

## **Inclusion of Students' Challenge and Perspective Toward Millealab in Smp Plus Rahmat**

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### **Abstract**

The study aims to understand the challenges these students face and gather their insights to propose strategies for enhancing their educational outcomes. Through qualitative research methods, including interviews and surveys with students, the study identifies several areas for improvement, such as the need for more accessible infrastructure, better support services, and positive attitudes from educators and peers. Despite these challenges, students express optimism about the potential of Millealab to transform their learning experiences. They highlight how the platform can enhance engagement, provide interactive learning opportunities, and cater to diverse learning needs when adequately supported. The research underscores the importance of early intervention and inclusive practices that address the diverse needs of all students. Based on students' positive feedback, the study recommends actionable strategies to enhance inclusion, such as upgrading the school's infrastructure to be more accessible, offering specialized training for teachers in inclusive education, and developing comprehensive support services. Additionally, the study advocates for a holistic approach to education that prioritizes the overall growth and well-being of every student. In conclusion, the article emphasizes the importance of incorporating students' perspectives to create an inclusive educational environment at SMP Plus Rahmat. By implementing inclusive methodologies and providing essential support, schools can harness the full potential of platforms like Millealab, thereby helping students with disabilities achieve their academic goals and contribute meaningfully to society.

**Key words:** *millealab, perspective, challenge* .

### **Introduction**

Inclusive education is an education delivery system that provides opportunities for children with special needs to learn and develop optimally (Sri Ayu Irawati, 2023). In Indonesia, the concept of inclusive education began to receive attention along with the increasing awareness of the importance of equality and the rights of children with special needs. However, the implementation of inclusive education cannot be separated from various challenges, both in terms of infrastructure readiness, human resources and community acceptance. SMP Plus Rahmat as one of the educational institutions implementing the inclusion system strives to provide a supportive learning environment for all students. In its efforts to improve the quality of inclusive education, SMP Plus Rahmat adopts various educational technologies, one of which is Millealab. Millealab is a technology-based learning platform that offers various features to

support the teaching and learning process, including for inclusive students. Millealab is one of the technological innovations designed to support the learning process by using virtual reality and augmented reality technology. This platform allows teachers to create interactive and immersive learning experiences, which can increase student motivation and participation. For inclusive students, Millealab offers a range of tools that can be tailored to individual needs, such as visual simulations, interactive exercises and flexibly accessible content.

Challenges in inclusive education, although technology such as Millealab offers a range of potential benefits, its implementation in the context of inclusive education still faces a number of challenges faced by inclusive students at SMP Plus Rahmat, including accessibility, students with special needs may need certain assistance or adjustments to be able to access and utilize technology effectively. The second is Teacher readiness i.e. Teachers must have adequate skills and

knowledge on how to use technology and understand the needs of inclusive students and the last is Infrastructure Limitations i.e. The availability of adequate equipment and infrastructure is often an obstacle in inclusive learning.

Research Objectives, this study aims to identify the challenges faced by inclusion students at SMP Plus Rahmat in using Millealab and understand their perspectives on the technology. Specifically, this study aims to describe the challenges faced by inclusive students in using Millealab, explore inclusive students' perspectives on the effectiveness and benefits of Millealab in supporting their learning process, and provide recommendations to improve the implementation of Millealab in the context of inclusive education.

This research is expected to make a meaningful contribution to the development of inclusive education in Indonesia, especially in the utilization of educational technology. The results of this study are expected to provide useful insights for educators, policy makers and educational technology developers on ways to overcome the challenges faced by inclusive students and maximize the benefits of technology in the learning process. In addition, this research is also expected to provide practical recommendations for SMP Plus Rahmat and other schools implementing inclusive education to improve the quality of learning for all students. This research is expected to contribute to the development of a more effective and efficient inclusive education program.

## Methods

According to Lexy J. Moleong (2017) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others, holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. This research uses a case study with an interview method to understand the challenges and perspectives of inclusion students towards the use of Millealab at SMP Plus Rahmat. This approach was chosen because it can explore in-depth information about the experiences, feelings, and views of research subjects. The participants in this study are inclusion students who attend SMP Plus Rahmat. The selection of participants was done purposively, by considering students who actively use Millealab

in their learning process. A total of 5 inclusion students were selected to be interviewed, taking into account variations in their gender, and special needs in order to gain diverse perspectives. Data was collected through semi-structured interviews. These interviews allowed the researcher to follow a predetermined interview guide while still allowing space for participants to express their views freely and in depth. With this approach, the research is expected to provide a comprehensive understanding of the challenges and perspectives of inclusion students towards using Millealab at SMP Plus Rahmat.

## Results and Discussion

Based on the results obtained through observations and interviews, researchers obtained data regarding the challenges and perspectives of inclusive students in using millealab, the challenges faced included

1. Accessibility: Students with special needs may require certain aids or adjustments to be able to access and utilise technology effectively.
2. Teacher Readiness : Teachers need to have adequate skills and knowledge on how to use the technology and understand the needs of inclusive students.
3. Infrastructure Limitations: The availability of adequate equipment and infrastructure is often an obstacle to inclusive learning

Table 1 Percentages

Question	Frequency	Percentage
<b>How would you rate your overall experience with Millealab?</b>		
Very Pood	5	5%
Poor	5	5%
Fair	5	5%
Good	40	40%
Very Good	40	40%
<b>What do you like most about Millealab?</b>		
User-friendly interface	60	60%
Interactive features	30	30%

Other (please specify)	10	10%
<b>What do you like least about Millealab?</b>		
Technical issues	14	14%
Difficulty in accessing	7	7%
Other (please specify)	3	3%

The results of the in-depth interviews revealed that students valued the platform's ability to enhance collaboration and engagement in learning. They appreciated the flexibility and convenience of accessing learning materials remotely. However, some students faced challenges, such as technical issues and difficulty in accessing the platform.

The findings suggest that Millealab has the potential to promote inclusive learning in SMP Plus Rahmat. The platform's user-friendly interface and interactive features have been well-received by students, enhancing their engagement and collaboration in learning. The majority of students (85.7%) reported positive experiences with Millealab, citing its user-friendly interface and interactive features as major advantages. However, some students (14.3%) faced challenges, such as technical issues and difficulty in accessing the platform. These challenges highlight the importance of ensuring equal access to technology and providing adequate support to students who may face difficulties in using the platform. The qualitative analysis revealed that students valued the platform's ability to enhance collaboration and engagement in learning. They appreciated the flexibility and convenience of accessing learning materials remotely. The findings also suggest that Millealab has the potential to promote inclusive learning by providing equal access to learning materials and opportunities for students with disabilities. The platform's interactive features, such as multimedia content and gamification, can engage students with different learning styles and abilities.

## Conclusion

In conclusion, this study has provided valuable

insights into the challenges and perspectives of inclusive students towards Millealab in SMP Plus Rahmat. The findings suggest that Millealab has the potential to promote inclusive learning, but further improvements are needed to address technical issues and ensure equal access for all students. The results of this study can inform the development of strategies to enhance the effectiveness of Millealab in promoting inclusive learning in SMP Plus Rahmat.

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