

# Implementation Of Inclusive Education In Elementary School

Carissa Dwilanisusantya<sup>✉1</sup>

<sup>1</sup> Creative Media State Polytechnic, Jakarta, Indonesia

✉ [carissa.susantya@gmail.com](mailto:carissa.susantya@gmail.com)

**Abstract.** Inclusive education at the school level has obstacles that are often difficult to resolve. The local government appoints several schools in its area to accept children with special needs and are designated as inclusive schools. However, some of the designated schools do not meet the requirements to become inclusive schools. Schools accept children with special needs because of regulations that prohibit rejecting students with special needs. Based on the existing problems, it is very necessary to research to find out how to provide education for children with special needs in elementary schools who have not been able to meet the requirements to be designated as inclusive schools. This study used qualitative research methods. Based on the research results, it is known that inclusive education must be implemented by all public schools in Indonesia by accepting all types of special needs that children have. Most schools do not yet have a Special Guidance Teacher so they rely more on available teachers. Curriculum, methods, and assessments are also generally given the same as other students. In general, the implementation of inclusive education for children with special needs has not been in accordance with applicable regulations.

**Keywords:** implementation, inclusive, education, school.

**How to Cite:** Dwilanisusantya, Carissa. (2023). Implementation Of Inclusive Education In Elementary School. *Proceeding The 5<sup>th</sup> International Conference on Elementary Educatioan*, 5(1), 100-111.

## INTRODUCTION

Inclusive education has been agreed by many countries to be implemented in order to overcome discriminatory treatment in the field of education. The Government of Indonesia has made efforts to implement inclusive education through various programs and activities implemented by the Ministry of National Education and education offices in the province, city or district. In practice, the implementation of inclusive education encounters various obstacles and challenges. Constraints that often occur include misunderstandings about the concept of inclusive education, inconsistent regulations or policies, and an inflexible education system.

Hallahan (2009) states that inclusive education must provide equal opportunities for every student with special needs to be placed together with other normal students in the same class throughout the day. Mangunsong (2014) says that the term inclusive refers to educational and social philosophies, with the view that all people regardless of their differences are a valuable part of the diversity and togetherness of society. According to the US Department of State, Diplomacy in action has four main dimensions of inclusive education or classrooms. In inclusive classrooms, active learning is found in all participants, students, and also teachers. Learning is meaningful because the content has been made relevant and connected to prior knowledge and prior learning. In addition, the curriculum can be defined and there is also room for pursuing personal knowledge and interests. In the end, inclusive classrooms will have dynamic assessments. According to Suran and Rizzo (in Mangunsong, 2014), children with special needs are children who are significantly different in several important dimensions of their human function. Those who are physically, psychologically, cognitively, or socially hampered in achieving their goals/needs and their maximum potential, include those who are deaf, blind, have speech disorders, physical disabilities, mental retardation, emotional disorders. Also gifted children with high intelligence, can be categorized as special children because they require trained handling from professional staff.

Education is one of the basic needs for every human being that will continue forever so that they will become more dignified, including for children with special needs. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009. Inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together. with students in general. The state

has the authority to provide quality education services for every citizen, including for someone who has a disability and/or disability. Without considering race, modernity and socio-culture, all citizens in the world agree that every child has the authority to get an education, both in primary and secondary school education.

Therefore, students with special needs have the right to receive the same educational services as other students, are in the same environment, and receive teaching according to their needs. The implementation of education for students with special needs must also be carried out properly in accordance with established regulations. However, seeing that there are still obstacles and problems that occur in students with special needs as well as in schools as education providers. The fulfillment of the requirements for a school to be designated as an inclusive school cannot be said to be good either, namely the unavailability of special supervisory teachers, the unavailability of a curriculum adapted to children with special needs, the unavailability of a school climate that is friendly and respects children with special needs, and the unavailability of accessible school facilities. Therefore, it is very necessary to conduct research on the implementation of inclusive education, seeing that the attention and services provided are still not optimal.

Based on these problems, it is necessary to carry out an in-depth evaluation of elementary and secondary schools that have been designated as inclusive schools in order to recognize and understand the obstacles faced, identify the types of special needs of students in these schools so that teachers are able to adjust the curriculum and teaching methods needed and can accepted by each student with special needs. In addition, it is necessary to conduct socialization related to students with special needs who are unique to other students in order to create a friendly and respectful school climate. After evaluating the implementation of inclusive education in related schools, it is hoped that the school will be able to overcome the obstacles faced and adjust the implementation of education so that it can be utilized optimally by each student.

### **Inclusive Education**

Inclusive elementary schools in Indonesia are basic education services or schools with students aged 7-12 years that apply diversity as a condition that describes differences in various aspects such as race, religion, gender, language, and others. All students, including those with special needs, including those with disabilities have the potential for intelligence and special talents to participate in education or learning in an educational environment together with students in general. So the emphasis of inclusive primary schools is on learning for all students, with all the obstacles, shortcomings, and advantages, different learning styles, and ways according to their ability to learn together in a conducive learning environment Rasmitdila, Humaira, & Rachmadtullah (2022).

Although placing students with disabilities in general education classrooms changes the educational environment for normally thriving students, this aspect was initially somewhat sidelined in the debate on inclusive education. However, over time, the reflection on inclusive education spread to the whole class, or even the whole school. From this holistic thinking emerged the concept of inclusive education as one of the highest quality education for all students (Ainscow, 2014).

While this is increasingly widely accepted in academic discourse and policy, it can cause confusion due to conflicting ideas about the characteristics of a good school, and, more importantly, what values it promotes. Some academics and education politicians argue that inclusive schools must first create conditions for students to maximize their potential and achievement, including those who were previously often marginalized and even excluded from the system (Ch Boyle, Anderson J, Page A, Mavropoulou S, 2020) .

Based on result of research about inclusive education before by Rachmawati, et al (2021), there are four important aspects conducted by teachers supporting the success of learning for students with learning disabilities in inclusive classes; namely (1) the use of clear instructions, (2) reducing anxiety in online spaces, (3) special assistance, and (4) the use of adaptive learning media. The other study by Mubaraq, et, al (2020), there are education learning in the inclusion class is the same as other schools using the 2013 curriculum which includes syllabus and learning

planning. It's just the special assistant teacher made a design of teaching materials that are appropriate to the situation of each child with special disabilities. Evaluation conducted by disability schools is to separate between normal students and those with special disabilities who differ in the description of the indicators.

### **Students with Special Needs**

According to Hallahan and Kauffman (2006), students with special needs are those who require special education and related services, if they are to realize their full human potential. According to Suran and Rizzo (in Mangunsong, 2014), children with special needs are children who are significantly different in several important dimensions of their human function. Those who are physically, psychologically, cognitively, or socially hampered in achieving their goals or needs and their maximum potential, include those who are deaf, blind, have speech disorders, physical disabilities, mental retardation, emotional disorders. Also gifted children with high intelligence, can be categorized as special children because they require trained handling from professional staff.

The types of barriers for students with special needs in this study were all types of special needs found in the schools where the study was conducted, namely mental retardation, slow learning, specific learning difficulties, physical disabilities, and autism.

Mental retardation or intellectual disability or are students who experience significant permanent limitations or decreases in capacity to perform cognitive tasks, adaptive functions, and problem solving. These students have slower rates of learning, learning disorganization, difficulty with adaptive behavior, and difficulty understanding abstract concepts (Kirk et al., 2009).

Slow learners or slow learners are students who need more time to study than students of their age, and have an IQ range of around 70-85. This condition makes slow learners experience delays in thinking, responding to stimuli, and difficulty adapting (Mangunsong, 2014). Specific learning difficulties Students who have specific learning difficulties are students who experience disturbances in one or more of the basic psychological processes. This condition is manifested in the inability or impairment in understanding or using spoken or written language, listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations (Kirk et al., 2009).

Physically disabled or physically disabled are students who experience physical barriers or inability to carry out bodily functions as in normal circumstances. Characteristics of students who experience physical barriers include students who have incomplete limbs from birth, students who lose limbs due to amputation, students who experience motor disorders, students who experience cerebral palsy, and students who suffer from chronic diseases (Mangunsong, 2014). Autism is a student who has developmental barriers that significantly affect verbal and nonverbal communication, as well as social interaction. Symptoms of autism are generally seen in children before the age of 3 years, and negatively affect children's educational performance (Kirk et al., 2009).

### **METHOD**

This study uses a qualitative research design. This qualitative research uses a phenomenological approach which aims to examine various views on certain phenomena (Fraenkel & Wallen, 2009). The method used is a survey research method that is used to find out how inclusive education is implemented in state primary and secondary schools.

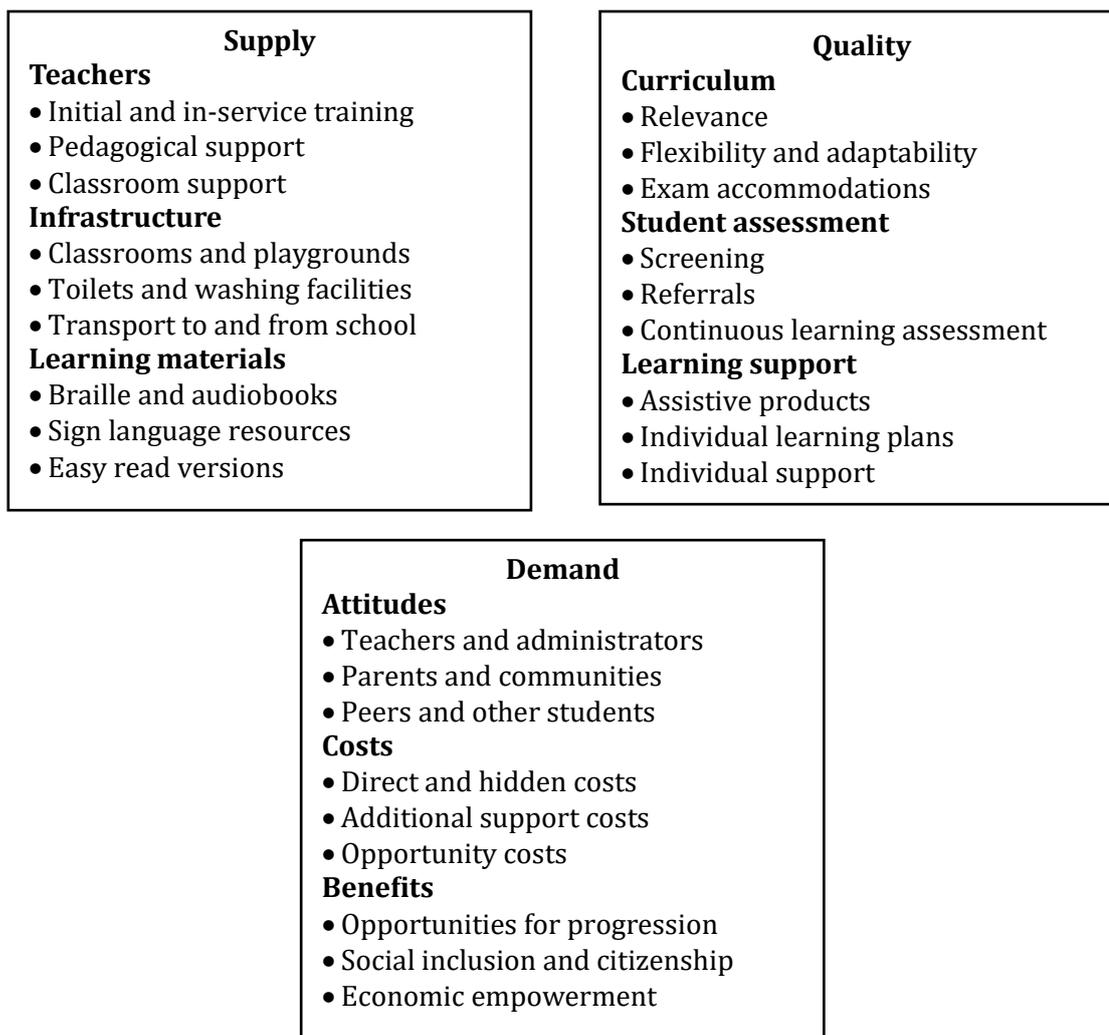
This research was conducted at six inclusive schools located in the Jakarta and Bekasi areas. In the Jakarta area, the schools targeted for research are Public Elementary School in Ciracas (School 1), Kalisari (School 2), and Baping (School 3). In the Bekasi area, the schools that will be targeted as research sites are Jatimekar (School 4 and School 5) and Pekayon (School 6). The participants in the study were the principal, the responsibilities of the implementation of inclusive education, and students with special needs who were in the school.

Data collection in this study was conducted by interview and observation. Data collection was carried out using an instrument in the form of a list of questions aimed at knowing the implementation of inclusive education in public elementary schools in the form of interviews.

Interview is a process to obtain information for research purposes through question and answer between the interviewer and the interviewee face to face with or without an interview guide (Bungin, 2007). The questionnaire was compiled by researchers based on UNESCO's Framework for Disability-Inclusive Education.

### Framework For Disability-Inclusive Education

Based on UNICEF and IIEP (2019), the Framework for Disability-Inclusive Education, a resource developed by IIEP and UNICEF, serves as a guide for future inclusive education training. Using several indicators, it details the elements needed to analyze the education system and plan a system that caters to the diverse needs of learners. Here is the framework used:



**Figure 1.** Service Delivery Inclusive Education UNESCO

Below is a list of questions developed from UNESCO's Framework for Disability-Inclusive Education and used to retrieve research data

**Table 1.** Implementation Inclusive Education

Question	Category
Children with what needs are accepted at this school?	Student assessment
How to identify children's needs that are not visible such as learning delays?	Student assessment
Gifted students in inclusive schools?	Student assessment
How many students with special needs are there in the school?	Student assessment
What is the history of the establishment of this inclusive school?	Infrastructure
What are the requirements for schools to be inclusive?	Learning support
How long has this school been established?	
What curriculum is used in this school?	Benefit
How does the government supervise the implementation of inclusive schools?	Curriculum
Inclusive school policy?	Benefit and Cost
How many generations have graduated from this school?	
Graduate students usually go?	Learning support
How is the data collection for school graduates from this school?	Attitude and Student assessment
How is the teaching method in this school?	Attitude
How is the exam system at the school?	Attitude and Benefit
How about book and other materials to special needs student?	Teachers
How is the assessment or evaluation of each student?	Curriculum
How to get a report card or certification at the end of the semester?	
How many guidance teachers are there in this school? How is the work divided?	Learning material
Regulations or policies that are used as a reference for the implementation of these inclusive schools?	Learning material Curriculum

Question	Category
----------	----------

Teacher

Benefit and attitude

The service delivery section examines what is needed to support the implementation of disability inclusive education: this means infrastructure, teachers and learning materials that cover all learners on the supply side; curriculum differentiation, learning support, and student assessment in order to realize quality education; and the relevant costs, attitudes, risks and benefits, which meet the demands in the system. This tool helps governments to look at their education system comprehensively so that they can make changes at a structural level with the aim of meeting the needs of all learners and enabling learners to reach their full potential. Specifically, this tool serves to assess the status of inclusive education, launch discussions on reforms, and monitor progress.

Based on this framework, the researchers made adaptations to create an interview guide that would be used as an instrument in this study. So that the variables that will be seen and analyzed in this study can measure the level of success in the implementation of inclusive education.

**Analytical Method**

In conducting data analysis, researchers collect data and prepare it for data analysis. Data analysis begins with developing the general meaning of the data, then coding the descriptions and themes about the core phenomena (Creswell, 2012). Data collection techniques used are interviews and observation. The analysis technique uses data analysis steps, data reduction, arrangement into unified data, categorization, checking data validity and data analysis based on applied theory or concepts.

**RESULT**

Based on the results of the study, it is known that the description of the teacher participants in these inclusive schools, it is also known that schools have special teachers who handle students with special needs or accompanying teachers and schools that do not yet have special mentors. Participants in this study consisted of 12 people, including the principal or deputy as well as teachers who are responsible for inclusive education at the school. Participants came from 6 Public Elementary Schools (PES) representing school in Jakarta and Bekasi.

**Table 2.** Teacher Participant Overview

School	Position	F/M	Age	Edu
Jakarta				
School 1	Vice Principal	F	49	BA
	Inclusion Coordinator teacher	F	38	BA
School 2	Vice Principal	M	46	BA
	Counselor	F	34	BA
School 3	Vice Principal	F	52	BA
	Counselor	F	38	BA

School	Position	F/M	Age	Edu
Bekasi				
School 4	Principal	M	45	M
	Inclusion Coordinator teacher	M	33	BA
School 5	Vice Principal	M	44	BA
	Counselor	F	30	BA
School 6	Vice Principal	M	47	BA
	Koordinator Inklusi	F	32	BA

Based on table 1 above, it is known that most of the participants are female, most of the participants are in the age range of 30-40 years, and almost all of the participants are at the undergraduate education level.

### Student Participant Overview

Student participants in this study amounted to 6 people, each participant in this study represented each school that became the research site. When collecting data, each student is accompanied by a teacher participant.

**Table 3.** Student Participant Overview

School	Age	F/M	Special Need
Jakarta			
School 1	10	M	Slow Learner
School 2	16	M	Physically disable
School 3	18	F	Autism
Bekasi			
School 4	14	M	Intellectual Disabilities
School 5	16	M	Intellectual Disabilities
School 6	18	M	Slow Learner

Based on table 2 above, it is known that participants have a variety of ages because they come from different levels of education. Most of the students who were participants experienced learning disabilities or barriers because they were considered more capable of being interviewed even though they were given assistance by the teacher. These participants are selected by the school itself. Most of the students with special needs in these schools are male.

### Implementation of Inclusive Education

Based on the results of the research above, it is known that the implementation of inclusive education in inclusive schools has not met all the requirements. It is known that not all schools have special assistant teachers for students with special needs. Several teachers who were appointed as inclusion coordinators also admitted that they did not fully understand how to deal with students with special needs so they still needed to be assisted by their parents or guardians.

The facilities owned by several inclusive schools are also still initial facilities such as before becoming inclusive schools so that students with special needs must adapt to school conditions, but most of the special needs contained in these inclusive schools are related to intelligence so they are not too constrained. Then regarding the curriculum, it has not been made or is still in the process of making a curriculum that adapts to students with special needs. So that students with special needs use the same curriculum as other students. Related to this, teachers have an active role to make students with special needs understand learning.

Assessment is also carried out in the same way as other students. Furthermore, regarding the school climate, almost all schools have a good climate for students with special needs. It's just that there have been several events that are less pleasant for students with special needs than other students. However, it was resolved well by the school and recently it is no longer the case.

The implications of the problems in this study are felt by the school and also students with special needs. For schools, the government's obligation to accept students with special needs but not accompanied by adequate human capital and facilities has hampered the provision of education for students with special needs so that it is recognized by the school that the education received by students with special needs is not optimal. The school cannot provide appropriate services but has a demand to pass all students with special needs even though based on the results of the assessment it is not appropriate. For students with special needs, do not get education according to their rights and do not meet their needs. So for some students, not too much progress has been experienced.

## DISCUSSION

Based on the results of the interview, there were no specific stages when the school was appointed, only a decree was passed down. Although currently, all public schools are required to accept students with special needs even though no special decree has been issued. After receiving the Decree, the school concerned must start providing inclusive services even though there is no preparation yet. Many schools are not sure about the number of students with special needs in their schools because not all students have a report on the results of the examination, even if the report is not the latest one. There is no such report because the student has not conducted an examination due to the absence of funds from the student's parents.

According to the teachers' confession, other students who are considered students with special needs are identified based on their class teachers by looking at the physical differences or abilities possessed by students. The specificity of children who are accepted in the school is said to be all special, because it is based on government regulations that all students with any specialization must be accepted in every school. From the available data, most of the students with special needs at the school suffer from mental retardation and are slow to learn.

After the implementation of inclusive education, every teacher in each class is said to be ready to accept students with special needs even though they do not have the information or ability to handle students with special needs. School teachers provide debriefing and training only for one teacher who is given the responsibility. Not all schools have a Special Guiding Teacher, so all teaching and handling is carried out by the class teacher or the person in charge of each. Based on the teachers' acknowledgment, they felt that they did not have sufficient skills in handling so that they still really needed training and assistance. Teachers are worried that they will be wrong in giving actions or teaching to students with special needs.

There are a significant difference was found only when the level of schools grouped the teachers: teachers who teach in secondary schools had more positive attitudes toward inclusive education than teachers who teach in primary schools. The positive attitude of teachers towards inclusive education can make them more capable of controlled learning environments. Meanwhile, to improve their attitude, a sustainable training program can be carried out. Sustainable training organized by the Ministry of Education to improve teacher pedagogical and professional competence must be in line with Education for Sustainable Development (EDS), Ediyanto, et. al (2021).

Based on Kurt and Foley (2014) research results, indicate that teacher candidates received very mixed, and often contradictory, messages about inclusive education in their coursework and

fieldwork experiences. Recommendations for building capacity for inclusive fieldwork and inclusive teacher preparation are proposed. Further, the need for teacher educators to reframe teacher preparation, from the traditional model of preparing teachers for largely segregated roles to providing the skills and techniques necessary for working and succeeding in inclusive settings, is discussed. These findings reinforce that many schools do not have good preparation in implementing inclusive education, especially for students with special needs.

For school infrastructure, so far there has been no assistance from the government. The school has only renovated small parts to make it easier for students with special needs to pass. The class facilities obtained are also the same, the toilets available at the school are also ordinary squat toilets, there are no special toilets for students with special needs. This is again said because of the problem of costs that do not yet exist. The school only accepts students with special needs whose homes are not far from the school. The transportation used by students with special needs to school also varies, some are walking, using public transportation, or even being delivered by motorbike.

The learning materials given by the teacher to students with special needs are also the same as other students, only the tasks and indicators of their abilities are distinguished. The teacher provides material for all students in the class, then when regular students do the assigned tasks, then the class teacher approaches the students with special needs one by one to give assignments to each individual according to their abilities. In addition, some schools have social guidance for students with special needs. There are no different facilities owned by students with special needs, they use books and other facilities the same as regular students.

The curriculum used in these schools is the 2013 curriculum, where the teacher is only a facilitator and students are asked to be active. Some schools have experienced curriculum changes but others have not. It's just that with the teacher debriefing that has been carried out, the teacher becomes more aware that students with special needs must be given different teaching although in practice it is still difficult. For students with special needs, the exams are the same as regular students, namely Assignments, Daily Assessments, Mid-Semester Assessments, and Final Semester Assessments. Some teachers give different questions but most teachers still give the same questions. Some students also get assistance when taking exams. The assessment carried out for students with special needs has specificity because even though the scores obtained by students in the exam are low, the student report cards will still include a minimum score. So that students can always go to class like other students, but with this system there is no system of not going to class for other regular students.

At the time of admission of new students to the elementary school level, both regular students and students with special needs went through the same route, namely online new student admissions, so that the school did not know from the beginning about the specificity of the students. The requirement for admission to a public elementary school is only if the child has reached the minimum age of 7 years. Most schools only find out if there are students with special needs after the child enters school. At the secondary school level, students with special needs who are accepted are mostly those who continue from the previous level and enter through a special inclusion path so that students are most likely to be accepted. Almost all of these schools do not have individual learning programs, currently they are just being encouraged to make these programs. So far, the development of students with special needs is only informed verbally to the next grade teacher so that there is no written data. Learning support for students with special needs is also said to be still minimal because there is not enough knowledge and ability of teachers so that everything is still the same as regular students. Regular students do not feel disturbed by the presence of students with special needs as long as it does not hinder their learning.

The attitude of school stakeholders towards students with special needs began to change since the beginning of inclusive education. Some schools are still in the adjustment phase. It is said that at first both the principal, teachers, and other staff just tried to follow the rules from the government without really wanting to enforce it. Teachers also don't really care about their existence, mostly just looking for ways so that students with special needs can be calm in the classroom and don't disturb them without paying attention to what lessons can be taken from the students with special needs. However, at this time, the school or teacher has paid more attention

to students with special needs. Most students or parents in these elementary schools come from the middle to lower economic class including parents of students with special needs so that parents of students with special needs only accept whatever the school gives to their children because the priority is that their children can still come to school.

The acceptance of other students towards students with special needs in these schools is quite good although in some schools there are still students who are not good because there are still frequent ridicule or unpleasant words thrown at them such as "stupid", "children with special needs", "weird" and so on, although not all children do that. However, the teacher stated that he had often given an understanding to regular students about this. Not all of the students with special needs at the school can be friends because of different classes, if their classes are close together they still socialize together.

Then for the graduation of students with special needs in elementary school, it is said that they will definitely pass because they do not take the National Examination but only the School Examination so that the school determines their graduation. Students with special needs in State Elementary Schools can continue their education to the State Junior High School level through the inclusive path if at the time of Elementary School they already have a report on the results of a psychological examination. If up to grade 6 Elementary School does not have it, it cannot enter State Junior High School.

Several students with special needs from the Elementary School have continued their education to the State Junior High School level in the same area. However, there are also students who drop out of school because they are unable to continue or because they do not have a psychological examination report. For students with special needs, junior high and high school levels can also be said to definitely pass because the graduation decision is in the hands of the school. For the junior high school level, they can continue to the high school level through the inclusive path, but for students with special needs, most senior high schools do not continue to college level because of the family's economic situation and their ability is considered lacking.

The results of the research found had several gaps and were not in accordance with the educational services that should be provided to students with special needs. According to Hallahan and Kauffman (2006), students with special needs are those who require special education and related services, if they are to realize their full human potential. While most students do not have special accompanying teachers who understand the special needs of these students, in terms of curriculum and learning students should also get adaptive learning materials so that students are able to understand better. The gap that occurs causes students to be less able to recognize and develop their potential.

Based on Ahmed, et. al (2022), evidence on interventions which support teachers in the use and application of assistive devices is also needed. A critical aspect of teaching students with disabilities and complex needs relates to augmentative and alternative communication (AAC) for students who use technological devices for communication. Professional learning for teachers to support these kinds of technology use is vital for inclusion of student with special needs, some of whom may be non-verbal.

For further research in the implementation of inclusive education it is hoped that it will be able to find facts and data from the students with special needs concerned and the guardians of these students. This is done so that data can be observed from various parties and points of view. Extensive data can be used to better evaluate and improve the system.

## CONCLUSION

Based on the results of this study, it is known that the implementation of inclusive education must be carried out by all public schools in Indonesia at every level even though there is no prior preparation, both from human resources, curriculum, and infrastructure. All types of students with special needs must be accepted at the state school. All teachers must be able to teach students with special needs even though they have not been given debriefing, debriefing or training is only given to one person who is appointed as the person in charge of inclusive education. After that that person will provide training to other teachers in his school.

Most schools do not have a Special Guidance Teacher, so they only rely on the teachers in the school. The infrastructure and facilities obtained by students with special needs are also inadequate or unable to meet the needs of students with special needs so that students with special needs still have to adjust to school conditions. In addition, the curriculum, methods, and assessments for students with special needs are also generally given the same as other students. The attitude and acceptance of school stakeholders can be said to be quite good for students with special needs, thus helping to support inclusive services for students with special needs. Overall, the implementation of students with special needs at schools in Jakarta and Bekasi for each level of education is said to be not good and not in accordance with existing regulations because all processes and stages are carried out when the implementation of inclusive education is running. Education services for students with special needs really need more attention and care from all parties involved.

The researcher hopes that the results of this research can be useful for inclusive schools and the government in Indonesia to provide scale control and supervision so that the implementation of inclusive education is more optimal. The researcher also hopes that the social skills of students with special needs will become a major focus in inclusive schools. Schools can work with psychologists or other experts and parents to create a program or learning about social skills for students with special needs.

### ACKNOWLEDGEMENT

I would like to thank many people for their support in the preparation of this paper. I would like to thank my advisor at the Creative Media State Polytechnic. I also thank all school stakeholders, teachers, supervisors, and all students with special needs who have shared information, knowledge, and experiences.

I would also like to thank the organizers of the 2022 International Conference on Elementary Education (ICEE). In addition, I would like to express my appreciation to all the individuals who volunteered to participate in this project.

### REFERENCE

- Ahmed S, Jeffries D, Carslake T, et. al. Teacher professional development for disability inclusion in low-and middle-income Asia-Pacific countries: An evidence and gap map. 2022. <https://doi.org/10.1002/cl2.1287>
- Ainscow M. From special education to effective schools for all: Widening the agenda. In: Florian L, editor. The Sage Handbook of special education. Sage; 2014. pp. 171–185.
- Arnesen AL, Lundahl L. Still social and democratic? Inclusive education policies in the Nordic Welfare States. Scand J Educ Res. 2006; 50: 285–300. <https://doi.org/10.1080/00313830600743316>
- Bungin, Burhan. 2007. Penelitian Kualitatif. Jakarta: Kencana.
- Ch Boyle, Anderson J, Page A, Mavropoulou S. The perpetual dilemma of inclusive education. In: Ch Boyle, Anderson J, Page A, Mavropoulou S, editors. Inclusive education: Global issues and controversies. Brill/Sense; 2020. pp. 253–256.
- Creswell, John W. 2012. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar.
- Fraenkel, Jack R. And Norman E. Wallen. (2009). How to Design and Evaluate Research in Education. New York. McGraw-Hill Companies
- Hallahan, D. P., & Kauuffman, J. M. (2006). *Exceptional children: introduction to special education* (10<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Huber KD, Rosenfeld JG, Fiorello CA The differential impact of inclusion and inclusive practices on high, average and low achieving general education students. Psychol Sch. 2001; 38: 497–504. <https://doi.org/10.1002/pits.1038>
- Kirk, Samuel. et. al. (2009). Educating Exceptional Children. New York : Houghton Mifflin Harcourt Publishing Company
- Kur J, and Foley J. Reframing Teacher Education: Preparing Teachers for Inclusive Education. 2014; 4, 286-300. DOI: 10.1352/2326-6988-2.4.286

- Mangunsong, F. (2014). *Psikologi pendidikan anak berkebutuhan khusus (Jilid 1)*. Depok: Lembaga Pengembangan Sarana Pengukuran dan Pendidikan Psikologi UI (LPSP3 UI).
- Minister of National Education. 2009. Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusive Education for Students with Disabilities and/or Special Talents Jakarta: Ministry of National Education
- Mubaraq Z., et. al. Model of disability learning in Islamic education at inclusive school Malang, Indonesia. 2021; 3, 5388-5392.
- Rachmawati., et. al. Analysis of hybrid learning for students with learning disabilities in primary schools providing inclusive education. 2022; 10, 2185-2201. <https://doi.org/10.46743/2160-3715/2022.5432>
- Rasmitadila R, Humaira M, Rachmadtullah R. Student teachers' perceptions of the collaborative relationships between universities and inclusive elementary schools in Indonesia. 2022; 10-1289. <https://doi.org/10.12688/f1000research.74999.4>
- Ediyanto E, et. al. Indonesian teachers' attitudes toward inclusive education. 2021;pp. 31-44. DOI: 10.2478/dcse-2021-0014
- Szumski G, Smogorzewska J, Grygiel P. Academic achievement of students without special education needs and disabilities in inclusive education-Does the type of inclusion matter?. 2022; 17-7. <https://doi.org/10.1371/journal.pone.0270124>
- UNESCO. 2019. On the road to inclusive. Paris: IIEP
- Yu Kai. 2014. The implementation of inclusive education in Beijing : Exorcizing the Haunting Specter of Meritocracy. United State of America: Lexington Books