum, 2022). Educational institutions across many school districts lack the necessary facilities together with appropriate support networks that would adequately support students with LD (Irvan et al., 2023). Societal misconceptions together with stigmas related to disabilities create many additional roadblocks that prevent students from becoming included. Now it is essential to analyse the process of adapting inclusive practices specifically for Indonesian schools in their unique environments (Muchsin et al., 2022).

The research tracks student experiences from Madania School in Bogor who deal with learning disabilities. The research utilizes case studies to identify strategies that enable better inclusive practices that help students achieve academic success while remaining well. This research highlights four essential components affecting student support infrastructure by evaluating both instructor readiness and pupil acceptance together with teaching spaces and friendship involvement. Coexistence between students becomes essential because fostering an inclusive culture accepts diverse backgrounds while prioritizing student welfare.

The research outcome identifies teacher preparation as a critical element for establishing inclusive school environments. Teachers, through their daily work, form the essential framework through which students perceive and encounter inclusion (Lao et al., 2022). Teachers who receive proper inclusive practice training become capable of serving all student needs while developing nurturing classrooms for their learners (Tiwari, 2024). Training centers on LD-specific learning challenges, teaches different instructional methods, and creates opportunities for positive peer relationships (Haule et al., 2024). Teacher education programs need to establish inclusive practices that will guide educators through the necessary tools toward being successful (Hogan, 2024).

The experiences of students with LD are heavily influenced by the attitudes peers show towards them. A supportive peer environment that promotes acceptance of diversity directly improves the academic success of students who have LD, according to research. The need to raise disability awareness emerges as vital because it creates fundamental conditions for students to develop inclusive attitudes toward disability (Maor, 2024). The establishment of peer mentoring combined with group projects that focus on team objectives allows schools to reach this objective. Students with LD need various accommodations within their classroom environment to find support in school. The educational framework features help systems such as assistive technologies alongside adaptive seating formats that serve students with individual learning needs (Vaknin-Nusbaum & Rachevski, 2024). When offering accommodations in schools, students with LD gain equivalent chances to excel both academically and socially. Adequate funding and resources present a major obstacle for schools when they attempt to establish these accommodations (Fu et al., 2022).

A school environment must include facilities that support the promotion of inclusive learning environments. Students with disabilities require accessible facilities including ramps and elevators together with adapted restrooms to participate completely in school activities (Agbabiaka et al., 2024). Educational facilities need to dedicate funds toward purchasing tools that help learners access the classroom content along with mechanisms for mobility support. According to Burke et al. (2024), inclusive infrastructure proves essential for Ghanaian students with disabilities to participate actively in their educational environment.

An urgent requirement exists to investigate how students with learning disabilities experience social life and emotions while attending inclusive classrooms. Studies on the subject fail to capture the complete picture regarding these phenomena because they focus their research on educational data and larger policy matters. This document investigates the overall well-being of LD students at Madania School to fill in an apparent research deficit. The paper investigates success elements to offer real-world guidance that will help both educational staff and policy directors enhance inclusive school environments.

The research outcomes create essential guidance for the upcoming development of inclusive education. A comprehensive educational method is necessary for the proper academic and emotional support of learners with Learning Disabilities. The necessary approach includes creating an inclusive environment while providing sufficient support resources as well as encouraging partnerships between teachers, students and their families. Schools adopting these methods will develop settings that give every student an equal opportunity to succeed no matter their capabilities.

The framework of inclusive education has exceptional capability to reshape education systems along with strengthening educational achievements across all students. The fulfilment of these potential calls for combined efforts to solve problems that students with LD specifically encounter. Educators and policymakers should focus on student well-being while ensuring inclusion because these efforts create learning settings that value diverse students and lead to success for all.

Theoretical framework

Experimental emotional and psychological need models show students with learning disabilities (LD) characterize their experience and achieve success in standard classroom settings. The research bases its investigation on two crucial theoretical models consisting of Maslow's hierarchy of needs and Seligman's PERMA model of well-being. The frameworks present detailed explanations about how school situations influence the complete wellness of students who have LD. The concluded study combines fundamental need analysis with evolved individual development research to construct a complete understanding of student welfare. PERMA Model of Well-being Positive Psychologist Martin Seligman created the PERMA model through which he established Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment as pillars of well-being (Seligman, 2018). The model proves effective for inclusive student welfare research because it enables the assessment of how inclusive approaches develop emotional health while advancing relationship abilities and creating meaningful success opportunities.

The research concentrates on examining two fundamental facets of the PERMA model. The research looks into the ways students with learning disabilities develop positive emotions when they participate in inclusive learning environments. Positive emotions enable students to develop resilience and handle stress, which directly enhances their life satisfaction. The implementation of inclusive learning environments enhances student relationships because it creates positive dynamics among students who have learning differences while building their feelings of worth. The connections help students with LD prevent experiencing feelings of social isolation that they often face in their learning experience. This paper evaluates the emotional support and meaningful learning opportunities provided to students with LD at Madania School by implementing the PERMA research assessment model.

Maslow's hierarchy of needs

Abraham Maslow introduced his well-known hierarchy of needs theory for explorations into human needs and motivation in 1943. The hierarchical model proposed by Maslow begins with physical requirements for survival and proceeds toward growth for self-fulfilments along with personal empowerment. The model states people need to meet baseline requirements as a prerequisite for obtaining increased levels of growth.

Personality psychologist Abraham Maslow provides essential concepts to inspect inclusive teaching practices in accommodating students with learning disabilities. Key areas of focus include: All-inclusive classrooms should provide physical and emotional safety to all students with Learning Disabilities. Educational facilities need to introduce emotional counselling services and modify their education approaches to fight student anxiety. The research investigates how Madania School provides classrooms that promote student learning disabilities students towards achieving personal growth goals through educational environments offering individualized development opportunities.

This study analyses the dual relationship between necessary framework components and developmental opportunities by using Maslow's hierarchy and the PERMA model. The methodology allows researchers to identify the specific ways that various components of inclusive classrooms support student well-being among learners who have LD.

Research questions

This research asks the following questions about students with LD in inclusive classrooms to fulfil editorial comments regarding clarity and consistency: 1) The educational setting of Madania School combines inclusive classrooms to create conditions that enhance emotional health and create positive school experiences for students who learn differently? 2) What mechanisms exist within inclusive classrooms between students and teachers that help students with learning disabilities establish social connectivity while experiencing attachment? 3) What methods do inclusive classrooms at Madania School use to establish psychological security along with emotional backing for students experiencing learning disabilities? 4) The inclusive learning atmosphere at Madania School serves students with learning disabilities to become self-sufficient while maximizing their academic potential in inclusive settings?

Integrating the frameworks and questions

The reformulated research questions fit precisely with the theoretical bases of the PERMA model and Maslow's hierarchy of needs. The research questions explore personal development together with emotional satisfaction due to the complex nature of inclusive educational practices. The PERMA model leads the research of emotional and relational elements yet Maslow's hierarchy stands as the core model for studying safety and self-actualization. These theoretical frameworks establish a comprehensive framework to understand how inclusive education practices at Madania School nurture the welfare of students with LD.

METHOD

Through a case study research design, the authors examined both peer emotional attachment patterns and the influence of inclusive teaching approaches on regular classroom well-being among students with learning disabilities. The case study research design provided an appropriate methodology because it deeply investigates actual settings

where specific phenomena occur therefore creating ideal conditions to understand inclusive educational approaches.

Research design

Madania School, located in Bogor serves as the research site because of its established reputation in helping students with various learning needs. The researcher distinguished the case study method for data collection because it fulfilled the necessary requirements to study well-being conditions in inclusive learning environments. This research design enabled scientists to gather thorough information about factors that enhance student satisfaction and educational success for students with LD.

Data collection

Both direct interviews and observations were used as data collection methods. Researchers chose to include all professionals from the school staff who work with special needs students, including teachers, supervisors, and educational assistants. The research used purposive sampling to recruit participants who brought valuable experience or knowledge in the field of inclusive teaching techniques. Through interviews, researchers studied individual experiences and personal narratives and observations helped demonstrate actual teaching practices in classrooms.

Data analysis

Qualitative thematic analysis served as the approach to analyse the gathered data. Researchers classified the data through coding methods to discover persistent themes about how students feel and how well their education includes them. The research analysis evaluated the impact of teaching methods in combination with peer interactions regarding student academic progress and well-being for LD students.

Justification of the case study approach

Researchers used case studies because this method enables discoveries of meaningful educational insights that reflect practical classroom environments. The research methodology of case studies shows maximum effectiveness in education research because it provides genuine results that reflect complex human interactions and institutional functioning (Palinkas et al., 2015). The case study method combines advantages of big data strategies by assessing individualized learning of LD students in their specific educational environments.

Relevance of the study site

The research investigators selected Madania School because it maintains a distinguished track record for developing both educational and personal success among all students through an inclusive educational approach. The school's practical approaches to inclusiveness together with implementation obstacles at Madania School serve as instructional examples for similar educational institutions in Indonesia. The research endeavours to offer functional knowledge to encourage and lead other nationwide initiatives supporting inclusive education.

Table 1. Number of respondents

Respondents:	Number of responses(n):	Area:
Girls of secondary school age	3	Madania
Teachers and School Administrators	3	Madania
Total	6	Madania

RESULTS AND DISCUSSION

The students at Madania School who have learning disabilities experience classroom membership through their joint learning activities with typical students. The educational system at Madania School encourages inclusive diversity through which students experience regular inclusion. The classroom environment at this school allows students to experience happiness while meeting the criteria outlined by PERMA's theory about happiness development. The educational establishment of Madania School fights against learning differences stigma in order to construct supportive emotional circumstances that help students thrive in their lives. Students develop into stronger personally oriented better students when schools provide supportive emotional environments.

The educational environment at Madania School promotes effective social bonds between teachers and students. Students share the best connections through their collaborative time spent in discussions along with sporting events and playing various games. Educational activities that promote student interaction result in positive PERMA model outcomes. The educational setting at Madania School promotes student relationships among students who learn differently while offering active participation that improves their sense of genuine value and dignity. The psychological well-being and emotional development of students with learning disabilities improves when their teachers together with their friends provide encouragement and support. Students at Madania School learned about environmental safety through educational sessions which safeguard and protect learners with learning disabilities in their school setting. At Madania School the architects plan facilities which integrate accessibility for students through wheelchair-friendly classrooms and access to all learning spaces to guarantee safety for everyone. Safety represents the fundamental requirement according to Maslow's hierarchy while it prepares students to participate effectively in education. Students receive psychological safety because the school maintains anti-bullying programs along with emotional assistance systems for their well-being. The physical along with emotional protection of learning disabilities students creates better learning outcomes together with secure interpersonal relationships.

Educational space at Madania School supports disabled learners to accomplish their personal goals end route to independent living. The design of this educational model allows teachers to witness students with learning disabilities succeed at school by uncovering their interests while achieving success toward their potential. The highest achievement level described by Maslow functions at Madania School as it enables students to achieve their personal growth objectives. The school uses inclusive methods to enable students to self-develop skills for every school aspect from academic assignments to extracurricular activities. The school enables students with learning disabilities to build confidence by providing leadership training and personal development opportunities which help them succeed in significant academic goals.

Discussion
Inclusive environments and positive emotions

The typical classroom arrangement at Madania School serves students with learning disabilities (LD) well since they maintain a sense of shared experience with their peers. The research supports Seligman's PERMA framework through its Positive Emotion segment since it enables students to develop stress management abilities along with resilience. Stein et al. (2024) established that learning-disabled student requires superior emotional resilience to fight social discrimination. Students at Madania do not feel stigma as Zanobini and Viterbori (2022) demonstrate alongside other researchers through their findings.

Label-free education and equal treatment within the supportive school environment prove successful methods of delivering emotional well-being to students.

Peer interactions and relationships

The community between students and faculty at Madania School united to develop stronger social bonds that boosted the acceptance levels of students with Learning Disabilities. Learning activities along with classroom discussions, developed student relationships that correspond with Seligman's PERMA framework through relationships. The research findings support the findings of Brussino (2021) about how positive teacher-student relationships build more inclusive learning environments. According to Paseka and Schwab (2020), students with learning differences require teachers who show empathic behaviours during inclusive practice sessions for developing psychological safety in their learning environment. Academic and personal development flourishes at Madania because students establish significant connections that supply emotional backing and create a strong community feeling.

Safety and support in inclusive classrooms

Students at Madania who have LD receive safety-based learning environments alongside essential educational backing through inclusive classrooms (Mugomba et al., 2023). Madania provides comfort to its students through protective rules alongside protective facilities which create secure learning areas free of tension. The results match Maslow's hierarchy of needs due to their emphasis on the safety requirement. The educational approach at the school confirms Mugomba along with colleagues that decreased student anxiety leads to improved academic focus. Due to complete support and safety policies at Madania all students engage fully which leads to increased self-assurance and better academic results.

Self-actualization and independence

Students at Madania School reach the apex of Maslow's hierarchy through inclusive practices that provide them with independence and self-actualization abilities. Through programs that encourage creativity and leadership development together with personal progress initiatives school students gain the ability to reach their potential and achieve their dreams. The study produces results compatible with Page et al. (2023) who demonstrated that inclusive learning spaces lead students into developing personal autonomy and growth. Students with learning disabilities obtain enhanced self-determination accompanied by improved independence through educational environments that support them, according to Burke et al. (2024). The Madania practices show how inclusive education progresses beyond academic intervention by enabling full personal growth.

Broader implications in literature

Research at Madania School mirrors the main concepts found in inclusive education studies which underline institutional modifications for obtaining equivalent educational success for students with LD. The study demonstrates how inclusive education needs to improve academic as well as social well-being according to the argument made by Connor and Cavendish (2020). The research highlights the need for enduring investment in teacher training together with school infrastructure improvement per Carter et al. (2024) for sustaining inclusive educational methods. The research findings enhance non-Western inclusive education understanding specifically for Indonesia by presenting locally appropriate methods which support well-being improvement for students with LD.

Implications for education, theory, and practice
Implications for Education
The research outcomes demonstrate the necessity of developing educational settings that support total student growth among students with learning disabilities. School environments require enhancement by education systems to develop zones which promote both student wellbeing along with joint endeavours and staff backing. The educational engagement of students with learning disabilities at Madania helps reduce their stigmatization and enables educational as well as social development. The research findings demonstrate why governments must implement policies that provide students with disabilities the same access to buildings and assistive tools, and individualized learning approaches as other students.

The latest research encourages educational institutions to implement social and extracurricular opportunities in their inclusive educational programs. Tripartite educational experiences together with team project work and sport teams alongside peer mentorship schemes enable learning-disabled students to form relationships while blocking isolation. The combination of LD students with regular students in learning environments helps students develop an appreciation for each other and teamwork abilities to build stronger inclusive communities. Every educational institution around the world should found their inclusive learning approaches on proven positive results.

Theoretical implications and practical interventions for promoting well-being in students with learning disabilities
The application domain for Maslow's Hierarchy of Needs and Seligman's PERMA well-being model has been validated through recent research findings. The frameworks combine to provide a complete way to check the well-being of students with learning disabilities in inclusive educational environments. Their practical use needs attentive consideration because educational settings require specific adjustments for different learning contexts.

Maslow's Hierarchy of Needs stands as the core foundation to interpret how people develop motivation and grow. The case study demonstrates that providing students with LD with basic needs safety and psychological comfort leads to their development of independence and personal growth. The linear structure of Maslow's framework understates how students with learning disabilities develop because they often base their growth on self-esteem needs and forming social connections instead of focusing on basic physiological needs. The same Western background of the theory does not adequately reflect the diverse cultural characteristics that Indonesian education settings display. Future research should implement Bronfenbrenner's Ecological Systems Theory to overcome these weaknesses because this framework demonstrates how external systems involving family units as well as educational policies and societal views affect individual development. The combined model would establish a comprehensive approach to examine student well-being among children with learning disabilities.

The PERMA model gives essential knowledge about well-being because it studies both emotional and social aspects through positive emotions along with engagement and relationships and meaning and accomplishment. The model demonstrates that inclusive education produces significant emotional and social advantages which create strong interpersonal connections and neighbourhood feelings between students. The model faces difficulties within educational settings because it gives primary emphasis to academic performance and learning abilities. Using Vygotsky's Zone of Proximal Development (ZPD) academic achievement model would enhance the therapy's value because it recognizes the importance of guided peer interaction in driving dual progress of learning and psychological

well-being. Research on the PERMA model in education fails to show both short-term and long-term differences in student academic performance results involving learners with learning disabilities. Measurement over extended periods is required to verify how PERMA-based intervention methods succeed in reducing anxiety and enhancing academic and social results.

Implications for practice

Findings indicate that systematic improvements must establish schools where students with learning disabilities find total well-being as part of inclusive learning environments. The following list details the implications based on these findings:

Teacher training and development

The establishment of inclusive education depends heavily on teachers as key facilitators. Educational institutions must establish continuous training for teachers that educates them about establishing protective learning spaces that combine empathy and social support techniques. Educational training needs to teach teachers about delivering individualized instruction in addition to methods for supporting emotional needs and handling diverse students. School specialists who connect SEL instruction to their classroom methods create learning conditions that build empathy as well as life skills and friendly student relationships which result in an inclusive environment with enhanced school culture.

Policy advocacy and systemic support

Students with LD need comprehensive policies to battle discrimination while securing equal educational opportunities. School administrators and government entities should maintain essential updates for buildings to serve a wide range of requirements, including making spaces accessible and supplying necessary resources for students. The funding structure needs to include programs that educate teachers about inclusive practices, together with funding that modifies existing curricula for inclusive best practices. The advocacy campaign must adopt a teamwork strategy that brings parents together with community guides and political authorities to build awareness about students' learning differences.

Collaborative stakeholder engagement

The success of inclusive education depends completely on stakeholders actively participating. The necessary support systems for children with learning differences require stakeholders including parents and their peers and school counsellors and government workers to develop them. Schools need to create alliances with community professionals to obtain educational services which will help develop training programs aimed at promoting inclusive academic methods. Joint initiatives allow interventions to respond adequately to the complex requirements of students who have learning disabilities.

Incremental reforms through pilot programs

Test programs operating within specific locations can demonstrate new strategies before the government implements them at larger national levels. Select classroom implementation of anti-bullying initiatives peer mentorship programs and SEL activities will help us learn their effectiveness rates. The programs should undergo thorough examination before increasing their scope to achieve national adoption.

Practical interventions for students with learning disabilities

A full-scale intervention strategy is essential for overcoming the problems students with LD face in inclusive classroom settings. The intervention strategy needs to combine efforts for emotional growth alongside social networking and academic progress enhancement. On emotional well-being, at Madania School administrators must establish anti-bullying programs that aim to minimize how learning-disabled students suffer from bullying

situations. The combination of stress management programs and positive reward approaches produces better self-confidence along with enhanced self-perception in students. Students who receive recognition for their small successes will develop self-confidence alongside resilience abilities.

Social inclusion

Social inclusion stands as the essential foundation for promoting well-being within students who have LD. Students with learning disabilities benefit from pairings with friendly peers as part of peer mentorship programs that help reduce their feelings of social isolation. Strengthening peer relationships through group projects and school events together with sports activities leads to better peer connections while building student sense of school belonging. Teachers who participate in empathy training workshops develop better comprehension of learning differences while receiving capabilities to build classrooms that support inclusion.

Academic support

Customized instructional methods, informed by ZPD, can provide the scaffolding necessary for students with LD to achieve academic progress. These methods should balance cognitive development with social-emotional objectives to ensure a holistic approach to learning.

CONCLUSION

The research establishes inclusive teaching as an essential fundamental support system for student well-being in learners with learning differences at Madania School of Bogor in Indonesia. The academic growth of students becomes faster because of partnership development and emotional security metrics at Madania School whose research combines Maslow's hierarchy of needs with Seligman's PERMA model findings. Learning Disability students perceive value in their learning environment within inclusive classes since their classrooms receive qualified educational leadership alongside essential resources. Student self-actualization stays achievable at Madania School because students find accessible resources and emotional support as well as inclusive teaching practices which enhance meaningful social connections. Complete inclusive education becomes possible when physical facilities integrate with evidence-based emotional support programs which guide instructional practices at Madania. The exceptional educational model demonstrates how institutions can achieve successful personal and academic development among students by implementing inclusive teaching techniques to model educational and student outcomes.

The key limitation for a Tanzanian researcher studying Indonesian educational institutions stems from the challenge of understanding different cultural practices and institutional norms which vary from Tanzanian traditions. The research team tried to understand and perform respectful interaction with the school community but some subtle social rules and educational demands and location-specific conduct likely affected interpretation of data. The foreign status of the researcher potentially reduced participant openness even though the researcher maintained ethical research standards and worked to establish trust relationships. The research's findings were constrained by its investigation of one private educational institution located in Indonesia's urban area which fails to represent the entire spectrum of Indonesian education institutions or comparable African educational institutions. The research discoveries provide beneficial cross-cultural data for future comparative studies about inclusive education across Global South areas. Future research should incorporate joint ventures between Tanzanian and international researchers to expand knowledge and perform additional case studies in Tanzanian

educational institutions about inclusive practices across various social educational frameworks.

AUTHOR CONTRIBUTION

Author 1 prepared research instruments, a literature review, collected and analysed qualitative data, and a discussion of findings. Author 2 proofread, organized, and interpreted the findings. Author 3 and 4 reviewed documents for amendments.

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