

Management of Inclusive Education in Primary Schools

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Abstract: This study aims to analyze the management of inclusive education at the primary school level in Banda Aceh city. The study was conducted in three primary schools, namely SD 20, SD 25 and SD 56 Banda Aceh, using descriptive qualitative methods. Data were collected through observation, in-depth interviews and documentation studies. The results showed that the three schools had implemented inclusive education but with varying levels of readiness and implementation. The management aspects studied included planning, organizing, implementing and evaluating the inclusion program. It was found that factors such as teacher competence, infrastructure, parental support and school policies play an important role in the successful management of inclusive education. The main challenges faced include limited human resources trained in special education, lack of accessible facilities and social stigma towards children with special needs. This study recommends improving teacher training, providing adequate facilities and strengthening collaboration between schools, parents and communities to optimize inclusive education management in primary schools.

Abstrak: Penelitian ini bertujuan untuk menganalisis manajemen pendidikan inklusi di tingkat sekolah dasar di Kota Banda Aceh. Studi ini dilakukan di tiga sekolah dasar, yaitu SD 20, SD 25, dan SD 56 Banda Aceh, dengan menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa ketiga sekolah tersebut telah menerapkan pendidikan inklusi, namun dengan tingkat kesiapan dan implementasi yang bervariasi. Aspek manajemen yang diteliti meliputi perencanaan, pengorganisasian, pelaksanaan, dan evaluasi program inklusi. Ditemukan bahwa faktor-faktor seperti kompetensi guru, sarana prasarana, dukungan orang tua, dan kebijakan sekolah memiliki peran penting dalam keberhasilan manajemen pendidikan inklusi. Tantangan utama yang dihadapi meliputi keterbatasan sumber daya manusia yang terlatih dalam pendidikan khusus, kurangnya fasilitas yang aksesibel, serta stigma sosial terhadap anak berkebutuhan khusus. Penelitian ini merekomendasikan peningkatan pelatihan guru, penyediaan fasilitas yang memadai, dan penguatan kolaborasi antara sekolah, orang tua, dan masyarakat untuk mengoptimalkan manajemen pendidikan inklusi di sekolah dasar.

INTRODUCTION

The 45th Constitution's preamble, paragraph 4, emphasizes that the state's goal is to educate the populace of Indonesia (Sari, 2023) and that this can be achieved by granting rights and obligations to education without exception or discrimination. Of course, there are many

challenges in implementing these rights and obligations, particularly for children with special needs, and one of the grave consequences is that many children's needs are not met.

Botha and Wolhuter in (Susilowati et al., 2022) state that while many children do not develop behavioral talents, those who are mentally healthy are the only ones who do. It will still be done in light of this disparity since education for all (education of all) (Abidin & Mujib, 2022). Article 4 paragraph 1 of Indonesian Law Number 20 of 2003 concerning the National Education System explains that education must be implemented in an equitable, democratic, and non-discriminatory manner (Fitriani et al., 2022). Additionally, articles 15 and 32 explain that special education is education for children with special needs organized in the form of special education units or inclusively (Yunus et al., 2023). These provisions introduce new provisions regarding the provision of education for students with special needs.

The implementation of inclusive schools will be very relevant for students from various backgrounds to reduce discrimination, realize an open and inclusive society, and achieve educational goals (Killen & Rutland, 2022). Students with special needs and normal children can be stimulated in inclusive education to learn according to their potential capacity abilities (Suyadi, 2018). Furthermore, inclusive education presents a chance for kids with special needs to go to mainstream schools (Riski et al., 2023). Permendiknas Number 70 of 2009 asserts that everyone needs education in order to live a more dignified life (Sania, 2019). Inclusive education is a system of instruction that gives students with special needs the chance to learn alongside students without special needs, provided they possess the necessary intelligence (Muhtarom, 2016).

There are numerous issues facing Indonesian education, including the elimination of illiteracy, high school dropout rates, juvenile delinquency, and equal educational opportunities, particularly for individuals with disabilities (Fauziah, 2022). According to Article 5, paragraph 1 of the National Education System Law Number 20 of 2003, "Every citizen has the same right to obtain quality education" (Rahman et al., 2021). In addition, paragraph 2 states "Citizens who have physical, emotional, mental, intellectual and social abnormalities have the right to receive special education" Article 11 states that "The central government and local governments are obliged to provide services and facilities, and guarantee the implementation of quality education for every citizen without discrimination". Paragraph 2 on the other hand says that "(Irawati, 2023) The central government and local governments are required to ensure that funds are available for the implementation of education for every citizen aged seven to fifteen years."

According to the aforementioned regulations, every citizen of school age has the right to a high-quality education that covers all subjects (Shaturaev, 2021). One initiative the administration is taking to make this happen is inclusive education (DeMatthews et al., 2021). All students, including those with impairments, are accommodated in inclusive classrooms regardless of their linguistic, physical, intellectual, social, emotional, or other circumstances (Selena et al., 2024). To ensure that education is provided in a way that respects diversity and does not discriminate, inclusive education places students with mild, moderate, and severe disabilities in regular classes, in the same class.

Education that aims to accommodate pupils' differences, especially those with special needs, is known as inclusive education (Angraini et al., 2024). From a conceptual and paradigmatic standpoint, inclusive education is accommodating since it accepts all students, refrains from identifying them negatively, and actively involves relevant parties in its operations (Faozanudin & Sulistiani, 2023). Inclusionary education is defined as education that gives students with special needs—physical, emotional, mental, intellectual, social, or both—the opportunity (Dalgaard et al., 2022) to learn alongside other students in general and vocational education units by providing resources such as facilities, teachers, education personnel, and curriculum catered to each student's specific needs. This is based on Regulation No. 32 of 2008 of the Minister of National Education regarding standards for academic qualifications and competencies of special education teachers (Anastasiou et al., 2020).

An inclusive education system must recognize and value the diversity of cultures and individual variations among students (Jannah et al., 2021). A global education summit was

arranged by the UN, and hundreds of non-governmental organizations from all around the world attended. The forum, which is a follow-up to the convention on human rights, produced the "Education for all" declaration, which states that all children worldwide shall have access to a basic education by the year 2000 (now updated to 2015). Additionally, according to the Salamanca statement, the core tenet of inclusive education is that, to the greatest extent feasible, all individuals should pursue an education alongside one another, irrespective of any challenges or distinctions they may encounter, such as variations in physical attributes or cognitive abilities. Schools that adhere to the inclusive education philosophy must acknowledge and address the diversity of needs among their student body. For example, accommodating different learning preferences and guaranteeing that every student receives a top-notch education. This calls for effective management, the choice of suitable teaching methods, the most efficient use of available resources, and the creation of alliances with the local population.

To guarantee that all children, including those with special needs, have equitable access to high-quality education, inclusive education management is crucial in Indonesia (Fionita & Nurjannah, 2024). Indonesian schools can establish a welcoming and accommodating learning environment for all students, irrespective of their physical, intellectual, social, emotional, or other differences, by putting in place an effective inclusive education system. This is consistent with Indonesia's pledge to uphold children's rights and provide education for all.

Flexible curriculum creation, the provision of accessible infrastructure, and sufficient teacher preparation to address student diversity are made possible by effective management in inclusive education (Putri et al., 2024). Effective management enables schools to make the most use of their resources, create tailored, specialized learning plans, and foster strong relationships between educators, parents, and experts. To guarantee that every child can reach their full potential, this is crucial.

Furthermore, effective administration of inclusive education contributes to lowering stigma and discrimination toward children with special needs and altering society's perception of them. Schools can serve as role models for the community by implementing inclusion policies and procedures consistently and appreciating diversity. In the end, this will help Indonesia become a more equitable and inclusive society where everyone has an equal chance to engage in and contribute to social life.

METHOD

This study uses a quantitative approach with an ex post facto research type (Surifah et al., 2018) to find out about the management of inclusive education in schools. The subjects of this study were principals and teachers. This research was conducted in 3 elementary schools in Banda Aceh sub-district including: SDN 20, SDN 25, SDN 56 Banda Aceh. This research uses a qualitative approach with descriptive methods. The sampling technique uses Purposive Sampling technique, where in purposive sampling the researcher deliberately chooses individuals and places to understand the phenomenon or research topic. While the descriptive method to describe a situation or phenomenon as it is. While the technique of collecting data in this study used the One-on-One interview technique, where the One-on-One interview technique is the process of collecting data by the way the researcher asks questions to one participant one by one by recording the answers.

In testing the validity of the data, the researchers used a triangulation technique. Triangulation is a data validity checking technique that utilizes something other than data, for checking purposes or as a comparison against it. The triangulation used by researchers is source triangulation and technique triangulation. Both aim to test the validity of data related to leadership style, so data collection and testing is carried out on subordinates and superiors, as well as checking the suitability of the results of interviews and observations made during the research. After the data is obtained, the next step is to analyze this data using the Miles and Huberman interactive analysis model. The following is an overview of the interactive analysis model:

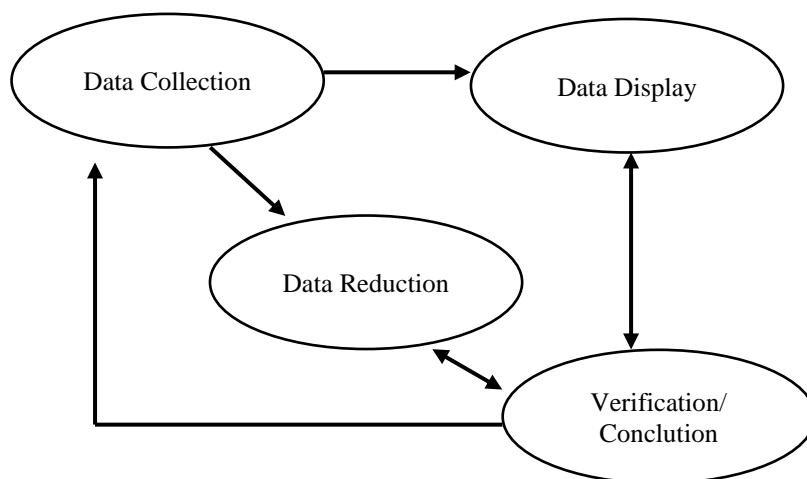


Figure 1. Miles and Huberman's interactive model analysis

Within the data analysis technique used is the interactive model analysis developed by Miles, Huberman, and Saldana (2014), among others.

- a. **Data Collection**
In order to gather data for this study, interviews, documentation, and observation were used. The researcher collected all of the data impartially, accurately reflecting the information gleaned from field observations and interviews.
- b. **Data Condensation**
The process of choosing, streamlining, concentrating, abstracting, and modifying data that approaches written field notes, empirical papers and materials, and interview results is known as data condensation. After doing observations, interviews, documentation studies, and gathering field data, researchers were able to get the data condensation process. Following the collection of field data, the data must be sorted to determine the researcher's desired research focus.
- c. **Data Display**
Information is arranged, combined, and summarized in the process of data presentation. To make data easier to exhibit, researchers can transform descriptive language into charts, tables, graphs, photographs, presentations, or other formats. During the data display stage, the research emphasis is the main focus. The study's findings can be contrasted with those of earlier, pertinent studies found in the literature.
- d. **Conclusion**
Sketching and confirming at the start of data collection, researchers create a picture and make conclusions by noting patterns of explanation, searching for understanding that is not patterned, and observing the causal flow. At the end, researchers form conclusions based on all the data they have collected. In qualitative research, conclusions should address the main question that the study set out to address. Subsequently, the process of developing a conclusion involves aligning the current hypotheses with the provided evidence.

RESULTS AND DISCUSSION

The major conclusions on the application of inclusive education at the primary school level will be provided in the results and discussion section of the study titled "Management of Inclusive Education in Primary Schools". Important facets of managing inclusive education will be covered in the debate, such as designing programs, allocating resources, putting the inclusion policy into practice, and conducting evaluations and monitoring. Some of the conclusions drawn from this research are as follows:

1. Planning for Inclusive Education

Since planning is a prerequisite for organizing, mobilizing, and controlling, it is the fundamental task of management. Planning is essential for all activities, actions, and policies to ensure that the risk taken is minimal. Identification and assessment of requirements is the first step in the planning of inclusive education at Banda Aceh Primary School. In order to determine which pupils require special education assistance at this point, the school consults with professionals including psychologists and therapists (Eklund et al., 2020). They carry out an extensive evaluation of every child's potential, needs, and abilities. The kind of support and accommodations required are then ascertained by analyzing the data that has been gathered.

The creation of customized learning plans (IEPs) is the second phase. The curriculum development team at the school creates an IEP for every student with special needs based on the findings of the assessment. This PPI consists of curriculum adaptations, learning objectives, teaching tactics, and assessment formats that are specific to the needs and skills of every kid. Collaboration between class teachers, special assistant teachers, parents, and relevant professionals is required for the creation of IEPs.

Setting up the learning environment and resources is the third step. The availability of special assistant instructors is guaranteed by the schools, and all staff members receive inclusive education training. All students have access to the school's physical environment, which includes the provision of media and learning aids that are appropriate for their needs. Furthermore, the school engages in socializing activities with both the local community and other students in order to foster understanding and support for the implementation of inclusive education.

Here are some activities that can be carried out at the planning stage in the management of inclusive education in primary schools in Banda Aceh, including:

- a. Identification and Assessment of Learners
This entails determining and evaluating each learner's unique needs. The school staff evaluates students' intellectual, social, and emotional skills as part of a thorough assessment that is carried out in collaboration with specialists. The outcomes of this evaluation will serve as the foundation for creating a suitable educational program.
- b. Preparation of Individualized Learning Program
The school team creates an Individual Learning Program for each learner with special needs based on the assessment results. This covers curriculum modifications, instructional techniques, learning objectives, and required accommodations. The goal of the individualized learning program is to make sure that every student receives instruction that meets their specific needs.
- c. Resource Development Planning
Planning is required for this activity in order to increase staff members' and teachers' proficiency with inclusive education. This could involve working with higher education institutions, conducting workshops, or receiving specialized training. Additionally, plans call for the purchase of infrastructure and facilities that promote inclusive and accessible education.
- d. Development of Inclusive School Policies and Procedures
Policies and procedures that facilitate the implementation of inclusive education are developed by the school team. These consist of admissions policies, inclusive assessment programs, methods for managing difficulties, and tactics for fostering a warm and inclusive learning atmosphere for all students.

2. Organizing inclusive education

Because organizing requires planning, the organizational function and the planning function are connected. Organizing is a dynamic activity that falls under the management

function (Annosi et al., 2020). It involves setting up the work that needs to be done, assigning duties to different employees in groups, identifying departments (subsystems), and establishing relationships. connection.

An organized attempt to incorporate kids with special needs into the mainstream education system is being made in Banda Aceh's elementary schools through the implementation of inclusive education. Principals, special assistant teachers, classroom teachers, and parents are among the stakeholders involved in the process. Creating an inclusive learning environment is the aim, allowing all students to study together in a single classroom, regardless of their skills or limitations.

Primary schools in Banda Aceh modified their curricula and methods of instruction during implementation to meet the requirements of students with varying learning styles. Specialized training is given to teachers to help them better understand inclusive education and how to teach pupils with special needs. To guarantee that all students can fully participate in learning activities, schools also provide supporting facilities including wheelchair-accessible ramps and specialized learning aids (Jayasinghe et al., 2023).

The implementation of inclusive education in Banda Aceh will not be possible without the cooperation of numerous stakeholders. The principle of the school assumes a leadership role in overseeing and managing the execution of the inclusion program. Special assistant teachers and classroom instructors collaborate to create and execute learning strategies that are tailored to each student's requirements. Parents participate actively in the educational process in the interim by holding frequent meetings and keeping in close contact with the school.

Incorporating inclusive education into Banda Aceh primary schools requires ongoing assessment and development. Schools constantly evaluate the success of their inclusion programs, pinpoint problems, and look for ways to make them better. This guarantees that inclusive education will keep developing and adapting to fit the requirements of a wide range of students. Banda Aceh works to fulfill the goal of providing all students with an inclusive, high-quality education via planning and the dedication of all involved parties.

Some of the initiatives implemented during the Organizing phase of inclusive education management in Banda Aceh's primary schools include the following:

- a. **Formation of the School Inclusion Team**
A dedicated team is established by the school to oversee and manage the implementation of inclusive education. The principal, classroom teachers, special assistant teachers, and parent representatives typically make up this team. They are responsible for organizing the curriculum, assigning funds, and keeping an eye on the development of children who require special assistance.
- b. **Organizational Structure and Division of Tasks**
The school creates a distinct organizational structure for inclusive education that outlines each team member's roles and responsibilities. Determining the responsibilities of classroom instructors, special assistant teachers, and other support personnel while working with pupils who have special needs is part of this.
- c. **Organizing the Physical Environment of the School**
To meet the needs of all children, including those with special needs, schools modify the physical environment. This can entail setting up wheelchair accessibility, adding more visual aids for deaf students, or rearranging the classroom to encourage group projects.
- d. **Development of Communication and Coordination System**
The school creates a framework of efficient communication for all stakeholders in inclusive education. This includes lines of communication with parents or guardians of kids with special needs, a regular meeting schedule for the inclusion team, and a system for reporting student progress.

3. Implementation of Inclusive Education

Within the management function, implementation refers to motivating employees to carry out the activities that have been delegated to them in order to meet pre-established objectives. The primary responsibilities and functions that subordinates allocate to other subordinates or members must be performed with a sense of responsibility, totality, and maximum effort. In order to complete duties, strong collaboration is required between superiors and subordinates or members as well as amongst members themselves. In order to fulfill the desired objectives.

When it comes to implementation, the managing institution or principal has made an effort to provide the many supporting resources that both regular students and students with special needs require for instruction, particularly when it comes to creating inclusive education programs. However, over time, the principal has also continued to inspire all of the school's members, particularly the students.

A significant step in ensuring that all students, including those with special needs, receive an equal education is the adoption of inclusive education in Banda Aceh's elementary schools. In order for pupils with special needs to learn alongside their peers, the program attempts to incorporate them into regular classes. This lessens stigma and discrimination against kids with exceptional needs in addition to offering equitable educational opportunities.

Banda Aceh's elementary schools have implemented it with a number of modifications to their facilities and instructional strategies. Wheelchair ramps and accessible restrooms are some of the amenities that schools are beginning to install to better accommodate kids with special needs. Additionally, teachers receive specialized training so they can manage a range of learning requirements in inclusive classrooms.

In Banda Aceh, inclusive schools offer a flexible curriculum that adapts to the requirements and skills of each individual student. There is a greater variety in the instructional strategies employed, including individualized and cooperative learning. Additionally, special assistant instructors are provided by schools to help children with special needs during their academic journey.

While there are still obstacles to overcome, like scarce resources and a greater need for community awareness, the introduction of inclusive education in Banda Aceh's elementary schools has made progress. Communities, schools, and local government keep collaborating to raise the standard of inclusive education. It is anticipated that this will result in a more diverse and inclusive learning environment that promotes each child's best growth regardless of their upbringing or skill level.

The following activities are generally carried out at the Implementation stage in the management of inclusive education in primary schools in Banda Aceh:

- a. Adjustment of curriculum and learning methods
To accommodate the needs of pupils with special needs, the school adapts the regular curriculum. The way that learning is done is also modified; for instance, kids who require more attention may benefit from customized or small group instruction.
- b. Provision of accessible facilities and infrastructure
Schools provide resources, like resource rooms equipped with specialized equipment, ramps for wheelchairs, and visual or auditory assistance, to support the mobility and education of children with special needs.
- c. Implementation of the mentoring program
The school offers amenities including wheelchair ramps, visual or audio assistance, and resource rooms with specific equipment to support the mobility and education of children with special needs.
- d. Development of an inclusive culture

To promote tolerance and awareness of diversity, the school arranges events that incorporate every student, including team projects or group games. Additionally, teachers receive continual training in inclusive education.

4. Evaluation of Inclusive Education

By gathering, sharing, and distributing information and using it to exert control over the organization, this monitoring seeks to guarantee that its members carry out the intended tasks. It is true that supervision entails doing all within reason to ensure that the planned plans are carried out as efficiently and effectively as feasible.

The process of evaluating inclusive education in Banda Aceh's primary schools is crucial for determining the efficacy and caliber of educational initiatives that meet the requirements of all pupils, including those with special needs. This assessment encompasses a number of topics, including the curriculum that has been used, instructional strategies, facilities and infrastructure, and the ability of instructors to work with a diverse student body. Ensuring equal access to high-quality education for all children, irrespective of their physical, intellectual, social, emotional, or other special needs, is the ultimate objective.

A number of stakeholders are involved in the assessment of inclusive education in Banda Aceh, including the local government, principals, educators, parents, and specialists in special education. Regular classroom observations, teacher and student interviews, analysis of student learning results, and parent satisfaction surveys are typically included in the evaluation process. The degree to which students with special needs participate in class activities, their social and academic growth, and the efficiency of the school's support services are among the factors assessed.

The assessment of inclusive education in Banda Aceh's primary schools uncovered a number of difficulties and possibilities. On the one hand, educators and the community are becoming more conscious of and accepting of the idea of inclusive education. A few educational institutions have effectively created classrooms that are welcoming and accommodating to every student. On the other hand, there are also challenges including a lack of specialized training for teachers, a shortage of resources, and an infrastructure that isn't entirely able to meet the demands of kids with special needs.

The government and other relevant parties in Banda Aceh have implemented remedial actions to raise the standard of inclusive education in response to the evaluation's findings. These include expanding funding for the construction of infrastructure and the supply of educational resources, giving instructors thorough training on how to work with a diverse student body, and enhancing collaboration between communities, families, and schools. It is anticipated that this ongoing assessment would encourage further enhancements in the application of inclusive education, guaranteeing that every kid in Banda Aceh has access to an education that fulfills their potential and needs.

Some of the tasks that can be completed during the assessment phase of managing inclusive education in Banda Aceh primary schools include the following:

- a. **Data collection and analysis of program performance**
In this task, extensive data on the execution of the inclusive education program will be gathered. This includes the academic performance of children with special needs, their involvement in school activities, and the efficiency of the accommodations offered. After that, this data is examined to evaluate the program's effectiveness and pinpoint areas in need of development.
- b. **Stakeholder satisfaction survey**
To find out how satisfied parents, teachers, students, and other school personnel are with the inclusive education program, survey the group. This survey may ask about the standard of assistance rendered, the ease of access to school facilities, and the efficiency of the school's interactions with the families of kids with special needs.
- c. **Teacher competency evaluation**

Examine the knowledge and expertise of educators in handling students with special needs in inclusive classroom settings. Classroom observations, teacher portfolio evaluations, and knowledge tests on inclusive teaching techniques may all be a part of this assessment. The evaluation's findings can be utilized to determine what professional development is needed for teachers.

d. Accessibility and resource audits

Perform a comprehensive assessment of the educational resources, assistive technology, and school infrastructure that are available to help kids with special needs. The purpose of this audit is to confirm that the school satisfies accessibility requirements and has sufficient resources to enable successful inclusive learning.

CONCLUSION

This study shows that there are still a number of difficulties in managing inclusive education in elementary schools. Despite the establishment of an inclusive education policy, its execution at the school level remains subpar. The primary barriers to the successful implementation of inclusive education are factors like inadequate infrastructure, instructors' ignorance about inclusive education, and scarce resources. This study also discovered that inclusive education was successfully implemented in schools with strong leadership and high levels of dedication from all staff members. Creating an inclusive learning environment has proven to be successful when normal and special assistant teachers work together and parents get involved. Furthermore, adaptable teaching strategies and flexible curriculum design are necessary to meet the demands of students with varying learning styles. The study's conclusions have significant ramifications for many parties involved in the educational system. The findings suggest that policymakers should examine and improve the current inclusive education policies in addition to providing more funding. The results highlight the significance of teacher and staff competency development in addressing learner diversity in schools. In the meanwhile, the findings of this study can help the larger community understand the value of inclusive education and motivate proactive involvement in promoting its implementation.

Several recommendations can be made in light of the research findings. First and foremost, educators and other school personnel must receive thorough training in inclusive education. Second, more funding must be provided by the government to support the resources and infrastructure of inclusive education. Thirdly, in order to promote inclusive education, schools must to create a more flexible and cooperative administration structure. Fourth, in order to raise public awareness and support for inclusive education, public awareness initiatives are required. Ultimately, more investigation is required to assess the efficacy of various inclusive education management strategies in various situations.

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