

Problems Of Inclusive Education In Indonesia

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Abstract. The application of inclusive education aims to provide convenience related to educational needs for children with special needs who have served in Indonesia for more than ten years. Inclusive education certainly cannot be implemented without obstacles and problems. Many problems arose during the implementation of this inclusive education. The purpose of this article is to explain the implementation of inclusive education in Indonesia. The research method used is qualitative research and library research. Sources of data come from the policy literature and several previous studies on inclusive schools. The results of the study show that there are various problems in implementing inclusive education in Indonesia, such as teacher qualifications, school inclusive education support systems.

Keywords: Problems, Education, inclusion.

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INTRODUCTION

Education is a basic human need. Because through education humans can acquire knowledge, skills, morals and values, so that humans can live well. Through education, human resources can be strengthened so that they can develop in a better direction. Therefore, everyone has the right to get a decent and quality education. Education is also a very important priority because education can change a person from not knowing to knowing. A bad start ends up being good because education changes everything. First, the importance of education, which can be a right and obligation received and obtained by a person.

According to Sholawati (2019), education is all about targeting, influencing, protecting and supporting children. Helping children in this situation is an effort to suppress or improve physical intelligence, behavior, social behavior, ways of interacting with other people, and children's emotions so that children behave according to the rules set in their environment. social. In essence, education is not merely a theoretical issue, and educators' efforts in educating students must be morally accountable to students and guided by a well-planned management strategy which forms the basis for educators to build character.

National education seeks to balance equal opportunity and equity. Equal opportunity means providing the widest educational opportunity to all citizens at all levels. I expect the government to realize quality education through national education and achieve national education goals. In short, students become citizens who are faithful, pious, moral, healthy, knowledgeable, capable, creative, independent, democratically educated, and a responsible nation. Basically the purpose of education is to create an environment where students can develop their talents and abilities as a whole and function properly according to their personal and social needs. In fact, every child has different talents and abilities that require different parenting styles.

Access to proper education is the right of every Indonesian citizen without exception. Article 31 Paragraph 1 of the 1945 Constitution states: "Every citizen has the right to education"; Article 31 Paragraph 2 of the 1945 Constitution states: "Every citizen is obliged to obtain basic education and government funding." Article 5 Paragraph 1 of the National Education System Law No. 20 of 2003 confirms that "every citizen has the same rights". The right to quality education". This rule is strong evidence of socio-educational integration. According to the Constitution, every citizen, without exception, has the right to provide proper education for children with special needs, namely education that is useful. and Inclusive Education (ABK) Education is a field that adheres to the principles of justice, regardless of rich or poor, race, religion, anyone can join, because education is the goal. As we all know, currently regular schools implement inclusive education at every level and accept students with special needs to receive the same education as

ordinary students. However, this actually creates problems in the field of education, because basically both the method of teaching and the method and treatment of children with special needs must be different from normal children in general, which of course will lead to a more inclusive implementation. Pros and cons of formal schools.

METHOD

This research seeks to identify and describe the problems of inclusive education in Indonesia. In this case, the researcher conducted research using descriptive research using a qualitative approach. According to Nurdin and Hartati (2019), qualitative research is research that originates from data, utilizes existing theory as explanatory material and ends with a theory. The data collection technique used in this study was adapted to the purpose of this study, namely literature study (literature study).

According to Sutrisno in Kurniawan (2013) a research is called library research because the data needed to complete the research comes from the library in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on. Variables in literature study (literature study) are not standard. The data obtained is poured into sub-chapters so as to answer the formulation of the research problem. According to Zed in Melfianora (2019) that library research is not only the first step in preparing a research design, but while utilizing several library resources. The source of the library is used to obtain research data. Sources of library research in this study were taken from printed books, scientific journals, and online news articles which contained information about the issues to be discussed in this study, namely the Problems of Inclusive Education in Indonesia.

RESULTS AND DISCUSSION

The Basic Concept Of Inclusive Education

1. Definition Of Inclusive Education

Inclusion comes from the English word "to include" or "inclusion" or "inclusive", which means "inviting" or "involving". In the term "inclusion", invitation to participate or acceptance refers to everyone with different conditions, such as race, gender, ethnicity, age, religion, language, culture, characteristics, status, lifestyle, physical condition, abilities, etc. Education includes open and learner-friendly education that encourages respect and limits differences. Educational inclusion is thus understood as an approach aimed at changing the education system by removing barriers that prevent every student from participating fully in education, complemented by support services. Inclusion is a simple, practical change that gives everyone, regardless of their differences, the opportunity to study successfully. This change will not only benefit those who are often excluded, such as children with special needs, but all children and their parents, all teachers and school administrators, all members of the community and their environment will benefit from what is being done. any changes.

As defined by Permendiknas No. 70 of 2009, inclusive education is an education system that provides opportunities for all students who have disabilities and intellectual potential and/or special abilities to attend education with students or in educational institutions.

As emphasized by the Director General of Basic Education in Circular Letter No. 380 of 2003, inclusive education is education where children with special needs learn side by side with other children who are not disabled (Sugiarmin, 2006: 23). Education involves children with special needs who do not receive special treatment or privileges but have the same rights and responsibilities as other students in the class.

According to J. David Smith in (Wathoni: 2013) which states that inclusive education places great emphasis on assessment from the point of view of having the same gift from every student, meaning that every student has the same rights and opportunities to access education with the same requirements. as well as separate educational facilities that are not equal or balanced. Inclusiveness is seen as a more positive description of efforts to unite children with disabilities in a realistic and inclusive way which can also mean acceptance of children with disabilities into the curriculum, environment and social interaction.

Stubb in (Astawa: 2021) says that the concept of inclusive education has more in common with the underlying concept of 'education for all', and 'improvement of school quality'. Furthermore, it is also said that inclusive education is a shift from anxiety about a particular group to an effort that is focused on overcoming barriers to learning and achievement.

Meanwhile, according to Shapon Shevin in (Nurfadhillah: 2021) inclusive education is an education service system that requires children with special needs to study in the nearest schools in regular classes with friends of their age.

In line with the definition above Hanjarwati and Aminah (2014) inclusive education is an effort to unite children who have disabilities in ways that are realistic and comprehensive in a comprehensive educational life, children who are considered as ABK should be placed in public schools that the same as normal children to develop social skills for ABK and normal children.

Salamanca Statement in (Nabila : 2020) argues that Inclusive Education is education which schools must accommodate all children regardless of physical condition, intellectual, social, linguistic or other conditions, including gifted children child workers and street children, children in the area remote areas, children from ethnic groups, and languages minorities and disadvantaged children as well as children who are marginalized from the group Public

Inclusive education is a process of creating a learning-friendly environment, by utilizing all available resources to provide learning opportunities in preparing them to be able to live life and life. According to Anupan Ahuya (2003) in Ariastuti and Herawati (2016), the role of schools in inclusive education is (1) Changing the attitudes of students, teachers, parents and society, (2) Ensuring all students have access to education and attend it regularly, (3) Ensure all students are provided with a full curriculum that is both relevant and challenging, (4) Make class plans for all, and (5) Ensure support and assistance is available (peers, teachers, specialists, parents and community).

According to Stainback in (Herawati: 2016) Schools providing inclusive education are schools that accommodate all students in the same class. This school provides educational programs that are appropriate, challenging, but tailored to the abilities and needs of each student as well as the assistance and support that teachers can provide, so that children are successful.

According to some of the definitions above, it can be concluded that inclusive education is intended as an educational service system that includes children with special needs to study together with their peers in regular schools closest to where they live. The spirit of implementing inclusive education is to provide the widest possible opportunity or access for all children to obtain quality education and according to the individual needs of students without discrimination.

2. Inclusive Education Goals

According to Herawati, N. I. (2016) Inclusive education in Indonesia is organized with the following objectives:

1. Providing the widest possible opportunity for all children, including children with special needs, to get proper education according to their needs.
2. Help speed up the basic education compulsory education program
3. Helping to improve the quality of primary and secondary education by reducing the number of school leavers and dropouts.
4. Creating the mandate of the 1945 Constitution, especially article 31 paragraph 1 which reads 'every citizen has the right to education, and paragraph 2 which reads every citizen must attend basic education and the government is obliged to finance it. Law no 20/2003 concerning the National Education System, specifically Article 5 paragraph 1 which reads that every citizen has the same right to obtain quality education. 'Law No 23/2002 concerning Child Protection, in particular article 51 which reads that children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary and special education.

Kustawan's opinion (2013) stating that guidance and counseling for children with special needs is given so that children know themselves better, accept their situation openly, know their weaknesses and strengths and can direct themselves according to their abilities. A Guidance and Counseling teacher (Counselor) is expected have skills and competencies that can support the

implementation of guidance and counseling in schools or in inclusive education environments. Without having the competency component (skills and abilities) of the Guidance and Counseling teacher (counselor) it is impossible to carry out all

Educational inclusion seeks to reconcile all forms of differences among children and to promote all aspects of child development by providing each child with useful and equal access and opportunities for appropriate and quality educational services. The implementation of inclusive education programs is regulated by law in Indonesia. The goals of inclusive education in Indonesia are managed by the Ministry of National Education. The objectives of implementing inclusive education in Indonesia (Ministry of National Education: 2009, 10-11), namely: "(1) provide the widest opportunity for all children (including children with special needs) to get proper education according to their needs; (2) to help speed up the basic education compulsory education program; (3) helping to improve the quality of primary and secondary education by reducing the number of school leavers and dropouts; (4) create an education system that respects diversity, is not discriminatory, and is friendly to learning; (5) fulfilling the mandate of the 1945 Constitution, especially Article 32 paragraph 1, Law no. 20 of 2003 in particular Article 5 paragraph 1, Law no. 23 of 2002 concerning Child Protection, Article 51." The role of inclusive education is to ensure that all students with special needs have equal access and access to quality education services tailored to their needs, across different pathways, types and levels of education, and to create an enabling educational environment for students with special needs. can reach their full potential. optimal (Kustawan, 2013: 16).

The benefit of inclusive education for students with special needs is to give them the confidence and opportunity to adapt and prepare themselves to face life in society, whereas students in general have certain limitations, strengths and uniqueness. Meet your friends so they can develop skills. . Increase empathy and compassion for others in society (Kustawan, 2013: 18).

3. Inclusive Education In Indonesia

1. Early history of inclusive education in Indonesia

Many countries agree that educational integration must be carried out in order to overcome discriminatory treatment in the education sector. The implementation of inclusive education is supported by international standards such as the 1948 Universal Declaration of Human Rights, the 1989 United Nations Convention on the Rights of the Child, the 1990 Jomtien World Declaration on Education for All and the Standard Clause on Opportunities for Persons with Disabilities "Take documents as evidence. Disabilities with Disabilities 1993 , Salamanca Declaration, The Special Education Understanding Act 1994.

The early history of special education in Indonesia is known for the introduction of three types of schools: Special Schools (SLB), Special Elementary Schools (SDLB) and Comprehensive Schools. SLB is a school that educates only one category of children with special needs. In addition, SLB has different levels of education from kindergarten to high school. SD (Junior), in contrast to SDLB which only has one level. However, SDLB provides educational services to all categories of children with special needs. Comprehensive schools are now regular schools for children with special needs, with the same facilities and infrastructure, including the curriculum.

The comprehensive education program of the 1980s was the forerunner of the implementation of inclusive education in Indonesia (PKLK, 2011). However, due to weak project implementation and low social acceptance of inclusive education, inclusive education projects are gradually disappearing. After the Spanish Salamanca Declaration in 1994 resulted in the Salamanca Declaration on Inclusive Education, almost all countries in the world began implementing an inclusive education system. Inclusive education itself comes from the word inclusion. According to KKBI, the word inclusion connotes an ideology that creates an open environment that includes all people regardless of social, economic status, characteristics, certain circumstances, race, ethnicity and religion. Of course we can call it inclusive education, which includes all students regardless of status, including certain characteristics and conditions. Let every child learn together in the school environment to have equal opportunities to

promote an inclusive school environment. Inclusive education is inclusive education where children with special needs attend educational services with systems, methods and learning that are tailored to their needs and abilities (Abosi: 2008).

2. Inclusive education in Indonesia

Creating an Indonesian nation that is highly competitive, aware of technology, ethical and cultured is not an easy task. Because my country's education sector is still facing various problems. Judging from the actual local conditions, there are still many children or citizens, especially persons with disabilities, who do not get the same educational opportunities as other children. How to achieve the goals of national education and the education of the nation's life when equal distribution of education is still very unrealistic and impractical.

In Indonesia, Law no. 20 of 2003 also regulates education, and the education system must be democratic, fair and non-discriminatory. Since the promulgation of the law, public schools are expected to operate inclusive schools. In basic education, more attention must be paid to the existence of inclusive education. Education is an educational service that includes children with special needs (ABK) to study with their normal peers (non-ABK) in regular classes close to where they live.

Accepting children with special needs at the nearest elementary school is a beautiful dream for parents of children with special needs. Unfortunately, indirect inclusive SD can easily accommodate school-age children with special needs. The curriculum must accommodate heterogeneity by including students with special needs and conventional characteristics.

Teachers are reluctant to treat children with different characteristics in the classroom. Finally, teachers who work directly with ABK in class complain that it is difficult to teach in the same way and that the expected learning objectives are not achieved. Curriculum development can function as an effort to create participatory learning and achieve the learning goals of inclusive education (Rombort, 2017).

Inclusive basic education is not in accordance with the vision of education which limits the diversity and comfort of the right to education. In the inclusive curriculum, there is still a rigid curriculum and pedagogy that is difficult for ABK to access. Integration courses cannot be carried out by teachers due to their limited skills. Teachers lack practical training and most of what is offered is limited to outreach. Class teachers and/or subject teachers who show a "compulsive" attitude when understanding material with ABK even though their class has ABK.

On August 11, 2004, Indonesia officially announced its move towards inclusive education in Bandung, with the hope of mobilizing public schools to provide education for all children, including children with disabilities. Every ABK has the right to receive education in all fields, pathways, types and levels of education. ABK has the same right to develop their talents, skills and social life.

4. Factors That Influence The Success Of Implementing Inclusive Education

Schools are certainly expected to be able to organize inclusive education. The success of implementing inclusive education in schools/madrasas is influenced by several things, including:

a. Rational Aspect

This aspect is considered successful when all school personnel are involved in the development of meaningful inclusion practices and when all students clearly communicate the benefits of inclusion practices. However, if the benefits or benefits of implementing inclusion are not communicated to all stakeholders, it is considered unsuccessful

b. Scope Aspect

This aspect is considered successful when schools start small (one or two students) and learn from their mistakes and successes before involving other students. conversely, if the changes made at the beginning are too difficult or too

extensive, or even very limited so that the percentage of goal achievement is still low, it is considered unsuccessful.

c. Aspect of Acting Speed

Its success will depend on how quickly inclusion can be implemented in different settings. Working closely with those involved and regularly checking for changes in pace contribute to success. On the other hand, if changes are made too quickly or even too slowly, thereby reducing the motivation of those involved, they will be considered less successful.

d. Resources Aspect

The availability of strong resources will help increase the participation of all parties involved in implementing inclusive education. In addition, schools should be able to make the best use of available resources, rather than categorizing them based on use.

e. Aspects of Commitment

Collaboration among all stakeholders helps maintain long-term commitment. When members participate in an action, they feel a greater sense of ownership and interest in the success of the action. The implementation of inclusive education certainly does not necessarily require a long-term commitment to meet the expectations of all stakeholders.

f. Core Staff Aspects

Core staff are seen as leaders and motivators, and their role is to ensure equal cooperation among members of the school community. But they are no more responsible than any other member for the successful implementation of inclusion. If some employees are deemed essential for successful inclusion but are undereducated or overly educated, then they are certainly not doing a good job of providing inclusive education.

g. Parental Aspect

Parents play a very important role in the implementation of inclusive education. They are listed as contributing persons and are encouraged to use and value their perspectives, knowledge and skills wisely. So parents get involved and work closely with the school to create an inclusive situation.

h. Leadership Aspect

The Principal encourages collaborative teamwork, encourages individual members and ensures that their ideas are realized. What needs to be avoided is that school leaders should not control or encourage staff too much to achieve higher goals. This is of course done to create the best conditions for inclusive education.

i. Relationship Aspects with other parties

Inclusion is seen as an integral part of the overall development of the school and its relationship with all stakeholders. Therefore, this paradigm is very important for all aspects of the importance of working with other parties to achieve inclusive education according to common goals.

5. The Problem Of Inclusive Education In Indonesia

The development of inclusive education in China is very encouraging and has been recognized and favored by all levels of society, especially education practitioners. However, we still face various problems and difficulties in implementing this aspect. Research on many integrated schools shows that in general there are five themes that need to be opposed and expected in today's school-level integrated education, so as not to hinder, hinder or even hinder the implementation of integrated education. Education itself, namely: understanding and implementation, school policies, learning processes, teacher conditions and support systems. An important part of the parenting system is the preparation of the child. Besides this problem, there are the following:

a. Understanding of inclusion and its implications

1. Inclusive education for children with disabilities/disabled is not understood. Inclusive education for children with disabilities/disabled is not understood as an effort to improve the quality of education services. There are still various understandings of inclusive education, both in education circles and the general public. This is understood as an effort to enter disabled children into regular schools in the context of giving education rights and ease of access to education, and against discrimination.
 2. Inclusive education tends to be perceived as the same as integration, so there is still an opinion that children must adapt to the school system.
 3. In its implementation, teachers tend not to be able to be proactive and friendly towards all children, causing parents to complain, and making children with disabilities the object of ridicule.
 4. There are still pros and cons between teachers and students' parents regarding ABK entering regular schools
- b. School policy
1. There are still many policies in schools that are not in favor of the principle of inclusive education. Even though it has been supported by a fairly clear vision, accepting all types of children with disabilities, some already have special teachers, have a record of learning barriers for each with special needs, and the freedom of class teachers and special teachers to implement learning that is more creative and innovative, it tends not to be supported by coordination with related professionals, organizations or institutions,
 2. Admission procedures for students who still apply a competitive (competitive) system
 3. Policy makers in schools providing inclusive education who are worried about lowering the school's image, d. Many schools do not understand that differences are a wealth of learning resources for students.
 4. There are still policies that are not quite right, that is, class teachers do not have responsibility for the progress of ABK learning, and it is mandatory for ABK parents to provide special teachers.
- c. Learning process
1. The learning process has not been carried out in the form of team teaching, not carried out in a coordinated manner.
 2. Teachers tend to still experience difficulties in formulating a flexible curriculum, making IEPs, and in determining learning objectives, materials, and methods.
 3. There is still a practice error that targets the curriculum for ABK the same as other students and the assumption that students with disabilities do not have sufficient ability to master learning material. In many cases there were protests against the increase in ABK, while there were normal children who did not go to class.
 4. Due to limited school facilities, the implementation of learning does not use media, resources and environments that vary according to children's needs. Existing facilities are still intended for regular students, such as toilets, if inclusive schools must provide toilets that specifically facilitate ABK.
- d. Teacher condition
1. The understanding of regular school teachers is still minimal about inclusive-based learning. They have not been supported by adequate quality teachers. Class teachers are still seen as not sensitive and proactive yet to the special needs of children.
 2. Teachers still lack knowledge about handling children with special needs.

3. The existence of special teachers is still considered not to be sensitive and proactive towards the problems faced by ABK. In fact, they feel bothered by the presence of children with special needs
- e. Support system
1. Policy makers do not fully understand the education for all movement.
 2. Not yet supported by an adequate support system. The role of parents, special schools, experts, universities and the government is still considered minimal. Meanwhile, school facilities are still limited.
 3. Parental involvement as one of the keys to success in inclusive education has not been well developed. As a result, parents often act less caring and realistic towards their children.
 4. Formally it has not been designated as an inclusive school, and until now it has not even been touched by socialization and training projects in the field of inclusive education.

From the description of the various problems of inclusive education, we can understand that the implementation of inclusive education in Indonesia is not as easy as turning the palm of the hand, but there are obstacles, both conceptually, technically and non-technically. Everything of course must be resolved as soon as possible, because what is the meaning of a policy without a system that supports the policy. Teacher problems can be solved by providing additional training or lectures in special subjects on the implementation of inclusion. This can be done by the education office working with the nearest tertiary institution that has a Special Education Department (PLB). In terms of facilities and infrastructure, the education office can coordinate with the PLB office or directorate which allows them to provide this assistance, or private institutions whose companies are in the district/city area. Offices and schools provide outreach in various activities, banners or other forms that enable the public to obtain sufficient information about inclusive education.

CONCLUSION

Education includes a system of services for ABK that is integrated with formal education services. This concept implies that in inclusive schools there is only one learning system, but it is able to meet the different learning needs of each individual. In the national education system, which so far has prioritized the use of learning opportunities with the "collective learning integrity model" through classical learning forms, there is no flexibility in the implementation of inclusive education, especially for those with mental retardation.

The current development of inclusive education in Indonesia has been accepted and is growing quite rapidly, but at the level of implementation it is still faced with various issues, problems and issues that need to be addressed wisely, resulting in failure of its implementation and hindering its implementation. process of inclusive education itself and consistent with the philosophy and concepts articulated in it.

Including some of the problems and obstacles encountered in educational applications. Therefore, overcoming these difficulties requires high commitment and hard work from all parties, including the government and society. Thus, the ultimate goal of all the efforts mentioned above, namely the welfare of Children with Special Needs (ABK) who enjoy full civil rights, can be achieved quickly and maximally.

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