



## Profile of the Inclusive Education Program at Sedati Agung Sidoarjo Elementary School

Wilujeng Dwi Safitri<sup>\*</sup>, Vanda Rezania

University of Muhammadiyah Sidoarjo, East Java  
*\*Corresponding author: wilujengsafitri37@gmail.com*

Submitted/Received 14 April 2023; First Revised 05 May 2023; Accepted 24 May 2023  
First Available Online 1 June 2023; Publication Date 1 June 2023

### Abstract

*Inclusive education is an education program where children with special needs can participate in learning with normal children. This study aims to identify and describe the profile of the inclusive education program at SDN Sedati Agung Sidoarjo which includes teaching staff, curriculum, facilities and infrastructure and monitoring and evaluation in the school. This research is a descriptive qualitative research, with research subjects including school principals or inclusion coordinators, shadow teachers, and one special accompanying teacher. Data collection techniques used are observation, interview, and documentation methods. The research instruments used were observation guidelines and interviews. The analysis technique used is data reduction, data presentation, and drawing conclusions. To test the validity of the data, the credibility test and triangulation of techniques and sources and verification were used. The results of the study show that in Sedati Agung Elementary School the profile of the Inclusive Education Program; 1) teaching staff at Sedati Agung Elementary School, 2) the curriculum used is a non-fixed curriculum to suit the character of inclusive students and will be modified every 3 months to suit the potential of children with special needs taking into account their character (characteristics) and level of intelligence, 3) Facilities and facilities to serve children with special needs include special rooms, supporting tools and books to support services for children with special needs, 4) Monev is conducted to evaluate inclusive students through collaboration with parents to inform the progress of inclusive students.*

**Keywords:** *Inclusive Education, Inclusive Education Profile, Inclusive Education Program.*

### INTRODUCTIONS

Education is a very important and basic human need because of the transmission of knowledge from generation to generation in the form of education and training. However, this does not mean that education must be led by someone else, it can be done independently. According to Law Number 20 of 2003 concerning SISDIKNAS Education, students need potential, religious spirit, self-discipline, character, intelligence, noble character and skills for nation and society. Education is not only education for all, for some. All citizens have the right to education without distinguishing race, religion, class, and others. In accordance with Law No. 20 of

2003 article 5 paragraph 1 which states that every citizen has the same party to obtain quality education as well as children with special needs (Hoar et al., 2021).

Law No. 20/2003 on the National Education System states that all citizens of the Republic of Indonesia have equal access to education, including children with special needs. Therefore, children with special needs such as blind, deaf, disabled, disabled, and inclusive children get the same education as other children. The expansion of education is not only carried out by educators in this case teachers or schools, but requires the participation of families, communities, and

countries that are expected to be able to resolve the education gap in Indonesia including East Java province (Yuwono & Mirnawati, 2021). According to Haug, inclusive education is an education program where children with special needs can participate in learning with normal children (Sutisna et al., 2020). A profile is a brief description of an institution, organization of objects or regions while an inclusive education program is a program designed to bring together children with special needs (ABK) in the same class and school to maximize their learning opportunities under normal conditions, regardless of race, background, economic status or disability (Salleh & Omar, 2018). So it can be concluded that the profile of an inclusive education program is a brief description of a program designed to bring together children with special needs in the classroom and at school.

East Java Province is one of the provinces that implement inclusive education through the Decree of the Governor of East Java Province No. 2011 Implementation of Inclusive Education in East Java. The possibility of physical, psychological, or social limitations, or the presence of certain skills or talents, to receive quality education (Sudarto, 2017).

In Permendiknas No. 70 2009 concerning Guidelines for the Implementation of Inclusive Education, there are 8 components that must receive attention from inclusive school stakeholders, namely 1. learners 2. curriculum 3. educators 4. learning activities 5. certification 6. school management 7. rewards and sanctions 8. community empowerment. Educators contained in point three are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in certain educational units that implement inclusive education programs.

Educators become class teachers, subject teachers, and Special Mentor Teachers (GPK). Special Mentor Teachers are teachers who are tasked with assisting children with special needs in the teaching and learning process in regular classes who are qualified in Special Education (PLB) or who have received training on organizing inclusive schools. Special Mentor Teachers are teachers who have special education qualifications/backgrounds who are tasked with bridging the difficulties of Children with Learning Difficulties (ABK) and class/math teachers in the learning process and performing special tasks that are not carried out by teachers in general.

During this time, children with special needs need support to attend education that suits their needs. This has indirectly discriminated against children with special needs, making the adjustment process between normal and special needs children difficult. Consequently, children with special needs are excluded from interaction with society. With the growing demand to fight for the rights of children with special needs, the concept of inclusive education in Indonesia emerged, based on the awareness of the right of all children to education. This is the background for SDN Sedati Sidoarjo to implement inclusive education (Lina, 2015).

SDN Sedati Sidoarjo has been implementing inclusive education since 2011. The reason for inclusive education is because of government regulations and it is easier for students with disabilities to learn at the nearest school. Inclusive education is a service for all children, including children with special needs and children with potential intelligence or special abilities, to participate in the teaching and learning process in a child-friendly environment using common standards. The Quran contains the concept of inclusive education in several verses. One of them is Q. Al-Hujurat / 9: 10 - 13. The letter

explains ethics or morals in dealing with fellow humans. The following is given the interpretation of verses 10-13 of Surah al-Hujarat / 9. All believers are brothers, as explained in the Quran verse 10 of Surah Al Hujarat. Here is the explanation

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ ۗ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ

innamaa lmu'minuuna ikhwatun fa-ashlihuu bayna akhawaykum wattaquu laaha la'allakum turhamuun

Meaning: "Verily, the believers are brothers, therefore reconcile between your two brothers (who are in dispute) and fear Allah that you may find mercy." (QS. Al-Hujurat: 10). Article 32(1) of the Constitution states that "every citizen has the right to education". Article 32(2) of the Constitution states that "every citizen has the right and obligation to attend basic education, and the state shall bear the cost". Law No. 20/2003 on the National Education System, Article 5 Paragraph 1 affirms that "every citizen has the same right to quality education". This law is strong evidence that inclusive education exists in society. Learning in inclusive education takes into account the principles of learning that are tailored to the learning characteristics of students. Students with physical, emotional, intellectual, social and intellectual disabilities or special abilities require educational opportunities that respond to their needs and human rights. Special education for children with disabilities or learners who have special intelligence and abilities that allow it can be organized in an inclusive manner.

There are many schools in Indonesia that provide special services for children with special needs. Segregation has existed for more than a century since the start of education for blind children in Bandung in 1901. There is education organized by the Decree of the Minister of Education, Culture,

Sports, Science and Technology number 2022/U/1986. About inclusive education for children with special needs. The concept of inclusive education emerged after the concept of mainstreaming as a provider of special education for children with special needs in general schools and classes. Education emerged, followed by a national conference that led to the Bandung Declaration on the Inclusive Education Initiative in 2004. There are several concepts, namely separate education, introduction, integration and also inclusive education (Latifah, 2020).

Article 2 Section 1 and 2 of the 2009 Permendiknas states: In addition to respecting diversity, non-discrimination to all learners, and organizing non-discriminatory education for all learners, the widest possible opportunity, quality education, and quality according to needs and abilities (Direktorat Pembinaan Sekolah Luar Biasa, 2011). Another objective of organizing inclusive education is to provide equal opportunities for learners, including people with disabilities, in the form of effective educational services with the necessary additional tools in the organization according to age and grade so that learners are prepared for a productive life as members of society. The basis of reference for the implementation of inclusive education is the philosophical foundation, legal foundation, educational foundation and experiential foundation (Hoar et al., 2021). As part of the implementation of the inclusive education program in public schools, there are still many children with special needs who make up a small proportion of the total number of students attending school to understand social phenomena or symptoms at SDN Sedati Agung Sidoarjo. The purpose of this qualitative research is to examine more deeply the teaching methods of inclusive education at SDN Sedati Agung.

## RESEARCH METHODS

This research is a descriptive qualitative research phenomenological study that observes social phenomena or symptoms and examines more into the substance of the meaning of the phenomena that exist in the SD the presence of inclusive education to facilitate ABK where the distribution of inclusive education is uneven. In this study, the research intends to describe, reveal, describe and explain how the Inclusive Education Program Profile at SDN Sedati Agung Sidoarjo. Descriptive research is research that aims to prove a situation or other facts stated, the results of which are presented in the form of a report (Arikunto, 2013).

The instruments used in this study include 1) Pre-research interview sheet (getting data on the analysis of research location problems), 3) inclusive education program profile interview sheet, 3) inclusive education program observation sheet, and 4) inclusion program administration completeness sheet. Observations were made at SDN Sedati Agung Sidoarjo to find out the profile of the inclusive education program at SDN Sedati Agung Sidoarjo. Interviews were conducted with the principal, special assistant teacher (GPK) and shadow teacher. This was done to obtain valid data. Documentation consists of the inclusion Rpp and PBS (Student Learning Profile).

The subjects of this research are the principal, special assistant teacher (GPK), and shadow teacher at the elementary school that organizes inclusive education at SDN Sedati Agung Sidoarjo. Qualitative research as a way of directly observing and relating to individuals to obtain the information under study. The data for this study consisted of participant observation data, structured interview data and text document data. The data sources of this research are the whistleblower, the activities that take place during the implementation of learning activities, the location of learning activities,

namely the classroom of SDN Sedati Agung Sidoarjo, inclusive lesson plans and documents in the PBS (Student Learning Profile) format. The data analysis technique used is the Miles and Huberman model, namely by collecting data by means of structured interviews, participant observation and written documentation, reduction, and data validation techniques used in this study are source and method triangulation, namely the data validity technique used in this study is a credibility test. Source triangulation is used to examine interview data from several informants, and technical triangulation is used to examine data from observational interviews and recordings, to obtain the correct information and a complete picture of the inclusive education program information at SDN Sedati Agung Sidoarjo. Triangulation of data validity checking techniques using other means. Data validity for the purpose of control or comparison with these data (Furqon, 2019). In this study, researchers wanted to check the validity of the Inclusive Education Program Profile data.

## RESULTS AND DISCUSSION

All students who are eligible for special education must receive education that is specifically designed to meet the individual needs of students with disabilities. Inclusive students also have the right to education like regular students in general who get knowledge, skills and how to live in society (Juntak et al., 2023). The teacher who provides learning must also be someone who is experienced in dealing with inclusive students. Teachers are monitored closely and any progress related to teaching must be documented. This special learning does not only address communication skills, behavioral skills, social interaction skills, vocational or functional skills, or any domain that may be affected by the disability.

The government also certainly contributes to supporting inclusive education in Indonesia so that the right to education can be obtained by inclusive students without any limitations by supporting inclusive education programs in schools. Inclusive education is a form and realization of equality in education without discrimination, where children with special needs and children in general can get the same education. Inclusive education is a form of special education that requires all children with special needs to receive an education that is equal to their peers in regular classes (Sebrina & Sukirman, 2018). Inclusive education is organized by paying attention to all the advantages and disadvantages of children with special needs, creating a pleasant and friendly environment and can increase the confidence of students in special needs education to receive proper and consistent education. with the rights they receive. government and society.

The positive impact of implementing inclusive education makes the inclusive education system feasible. Impact on inclusive education provision. The impact on students with disabilities, namely more relevant and targeted education programs, better access to special environments (e.g. school, community, work), access to new experiences/opportunities in and out of school, access to peer models, new relationships and friendships, increased expectations, increased public awareness and responsiveness to environmental actions, increased skill acquisition. Basically, inclusive education is the soul of the Indonesian nation which since the beginning of independence has supported such as *Bhinneka Tunggal Ika* to make Indonesia a pluralistic nation, but still united, including in the field of education. Different backgrounds, physical conditions, economic conditions, geographical location etc. do not prevent a

child from obtaining educational services as is the case at SDN Sedati Agung which supports the existence of an inclusive education program by facilitating inclusive students with the things below:

#### A. Inclusive Education Educators.

Education personnel in inclusive education is one of the most important elements. Likewise, teacher competency standards are a measure that is determined or required in the form of mastery of knowledge and behaving like a teacher to occupy a functional position according to the field of duty, qualifications, and level of education (Setianingsih, 2017). Schools need to be supported by education personnel who have special expertise. Education personnel in this case are special mentor teachers or special education teachers who have clear responsibilities that are different from other education personnel (class teachers / subject teachers). Inclusive educators have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in certain educational units that implement inclusive education programs. Educators include: class teachers, subject teachers (Religious Education and Physical and Health Education), and special mentor teachers or special education teachers.

Special mentor teachers or special education teachers are teachers who are tasked with assisting children with special needs in the teaching and learning process in regular classes who have received training on organizing inclusive schools. special mentor teachers or special education teachers are teachers who have qualifications / backgrounds in special education (PLB) whose job is to bridge the difficulties of children with special needs and class / subject teachers in the learning process and perform special tasks that are not carried out by teachers in general.

It cannot be denied that the role of special mentor teachers or special education teachers is also a determining factor in the success of realizing inclusive schools. This is because special mentor teachers or special education teachers are teachers who are involved and deal directly with children with special needs in inclusive schools. If a school has organized an inclusive school, it is impossible to succeed if there is no special supervisor or special education teacher as the spearhead of the success of organizing inclusive schools. The management of education personnel, in this case the special mentor teacher or special education teacher, needs to be re-examined.

Special education teachers or commonly referred to as special mentor teachers or special education teachers collaborate with classroom teachers in designing or evaluating learning, although there are still many challenges to this collaboration system, for example, differences in views that are quite principled in organizing groupings or sequencing the stages of learning for students. The background of the teaching staff at SDN Sedati Agung is from GPK teachers who graduated from the Bachelor of Psychology, shadow teachers who graduated from PGSD and PG TK, and class teachers who graduated from PGSD.

The teacher said that her understanding of inclusion is that education is inclusive. Teachers must always be kind in the sense that children with disabilities and children with disabilities can develop. Children with special needs should not be separated from other normal children. Then, the teacher believes that the inclusive program should also help the child to be confident in using himself/herself as best as possible. The teacher believes that she can do this with inclusive education to help support children with disabilities in the classroom. When teachers meet children with special needs in class, teachers say that they empathize with

students with special needs. Teachers feel sorry when they see students with special needs who cannot understand the material given, so sometimes teachers try to explain the material to students with special needs (Saputra et al., 2022).

#### B. Curriculum.

Curriculum as one of the main components in education in schools that organize inclusive education (Sebrina & Sukirman, 2018). A distinctive feature of the curriculum owned by SDN Sedati Agung, for inclusive classes, is that the curriculum is not written because it adapts to the needs of inclusive students at SDN Sedati Agung Sidoarjo school and will be updated every three months. One example of the curriculum implemented for inclusive students at SDN Sedati Agung is that it prioritizes the ability to read, write and count as well as the fine motor and gross motor skills of these inclusive students.

Curriculum planning at SDN Sedati Agung does not involve outside parties but is compiled and planned by class teachers, shadow teachers and GPK teachers. Developing a curriculum requires a lot of thought because the curriculum is an outline that contains the direction and objectives of the training and serves as a guide for training implementation. Therefore, an appropriate foundation or foundation for curriculum development is needed so that the curriculum developed can be implemented, used and linked to the era and scope of the curriculum. Various differences in the characteristics of geography, culture, environment, resources, etc. can affect curriculum development and implementation in all countries and even in each educational unit. The foundations of curriculum development put forward by experts can be summarized into four main foundations that form the basis of curriculum development in Indonesia, namely philosophical, psychological, socio-cultural

and legal foundations (Rahmatika; et al., 2020).

### C. Facilities and Infrastructure.

Educational facilities are all the facilities needed in the learning process, which can include movable and immovable goods so that educational goals are achieved (Suvita et al., 2022). Educational infrastructure is all kinds of equipment, equipment, and objects used by teachers and students to facilitate (make comfortable) the implementation of education (Ayibah & Andari, n.d.). So it can be concluded by researchers that inclusive facilities and infrastructure are all facilities needed in the teaching and learning process, both moving and non-moving, so that the achievement of educational goals can run smoothly, orderly, effectively and efficiently.

The provision of facilities and infrastructure is one of the significant determining factors in the implementation of inclusive education. Facilities and infrastructure at SDN Sedati Agung Sidoarjo have met the needs of inclusive students in learning such as the availability of wheelchairs, walking aids and learning media such as special stationery for inclusive students.

### D. Monev

Evaluation is something that must be done in a program (Widyawati & Tengah, 2017). An evaluation activity will determine the sustainability of the program, the obstacles faced in a program, and get input for the continuation of the program. Monitoring is a routine process of collecting data on learning outcomes and measuring the learning progress of inclusive students, monitoring changes that focus on the learning process. Monitoring involves observing the quality of education services provided for inclusive students. So it can be concluded by researchers that monitoring and evaluation is an effort to collect information on an ongoing and

scheduled basis to objectively assess the performance and success of ongoing or completed programs.

Monitoring and evaluation activities for inclusive students at SDN Sedati Agung are carried out by shadow teachers and student guardians. Monitoring and evaluation activities for shadow teachers are carried out once a month, such as identifying obstacles and progress in the learning progress of inclusive students, while monitoring and evaluation activities for student guardians are carried out every day by providing information about student learning progress and asking about problems experienced by students at home if there are learning obstacles at school or during learning. Program evaluation is a series of activities consciously and carefully to determine the level of enforcement or success of the program either how to determine the effectiveness of each of its parts, both of the program. program evaluation is an effort to find out the level of implementation of the strategy to review carefully to determine the effectiveness of Evaluation of each part of the program is carried out by finding out to what extent the objectives have been achieved and which parts have not been achieved and what are the causes (Andriyani, 2017).

The process of organizing inclusive education has components that are interrelated with regard to achieving the expected educational goals. The first component in implementing inclusive education is the teaching staff. educators refer to class teachers, subject teachers and special teachers (GPK). Educators are people who are very influential in achieving educational goals. The duties and roles of the teacher workforce are expected to be able to become role models for children with disabilities right after potential and skills. Another factor in the implementation of inclusive education is the existence of a flexible curriculum or adapted

to the needs of children with disabilities because the barriers and obstacles of your skills vary. this curriculum The curriculum is flexible and takes into account students from various backgrounds with escalation, overlap, transformation, removal and substitution. The third component is the implementation of learning with different strategies. The learning process, which includes methods, media and learning resources, needs to be reviewed according to the abilities and needs of the crew. Teachers in implementing the process Learning must be able to carry out classroom management and manage learning and understanding of children with disabilities who have many differences. The supporting component in organizing inclusive education is the accessibility of facilities and infrastructure to facilitate both participants and users Regular students or students with special needs. The next component is school cooperation with parents who need special support and school cooperation Schools that organize inclusive education must have other institutions By working together, the process of implementing inclusive education can progress (Hoar et al., 2021).

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that SDN Sedati Agung Sidoarjo supports the inclusion program by providing educators including shadow teachers, GPK teachers, and class teachers then in the education provided to children with special needs using a written curriculum and every three months it will be innovated into a new curriculum or it can be concluded that the curriculum is not fixed. The needs of students are not only provided through education but also provided with facilities and infrastructure to support learning activities, at SDN Sedati Agung Sidoarjo provides facilities and infrastructure in the form of equipment, equipment, and objects

used by teachers and students to facilitate (make comfortable) the implementation of educators. The success of education in addition to being supported by educators, curriculum, facilities and infrastructure at SDN Sedati Agung also conducts evaluations once a month held by educators, besides that educators also work with student guardians to provide information on the development of inclusion students. Educators hope that the collaboration with parents can help provide motivation so that students are more enthusiastic about learning at school.

## THANK-YOU NOTE

Gratitude to Allah SWT for making it easy and also providing favors and health for researchers in completing this research. In addition, thank you to parents and family who always provide motivation and support and support researchers. Thank you also to the various parties involved and friends who always provide support and suggestions for this research. Do not forget that the researcher also wants to thank himself who has been able to struggle to complete this research. The researcher realizes that in this study there are still shortcomings, for that constructive criticism and suggestions are expected in order to perfect this research. Finally, the researcher would like to thank you and hopefully this research can be useful for all parties in need.

## BIBLIOGRAPHY

- Andriyani, W. (2017). Imlementation Of Inclusive Education In Elementary School Taman Muda Ibu Pawiyatan Yogyakarta. *Widia Ortodidaktika*, 6(3), 307–314.
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu pendekatan praktik*. Ptasdimahasty.
- Ayibah, G., & Andari, S. (N.D.). Manajemen Sarana dan Prasarana Sekolah Inklusi di Sekolah Dasar Negeri Gayungan II / 423 Surabaya. *Jurnal Inspirasi*



- Manajemen Pendidikan*, 10(3), 566–574.
- Direktorat Pembinaan Sekolah Luar Biasa. (2011). Pedoman Umum Penyelenggaraan Pendidikan Inklusif. *Departemen Pendidikan Nasional*, 70, 1–36.
- Furqon, M. A. (2019). BAB III Analisis. *ISSN 2502-3632 (Online) ISSN 2356-0304 (Paper) Jurnal Online Internasional & Nasional Vol. 7 No.1, Januari – Juni 2019 Universitas 17 Agustus 1945 Jakarta*, 53(9), 1689–1699. [Www.Journal.Uta45jakarta.Ac.Id](http://www.journal.uta45jakarta.ac.id)
- Hoar, A. Y., Amsikan, S., & Nahak, S. (2021). Analisis Kesalahan Siswa Dalam Menyelesaikan Soal Cerita Perbandingan Pada Siswa Kelas VII SMPK St. Isidorus Besikama. *MATH-EDU: Jurnal Ilmu Pendidikan Matematika*, 6(1), 1–7. <https://doi.org/10.32938/jipm.6.1.2021.1-7>
- Juntak, N. S., Rynaldi, A., Sukmawati, E., & Arafah, M. (2023). *Mewujudkan Pendidikan Untuk Semua: Studi Implementasi Pendidikan Inklusif Di Indonesia*. 5(2), 205–214.
- Latifah, I. (2020). Pendidikan Segregasi, Mainstreaming, Integrasi Dan Inklusi, Apa Bedanya? *Jurnal Pendidikan*, 29(2), 101–108. <https://doi.org/10.32585/jp.v29i2.676>
- Lina. (2015). Profil Sekolah Penyelenggara Pendidikan Inklusif di SD Negeri Tamansari 1 Yogyakarta. *Ekp*, 13(3), 1576–1580.
- Rahmatika, N., Dani, R., & Widodo, H. (2020). Implementasi Kurikulum 2013 Di Sekolah Inklusi Sekolah Dasar International Islamic School (INTIS) Yogyakarta. *Eduhumaniora: Jurnal Pendidikan Dasar*, 12(1), 55–61.
- Salleh, S. F., & Omar, M. C. (2018). Masalah Pengajaran Guru dalam Program Pendidikan Inklusif. *Asian People Journal (APJ)*, 1(2), 243–263. [Www.Journal.Unisza.Edu.My/Apj/Ww w.Journal.Unisza.Edu.My/Apj/243%7C](http://www.journal.unisza.edu.my/apj/www.journal.unisza.edu.my/apj/243%7C)
- Saputra, A., Sa'ud, U. S., Wahab, M. A., Nurwahid, H., & Kuntjoro, K. (2022). Upaya Meningkatkan Minat Belajar Siswa Inkusi Dengan Layanan Shuttle Bus dan Pemetaan Tenaga Pendidik. *Edukatif: Jurnal Ilmu Pendidikan*, 4(5), 7207–7217. <https://doi.org/10.31004/edukatif.v4i5.3471>
- Sebrina, A. A., & Sukirman, D. (2018). Implementasi Kurikulum Pada Sekolah Penyelenggara Pendidikan Inklusif. *Jurnal Penelitian Ilmu Pendidikan*, 11(2), 98–116.
- Setianingsih, E. S. (2017). *Implementasi Pendidikan Inklusi: Manajemen Tenaga Kependidikan*. 7, 126–135.
- Sudarto, Z. (2017). Implementasi Kebijakan Penyelenggaraan Pendidikan Inklusif. *Jurnal Pendidikan (Teori Dan Praktik)*, 1(1), 97. <https://doi.org/10.26740/jp.v1n1.p97-106>
- Sutisna, D., Indraswati, D., Nursaptin, Novitasari, S., & Sobri, M. (2020). Penerapan Program Pendidikan Pnklusi Di SDN 1 Sangkawana Lombok Tengah. *Progres Pendidikan*, 1(1), 72–79.
- Suvita, Y., Manullang, T. I. B., & Supriatna, M. (2022). Kelengkapan Sarana Dan Prasarana Dalam Mendukung Penyelenggaraan Pendidikan Inklusif. *Jurnal Pendidikan Kebutuhan Khusus*, 6(2), 155–164.
- Widyawati, R., & Tengah, K. S. (2017). Evaluasi Pelaksanaan Program Inklusi Sekolah. *Jurnal Manajemen*

*Pendidikan*, 4(1), 109–120.

Yuwono, I., & Mirnawati, M. (2021). Strategi Pembelajaran Kreatif Dalam Pendidikan Inklusi Di Jenjang Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2015–2020. <https://jbasic.org/index.php/basicedu/article/view/1108>