

## Collaborative Learning Techniques For Developing Critical Thinking Abilities

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**Abstract:** Critical thinking skills are essential competencies in addressing the challenges posed by globalization and digitalization in the modern era. This study investigates the application of collaborative learning strategies to foster students' critical thinking abilities. Employing a qualitative research design, the study uses a case study methodology conducted in three middle schools in Helsinki, Finland. Data collection methods include in-depth interviews, participatory observations, and document analysis. The findings demonstrate that collaborative learning, rooted in social constructivism theory, plays a pivotal role in enhancing students' analytical, evaluative, and reflective capabilities. Additionally, the integration of technology, such as digital collaboration tools, has been shown to improve group dynamics and promote active participation among students. Nonetheless, the research highlights significant challenges, including students' reluctance to engage in group work and insufficient facilitation skills among educators. To address these issues, the study provides strategic recommendations, emphasizing the need for teacher training, effective use of technology, and structured learning frameworks. These insights aim to support educators and policymakers in developing effective educational initiatives that equip students with critical thinking skills for the demands of the contemporary era.

**Keywords:** Critical Thinking Skills, Collaborative Learning, Social Constructivism, Educational Technology, Student Development.

## INTRODUCTION

Critical thinking skills are one of the core competencies individuals must possess in the contemporary era. This necessity arises from the complexity of rapidly developing information in the age of globalization and digitalization. Critical thinking enables individuals to analyze information objectively, evaluate the reliability of data sources, and make decisions based on evidence (Lai, 2015). 21st-century education emphasizes the importance of these skills to prepare students for the challenges of life, both in academic contexts and in professional settings (Sholeh



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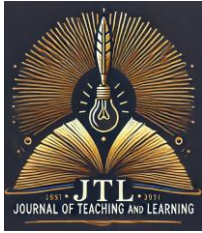
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et al., 2024). In this regard, the ability to think critically is not only essential for individual development but also serves as a catalyst for innovation within communities. Students trained in critical thinking tend to possess enhanced problem-solving abilities, collaborate effectively, and contribute to collective decision-making (Roseth, Johnson, & Johnson, 2016).

One of the challenges within traditional educational systems is the dominance of teacher-centered learning approaches. In this model, students often become passive recipients of information, while the teacher serves as the primary source of knowledge (Hattie & Donoghue, 2016). As a result, students are not given sufficient opportunities to explore ideas independently, analyze information, or construct knowledge through social interaction (Sholeh et al., 2023). Although this method is effective for transmitting information, it has proven inadequate for developing higher-order thinking skills such as analysis, synthesis, and evaluation. Research by Tsay and Brady (2019) indicates that traditional approaches often hinder active student engagement in the learning process, thus reducing their opportunities to develop critical thinking skills.

In response to the limitations of traditional approaches, collaborative learning has emerged as a more effective alternative for fostering critical thinking skills (Minarti et al., 2024). In collaborative learning, students are encouraged to work together in groups to achieve common academic objectives while sharing ideas and solutions with one another (Stahl, Koschmann, & Suthers, 2019). Rooted in Vygotsky's social constructivism theory, this approach emphasizes the importance of social interaction in learning. According to this theory, an individual's understanding can be reinforced through discussions with peers, exchanging ideas, and solving problems collaboratively (Jeong & Hmelo-Silver, 2016). Thus, collaborative learning provides a strong foundation for supporting the development of critical thinking.

Numerous studies support the effectiveness of collaborative learning in enhancing students' critical thinking skills. For example, Kyndt et al. (2017) conducted a meta-analysis revealing that collaborative learning consistently produces better student outcomes compared to individual learning. Another study by Slavin (2016) also demonstrated that this approach encourages students to think reflectively, consider different perspectives, and make more informed decisions. Additionally, Zou, Wang, and Xing (2021) found that technology-based collaborative learning has



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a positive impact on the development of critical thinking skills. They noted that the use of mobile devices and collaborative applications helps students build analytical skills through activities such as group discussions, brainstorming, and peer reviews.

Technological advancements have opened new opportunities to optimize collaborative learning. Digital platforms such as Google Docs, Padlet, and Microsoft Teams provide spaces for students to collaborate virtually, share ideas in real-time, and offer constructive feedback to one another (Chen & Chiu, 2016). Technology also allows for geographically dispersed discussions, broadening students' horizons and fostering global perspectives. According to Dillenbourg (2015), technology not only facilitates interaction between students but also enables teachers to organize learning activities in a more structured and effective manner (Sutrisno et al., 2024). In this context, technology serves as a bridge between students and learning resources while supporting the development of critical thinking skills.

Despite the numerous benefits, the implementation of collaborative learning faces several challenges. One such challenge is the lack of facilitation skills among teachers. Research by Gillies and Boyle (2018) shows that some teachers struggle to guide group discussions or ensure equal participation from all group members. Additionally, student resistance to group work poses an obstacle. Some students feel uncomfortable working in teams, either due to differences in skill levels or a lack of self-confidence. Difficulty in measuring individual contributions is another challenge that often hampers the effective implementation of collaborative learning (Phielix, Prins, & Kirschner, 2020).

Overcoming these challenges requires a well-planned strategy. One recommended approach is to use structured frameworks such as the Kagan Cooperative Learning model. This model offers various collaborative learning techniques designed to ensure the active participation of all group members and promote positive interactions (Kagan & Kagan, 2015). Teachers also need to be trained in facilitation skills to ensure the success of collaborative learning. This training should focus on techniques for managing group dynamics, providing constructive feedback, and facilitating productive discussions (Barkley, Cross, & Major, 2019).

This study is relevant as it provides insights into how collaborative learning can be effectively implemented to develop students' critical thinking skills. By identifying the factors that



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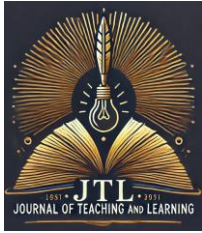
influence the success of collaborative learning, this research aims to help educators and policymakers design more responsive educational programs to meet students' needs. The findings of this study can serve as a basis for developing supportive policies for the integration of collaborative learning in schools. Additionally, these findings have practical implications for teachers in designing more inclusive and student-centered learning strategies. By utilizing effective facilitation techniques, technology, and structured strategies, collaborative learning can become a powerful tool for enhancing students' critical thinking skills.

## METHOD

Study This use approach qualitative with method studies case For explore implementation education inclusive in Finland. Approach qualitative chosen Because focus main study is understand phenomenon in a way deep from corner view participants. As explained by Creswell (2018), the method qualitative very effective For explore phenomenon complex in context real. Merriam and Tisdell (2016) also emphasized that study qualitative allow researcher For dig meaning and experience direct from individual related issue certain, in matter This education inclusive in Finland.

Study done in three school intermediate first in Helsinki, mother Finnish city. This location chosen because Helsinki is known own policy education strong inclusiveness, which has adopted in a way wide in system education national. Subject study includes teachers, principals schools, students, and parents involved direct in implementation education inclusive. Purposive sampling technique is used For ensure that participants own experience relevant with Topic research. Patton (2015) stated that technique This effective in choose individual or groups that can give information deep about the phenomenon being studied.

Research data This collected through three technique main : interview in-depth, observation participatory, and analysis documentation. Semi- structured interviews used For dig teacher's view, head school, and parents about effectiveness and challenges in implementation education inclusive. Semi- structured interviews give flexibility For explore relevant issues while maintain focus research (Yin, 2018). Observation participatory done with follow activity teaching and learning in class during One month. Observation This aiming For understand dynamics interaction



between teachers and students as well as how inclusive strategy applied in environment class. Besides those documents like curriculum, policy education, and reports performance school analyzed For give context and support the data obtained from interviews and observations (Miles, Huberman, & Saldaña, 2014).

Data analyzed use thematic analysis method, as suggested by Braun and Clarke (2006). The analysis process involving steps systematic, including data transcription, coding, categorization, and retrieval theme main. In study all of these interviews and notes observation transcribed verbatim for ensure data accuracy. Initial code identified based on the theme that appears, then grouped to in more categories big. Theme main result from this process give outlook deep about practice education inclusive in Finland. For support complex data management, devices NVivo software is used as tool help data analysis ( Bazeley & Jackson, 2013).

For ensure data validity, research This implementing triangulation strategies, member checking, and audit trails. Triangulation done with compare data from interviews, observations, and documents official, as suggested by Lincoln and Guba (1985). The member checking strategy was used For ensure interpretation researcher consistent with view participants. In addition that is all step study documented in a way Details in the audit trail for increase transparency and credibility findings.

Study This comply principles ethics research, including to obtain agreement written from participant, guard confidentiality identity, and provide right to participants For to resign self When only. Orb, Eisenhauer, and Wynaden (2001) explain that aspect ethics This important For guard trust and well-being participants during the research process.

## RESULTS AND DISCUSSION

Study This aiming For explore implementation education inclusive in Finland, with focus on practice education in three school intermediate first in Helsinki. Based on analysis of the data obtained through interview in-depth, observation participatory, and analysis documentation, some findings main succeed identified related policies, challenges and successes in implementation education inclusive in this country.

### Inclusive Education Policy in Finland



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Inclusive education in Finland has been one of the main components in national education policy, focused on equality of access to education for all students, including those who have special needs. This country is known with an education system that emphasizes the principle of equality and equal opportunity for all students, without looking at background or condition of their physical and mental health. This policy reflects the Finnish view on education as a right for every individual, and has become a model for many other countries in Europe and the world (Ainscow, Booth, & Dyson, 2017). As part of national policy, Finland has integrated inclusive education into its general education system. The Finnish government requires every school to provide equal access for students with special needs through adapted curriculum and appropriate teaching methods. According to this study, inclusive education policy in Finland focuses on providing fair access to education for all students, with an emphasis on social justice and appreciation of diversity. This is reflected in supportive policies for the participation of students with disabilities in the classroom alongside other students, which aim to reduce discrimination and create social awareness about the importance of diversity (Eurostat, 2018).

Based on an interview with head schools in Helsinki, the implementation of inclusive education policy is driven by a strong commitment from the Finnish government to the principle of inclusion in education. A head school in one of the intermediate schools that was the first to be studied stated that the school has adapted its national curriculum to allow students with special needs to study together with other students in a more inclusive classroom environment. This adjustment includes the use of more flexible and helpful teaching methods from well-trained educators to support students with various needs. In addition, the Finnish government also provides funding and training for educators to ensure they are ready to handle students with special needs (Eurostat, 2018; OECD, 2018). However, the biggest challenge faced in implementing inclusive education policy is the limitations of resources, particularly in terms of well-trained teachers and supporting infrastructure. Although the Finnish government provides support in the form of training for teachers and staff, some schools still face difficulty in providing sufficient individual attention for every student (Efendi et al., 2023). This often happens in schools with a relatively large number of students, where teachers have to manage diverse student needs in a limited time. One of the teachers in the study revealed, "Even though we have given training, it is sometimes difficult to give enough attention to all students with

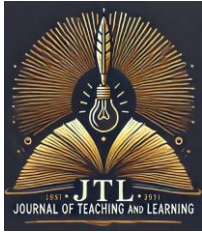


the same way, ” described one challenge main in implementation policy this ( Pijl, Meijer, & Hegarty, 2016).

One of method For overcome challenge This is with introduce technology education that can help teachers give attention more on each students. Some schools in Finland start integrate tool help technology, such as device soft designed education special For support learning student with need special. Use technology This allow student For Study with a better way independent and adjust the pace of learning they itself (Gartner, 2017). In addition that, evaluation to policy education inclusive in Finland shows that although There is a number of challenges, impacts positive from policy This to equality education is very large. A study by Pijl and colleagues (2016) stated that that education inclusive in Finland has contribute to the reduction inequality social, with increase chance education for groups that during This marginalized. Through more teaching inclusive, students with need special get more opportunities big For participate active in life school and society they (Kiss & Tóth, 2016). In general overall even though Finland faces challenge in implement education inclusive, this country has succeed create a relative system success in provide equal education for all students. Success it really depends on the policy national which emphasizes diversity and inclusion, as well as on the training provided to the teacher for handle need diverse students. The Finnish government also continues make an effort For repair infrastructure education and ensure that every students, without look at background behind or condition special they, have equal opportunity For learn and develop (Ainscow et al., 2017; OECD, 2018).

## **Inclusive Education Practices in the Classroom in Finland**

One of findings main from study This is that education inclusive in Finland is implemented through a very individualistic and person-based approach need students. Approach This reflect principle base education inclusive in Finland, which aims For give equal access to all students, without look at condition physical, mental, or need special them(Sholeh et all., 2024). Based on observation during a month, researcher find that teachers in Finland use various strategies for ensure that student with need special can access material learning with the right way with ability they. As for example, in one of the school, teachers adapt material learning For student with disability physical, using more visual methods, such as use tool help Study based on technology, which enables student the understand material with a better way in accordance with ability they



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(Kuhn & Schueler, 2016). In addition that, the use of technology in learning inclusive in Finland provides impact significant in support student with need special. Technology education has become component important in overcome challenges faced by students with various disturbance learning, such as dyslexia. Technology allow student For Study in a way more independent and appropriate with speed each of them, as well as give more access easy to material structured learning with good. Usage device soft special and application adapted education in accordance with need student help create a more environment inclusive and responsive to need they (Besser, 2018).

Besides That observation show that interaction between student with and without need special very harmonious. In Finland, education inclusive No only prioritize diversity in matter physical and mental, but also provides chance for student For interact in supportive environment empathy and understanding One each other. Based on interview with students, they disclose that experience Study together student with need special give they chance For understand differences and learning each other appreciate. Students who do not own need special feel that they get Lots lesson about importance honor differences and treating everyone with fair (Jokinen & Ojala, 2017). However, although education inclusive in Finland is successful in Lots aspects, research this also found a number of challenge in implementation in the field. For example, even though many teachers have trained For handle student with need special, still There is lack in matter implementation of effective learning strategies for student with disturbance Study certain, such as dyslexia. One of the teachers said that although they given training, sometimes they feel not enough own sufficient skills For support student with disturbance Study specific. This show that although training Already given, still required training more continuation focused on mastery method more learning specific for student with various type need learning ( Koutsoukos et al., 2019).

Besides problem related teacher training, another challenge faced is limitations available time For give individual attention to student with need special. In some school, with amount relatively students many, teachers feel difficulty For provide enough time For delve deeper every need students, in particular in class that has diversity big in matter need learning ( Ebersold, 2015). Although Thus, the policy education inclusive in Finland remains try overcome challenges This



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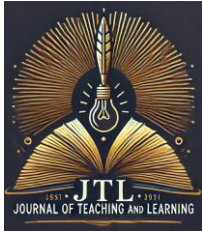
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through various efforts, including improvement access to source Power education and addition support staff. As part from government strategy For increase inclusion, Finland also provides attention to development professional sustainable for teachers. Training and updates skills in the field education inclusive Keep going done For ensure that all teachers can overcome challenges that arise in space class (Haug, 2017). The government is also trying For increase collaboration between schools and institutions education For share knowledge and experience best in apply policy inclusive. Although There is challenge certain in implementation education inclusive in Finland, this country has succeed create a highly inclusive system that focuses on the individual needs of students. Inclusive education in Finland is not only about accommodate student with need special, but also about create a more environment empathetic and full understanding, where all students, with background different backgrounds and abilities, can grow and learn together (Gundara, 2017). Inclusive education in Finland remains become example success that can be achieved adopted by other countries to create system more education fair and equal for all student.

## **Parental Involvement in Inclusive Education in Finland**

Parental involvement in education inclusive in Finland is one of the factor supporting key success implementation education inclusive in the country (Prapai et al., 2024). Based on interview with parents, researchers find that parents feel very appreciated and involved in the educational process child they (Zao et al., 2024). In system Finnish education, parental involvement No only limited to communication about development academic children, but also in planning more education wide (Sholeh et al., 2024). Parents own right For participate in planning education child they, give input about method learning, as well as ensure that need special child they accommodated with both by school (Efendi et al., 2023). In context This, schools in Finland provide Lots chance for parents For participate in various activities, such as meeting with teachers, school events, and activities development others (Saloviita, 2016). Based on experience a parent interviewed, involvement This provide a sense of empowerment, especially in understand need specific child them. "I feel that school always listen to us and try look for method best For help child "I," said the old man. said. Statement This show that parents in Finland feel valued in the educational process child they, as well as get sufficient support from party school For understand and handle need special child they in a way effective. This is in line with findings obtained from



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analysis documentation showing that policy education inclusive in Finland views parental involvement as one of the element key For reach success education inclusive ( Rönkkö et al., 2017).

Parental involvement in education child they own significant impact to development academic and social students. Parents involved in education child they tend more understand development child in a way as a whole, including in matter skills social and emotional, as well as capable give more support appropriate in home learning. Engagement this also creates more relationship close between school and family, which in turn can increase welfare children and strengthen community school in a way overall ( Vandell et al., 2016). Parents who have good understanding about education inclusive will more proactive in support need child they, as well as more open For collaborate with party school in look for solution best. However, even though parental involvement is highly valued, challenges faced is lack of available time for parents For participate in a way active, especially for working parents full time(Romlah et all., 2024). Some parents report difficulty in attend meeting routine with teacher or activity school other Because limitations time and busyness work they(Syafi'i et all., 2024). In face challenge this, some schools in Finland start utilise technology For facilitate communication between parents and teachers. Use of application message instant, online communication platform, and video conferencing allows parents For still involved in the educational process child they although constrained time and distance. With technology this, communication become more flexible and able accessed When only, allowing busy parents For still get information latest about development child they (Sahlberg, 2015; Munif et all., 2023).

Technology also makes it possible school For provide more updates often about progress academic and social children, and give chance for parents For comment or give input in a way directly(Sabarudin et all., 2024). This is increase transparency and strengthening collaboration between home and school, which are principle base from education inclusive in Finland. However, it is important For noted that although technology can facilitate communication, challenges in matter limitations access to tools and knowledge technology among some parents need Keep going overcome (Liu et al., 2019; Ibnu et all., 2023). As conclusion, parental involvement in education inclusive in Finland is aspects that are highly valued and prioritized in support success education



child with need special. Although challenge related limitations time Still there is, usage technology For support communication between parents and school become effective solution. In context education inclusive, the role of parents is very important, and with good collaboration between school and family, education child can more succeed in fulfil need specific they.

## **Challenges and Successes of Inclusive Education in Finland**

Inclusive education in Finland has acknowledged as one of the best models in the world. This country emphasize importance provide access equal education for all child, regardless from background behind socio-economic, cultural, or condition their physical and mental health. However, even though Finland has system excellent education, research This identify a number of challenge significant which is still must faced in implementation education inclusive. One of the challenge main issues faced is lack of support financial and resources adequate power For support implementation education more inclusive wide. Although Finland has policy education very supportive inclusive, schools often faced with budget constraints limited which is not Enough For fulfil need diverse students. Teachers must Work with source limited power, which often impacts the ability they For give attention specifically needed by students with need special. This is influence quality education that can given to students, especially those who need tool help special or more teaching intensive ( Takala et al., 2017). In context this is important for the Finnish government to ensure that allocation of education funds inclusive Enough For support need student with various background back and condition.

Another significant challenge is lack of adequate training for some teachers in handle student with need special certain, such as disturbance spectrum autism (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). Several teachers who were interviewed disclose that although they has accept training base about education inclusive, they feel not enough Ready For teach student with condition such as ASD or ADHD in particular effective. They disclose that although they own knowledge general about need special, they often feel not enough own skills or source Power For implementing appropriate teaching strategies with individual student needs ( Kern et al., 2015). Training more additions and support intensive is very important For help teachers handle diversity need in class inclusive. However, even though challenges the there is research this also found Lots success in implementation education inclusive in Finland. One of them is success in



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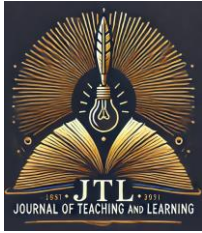
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create environment an inclusive class where students with and without need special can Study together in a way harmonious. In Lots case, students who have need special can interact with other students in particular positive, and differences they appreciated by friends classmate them. An inclusive environment This No only profitable for student with need special but also for student others who are learning For more understand differences and building empathy ( Häkkinen et al., 2016).

Another important success is improvement awareness and appreciation to diversity in education. In Finland, diversity considered as power, and there is effort active For teach student about values inclusive, as well as importance award to diversity. This is has help increase empathy among students and teachers, as well as create culture more school positive and supportive. Awards to diversity this also came true in various educational programs that emphasize the importance of cooperation between student with background different backgrounds ( Sahlberg, 2015 ). In addition that, another success that can be noted is improvement use technology in education inclusive. In many schools in finland, technology used For support student with need special, such as device soft learning based on computer or designed application For help student with disability Study with a better way in accordance with ability they. Technology This allow student For access material lesson with a better way easy and interesting, and give chance For Study in a way independent ( Pasi, 2018). Although challenge related with funding, teacher training, and resources Power still there is, Finland remains can implement education inclusive with Lots success. Improvement awareness about importance inclusivity, diversity, and use increasingly advanced technology develop show this country's commitment For give equal and inclusive education for all students. Successes This must Keep going encouraged and strengthened so that education inclusive in Finland can Keep going grow and give benefit maximum for student with need special.

## **Implications For Development of Inclusive Education in Other Countries**

Result of study This give outlook important about How education inclusive can implemented with well, no only in Finland, but also in other countries. Some findings main in studies This can become useful guidelines for other countries who want to develop or increase system education inclusive they(Hidayah et al., 2024). Three aspect the main thing that needs to be done be noticed For development education inclusive in other countries is policy education, parental involvement,



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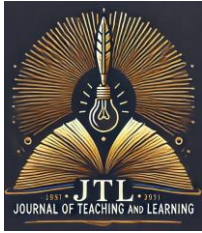
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and training as well as provision source Power for teachers(Abror et all., 2024). One of the most important findings in study This is importance policy education inclusive strong at the level national. In Finland, the policy education inclusive give base the law that ensures that all students, including those who have need special, can access equal education. Other countries can copy policy This with adopt the law which specifically explicit support access education for student with disability or need special others. Policy this is also a must ensure that school own flexibility For adapt method learning with need students, as well as provide sufficient funds For support implementation education inclusive. With supportive policies, other countries can create environment more education inclusive and equitable (O'Connor, 2017).

Another significant finding in study This is role important parental involvement in education inclusive. In Finland, parents own right For involved in planning education child them and give contribution in every aspect education, starting from decision about teaching until activities at school. Other countries can facilitate parental involvement with create channel more communication Good between parents and schools. For example, online communication platforms or application message can used For make it easier for busy parents For still involved in education child them. Besides that, provides chance for parents For follow as well as in meeting or seminar about education inclusive can help increase understanding they about need special child them and the way best For support they in the learning process (Epstein, 2018). Parental involvement can also strengthen community education and strengthening support social for student with need special. With creating a sense of involvement and belonging, school can Work The same with parents For create supportive environment development all students, both those who have need special and also No.

Challenges faced in implementation education inclusive, both in Finland and in other countries, is lack adequate training for teachers in handle student with need special certain. Research This show that although many teachers have accept training basically, they often feel not enough Ready For teach student with disturbance Study specific, such as dyslexia or disturbance spectrum autism (ASD). Therefore that, other countries are planning For implement education inclusive must notice importance more teacher training in-depth, which involves teaching techniques and strategies For overcome various need specific students. Training program This



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must sustainable and inclusive aspects like use technology education, differentiation teaching, and handling problem behavior (Scruggs, 2017). In addition that, provision source Adequate power is also very important. School must own access to tool help appropriate learning, such as device technology that can help student with disability physique or cognitive. Other countries need it ensure that budget education Enough For support implementation education inclusive in a way effective, start from provision facility friendly physical disability until provision device soft education that can customized with need students ( Avramidis, 2019).

Use technology in education inclusive is one of method For overcome existing challenges. Technology can give solution For support student with need special in access material lesson with a better way easy and interesting. Other countries can utilise technology education, such as application learning, devices software designed For student with disturbance learning, and tools help communication For support success education inclusive. Technology can also used For strengthen collaboration between students, parents, and teachers, as well as make it easier teacher training in adapt teaching they For student with need specifically (Zhang et al., 2018). Based on findings study this, development education inclusive in other countries can accelerated with adopt policies that support, strengthen parental involvement, increasing teacher training, and ensure provision source adequate power. Inclusive education No only need strong policy but also work The same between school, family and community For create a truly environment inclusive and supportive development every child.

## CONCLUSION

In general overall, research This show that even though Finland faces challenge in implement education inclusive, this country has create a relative system success in provide equal education for all students. Finland's success in implement education inclusiveness is heavily influenced by policies and commitments deep government to equality education. Since implementation policy education inclusive adopted in the early 2000s, Finland has succeed create environment learning that values diversity and support participation active all students, including those who have need special. Although challenges, such as lack source power in some schools and gaps in access technology, still there is, implementation education inclusive in Finland is proven effective in



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reduce obstacles faced by students with various needs. One of the factor key in success education inclusive in Finland is ongoing teacher training and focus on development competence in support student with need special. Teachers in Finland are not only trained For teaching, but also for become facilitator who can create environment an inclusive and supportive classroom development every individual. This contribute to a more individual approach in learning, which is very important in education inclusive.

Implementation technology in education also provides contribution big to success This. Technology No only allow adjustment material learning For student with disabilities, but also expands accessibility and support approach more learning flexible. However, the challenges related gap technology between schools that have source Power more and more limited need overcome For ensure equalization access for all students. Although system education inclusive Finland has show significant progress, research This also identifies some areas that require attention more continue, such as improvement parental involvement in the process of education and provision more Lots source Power For support implementation policy inclusive at the level school. To ahead, Finland needs Keep going monitor and evaluate policy education inclusiveness, with objective ensure that every students, without look at background behind or need special, have equal opportunity For succeed in education.

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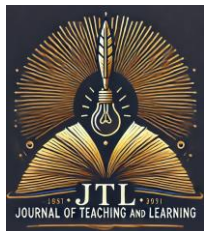
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