The Implementation of GEDSI in Teaching and Learning Activities at SD Muhammadiyah Malang

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ABSTRACT

The present study evaluates the implementation of GEDSI (Gender, Disability, and Social Inclusion) in teaching and learning activities at SD Muhammadiyah Malang. GEDSI is an inclusive approach that ensures that all students, regardless of gender, disability, or social background, get fair and equal access to education. This research method uses a qualitative approach with data collection techniques through classroom observation, interviews with students and teachers as the primary source of information, and strengthened by documentation of activities. The results showed that the implementation of GEDSI at SD Muhammadiyah Malang was carried out through teaching modules, learning media, learner activity sheets, seating placement, and group division applied according to the character and needs of students, provision of inclusion-friendly facilities, and the implementation of SD Muhammadiyah Malang succeeded in increasing students' awareness of gender and diversity issues. The contribution of GEDSI implementation is seen in the increased participation of students from various backgrounds, creating a more supportive learning environment.

Keywords: *GEDSI, teaching and learning activity, primary school students*

INTRODUCTION

All people need education, including students (Madani, 2019). Education is important to foster students' creativity and encourage them to learn about their surroundings (Dere, 2019). Elementary school is one of Indonesia's most popular levels of education (Melianti et al., 2023). Students start basic education in primary school before continuing to the next level (Shaturaev, 2021). Primary school starts a child's formal education (Burdina et al., 2019).

The spread of the concepts of social inclusion, gender equality, and disability is timely (Wolbring & Lillywhite, 2021). Teaching the values of the concept of social inclusion to children from an early age will better understand the importance of respecting differences and feeling accepted as different people (Kollmayer et al., 2020). Starting to instill the concept of gender equality in elementary school, students can learn that there are no jobs or activities only given to men or women (Anaby et al., 2019). It is strongly recommended that students with disabilities be educated since elementary school (Yuliyanti et al., 2024). Students will become a more open and inclusive generation if the disability is actively introduced and encouraged to empathize and understand people who have disabilities (Ardiyansyah, M, 2023). Gender equality education must be learned by a teacher (Werdiningsih, 2020). All students in the classroom must be valued equally by the teacher (Wahidah et al., 2023). If teachers continue to differentiate based on gender, this may cause students to be jealous of each other, reducing students' desire to learn and creating unhealthy competition (Ananda, 2019). Education and the teaching and learning process are closely linked (Asmoro et al., 2021). Learning is an interaction between teachers and students to gain knowledge, acquire skills, and make new habits (Salay, 2019).

Integrating the learning process between learners with special needs and ordinary students is a crucial way to foster mutual respect in students and uphold the values of diversity in society (Shofia Rohmah et al.,

2023). The GEDSI approach to education aims to promote equality and equity in learning for all people, including men and women, people with disabilities, the poor, and different ethnicities, races, and economic environments (Nurhayati & Nurhidayah, 2019). A Gender, Disability, and Social Inclusion paradigm approach in learning management is needed to implement gender and social inclusion learning (Muafiah et al., 2021).

Gender equality means equal rights, obligations, and opportunities for men and women (Fitriyaningsih & Munawan, 2020). All people, men, and women, have equal rights and opportunities in development: access, benefits, and opportunities for involvement and participation (Karimah, 2020). Justice for people with physical, mental, intellectual, and sensory disabilities is justice that is guaranteed by several indicators (Sunardi et al., 2020). First, respect for the dignity and autonomy of individuals (Lola Bai, Maria & Suprojo, 2019). Second, equality of opportunity (Sulistyowati, 2021). Third, it does not discriminate (Zahara et al., 2024). Fourth, ensuring accessibility (Hikmah, 2024). Fifth, complete and effective social participation (Clara et al., 2022). Sixth, gender equality (Sulistyowati, 2021). Seventh, appreciating and accepting that people with disabilities are part of diversity and diversities (Cempaka et al., 2023). Eighth, respecting the rights of children with disabilities to their development and identity (Jatmiko, 2021). Social inclusion is protecting the rights of individuals/groups of women and men, including children, young people, the elderly, people with disabilities, and low-income communities, and improving their roles, status and conditions, abilities and dignity (Rokhlinaari & Widagdo, 2023). People who are marginalized due to gender, race, ethnicity, or other factors have a voice in decision-making and can enjoy the benefits fairly and equally (Yaneri & Deswanti, 2021).

Based on these scattered concepts, GEDSI is essentially a concept of gender equality, justice for people with disabilities, and social inclusion that targets all Indonesian people without discrimination (Wiswayana & Yunita, 2024). Technically, GEDSI-based learning guarantees equality in the classroom, ranging from gender, disability, language, ethnicity, skin color, and hair type to social inclusion (Wardoyo et al., 2024). The facts that occur based on the results of observations of the application of GEDSI in learning at SD Muhammadiyah Malang Regency have been implemented and are starting to develop; the development can be seen from the presence of students with special needs. The learning process, it is separate between regular students and students with special needs, which is the main reason why GEDSI is applied in learning, which aims to foster mutual respect and appreciate the diversity that exists in the life of the community environment. The results of the observations that have been made are corroborated by the results of interviews with teachers and students at SD Muhammadiyah Malang Regency. The interview results apply gedsi learning to teaching materials, teaching modules, student activity sheets, and learning media. In addition, students with special needs also get facilities that support the learning process.

Previous research shows that increasing teachers' and students' understanding of GEDSI is carried out through Child-Friendly Schools (SRA) at the elementary school level (Wardoyo et al., 2024). Meanwhile, research conducted by Asmidati Rofiatul Nikmah stated that evaluating learning in elementary schools is very important to have a GSI dimension (Nikmah, 2022). Then, research conducted by Nur Ngazizah et al, stated that the school sought to improve students' abilities from cognitive, psychomotor, and affective aspects by applying gender equality without differences (Ngazizah et al., 2022). Meanwhile, a study conducted by Sigit Priatmoko on educational justice and non-discrimination by implementing gender-inclusive learning, starting from planning, implementation, and evaluation of learning must pay attention to the principles of gender equality (Priatmoko, 2018). In contrast to Reni Ariastuti and Vitri Dyah Herawati every Indonesian citizen has the right to get proper education and teaching, including students with special needs (Ariastuti & Herawati, 2016). Based on previous research, the researcher is in line with the opinion of Sigit Priatmoko that education, especially in learning activities, must pay attention to the principles of gender equality from various aspects, starting from the implementation and evaluation of learning.

Meanwhile, the research to be conducted is about the implementation of GEDSI in teaching and learning activities at school. Therefore, the novelty of this research lies in the subject of research, namely the implementation of GEDSI in teaching and learning activities in schools that have never been studied before.

Another novelty lies in a set of learning tools that facilitate all groups of students, ranging from regular students to students with disabilities. Based on that, this research is interesting to do so that learning that pays attention to non-discriminatory learning with a set of learning tools and facilities that support it. This study aims to determine the differences in the implementation of gedsi from the three muhhamadiyah elementary schools in Malang Regency.

This research focuses on the process of teaching and learning activities that implement GEDSI in the classroom. Through this study, it is hoped that this research will be able to contribute to the field of education, especially in shaping a generation that is more inclusive, fair, and ready to face the challenges of a diverse world.

METHOD

This study the authors used qualitative research methods. Qualitative research is research that uses a descriptive approach (Hunter et al., 2019). This research was conducted in several Muhammadiyah elementary schools in Malang Regency, including SD Muhammadiyah 08 Dau, SD Muhammadiyah 04 Batu and SD Muhammadiyah 03 Tumpang. The subjects of this research were fourth grade students from SD Muhammadiyah Malang Regency as well as teachers as the main source of information to strengthen the data obtained to be more accurate. The data collection methods used were observation method, interview method and documentation method. The observation method is carried out to observe the reality that occurs in the field regarding gedsi in classroom learning. The interview method was conducted with in-depth interviews or indept interviews to obtain more complete information from the main source, namely the teacher. Furthermore, the documentation method is used to provide evidence and strengthen this research.

In this study, researchers used the Miles & Huberman flow to analyze the data, there are several steps in this technique. 1) Data selection 2) Data reduction 3) Presentation of data 4) Drawing conclusions (Miles & Huberman, 1994). The following is a picture of the data analysis flow :
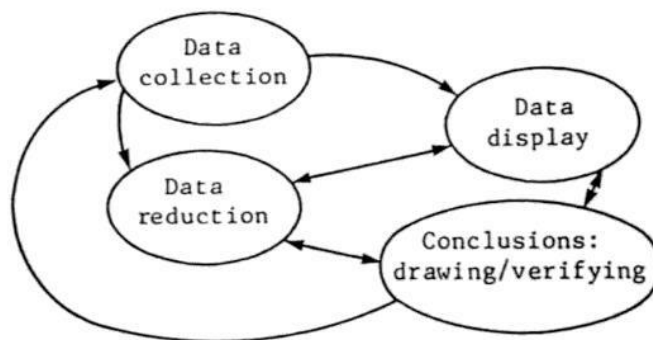

Figure 1. Miles & Hubberman Data Analysis Flow (Miles & Huberman, 1994)

Researchers check data known as triangulation to get accurate data research. Source triangulation includes rechecking data from various sources, technical triangulation is a collection of methods used to obtain data from the main source, and time triangulation is data collection to sources with the same method but in different situations and times (Rahmawati & Subardjo, 2023).

This research aims to measure the implementation of GEDSI (Gender Equality, Disability, and Social Inclusion) in learning activities at elementary schools. The instrument includes several main aspects, namely gender, disability, and social inclusion, each described with relevant indicators. To ensure that the measurements align with the research context and the objectives to be achieved.

The aspect of gender equality is analyzed through indicators such as the representation of gender roles in images and language in questions, joint decision-making, and equal opportunities in expressing opinions (Indahni et al., 2022). Meanwhile, in the aspect of disability, the indicators include the availability of facilities, ease of access, teaching modules and the use of media that can be utilized for disabilities (Johan et al., 2022). Similarly, the indicators for aspect social inclusion include the diversity of seating that supports interaction among students and of seating that considers the needs of students with disabilities (Izzatun Ni'mah et al., 2024).

RESULTS AND DISCUSSION

The following are the data results from interviews conducted at SD Muhammadiyah 08 Dau, SD Muhammadiyah 04 Batu, and SD Muhammadiyah 3 Tumpang, obtained through oral question and answer sessions with the teachers of each school.

Table 1. Results of interviews with teachers

No	Interview	Interview results		
		SDM 8 Dau	**SDM 4 Batu**	**SDM 3 Tumpang**
1	Do you as a teacher understand about GEDSI? What do you think GEDSI is?	I understand gedsi is gender,equality,disability, social inclusion.	Yes, I understand. Gedsi, according to me is about gender equality, disability, and social inclusion.	I understand, gedsi is gender,equality,disability social inclusion.
2	Have you, as a teacher, implemented GEDSI in the learning process, and what are some examples of its application?	Yes, I have already implemented the GEDSI principles in the learning process. One example is when I divide study groups, I ensure that all male and female students have equal opportunities to become group leaders. In addition, I pay special attention to students with special needs by adjusting tasks according to their abilities so that they can still participate actively in class.	I implement GEDSI in teaching by creating a classroom environment that values differences. For example, I give students the freedom to express themselves without differentiating by gender. I provide additional time for students with special needs to complete their assignments and use an individualized learning approach according to their needs.	I always strive to implement GEDSI by ensuring that no student feels neglected or treated unfairly. For example, I ensure that all students have equal opportunities to speak in class or group discussions.
3	Are there any students with special needs in the class?	There is a slow learner student.	Yes, there is a student who still struggles with counting; the student has special needs, dyscalculia.	Yes, there is a hyperactive student.
4	Have you adjusted the teaching module you created to meet the needs of both special needs and regular students?	Yes, I have adjusted the materials in my teaching module to meet the needs of both regular and special needs students. I provide simpler materials and use easy-to-understand language for special needs students.	The teaching module is already in line with the characteristics of all students; everything is already aligned.	I have made efforts to adjust the teaching module to meet the needs of students, both regular and special needs. For example, in mathematics lessons for children with special needs, multiplication numbers are reduced to just two digits.

5	What media do you use in your classroom teaching?	Flashcards, picture books, comics, math puzzles, symbol and math number boards. Not only that, digital media such as videos and e-comics are also used in the teaching and learning process.	In teaching, he often uses visual media that includes images and audio, making classroom learning more enjoyable. Other media used include the math board, number cards, smart glasses, the snake ladder, and distance dioramas.	Flat shape board, standard unit staircase, fraction pizza, and video media.
6	How is the seating arrangement in your class? Have you implemented GEDS in the seating arrangement?	The seating arrangement in my class uses a paired seating model. I ensure that seating pairs consist of students from diverse backgrounds. This aims to encourage collaboration and mutual respect and strengthen the sense of togetherness among students. For example, I arrange for students with special needs or different abilities to sit together with friends who can help or complement each other. Additionally, I also rotate the seating arrangement periodically so that all students have the opportunity to interact with other classmates.	The U-shaped model I use for seating arrangements in my class allows each student to face one another. I guarantee that seating positions are not based on academic performance but rather on the special needs of the students, such as those with disabilities or those who require more attention. In addition, I often change students' seating arrangements to encourage them to interact with different friends. I hope to enhance a sense of solidarity, appreciate differences, and create an equal learning environment for every student.	I have been trying to implement the GEDSI principle in the seating arrangement in my class. I use a seating model that allows all students to interact more easily without being limited by differences or other conditions, meeting learning needs and allowing for rotation of seats, such as a circular or O model. I have been
7	During group learning, how do you divide the students?	For me, I count from 1 to the number of students, so there will be no difference between one student and another.	he group division in my class is actually simple; for example, just counting from 1-20, indirectly it will be fair; everyone can group with anyone, whether it's special needs children or regular children.	My method is to spin names on the LCD projector, randomizing student names to form groups, teaching students not to be racist.
8	What facilities are used to support learning in the classroom, especially for disability facilities?	The facilities include learning media such as flashcards, picture books, comics, and math puzzles.	In my class, there is a facility that can be used by both special needs students and regular students, which is the "math mystery box" that contains various math materials and games inside.	The facilities in my class include comfortable seating to ensure that students feel at ease during the learning process.
9	Has the LKPD created by you implemented GEDSI within it?	Yes, it can be seen from the questions in the LKPD, such as "Father gives pocket	It is already there. For example, in the LKPD, there is a father cooking	It must have been applied in the LKPD, as

money to his two children, Andika and Kirana. Andika receives 50 thousand every week while Kirana receives 40 thousand every week." How much pocket money do Lila and Budi get in a month? | with his child and a mother washing the car in front of the house. That teaches gender equality to the students. | there are questions in it about teaching equality.

A. Gender Equality

1) Learner Activity Sheet (LKPD)

According to Rusdan and Mulya, student worksheets (LKPD) are a means to assist and facilitate teaching and learning activities so that effective interactions between students and educators are formed, which can increase student learning activities and achievements (Rusdan & Mulya, 2023). In its application, an exciting and effective LKPD must be able to integrate various multimedia elements, such as relevant images or diagrams, so that the subject matter becomes more contextualized and easily understood by students (Evans & Cleghorn, 2022). The Learner Activity Sheet (LKPD) must also integrate the principle of gender equality in all its materials and activities, proven in the LKPD at SD Muhamadiyah Malang Regency.

Applying lkpd at SD Muhhamadiyah 08 Dau and SD Muhmmadiyah 03 Tumpang in the example has provided problems that reflect the principle of gender equality. One of the math problems found at SD Muhammadiyah 08 Dau is about fair spending, "Father gives pocket money to his two children, Andika and Kirana. Andika gets Rp. 50,000 every week while Kirana gets Rp. 40,000 every week. How much is Lila and Budi's allowance in a month?". The similarity of this problem also exists in the LKPD at SD Muhammadiyah 03 Tumpang regarding equal savings: "Roni and Rina are a brother and sister, and they want to buy the same shoes. Roni's savings are Rp. 500,000, - while Rina's savings are Rp. 350,000, - the price of the desired shoes is Rp. 500,000, -. How much money must Rini spend to buy the same shoes?". Unlike the previous one, at SD Muhammadiyah 04 Batu, the LKPD focuses more on the pictures, so it is not only a story problem. For example, in the story problem or supporting picture in the LKPD, a father is cooking with his child, and a mother is washing the car in front of the house. This makes students discuss or think all family members can do that work at home without being affected by gender stereotypes.

2) Group Division

Learning in groups helps students improve their social skills, learning to interact, listen, speak, and collaborate effectively with others (Ghavifekr Simin, 2020). These skills are emphasized by the three primary schools in Muhammadiyah Malang Regency because they are precious in future aspects of life. In the learning process, there are times when a student does not learn individually but must work with group members to complete the tasks given by the teacher. Heterogeneous groups consist of student abilities, gender, and ethnicity. This is useful for training students to accept differences, work with friends from different backgrounds, and group students based on diverse abilities, skills, or characteristics. This method facilitates peer learning, allowing for a dynamic learning environment through unique perspectives and insights.

SD Muhammadiyah 08 Dau and SD Muhammadiyah 04 Batu Malang Regency apply the heterogeneous group division. In the classroom, the teacher divides the group by counting according to the number requested by the teacher. Suppose there are 25 students in one class, and the teacher asks them to repeatedly stand up and count from 1 to 5 until they are finished. When it is finished, students are asked to gather with their groups and begin to determine the group leader. The determination of the group leader is also done randomly through a lottery paper provided by the teacher when receiving a different color of paper that is the group leader and is responsible for the group's work. Both elementary schools divide groups like this with the aim that students can accept all their friends, ranging from dark and light-skinned men and women, equally without the perspective of a man who must be a leader.

SD Muhammadiyah 03 Tumpang also divided the groups randomly, but the difference was that the teacher used the spin wheel media. The student's name is entered into the spin wheel, which continues to rotate

until the group is filled. Because in the class, three students come from different tribes, namely the Madurese tribe, while the majority of students are Javanese, the teacher, as much as possible, divides equally so all students can interact and cooperate with their friends from different tribes. This teaches students to appreciate differences in race and ethnicity and know the language accent of each region. Learning differences that are put together will minimize the occurrence of racism in the future.

B. Disability
1) Facilities for Persons with Disabilities

The results of research on the application of gedsi conducted in class IV of SD Muhammadiyah 08 Dau Malang Regency show that there are two students who have limitations in learning, namely slow learners. Slow learners or commonly called slow learners, are students who have below-average IQ scores and relatively low success rates in school tasks when compared to other children of the same age in the class (Korikana, 2020). Facilities that support learning for slow learner students at SD Muhammadiyah 08 Dau are the media used, among others, such as flash cards, picture books, comics, math puzzles.

Flash card media is a form of visual media in the form of picture cards (Matruty & Que, 2021). This card is used to show it to students quickly. As in the mathematics material of building space, the use of flashcards helps students recognize building space by displaying images with a description of the name of each image. This media can recognize and stimulate students' concept understanding quickly. Furthermore, the picture book media of math material usually only contains writing differs from this picture book media. This picture book media is equipped with pictures matching the material so students do not feel like they see the writing when reading. Almost the same as picture book media, comic media also favor images to attract students' interest in learning. Comics are a form of cartoon that expresses characters and portrays a story in a sequence closely connected with images and designed to entertain readers (Christina & Ismaniati, 2019). Comics as learning media are tools that convey learning messages (Akcanca, 2020). This comic contains an adventurous story of the world of mathematics, as an example of comic titles including the mystery of the missing flat building, looking for symbols in the world of numbers, mother, and all kinds of groceries. The following media is a puzzle. Puzzle is an educational game tool that can stimulate children's abilities, played by disassembling pairs of puzzle pieces (Garneli et al., 2019). Puzzle media is a game media consisting of pieces of pictures, boxes, letters, and numbers that form specific patterns so that students have the desire to complete the game quickly and precisely (Saroinsong et al., 2021).

Further research was conducted at SD Muhammadiyah 04 Batu, especially in class IV; there was one student with a disability who had difficulty in the counting process or dyscalculia. According to May and Ahmad, dyscalculia can also be defined as difficulty learning mathematics or dyscalculia, which is the inability to carry out mathematical skills with intellectual capacity in a person (May & Ahmad, 2021). In addition, the definition of dyscalculia can also be interpreted as a problem that can impact the operation of mathematical calculations (Haberstroh & Schulte-Körne, 2019).The facilities in the classroom, especially class IV, are one interactive media that includes a variety of materials. This media is called a "math mystery box." when opened, each corner contains a variety of games from several math materials.

In contrast to the previous one, if the disability is more directed at ability, the research at SD Muhammadiyah 03 Tumpang is more directed at behavior. One of the students with disabilities at SD Muhammadiyah 03 Tumpang is a hyperactive student. Unlike other students, this hyperactive student is more directed to behavioral disorders or attitudes that cannot be silent during the learning process in the classroom (Kurniawati, 2017). Usually, these students like to run around, need help sitting quietly, and get bored quickly. Students with special needs in this elementary school are more concerned with each student's special assistance, commonly known as shadow. The facilities at SD Tumpang, especially in class IV, have chairs or seats that are made comfortable so that these students can feel at home during the learning process.

2) Teaching Module

In the learning strategy, a module is designed based on the learning speed factor of each student; it is slow, medium, and fast (El-Sabagh, 2021). In line with this opinion, Ratna Permata Sari stated that a module

is a learning resource in the form of material presented as a whole (self-contained). This independent learning package can be used by students according to their individual needs and habits (Ratna et al., 2023). A teacher can help students gain knowledge individually (independently) through module teaching materials (Dewi & Primayana, 2019). This opinion has been proven by the teaching modules used in the third Muhammadiyah Elementary School in Malang Regency, in which the modules have been systematically arranged according to the needs and levels of students who are more focused on their learning objectives.

The teaching module implemented at SD Muhammadiyah 08 Dau has met the needs of its students. The multiplication material for these numbers is lower because slow learner students are still slow in memorizing multiplication. So that in the original learning objectives "through the teacher's explanation of multiplication that produces three numbers, students can calculate multiplication whose results are three numbers correctly" for regular students so that for slow learner students, it is reduced to "through the teacher's explanation of multiplication that produces two numbers, students can calculate multiplication whose results are two numbers correctly". In line with SD 08 Muhammadiyah Dau, SD Muhammadiyah 04 Batu also lowered the learning objectives because there were dyscalculia students in the class. The learning objective for regular students is "with the demonstration method, students can solve everyday problems related to the multiplication of numbers whose results are two numbers." Lowered to "with the demonstration method, students can solve everyday problems related to the multiplication of numbers whose results are two numbers with the teacher's help." In contrast to SD Muhammadiyah 08 Dau and SD Muhammadiyah 04 Batu, at SD Muhammadiyah 03 Tumpang, hyperactive students have disorders in their behavior. So, the learning objectives are the same as those of regular students in the classroom; it is just that these hyperactive students get special treatment and monitoring from the teacher during the teaching and learning activities.

3) Learning Media

Effective use of learning media can make the learning process effective, make the process in teaching and learning activities more interactive and exciting, and help create a more interesting learning experience for students. Learning media is a tool that can support the teaching and learning process so that the material presented becomes clearer and learning objectives are achieved effectively and efficiently (Puspitarini & Hanif, 2019). Based on the research that the researchers have conducted, the use of learning media has been adjusted to the needs and characters of students in the classroom in each school in Muhammadiyah Elementary School.

The media used to learn mathematics at SD Muhammadiyah 08 Dau are flashcards, picture books, comics, math puzzles, math symbols, and number boards. Not only that, digital media such as videos and e-comics are also used in teaching and learning activities. The media used at SD Muhammadiyah 04 Batu is diverse, ranging from natural to visual. In learning, they often use visual media with images and audio to make learning in the classroom more enjoyable. Other media used include math boards, number cards, smart glasses, snakes. The media used at SD Muhammadiyah 03 Tumpang include flat building boards, standard unit ladders, fraction pizza, and video media.

C. Social Inclusion
1) Seating Placement

The research at the three Muhammadiyah elementary schools in Malang Regency used a seating model different from the usual one to maximize the application of gedsi in teaching and learning activities. Suitable seating placement for implementing gedsi must consider various factors, including physical accessibility for people with disabilities, comfort for all genders, and social inclusion that ensures no individual feels alienated (Tamang, 2022). To support the diversity of equality and inclusion at SD Muhammadiyah 08 Dau, the seating in the classroom is randomly arranged every week so that all students can interact with other students who are different. The following is an image of the seating model applied at SD Muhammadiyah 08 Dau.
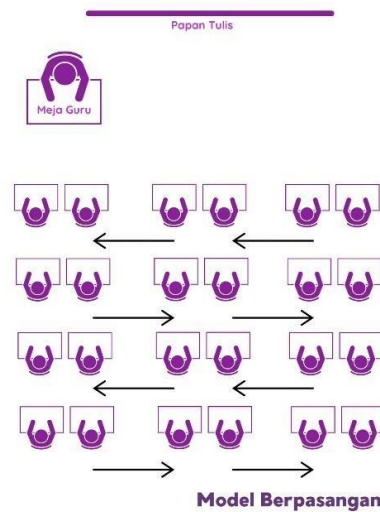
Figure 2. Pair seating model

In the next school, SD Muhammadiyah 04 Batu, the seating model in the classroom is formed with the O model. This is made so that when the teacher teaches, he can focus and monitor all the actions of his students while learning. In addition, the primary purpose of making this o-shaped seating model is to reduce the social inclusion gap and encourage students to accept differences or diversity with all their friends at school. The working system is the same as SD Muhammadiyah 08 Dau, which is scrolled weekly so that all students can experience various seating positions, as shown below.
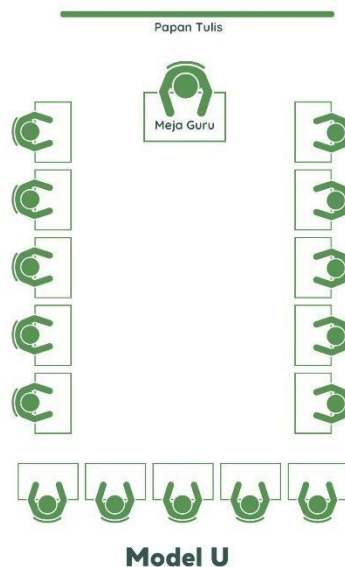

Figure 3. U-shape seating model

In line with the main objectives of the two previous schools, SD Muhammadiyah 03 Tumpang applies a seating model that is less common than in other schools. The U model is used in the seating arrangement at SD Muhammadiyah Tumpang, as it encourages a collaborative learning approach where students can discuss

more effectively and support inclusive learning. The U-shaped seating model also provides a unique space in the middle for hyperactive students to get special monitoring from the class teacher. Of course, the teacher can also monitor and interact with all students without exception. Otherwise, students can also see the teacher clearly, encouraging cooperation and communication between students from various backgrounds.
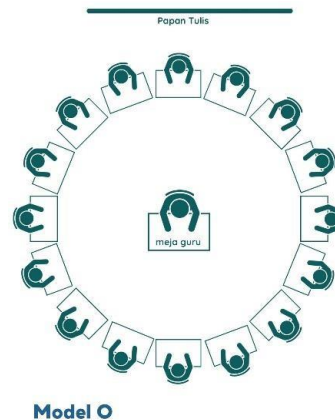

Figure 4. O-shape seating model

CONCLUSIONS AND RECOMMENDATION

Gender equality, disability, and social inclusion implemented in classroom teaching and learning activities become the foundation for creating an educational environment that supports all students fairly and inclusively, ensuring each individual can develop to their full potential without barriers based on their differences. This study focuses on the differences in implementing GEDSI in the three schools, including using learning media, student worksheets, seating arrangements, and group work. The findings show that schools have tried accommodating students with special needs, such as slow learners and dyscalculia students, by providing appropriate learning materials and facilities. The school also promotes an inclusive and equitable learning environment by using teaching methods and learning resources that reflect the principles of gender equality and social inclusion.

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