School readiness analysis to implement an inclusive education policy: A case study at elementary school

Safrizal[1]*; Resti Yulia[2]; Desri Jumiarti[1]

[1]Institut Agama Islam Negeri Batusangkar, Indonesia
[2]Universitas Negeri Padang, Indonesia
*Corresponding Author. E-mail: safrizal@iainbatusangkar.ac.id

ARTICLE INFO

ABSTRACT

This study aims to describe the readiness of elementary schools in one of the subdistricts in Padang City, which includes personnel/teachers, facilities, and infrastructure, and a developmental assessment format for children with unique/inclusive needs. This research uses a descriptive quantitative method. The research subject is the elementary school Principal, which was selected using a simple random sampling technique. The research instrument used was in the form of questions packaged in a Google Form using the Guttman scale. Data were analyzed using descriptive statistics. The results showed that all schools responded well to the call for inclusive education in schools. However, the readiness of human resources, facilities, infrastructure, and several assessment systems are mostly not owned and not yet in schools. It shows that the enthusiasm for implementing inclusive education is practically not ready to be implemented considering the lack of availability of supporting facilities, both in terms of human resources and other supports.

INTRODUCTION

Education is one of the primary needs of every citizen. It is undeniable that the knowledge acquired through education is a driving force for advancing human resources quality and increasing the nation's progress index. The great mission of education in Indonesia is to prepare people to have independent character and personality, broad insight, democracy, and the ability to practice noble cultural values. The success of the educational mission contained in the national education law should touch all aspects of education regardless of ethnicity, religion, and race (Lukitasari et al., 2017; Tarnoto, 2019; Wibowo & Anisa, 2019). The implementation of democratic education cannot be separated from the pattern of education and teaching that does not distinguish students' strengths and weaknesses. This is as stated in Law No. 31 Paragraph 1, which mandates that every citizen has the right to receive teaching. This is reinforced again in Article 28 C paragraph (1) of the 1945 Constitution that "everyone has the right to develop himself through fulfilling his basic needs, has the right to education and benefits from science and technology, arts and culture to improve the quality of his life for the welfare of mankind." Self-development, as referred to in the contents of the article, is reaffirmed in Article 31 Paragraph (1) which states that "every citizen has the right to receive instruction." This means that all Indonesian citizens and citizens have the same right to education.

Equality of rights in obtaining education for all citizens aims to produce and form human beings who are complete, just, prosperous, independent, have character, and have aca-

demic values in every citizen. This statement is as stated in the national education goals in Law Number 20 of 2003 that the purpose of national education is to empirically develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are physically healthy, knowledgeable and become citizens who are responsible. Therefore, it is clear that the equality of obtaining the right to education for all citizens is an absolute right that must be owned and felt by all people, all ethnic groups, all religions, regardless of the element of SARA, especially for citizens with special needs.

Equalizing the right to education for every citizen is a particular government policy and leads to global education that discusses inclusive education. Inclusive education is a forum initiated by the government to provide opportunities for all citizens who have mental and physical limitations to participate in education and students in general (Anafiah & Andini, 2018; Mularsih, 2019; Sunanto, 2009). This explanation has been agreed by many countries to be implemented to fight discrimination in education. The substantial efforts to implement, try out and introduce to all parties related to inclusive education have been started since the 1980s (Iskandar et al., 2018; Junanto & Kusna, 2018; Muazza et al., 2018; Sulthon, 2019; Sunanto, 2009). Since this, the discourse related to inclusive education has become a public concern and a lengthy discussion related to this policy phenomenon.

The implementation of inclusive school policies is a solution for the government in equalizing its rights and obligations in obtaining proper education without discrimination. The inclusive school referred to in this implementation is a definition that provides an understanding that inclusive schools that accommodate children with special needs have learning difficulties, children who are slow to learn, children with autism disorders, and children with physical and motor disorders. This, of course, requires a deep understanding of inclusive education. Essentially, understanding the inclusion paradigm means understanding the mindset, feeling pattern, and intention pattern in the cognitive, affective, and psychomotor elements.

The study of inclusive education in the realm of implementation essentially has legality and mature policies in terms of its implementation in schools. However, this does not correspond to the actual situation. Many discussions related to inclusive education do not make its implementation run smoothly; on the contrary, many views of attitudes and negative stigma from parents, the community, and other publics are a particular concern for the government regarding implementing inclusive education in schools. Other problems are also supported by the competence and need for an inadequate number of teachers, various demands for teachers to have knowledge and skills about the concept of inclusive education, and increasing teacher professionalism in providing services. Another problem found based on the results of interviews conducted by researchers with parents of students in one of the schools implementing inclusive education found that in terms of services, inclusive students often received slow service, after confirmation this was caused by the availability of a lack of personnel for student services for inclusion in school. It was also found that some inclusive students at school were more likely to remain silent in class, because of the difficulty of access for inclusive children in socializing. This situation is an important thing that must be explored so the program targets of inclusive education policies implemented in schools remain child-friendly and run according to their functions. This finding is also the first case that occurred in the implementation of inclusive education (Hassan & Al-Harthy, 2014; Maniadaki & Kakouros, 2011).

The aforementioned problems are corroborated by the results of research conducted by Afifa and Subowo (2020), Lukitasari et al. (2017), Mularsih (2019), Sudarto (2016), Tarnoto (2019), as well as Wibowo and Anisa, (2019) about the problems of inclusive education that inclusive schools have been accepting students with special needs is not directly handled according to the needs of these students. The more significant problem is related to several problems of implementing inclusive education in elementary schools in the school curriculum, which is a reference and guide in determining the expected learning outcomes (Safrizal et al., 2021; Suryana et al., 2021). The curriculum applied is still standing and is not flexible to ac-

commodate and by inclusive children, so the curriculum cannot adapt to the heterogeneity of the class. In the end, teachers who are not ready for this implementation only provide 'forced services.' At the same time, the learning process is the most critical activity at school. The success of achieving educational goals depends on the curriculum content applied in the learning process in the classroom (Dewi, 2017; Pratiwi, 2015; Sutisna et al., 2020). The severity of this problem is also reinforced by an educator's understanding of the conditions and developmental tasks of children with special needs who are not yet qualified.

It works the same thing as studied in several related studies that the introduction of inclusive education, which has reaped various polemics, makes this policy need to be reviewed (Istiqomah, 2020; Muazza et al., 2018; Suastariyani & Tirtayani, 2020; Sulistiyaningsih & Handayani, 2018). The competence of teachers and the number of personnel that must be by the ratio of the handling of inclusive children in each class, especially in schools, are not yet optimal, as can be seen in the teacher profile. Even in some schools, there are still no teachers who have competence in providing and serving inclusive children. Therefore, when this problem is left alone, it will worsen the quality and comfort of learning.

Various polemics related to the implementation of inclusive education entitled inclusive schools for elementary school level need to be studied more deeply related to school readiness in implementing this implementation. This study's description of school readiness is used to consider the government in implementing inclusive education services as a friendly educational solution for all children without discrimination. The novelty in this research lies in the content and description of the analysis of school readiness from implementing inclusive education. This study aims to describe the description of school readiness in implementing child-friendly inclusive schools without elements of discrimination.

RESEARCH METHOD

This study is a descriptive quantitative research. This type of research was chosen since this study describes the reality of the actual situation based on statistical calculations. The total population in this study consisted of 51 principals spread over the district of Padang Timur, Padang City. To ensure the research is right on target, the sample selection is determined based on the criteria, namely schools that implement inclusive education. Sample categorization used to direct the research to be more focused. After the categorization, there were 13 schools that implemented inclusive education policies which were then used as research samples. The subject of this research is the principal of the State Elementary School X, Padang Timur District, who implements inclusive education. The data collection instrument used was a questionnaire or statement related to the readiness to implement inclusive education, which included aspects of teachers, programs, and school infrastructure. The measurement scale uses the Guttman scale with questions packaged in the Google Form application.

Table 1. Indicators of School Readiness in Implementing Inclusive Education

No.	Aspects	Components
1.	Curriculum	Modify the curriculum, regulate service delivery, and have a model or format for inclusive education services.
2.	Human Resources	Having a special supervising teacher who serves inclusive students to design children with special needs program designs, carry out tests, and help children develop self-understanding.
3.	Facilities and Infrastructure	Having special facilities and infrastructure for inclusive education students

Source: Adapted from the Regulation of the Minister of National Education No. 70 of 2009 and the Government Regulation No. 19 of 2005

The questions in the instrument are prepared based on indicators of school readiness which are briefly selected, some of the requirements that must exist in inclusive schools based on the Regulation of the Minister of National Education No. 70 of 2009 and the Government Regulation No. 19 of 2005 regarding facilities and infrastructure, as well as inclusive education resources in educa-tional units designated in article 6 paragraphs 2 to 3 (which can be seen in Table 1). After the data collection process, data analysis was carried out using descriptive statistical methods (Sugiyono, 2018; Yusuf, 2005).

FINDINGS AND DISCUSSION

Findings

The results showed the distribution of data related to the implementation of government appeals in the implementation of inclusive education, the availability of special assistant teachers for inclusive children or children with special needs (*Anak Berkebutuhan Khusus* or ABK), the availability of special facilities and infrastructure for inclusive children, and the availability of unique forms for the assessment of inclusive students. It is described in detail as follows.

Responding to the Government's Call to Implement Inclusive Education

Questions related to the government's appeal in implementing inclusive education in schools have been answered well. This is evident from the distribution of the data collected. Based on the results of the distribution of data from 14 schools used as samples, it was explained that the school was very receptive to appeals related to inclusive or child-friendly schools.
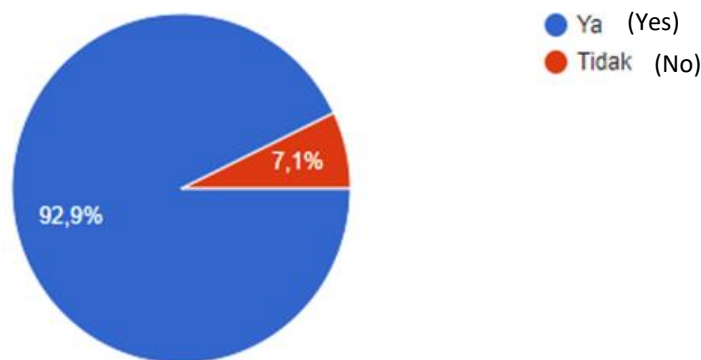

Figure 1. School Responses to Inclusive Education Policy

Figure 1 illustrates that the school's willingness to comply with the government's appeal regarding the implementation of inclusive education in schools. The strengthening of this statement can be seen from the 13 schools that were given the form; 92.9% responded and accepted the government's policy on inclusive education and child-friendly schools. In summary, the response of each school was very good in responding to government policies related to the implementation of inclusive education.

Availability of Special Assistant Teachers for Inclusive Students/ABK

The second question refers to the readiness of resources related to supporters in implementing inclusive education in schools. This question leads to the availability of teacher personnel as subjects and companions in the child's learning process at school. The distribution of the data is shown in Figure 2.
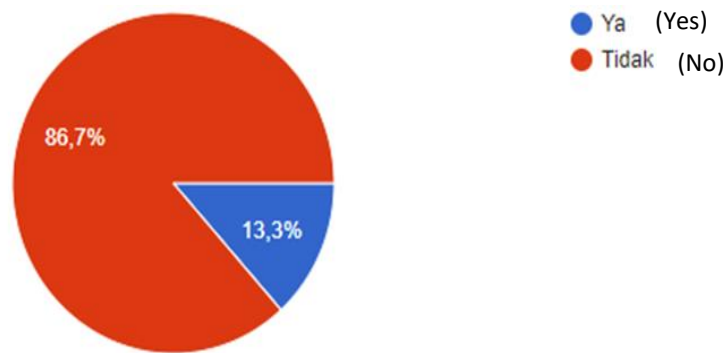
Figure 2. Distribution of Availability of Special Assistant Teachers for Inclusive Students in Schools

The distribution of the data in Figure 2 shows that 86.7% of schools do not have special assistant teachers to serve children with special needs, while 13.3% of schools already have special assistant teachers. The distribution of this data means that in terms of the availability of resources related to the handling and services of children with special needs in schools, most schools do not yet have qualified personnel in their fields. Only formal learning fields are qualified, while most schools do not own those devoted to handling inclusive children. The categorization of the results of filling out questions given by respondents means that the completeness of human resources in schools that implement inclusive education is considered unprepared because most schools do not have special assistant teachers to provide assistance and services to children with special needs.

Availability of Special Facilities and Infrastructure for Inclusive Students/ABK

This question is focused on supporting facilities and infrastructure to support inclusive education in schools. The availability of supporting facilities is an essential pillar in the implementation of inclusive education in schools. The results of data collection are illustrated in Figure 3.
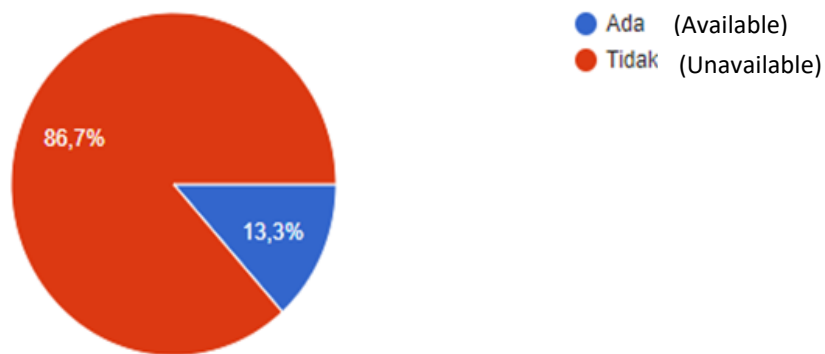

Figure 3. Distribution of Availability of Special Facilities and Infrastructure for Inclusive Students in Schools

The description of the data in Figure 3 shows that 86.7% of schools do not yet have special facilities and infrastructure to support inclusive children/ABK, while 13.3% already have some supporting facilities. This means that schools' readiness to provide facilities and infrastructure to support the implementation of inclusive education has not been fulfilled optimally, so this is a special note to fulfill the needs of supporting facilities and infrastructure to facilitate access for inclusive children in their activities. The number of schools that do not

have supporting facilities and infrastructure illustrates that some schools are not ready to implement inclusive education. This is due to the basic needs of inclusive students related to inadequate supporting facilities in most schools that implement this policy. Therefore, the categorization related to the availability of special facilities and infrastructure illustrates the unpreparedness of the school in its implementation.

Availability of Special Assessment Formats for Inclusive Students/ABK

The third question focused on the specific assessment format provided by the school regarding the assessment of inclusive child development while in school. The distribution of data is obtained as illustrated in Figure 4.
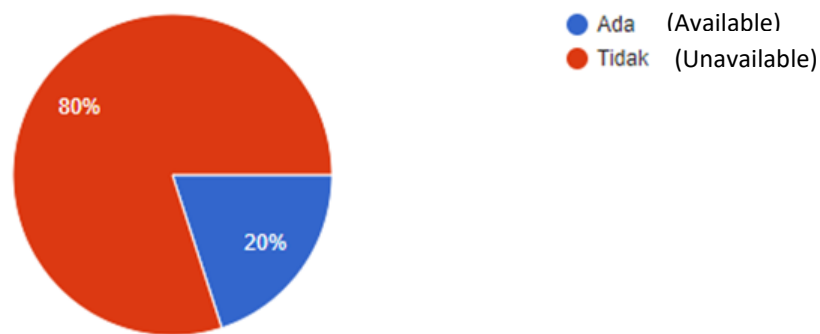

Figure 4. Distribution of Availability of Special Assessment Formats for Inclusive Students/ABK in Schools

Based on the data collection results from 14 schools, as many as 80% do not yet have a particular assessment format for inclusive children/ABK, while 20% of schools already have. This finding means that most schools do not have a particular assessment format available, while a small number already has a unique assessment format for inclusive children/ABK. The large percentage of schools that have implemented inclusive education but do not have a special measurement instrument for inclusive students can also be interpreted as technically the school is not yet ready in terms of curriculum related to the implementation of inclusive education policies. Meanwhile, the existence of a special format for the assessment of inclusive students is one of the mandatory school requirements that must be owned, so that children's achievements are measured and their progress is recorded.

Discussion

Based on the research results obtained from the results of the data distribution through the Google Form, it was found that, in essence, most schools very welcome the implementation of inclusive education policies in elementary schools. This is as the response obtained by the research sample. The open attitude regarding the excellent reception given by the school is a strength for the government to realize a well-implemented inclusive education. The main strength of implementing education for all without any discrimination lies in the school personnel implementing the system in the field (Avramidis & Norwich, 2002; Giangreco, 2013; Sharma & Salend, 2016). In other words, all school personnel's willingness, and good response in responding to this policy need to be considered and supported by supporting equipment, so that at the stages of planning, implementing, and evaluating the implementation of inclusive education, which is transformed into an inclusive school, it will run well as it should.

The will and enthusiasm of all school personnel need to be supported and guarded so that the government can easily comply with the mandate of the law regarding the right to education for all citizens without discrimination. The aforementioned study is in line with the re-

search results by Lukitasari et al. (2017), Mularsih (2019), Novitayanti and Tirtayani (2019), and Wibowo and Anisa (2019) that the vital role of schools, educators, and education staff in welcoming inclusive education policies is capital. The main thing to consider is that it will undoubtedly make it easier for the government to extend its hands in implementing inclusive education in schools as a manifestation of the mission of education for all without any discrimination of advantages and disadvantages. Furthermore, the realization of inclusive schools or schools that implement inclusive education needs to be supported by both teachers and special education personnel in the learning process and fostering children with special needs so that services for inclusive students run optimally. Therefore, it is clear that the lack of teacher personnel who specifically handle children with special needs is a contradiction in the implementation of inclusive education in schools. This statement is a critique of inclusive education policies that are still not optimal in preparing the needs of teachers, both personnel who specifically handle children with special needs and teaching staff who are specially trained to handle inclusive children in schools.

Openness as the research results is not welcomed by the availability of human resources, facilities, and infrastructure, as well as special administration for the assessment of inclusive children. This is even found in most schools. The unavailability of accompanying teacher personnel who will serve inclusive children/ABK will harm the learning process at school. Likewise, the availability of supporting facilities and infrastructure has not been optimal. Inclusive children have privileges that are not shared by normal children in general, so that the lack or absence of their supporting facilities for learning and socializing at the school where they study will limit their movement and socialization. This will make the child's development process do not increase significantly. The lack of resources and school infrastructure compared to the willingness and appeal of the government often makes schools willing to accept inclusive students forcibly and only as a formality to respond to needs. Meanwhile, the inclusive school policy is a bright spot for the educational struggle that fights for rights, degrees, dignity as Indonesian citizens, and the tagline education for all (education for all) is very relevant and strategic to implement.

The implementation of the inclusive school policy stated by the government to implement inclusive education in every school will take place optimally if all personnel is given special education and training related to the introduction and management of inclusive children in schools. This is because the only ones who will implement or who are the primary executor in the implementation of inclusive education policies are educators, so it is necessary to provide special education about handling and current issues regarding inclusion and its problems (Bourke, 2009; D'alessio & Watkins, 2009; Giangreco, 2013; Novitayanti & Tirtayani, 2019; Sharma & Salend, 2016). In this way, the implementation of the inclusion program is not just a policy made as a slogan for child-friendly education, but as a form of actual application to make children inclusion in schools can be well received by students who do not have special needs.

A study clearly stated that policies in implementing inclusive education should be in line with preparation (Handayani & Rahadian, 2013; Kadir, 2015). Thus, a firm will get the right target due to the availability of the facilities needed in its implementation. The research results corroborate this on the adequacy index of inclusive schools, which stated that many personnel was an essential factor in achieving a high inclusion index (Hadiyanto et al., 2017; Sunanto, 2009; Syahril & Hadiyanto, 2018). The meaning of the research results is clear that the will and positive response will not work if all the supporting components have not been realized or well equipped. In addition, other considerations from implementing the inclusive school program as the policies that have been issued are the most basic principles of inclusive education. That how education and teaching are carried out in a system can work together, learn together, respect and appreciate each other, and provide education that the creation of different people with different needs makes them learn to know each other.

Seeing the condition of unpreparedness, the researchers agree with Mularsih (2019), Sudarto (2016), and Wibowo and Anisa (2019) through the results of the research that the implementation of policies and responses from inclusive schools as the findings and readiness of schools are essentially not in tandem with the vision and mission of education that prioritizes diversity and equal rights in obtaining an education. The lack of supporting facilities and facilities that can accommodate inclusive students must be the target in maximizing the implementation of inclusive education in schools. Thus, positive and systematic efforts are needed both in the internal domain of the school and in the external domain of the school. Educators' continuous training is related to understanding inclusive children, inclusive children's problems, and awareness of strategic issues about disability. The target of development and procurement of goods and infrastructure and the introduction of understanding about inclusion should be carried out continuously so that this helps to equalize public perceptions about inclusive students and inclusive education.

Referring to the explanations and findings of previous research, in the realization of inclusive schools or schools that implement inclusive education in the learning and teaching process, the shortcomings of the results of this study need to be completed. The curriculum reference that becomes the basis for educators to provide knowledge in the learning and teaching process needs to be adjusted to the inclusive student class and aspects of their needs. Coaching teachers and other facilities that make it easier for inclusive students to work with their friends is also an effort that the government and schools must complete so that the inclusive education program is not just a euphoria of the embodiment of human rights but has become an essential thing for the needs of every human being who holds the status of ABK, this is confirmed by the Minister of National Education Regulation Number 70 of 2009 concerning Guidelines for Implementing Inclusive Education which states that there are eight components that must be considered, including students, curriculum, teaching staff, learning activities, assessment, and certification, school management, awards and sanctions, and community development.

Therefore, readiness in implementing inclusive education in traditional schools is not limited to the willingness of school personnel to implement it but requires support in completing various infrastructure facilities, supporting personnel, and the assessment format needed to measure the development of inclusive children while studying at school, so that the principle of inclusive schools, which is the output of a change and reform, can be beneficial for children with special needs and children in general. Furthermore, this research needs to be studied more precisely, especially on the aspects of correlation and the reality in the field related to the implementation of inclusive education. The researchers realize that this research needs to do a more in-depth study that not only discusses inclusive education policies but must describe in full how the implementation of inclusive education in schools with the label of inclusive schools is carried out. Various correlation studies and qualitative inquiry are needed to continue this research study to produce more valuable data as a consideration for the government to be given an evaluation so that it is equipped with all school needs.

CONCLUSION

The description of the findings related to the analysis of school readiness in implementing inclusive education openly shows that schools are very responsive to the appeal of government policies related to this program. However, readiness to welcome the appeal should be supported by facilities, personnel, and management standards and according to procedures. The main focus must be prepared for the lack of accompanying teacher personnel, special infrastructure facilities, and special assessment formats for early childhood in most schools so readiness is not only limited to the will but the readiness of the school system. Therefore, the from the results of the study, it can be said that, in terms of infrastructure and school

personnel, they are not ready to welcome the call to become an inclusive school. This is strengthened by the findings of the lack of various facilities and infrastructure as a bright spot that schools do not yet have optimal and maximum readiness related to the implementation of inclusive education and labels when inclusive schools are implemented. The implications of this research lead to an evaluation of the readiness for the implementation of inclusive education in schools in the city of Padang to be taken into consideration for the government to prepare the needs of schools with inclusive education standards in general so that implementation can be carried out properly.

ACKNOWLEDGMENT

REFERENCES

Afifa, R. N., & Subowo, A. (2020). Implementasi program pendidikan inklusif di Provinsi DKI Jakarta (Studi di SD Negeri Meruya Selatan 06 Pagi). *Journal of Public Policy and Management Review*, *9*(2), 348–365. https://ejournal3.undip.ac.id/index.php/jppmr/article/view/27366.

Anafiah, S., & Andini, D. W. (2018). Pelaksanaan pendidikan inklusi di SD Tumbuh 2 Yogyakarta. *WACANA AKADEMIKA: Majalah Ilmiah Kependidikan*, *2*(1), 73-84. https://doi.org/10.30738/wa.v2i1.2479.

Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, *17*(2), 129–147. https://doi.org/10.1080/08856250210129056.

Bourke, P. E. (2009). Professional development and teacher aides in inclusive education contexts: Where to from here? *International Journal of Inclusive Education*, *13*(8), 817–827. https://doi.org/10.1080/13603110802128588.

D'alessio, S., & Watkins, A. (2009). International comparisons of inclusive policy and practice: Are we talking about the same thing? *Research in Comparative and International Education*, *4*(3), 233–249. https://doi.org/10.2304/rcie.2009.4.3.233.

Dewi, N. K. (2017). Manfaat program pendidikan inklusi untuk AUD. *Jurnal Pendidikan Anak, 6*(1), 12–19. https://doi.org/10.21831/jpa.v6i1.15657.

Giangreco, M. F. (2013). Teacher assistant supports in inclusive schools: Research, practices and alternatives. *Australasian Journal of Special Education*, *37*(2), 93–106. https://doi.org/10.1017/jse.2013.1.

Hadiyanto, H., Suryadi, Y. S., & Zulaikha, S. (2017). Autonomy and community participation on the implementation of school-based management in the City of South Tangerang. In *Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017), 118*, 1126–1131. https://doi.org/10.2991/icset-17.2017.183.

Handayani, T., & Rahadian, A. S. (2013). Peraturan perundangan dan implementasi pendidikan inklusif. *Jurnal Masyarakat Indonesia*, *39*(1), 27–48. http://jmi.ipsk.lipi.go.id/index.php/jmiipsk/article/view/307.

Hassan, A. S., & Al-Harthy, I. S. (2014). Discrimination evidence for examining fourth grade students' learning disability problems. *Journal of Education and Learning*, *3*(3), 183-193. https://doi.org/10.5539/jel.v3n3p183.

Iskandar, R., Satriyani, F. Y., & Munajah, R. (2018). Pendidikan inklusi di Sekolah Dasar Negeri Lebak Bulus 06 Pagi DKI Jakarta. *Jurnal Pengabdian Masyarakat Ilmu Keguruan dan Pendidikan (JPM-IKP),* *1*(1), 21-31. http://trilogi.ac.id/journal/ks/index.php/jpmikp/article/view/74/0.

Istiqomah, H. (2020). Survei tentang penerapan mata kuliah Pendidikan Inklusi pada semua program studi di FKIP Unversitas Lambung Mangkurat. *JPI (Jurnal Pendidikan Inklusi),* *4*(1), 22–36. https://doi.org/10.26740/inklusi.v4n1.p22-36.

Junanto, S., & Kusna, N. A. A. (2018). Evaluasi program pembelajaran di PAUD inklusi dengan model Context, Input, Process, and Product (CIPP). *Inklusi*, *5*(2), 179-194. https://doi.org/10.14421/ijds.050202.

Kadir, A. (2015). Penyelenggaraan sekolah inklusi di Indonesia. *Jurnal Pendidikan Agama Islam*, *3*(1), 1–22. https://doi.org/10.15642/jpai.2015.3.1.1-22.

Lukitasari, S. W., Sulasmono, B. S., & Iriani, A. (2017). Evaluasi implementasi kebijakan pendidikan inklusi. *Kelola: Jurnal Manajemen Pendidikan,* *4*(2), 121–134. https://doi.org/10.24246/j.jk.2017.v4.i2.p121-134.

Maniadaki, K., & Kakouros, E. (2011). Attention problems and learning disabilities in young offenders in Detention in Greece. *Psychology*, *2*(1), 53–59. https://doi.org/10.4236/psych.2011.21009.

Muazza, M., Hadiyanto, H., Heny, D., Mukminin, A., Habibi, A., & Sofwan, M. (2018). Analyses of inclusive education policy: A case study of elementary school in Jambi. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, *2*(1), 1–12. https://doi.org/10.21831/jk.v2i1.14968.

Mularsih, H. (2019). Gambaran pelaksanaan pendidikan inklusi sekolah dasar negeri di Jakarta Barat. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, *3*(1), 94-104. https://doi.org/10.24912/jmishumsen.v3i1.3600.

Novitayanti, L., & Tirtayani, L. A. (2019). Teachers-students' interaction in early childhood inclusion program. *Journal of Education Research and Evaluation*, *3*(2), 96-104. https://doi.org/10.23887/jere.v3i2.18766.

Pratiwi, J. C. (2015). Sekolah inklusi untuk anak berkebutuhan khusus: Tanggapan terhadap tantangan kedepannya. In *Prosiding Seminar Nasional Pendidikan "Meretas Sukses Publikasi Ilmiah Bidang Pendidikan Jurnal Bereputasi"*, Universitas Sebelas Maret Surakarta dan ISPI Wilayah Jawa Tengah, Surakarta, 237–242. https://jurnal.fkip.uns.ac.id/index.php/pip/article/view/7725.

Safrizal, S., Yulia, R., & Suryana, D. (2021). Difficulties of implementing online learning in kindergarten during the Covid-19 pandemic outbreak: Teacher's perspective review. *Jurnal Pendidikan dan Pengajaran,* *54*(3), 406–414. https://doi.org/10.23887/jpp.v54i3.34974.

Sharma, U., & Salend, S. J. (2016). Teaching assistants in inclusive classrooms: A systematic analysis of the international research. *Australian Journal of Teacher Education*, *41*(8), 118–134. https://doi.org/10.14221/ajte.2016v41n8.7.

Suastariyani, N. K. N., & Tirtayani, L. A. (2020). Survei persepsi orang tua mengenai program PAUD inklusi di Kota Denpasar tahun 2020. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *8*(2), 80–90. https://ejournal.undiksha.ac.id/index.php/JJPAUD/article/view/25156.

Sudarto, Z. (2016). Implementasi kebijakan penyelenggaraan pendidikan inklusif. Jurnal Pendidikan, 1(1), 89–97. https://doi.org/10.26740/jp.v1n1.p97-106.

Sugiyono, S. (2018). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sulistiyaningsih, R., & Handayani, M. M. (2018). Analisis penyelenggaraan pendidikan inklusi berdasarkan Index for Inclusion. *Happiness, Journal of Psychology and Islamic Science, 2*(2), 67-81. https://jurnal.iainkediri.ac.id/index.php/happiness/article/view/1398.

Sulthon, S. (2019). Pendidikan dasar inklusif di Kabupaten Pati: Harapan dan kenyataan. *Inklusi*, *6*(1), 151-172. https://doi.org/10.14421/ijds.060107.

Sunanto, J. (2009). Indeks inklusi dalam pembelajaran di kelas yang terdapat ABK di sekolah dasar. *Jurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus (JASSI Anakku)*, *9*(2), 78–84. https://ejournal.upi.edu/index.php/jassi/article/view/3860.

Suryana, D., Yulia, R., & Safrizal, S. (2021). Model of questioning skill teacher for developing critical thinking skill in early childhood education in West Sumatra, Indonesia. *Educational Sciences: Theory and Practices, 21*(2), 101–114. https://jestp.com/index.php/estp/article/view/1433.

Sutisna, D., Indraswati, D., Nursaptini, N., Novitasari, S., & Sobri, M. (2020). Penerapan program pendidikan inklusi di SDN 1 Sangkawana Lombok Tengah. *Progres Pendidikan*, *1*(2), 72–79. https://prospek.unram.ac.id/index.php/PROSPEK/article/view/15.

Syahril, S., & Hadiyanto, H. (2018). Improving school climate for better quality educational management. *Journal of Educational and Learning Studies*, *1*(1), 16-22. https://doi.org/10.32698/0182.

Tarnoto, N. (2019). Permasalahan-permasalahan yang dihadapi sekolah penyelenggara pendidikan inklusi pada tingkat SD. *HUMANITAS: Indonesian Psychological Journal, 13*(1), 50-61. https://doi.org/10.26555/humanitas.v13i1.3843.

Wibowo, A. T., & Anisa, N. L. (2019). Problematika pendidikan inklusi di indonesia. In *Prosiding Seminar Nasional Pendidikan dan Call for Papers (SNDIK) I 2019*, Universitas Muhammadiyah Surakarta, Surakarta, 16–20.

Yusuf, A. M. (2005). *Metodologi penelitian*. UNP Press.