



IMPLEMENTASI STRATEGI PEMBELAJARAN INKLUSIF DALAM MENANGANI KESULITAN MEMBACA PADA SISWA DISLEKSIA

IMPLEMENTATION OF INCLUSIVE LEARNING STRATEGIES IN INTERVENING READING DIFFICULTIES IN DYSLEXIC STUDENTS

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Abstrack

Reading skills are the primary foundation for successful learning in elementary education, but not all students have optimally developed literacy skills, including students with dyslexia. This situation demands the implementation of adaptive and responsive inclusive learning strategies in regular classrooms. This study aims to analyze and describe the implementation of inclusive learning strategies in interventions for reading difficulties in dyslexic students at State Islamic Elementary School (MIN) 1 Karawang. The study used a qualitative approach with a case study approach. Data were collected through observation, in-depth interviews, and documentation studies. Data were then analyzed using an interactive model that included data reduction, data presentation, and conclusion drawing. The results showed that strategy implementation was carried out through adaptive planning, differentiated learning, and individual development-based evaluation integrated into regular learning. Teachers modified materials, used visual media, segmented text, and continuously monitored student progress. The implications of this research emphasize the importance of strengthening teachers' pedagogical competencies in designing inclusive literacy interventions and the need for institutional support to ensure the sustainability of adaptive learning practices in madrasahs.

Keywords: *inclusive learning, reading interventions, dyslexia, learning differentiation, madrasah ibtidaiyah.*

Abstrak

Keterampilan membaca adalah fondasi utama untuk pembelajaran yang sukses dalam pendidikan dasar, tetapi tidak semua siswa memiliki keterampilan literasi yang berkembang secara optimal, termasuk siswa dengan disleksia. Situasi ini menuntut penerapan strategi pembelajaran inklusif yang adaptif dan responsif di kelas reguler. Studi ini bertujuan untuk menganalisis dan mendeskripsikan penerapan strategi pembelajaran inklusif dalam intervensi kesulitan membaca pada siswa disleksia di Madrasah Ibtidaiyah Negeri (MIN) 1 Karawang. Studi ini menggunakan pendekatan kualitatif dengan pendekatan



studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi. Data kemudian dianalisis menggunakan model interaktif yang mencakup reduksi data, presentasi data, dan penarikan kesimpulan. Hasilnya menunjukkan bahwa implementasi strategi dilakukan melalui perencanaan adaptif, pembelajaran diferensiasi, dan evaluasi berbasis pengembangan individu yang diintegrasikan ke dalam pembelajaran reguler. Guru-guru memodifikasi materi, menggunakan media visual, mensegmen teks, dan terus-menerus memantau kemajuan siswa. Implikasi dari penelitian ini menekankan pentingnya memperkuat kompetensi pedagogis guru dalam merancang intervensi literasi yang inklusif dan perlunya dukungan institusional untuk memastikan keberlanjutan praktik pembelajaran adaptif di madrasah.

Kata Kunci: pembelajaran inklusif, intervensi membaca, disleksia, diferensiasi pembelajaran, madrasah ibtidaiyah.

1. INTRODUCTION

Inclusive education is a global paradigm that affirms that every child has the right to receive equal educational services without discrimination, including children with specific learning needs such as dyslexia. Within the framework of the Sustainable Development Goals, quality education is not only defined as access, but also as the ability of the education system to respond to the diverse characteristics of students (Mammadova et al., 2026). Dyslexia, a specific reading disorder, is a major challenge in basic education because it is directly related to literacy (Javed et al., 2025). Reading literacy is the foundation for students' academic, social, and emotional development at subsequent levels of education (Carpendale et al., 2025). Therefore, adaptive and responsive learning strategies are a requirement for teacher professionalism in the era of inclusive education (Adnan et al., 2024). The implementation of inclusive learning strategies is no longer understood as a pedagogical choice, but rather as a systemic necessity to ensure the learning success of all students (Oscar & Ana, 2026).

In the context of basic education in Indonesia, inclusive education policies have been integrated through regulations that encourage schools to accept and serve students with special needs (Somad et al., 2024). Madrasahs, as part of the national education system, also share the responsibility for implementing this principle of inclusivity (Khalim & Parut, 2025). However, practice in the field shows that teachers' readiness to design and implement appropriate learning strategies varies (Hauk et al., 2021). This challenge is further complicated when teachers are faced with students with dyslexia, who require a different approach than regular learning. Teaching reading to dyslexic students cannot be achieved simply through conventional methods based on repetition and memorization (Chen, 2021). Structured, systematic interventions based on an understanding of the students' cognitive characteristics are required (Y. Wang & Sperling, 2020).

Specifically at the Madrasah Ibtidaiyah (Islamic elementary school) level, reading ability is a key indicator of learning success in lower and middle grades (Marwiyah et al., 2025). Students with reading disabilities tend to struggle with other text-based subjects (Le & Kawane, 2025). This leads to low learning participation and diminished student self-confidence. Teachers often face a dilemma between achieving curriculum targets and providing individual support to students who require special attention (Birot-gautron et al., 2025). This situation



demands inclusive learning strategies that accommodate individual needs without neglecting the overall classroom dynamics. Therefore, learning effectiveness depends heavily on teachers' ability to design adaptive interventions (S. Wang et al., 2023).

Data from the Ministry of National Education confirms that strengthening basic literacy remains a priority for educational development (Siswadi, 2025). Internal school monitoring and initial observations indicate that some students experience reading difficulties characterized by difficulty recognizing letters, distinguishing sounds, and understanding simple texts. Teachers stated that they have implemented various efforts, such as additional support and repeated reading practice. However, these approaches are not yet fully based on structured inclusive learning strategies. Inclusive education policy documents also emphasize the importance of curriculum modification, diagnostic assessment, and learning differentiation. This fact demonstrates the need for in-depth study of the implementation of inclusive learning strategies in interventions for reading difficulties in dyslexic students.

The main problem in this study lies in how inclusive learning strategies are actually implemented by teachers in intervening in reading difficulties in dyslexic students. The focus of the problem is not simply the presence of dyslexic students in regular classes, but also the quality of the strategies applied. Undirected implementation has the potential to make learning less effective and have no significant impact on improving reading skills (Supriatna et al., 2025). On the other hand, the right approach can help students develop literacy skills gradually and sustainably. Therefore, a comprehensive analysis of the strategy's form, implementation stages, and supporting and inhibiting factors is needed. This study aims to understand implementation practices contextually and in-depth.

This research was conducted at Madrasah Ibtidaiyah Negeri 1 Karawang, one of the madrasas that accepts students with diverse learning needs. This location was chosen because the madrasa represents a religious-based elementary education institution that integrates inclusive policies into its learning practices. The presence of students with dyslexia in regular classes is an important reason to examine teacher strategies more systematically. The focus of the research is directed at the implementation of inclusive learning strategies in reading difficulty interventions, not on the clinical diagnosis of dyslexia. This study examines the planning, implementation, and evaluation of strategies implemented by teachers. Thus, this study seeks to describe pedagogical practices holistically in the madrasah context.

Theoretically, the inclusive education approach proposed by Booth and Ainscow in Sulfiani and Sumarni emphasizes the importance of restructuring learning practices to be responsive to student diversity (Sulfiani & Sumarni, 2025). Tomlinson's differentiated instruction theory in Fauziyah et al. also emphasizes that learning must be tailored to students' readiness, interests, and learning profiles (Fauziyah et al., 2025). Furthermore, phonological processing theory in dyslexia studies explains that reading interventions need to focus on systematically strengthening sound awareness and letter-sound relationships (Hanafi et al., 2025). In practice, the implementation of strategies in the classroom often does not fully integrate these principles comprehensively. The strategies used tend to be general and have not



been documented as structured intervention models. This condition indicates the need for in-depth analysis of the suitability of practices with existing theoretical foundations.

Empirically, several previous studies have focused on the effectiveness of specific methods in improving the reading skills of dyslexic students in mainstream schools. A study by Oktalgifari et al. demonstrated the importance of phonological-based interventions and individual support in improving early literacy (Oktalgifari et al., 2025). Furthermore, research by Adella & Lestari focused more on identifying dyslexia characteristics or developing specialized learning media (Adella & Lestari, 2024). Studies specifically examining the implementation of inclusive learning strategies in the madrasah context are still relatively limited. Furthermore, some studies have not comprehensively described the implementation process, from planning to evaluation. This opens up space for more contextual and applicable research in religious-based educational environments.

Recent research has shown increasing attention to the integration of inclusive strategies in literacy learning. Mujrimin and Aziz emphasize the importance of inclusive pedagogy, which positions all students as part of a learning community without limiting labels (Mujrimin & Aziz, 2025). Adri and Suwarjono examine adaptive approaches within an inclusive policy framework in elementary schools (Adri & Suwarjono, 2025). Meanwhile, recent research by Habibah emphasizes the urgency of evidence-based literacy interventions for children with specific reading difficulties (Habibah, 2025). Recent developments indicate that several researchers are beginning to link inclusive education to the context of madrasahs and values-based elementary schools. However, exploring the implementation of inclusive learning strategies in reading interventions in madrasahs still requires conceptual and empirical research.

This study positions the implementation of inclusive learning strategies as the focus of an integrated analysis between the planning, implementation, and evaluation of reading interventions. The study was conducted by considering the institutional context of madrasahs and the dynamics of heterogeneous regular classrooms. This approach allows for the identification of adaptive pedagogical practices and critical reflection on the challenges of their implementation. The analysis is aimed at formulating strategic patterns relevant to the characteristics of dyslexic students in madrasah environments. The study's findings are expected to provide conceptual contributions to the development of inclusive-based intervention models. Thus, this study presents a contextual perspective that enriches the discourse on inclusive education at the elementary level.

This study aims to analyze and describe the implementation of inclusive learning strategies in interventions for reading difficulties in dyslexic students at State Elementary School 1 Karawang. This study aims to identify the strategies used by teachers in the learning process. Furthermore, this study aims to examine the stages of intervention implementation and its evaluation mechanisms. It also seeks to uncover supporting and inhibiting factors in the implementation of these strategies. The study's orientation is to produce a comprehensive overview of inclusive pedagogical practices in the madrasah context. The results are expected to serve as a reference in the development of inclusive learning policies and practices.



This research is crucial because reading ability is the primary foundation for students' academic success in elementary education. Appropriate implementation of inclusive learning strategies can help dyslexic students develop optimally without experiencing marginalization in regular classrooms. This study contributes to strengthening teachers' professional competence in designing individualized, needs-based interventions. Furthermore, the research findings can be used as considerations for policymakers in strengthening the implementation of inclusive education in madrasas. This research also enriches the body of Islamic education scholarship in addressing the issue of special learning needs. Therefore, this study has both theoretical and practical relevance in supporting the realization of equitable and quality education.

2. RESEACRH METHOD

This research uses a qualitative approach with a case study. This qualitative approach was chosen because the research aims to deeply understand the implementation of inclusive learning strategies in the natural context of the classroom. Case studies are used to comprehensively explore phenomena within a specific setting, namely the madrasah, allowing for contextual and holistic analysis. This design aligns with Creswell's view that case studies are effective for in-depth examination of programs, events, or activities within specific system boundaries (Creswell, 2019). Furthermore, this approach allows researchers to capture the dynamics of teacher-student interactions during the reading intervention process. Therefore, this research focuses on interpreting the process, rather than on quantitatively measuring learning outcomes.

This research was conducted at Madrasah Ibtidaiyah Negeri 1 Karawang, an elementary school that implements inclusive learning principles. The location was selected based on the presence of students with reading difficulties, indicating dyslexia, in regular classes. The madrasa's religiously based environment was also an important consideration in assessing the integration of inclusive strategies within the context of Islamic education. The research was conducted over a one-semester period to allow for repeated and in-depth observations. This timeframe allowed researchers to observe the planning, implementation, and evaluation of reading interventions. With sufficient time, the data obtained is expected to reflect authentic and sustainable practices.

The subjects of this study were classroom teachers who work with students with reading difficulties at Madrasah Ibtidaiyah Negeri 1 Karawang. The research informants included the madrasah principal, assistant teachers (if available), and students with dyslexia. Informants were selected purposively, considering their direct involvement in the inclusive learning process. This technique aligns with the characteristics of qualitative research, which emphasizes participant selection based on relevance to the research focus. Data from the madrasah principal were used to understand policies and institutional support for inclusive education (Sugiyono, 2023). Meanwhile, data from teachers and students were used to describe the implementation practices of learning strategies in reading interventions.



Data collection techniques included observation, in-depth interviews, and documentation studies. Observations were conducted in a participatory manner to directly observe the learning process and reading interventions in the classroom. In-depth interviews were used to explore teachers' understanding of the strategies implemented and the challenges faced. Documentation included lesson plans, student progress notes, and madrasah policy documents related to inclusive education. The use of these various techniques aimed to obtain comprehensive and complementary data. According to Miles, Huberman, and Saldana, the use of multiple data sources enhances the depth and richness of information in qualitative research (Miles, M. B, Huberman, A. M, Saldana, 2014).

The primary instrument in this study was the researcher herself, acting as the human instrument. She played a role in designing observation and interview guidelines, which were based on indicators of inclusive learning strategies and reading interventions. The observation guidelines focused on aspects of planning, implementation, and differentiation of learning, as well as the forms of evaluation conducted by teachers. Interview guidelines were developed to explore teachers' perceptions, experiences, and reflections regarding the implementation of these strategies. Furthermore, documentation sheets were used to identify alignment between planning and instructional practices (Moleong, 2001). These instruments helped the researcher maintain a consistent focus throughout the data collection process.

The data analysis technique used an interactive model proposed by Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying raw data from the field. Data presentation was carried out in the form of descriptive narratives and thematic matrices to facilitate interpretation. Conclusions were drawn gradually, taking into account patterns, relationships, and themes emerging from the data. The analysis process was carried out simultaneously from the beginning of data collection until the research was completed (Miles, M. B, Huberman, A. M, Saldana, 2014). This approach allowed researchers to continuously reflect on and verify the research findings.

Data validity was tested using source and technical triangulation techniques. Source triangulation was conducted by comparing information from teachers, the principal, and students. Technical triangulation was conducted by comparing the results of observations, interviews, and documentation. Furthermore, researchers conducted member checks to ensure interpretations aligned with the informants' intentions. This technique aligns with Lincoln and Guba's recommendations regarding the importance of credibility and trustworthiness in qualitative research (Guba & Lincoln, 2005). With these steps, the data obtained is expected to have a level of validity and reliability that can be scientifically justified.

The research procedure begins with a preparatory phase, which includes preliminary studies and the development of research instruments. The next stage is data collection through observation, interviews, and documentation at the research site. During this process, the researcher conducts field notes and initial reflections on the preliminary findings. The next stage is a step-by-step data analysis using an interactive model until the main research themes are identified. After the analysis is complete, the researcher systematically compiles a research



report in accordance with scientific principles. This procedure is designed to ensure the research is directed, systematic, and in accordance with the stated objectives.

3. RESULTS AND DISCUSSION

The results of this study indicate that the implementation of inclusive learning strategies for reading difficulties in dyslexic students at Madrasah Ibtidaiyah Negeri 1 Karawang occurred through three main patterns: adaptive planning, differentiated learning, and individual development-based evaluation. Teachers not only used regular learning methods but also adjusted materials, media, and learning pace to suit student needs. Classroom observations revealed modifications to reading activities through the use of letter flashcards, sound repetition, and individual mentoring. Lesson plan documents indicated specific notes regarding remedial services and gradual assignments. Interviews with teachers and the principal also indicated institutional support for inclusive learning practices. Overall, the findings point to the implementation of adaptive strategies within the regular classroom context.

Strategy adjustments were evident in the lesson planning stage prepared by the teacher before the learning activity began. The teacher conducted an initial identification of students' reading abilities through reading aloud and direct observation. The lesson plan document identified reinforcement of phonics and increased time allocated for reading practice. The class teacher stated, *"I usually add syllable reading practice at the beginning of the lesson so that students who are still struggling can follow the next material."* This statement indicates that the intervention was implemented from the beginning of the lesson and became part of the classroom routine. Observations confirmed that syllable practice was implemented consistently across several sessions.

From this statement, it can be understood that opening learning activities are modified to accommodate students' phonological needs. Syllable practice serves as foundational reinforcement before students move on to core material. This strategy is not implemented separately from the regular curriculum but rather integrated into the learning process. Consistent implementation demonstrates a systematic and repetitive planning pattern. Teachers utilize the beginning of learning as a space for intervention that does not create stigma for students. Thus, adaptive planning is a key foundation in implementing inclusive learning strategies.

The implementation of inclusive learning strategies is evident through the differentiation of tasks, media, and learning pace in the classroom. Teachers use colored letter cards and flannel boards to help students recognize letters and sounds visually and kinesthetically. Students with reading difficulties are given extra time to read texts in front of the class. Teachers also position these students in a seating position that allows for more intensive support. In an interview, a teacher stated, *"When reading a long text, I break it into several sections so it doesn't feel overwhelming."* This practice demonstrates the adaptation of reading material to make it easier for students to process.

Based on the interview results, text segmentation is a strategy to reduce students' cognitive load when reading. Breaking text into short sections helps students gradually



comprehend the content. Observations show that students appear more focused and confident when reading simplified text. This approach also reduces psychological stress when students are asked to read in front of the class. This strategy was consistently implemented across several learning sessions. Thus, the implementation of differentiated learning demonstrates a concrete form of adaptation in the regular classroom.

Learning evaluation is conducted through regular, documented monitoring of reading progress. Teachers record student progress in literacy development books as a form of process-based assessment. Observations indicate that feedback is provided immediately after students complete reading activities. A teacher stated, *"I don't just assess fluency, but I also pay attention to small improvements."* This statement indicates that assessment focuses on gradual improvement, not just the final outcome. Thus, evaluation becomes an integral part of an inclusive learning strategy that focuses on individual student development.

This statement indicates that the teacher uses a progress-based evaluation approach. Based on the interview results above, assessment focuses not only on reading fluency but also on the students' gradual improvement. The progress notes found in the document show weekly descriptions of progress. This indicates that evaluation is conducted on an ongoing basis. This approach allows teachers to monitor the effectiveness of the strategies implemented. Thus, evaluation is an integral part of the implementation of inclusive learning strategies.

Table 1. Main Findings

Focus/Subfocus	Indicators	Implementation Methods	Data Sources
Planning	Identification of student needs	Addition of phonics exercises in lesson plans	Documents, Interviews
Planning	Remedial programs	Allocation of additional reading time	Documents
Implementation	Material differentiation	Segmentation of reading texts	Observations, Interviews
Implementation	Media use	Letter cards and flannel boards	Observations
Evaluation	Progress monitoring	Literacy development notes	Documents
Evaluation	Direct feedback	Individual correction and guidance	Observations

Research findings indicate that the planning, implementation, and evaluation of inclusive learning strategies are interconnected within a continuous implementation pattern. Adaptive planning forms the basis for implementing differentiated learning in the classroom. Segmented and individualized implementation is then reinforced through development-based evaluation. Student progress records demonstrate continuity between interventions and outcomes. Support from the principal also strengthens teachers' classroom practices. Overall, strategy implementation occurs within an integrated system.

The research results indicate that the implementation of inclusive learning strategies at Madrasah Ibtidaiyah Negeri 1 Karawang was carried out through adaptive planning, differentiation, and individual development-based evaluation. Teachers modified learning



activities to accommodate the needs of dyslexic students. These practices were supported by planning documents and monitoring of student literacy development. Observation and interview data demonstrated consistency in strategy implementation. These findings address the research focus on how inclusive learning strategies are implemented in reading difficulty interventions. The description of these results then serves as the basis for further discussion in the next chapter.

DISCUSSION

This study found that the implementation of inclusive learning strategies in reading interventions for dyslexic students at Madrasah Ibtidaiyah Negeri 1 Karawang occurred through adaptive planning, differentiated learning, and individual development-based evaluation. The most prominent trend was the integration of learning modifications and ongoing progress monitoring. Teachers did not separate the interventions from regular learning but integrated them into daily classroom activities. These findings indicate that inclusive practices were implemented contextually according to class dynamics. The strategies implemented did not take the form of separate programs, but rather flexible adaptations to student needs. This pattern demonstrates a systematic effort to ensure dyslexic students remain engaged in regular learning.

The findings regarding adaptive planning demonstrate that teachers possess pedagogical awareness of the diversity of students' reading abilities. The addition of phonics exercises and text segmentation is not merely a technical technique, but rather a response to the cognitive characteristics of dyslexic students. This indicates that teachers understand the importance of gradual stages in the literacy process. The implementation of strategies integrated into the lesson plan demonstrates that interventions are not spontaneous, but rather designed in a planned manner. The initial identification of reading abilities forms the basis for instructional modifications. Thus, the strategies implemented are born from concrete classroom needs, not simply following administrative procedures.

The implementation of differentiation and progress-based evaluation demonstrates that the inclusive approach is understood as an ongoing process. Text segmentation and the use of visual media facilitate students' more structured processing of information. Evaluations that emphasize small gains reflect a developmental orientation, rather than simply achieving grade standards. This demonstrates a paradigm shift from outcome-based assessment to process-based assessment. The uniqueness of this finding lies in the teachers' consistency in monitoring progress through literacy records. Thus, strategy implementation does not stop at the implementation stage but continues with ongoing reflection and adjustment.

The results of this study align with the concept of inclusive pedagogy proposed by Mujrimin and Aziz, who emphasize the importance of accommodating all students without label separation in regular classes (Mujrimin & Aziz, 2025). The practice of integrating interventions into regular learning supports this view because dyslexic students continue to learn alongside their classmates. These findings also reinforce Tomlinson's theory of differentiated instruction, which emphasizes the need to adapt content, processes, and learning



products to suit student readiness. Text segmentation and the use of visual media demonstrate concrete forms of differentiation in the learning process. Furthermore, the phonics approach implemented by the teacher aligns with research by Adri and Suwarjono, who emphasized the importance of phonological awareness-based interventions in improving the reading abilities of dyslexic children (Adri & Suwarjono, 2025). Thus, the results of this study support the theoretical and empirical frameworks developed previously.

Furthermore, this study expands on a previous study by Habibah, which emphasized program-based clinical interventions outside of regular classrooms (Habibah, 2025). Findings at Madrasah Ibtidaiyah Negeri 1 Karawang demonstrate that interventions can be integrated into daily learning without separating students from their classroom environment. These findings also complement research by Oktalgifari et al., which discusses curriculum adaptation in elementary schools, as this study demonstrates the implementation of adaptation in the madrasah context (Oktalgifari et al., 2025). Furthermore, studies in Indonesia, which have focused largely on identifying dyslexia characteristics, have not focused much on implementation practices in regular classrooms. This study provides an empirical overview of the implementation process that occurs naturally within the madrasah system. Thus, this research not only supports existing theory but also enriches the context of its application in religious-based elementary education.

The research problem formulation focuses on how inclusive learning strategies are implemented in reading interventions for dyslexic students. The results indicate that the implementation proceeds through integrated planning, implementation, and evaluation stages. Analysis of teacher practices demonstrates concrete forms of consistent learning adaptation. The research objective of describing and analyzing the implemented strategies has been achieved through the presentation of implementation patterns in the classroom. Furthermore, the identification of supporting factors in the form of institutional support provides a comprehensive overview of the strategy implementation context. Thus, the findings discussed comprehensively answer the research questions.

The results of this study contribute to strengthening inclusive learning practices at the elementary madrasah level. Findings regarding the integration of interventions into regular learning can serve as a reference for teachers in developing adaptive strategies. Conceptually, this study emphasizes the importance of differentiation and progress-based evaluation in inclusive education. In a policy context, these results demonstrate the need for institutional support for developing teacher competency in addressing reading difficulties. This study also enriches the discourse on Islamic education in responding to students' specific learning needs. Therefore, the implications of this study encompass pedagogical, institutional, and teacher professional development aspects.

This study is limited to a single madrasah, requiring caution in generalizing its findings. Furthermore, the focus of the study focused on teacher practices without in-depth analysis of parents' perspectives. The limited duration of the study, one semester, also does not fully reflect the long-term development of dyslexic students' reading abilities. Future research could expand the scope of the study and involve more informants to obtain a more comprehensive picture.



Further studies could also test the effectiveness of specific strategies through a mixed-method approach to assess their quantitative impact. Thus, there is still ample scope for further research development in the field of inclusive literacy interventions.

4. CONCLUSION

Based on the research results above, it can be concluded that the implementation of inclusive learning strategies in intervening in reading difficulties for dyslexic students at Madrasah Ibtidaiyah Negeri 1 Karawang was implemented through adaptive planning, differentiated learning, and individual development-based evaluation integrated into regular learning. The strategies implemented demonstrated a consistent pattern of material modification, text segmentation, the use of visual media, and ongoing progress monitoring. This implementation was not isolated from classroom activities but integrated into daily pedagogical practices. These findings confirm that the research objective of analyzing and describing the implementation of inclusive learning strategies has been comprehensively achieved. Scientifically, this research contributes to strengthening the implementation of inclusive education in the madrasah context, while also providing practical implications for teachers in designing adaptive and developmentally oriented literacy interventions. Future research is recommended to expand the scope of locations and involve more madrasahs to obtain a more comprehensive picture of implementation. Furthermore, including the perspectives of parents and special education experts could enrich the analysis and produce more applicable recommendations.

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