

Mapping of Early Childhood Education's Capacity in the Implementation of Inclusive Education in Malang City

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Abstract. The capacity to implement Early Childhood Education serves as a key quality benchmark in inclusive education, facilitating education for children with special needs alongside regular students. With increasing demand for inclusive schools, it is crucial to map educational institutions' capacities. This research aims to assess the capacity for inclusive education implementation in Malang City. According to the Ministry of Education and Culture, inclusive education capacity covers 14 aspects: regulations, management, funding, organization, socialization, physical environment, facilities, services, human resources, competency development, referrals and partners, data management, curriculum, and support systems. Employing a quantitative survey approach, this study involved distributing a questionnaire of 55 items covering the 14 aspects to 25 kindergarten schools across five sub-districts in Malang City. Findings reveal that only 12% of institutions possess a high capacity, while 88% fall into the medium category. Specific aspect evaluations showed: Regulations (89.30%), Management (72.60%), Funding (50.00%), Organization (47.60%), Socialization (47.60%), Physical Environment (47.60%), Facilities (45.30%), Services (35.65%), Human Resources (32.30%), Competency Development (31.70%), Referrals and Partners (28.50%), Data (24.40%), Curriculum (23.80%), and Support Systems (23.80%). Conclusively, inclusive Early Childhood Education in Malang City remains suboptimal. Implementation barriers include low awareness among community members, parents, and teachers regarding special needs contexts, limited facilities, insufficient competent educators, inadequate local governmental support, and budgetary constraints.

Keywords: Capacity Mapping, Execution, Inclusive Early Childhood Education

1 Introduction

Schools with a nuance of inclusive education for early childhood children with special needs are needed, considering that schools are a place to facilitate the growth and development process for them with all their uniqueness. The concept of inclusion is an approach in the provision of education with a concept where children with special needs can learn together with regular children in the same environment. [1] Argues

that inclusive education is progressive, so that it undergoes continuous improvement in line with the deepening of people's reflections on the practice of implementing inclusive education. This is true when connected to the conditions of the development of inclusive education in Indonesia, which is slowly undergoing a process of developing to become ideal. Furthermore, it also explains that children's growth and development needs to be stimulated so that they can reach their optimal potential in various aspects, including physical, cognitive, social, emotional moral and religious aspects[2]

The main purpose of inclusive education is to provide equal opportunities for all children to get quality education without discrimination. This is reinforced by the opinion [3] that inclusive education does not necessarily only aim at children with special needs themselves but also for schools and teachers. The existence of inclusive education provides equal opportunities for children with special needs to always learn and increase their potential and not feel differentiated from normal people in the context of social life and the education environment. At the Early Childhood Education level, the concept of inclusion is very important because this is a critical period in child development. This needs to be considered because at this time early childhood is in the golden age phase but some of them experience several developmental disorders both physically and mentally such as dyslexia, Attention Deficit / Hyperactivity Disorder, learning disabilities, autism and so on. According to data from the Coordinating Ministry for Human Development and Culture in 2022, people with disabilities between the ages of 5-19 years are around 2,197,833 people, and this number continues to grow over time [4]

Children who are diagnosed with physical, mental, social and emotional disorders are called children with special needs. Children with disabilities are part of citizens who have the right to education in accordance with Article 31 paragraph 1 of the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System which states that there is an opportunity for all citizens to get an education [5], the implicit meaning of this article gives children with disabilities the same rights and opportunities to get an education as other children. In line with the concept presented [6] Children with special needs are children who in education require specific services, different from children in general. Children with special needs experience obstacles in learning and development. Therefore, they need educational services that are in accordance with the learning needs of each child. Furthermore [7], explained that the term children with special needs does not always refer to the disability experienced, but refers to the special services needed because they experience an obstacle or ability above average.

Indonesian culture is still unfamiliar with the pattern of education for children with special needs, this is a problem that needs to be resolved slowly but surely. It is necessary to make an effective effort to open up insight and awareness about the conditions of children with special needs, so that later it will be realized that the fulfillment of educational needs for children with special needs according to their characteristics. To begin this endeavor, a study was conducted that explored information mapping the capacity of inclusive Early Childhood Education. The focus of this research was carried out in Malang city, which is one of the cities that is widely used as a student destina-

tion to gain knowledge so that Malang city is known as the city of education, there are many educational institutions available in Malang city including Early Childhood Education institutions, according to data obtained from the Office of Education in 2015 proving that there are only 19 out of 425 Early Childhood Education School institutions that have implemented inclusive education [8]. From these data, it is known that the implementation of inclusive education must meet certain standards or criteria so that it is ready to provide effective and efficient education for children with special needs.

As a form of implementing education with the concept of inclusion, it is necessary to fulfil several criteria that measure the capacity of an institution in organizing education for children with special needs. In this study, the criteria used to map the capacity of Early Children Education implementation in Malang City are based on 14 aspects of inclusive education implementation based on the guidelines for implementing Inclusive Early Childhood Education from the Ministry of Education and Culture. According to [9] these aspects are Regulation, Management, Funding, Organization and Institution, Socialization, Physical Environment, Facilities and Equipment, Services, Human Resources, Competency Improvement, Partner Referral, Curriculum Data, Support System. These aspects become the benchmark in reviewing the extent of the capacity to organize inclusive education by Early Childhood Education units in Malang City.

2 Method

The approach used in this research is a quantitative approach using the type of survey research. The data collection technique was carried out by distributing instruments in the form of a questionnaire with a Likert scale type with intervals Very Suitable, Suitable, Quite Suitable and Not Suitable based on 14 criteria selected and determined as follows: Regulation, Management, Funding, Organization and Institution, Socialization, Physical Environment, Facilities and Tools, Services, Human Resources, Competency Improvement, Partner Referral, Curriculum Data, Support System. To ensure that the instrument is suitable for use, an expert validation process has been carried out. Based on the selected criteria, a questionnaire with 55 statement items was prepared. The questionnaire was distributed online using google form. The criteria used for grouping scores are as follows: total score 0-55 (low), total score 55-110 (medium) and score 110-165 (high).

The research was conducted in East Java with a focus on the city of Malang. A study of the challenges of inclusive education in Indonesia, especially in Malang City, shows that Malang has taken significant steps in implementing inclusive Early Childhood Education (PAUD) which is in line with national policies and international best practices. Since being declared an inclusive education city in 2012, Malang has been committed to providing equal education services for all children, including those with special needs. The area of Malang city includes 5 sub-districts namely Lowokwaru, Kedungkandang, Sukun, Blimbing, and Klojen. In the process of determining the schools to be studied, it begins with holding a Focus Group Discussion with the head

of IGRA (Association of Raudhatul Athfal Teachers) Malang City and also the Chairperson of IGTK (Kindergarten Teachers Association), so that he who oversees the Malang City's Early Childhood Education organization provides information that is so important as a consideration in determining the research location. Through the considerations obtained, each sub-district was taken as a representative sample to obtain comprehensive data from the city of Malang. In each sub-district, 5 schools were represented by purposive random sampling technique. In the end, 25 schools were obtained to be studied by distributing questionnaire instruments.

Respondents who are the source of data in this study are teachers and principals at each location that has been selected for research. The selection of respondents is based on purposive sampling considerations, namely determination with a specific purpose or purpose and criteria in accordance with the research objectives. So that the data obtained will be related to the concept of research to be carried out. These schools are: TK TPI Nurul Huda, KB/RA Terapi Tazkiyah, TK Attaraqie, TK Aba 24, KB TK Alam Arjuna, RA Darul Ulum, TK Al-Jabbar, TK Muslimat NU 31, RA Perwanida III, TK Aisyiyah /Bustanul Athfal 24, TK Plus Insan Madani, RA Al Jihad, RA Muslimat NU 22, TK Muslimat NU 12, KB -TK Anak Teladan, TK Taman Putra, TK Tunas Bangsa, TK Baiturrohman, TK Bina Putra Kedungkandang, TK Al Hayatul Islamiyah, TK An Nayara, TK Katolik Santa Maria 02 Malang, TK Sriwedari.

Data analysis is carried out to obtain meaningful information on the research that has been carried out. In this study using percentage analysis to see how many trends in the frequency of respondents' answers and phenomena in the field. This step is also taken to see the size of the proportion of each answer to each question so that the data obtained is then easy to analyse. Percentage technique through procedures: a) Data checking to check the acquisition of data contained in the research instrument by checking the completeness of the respondent's answer, b) Data classification by classifying data based on the criteria determined to facilitate data analysis, c) Tabulation of data based on the classification made, d) Calculating the frequency of answers / data, e) Calculating the percentage with the percentage technique of each data. Through these steps, it was found which schools have the potential to organise inclusive education in Malang City.

3 Result

After the data collection process is carried out by distributing instruments in the form of questionnaires, information is obtained that answers the formulation of problems in the research conducted. This information is important and meaningful to convey to the public, so that later it can be utilized as well as possible. With regard to inclusive schools, one thing that must be known is that the establishment of inclusive schools cannot be done in a short time, there are many aspects that must be fulfilled and procedures that must be passed.

From the 25 schools from which data was collected, a general mapping of the capacity to organize inclusive PAUD in Malang city is presented in the following table:

Table 1. Data on Schools with Percentages and Categories of Capacity to Organise Inclusive Education in Malang City

School Name	Score	Percentage	Criteria
TK TPI NURUL HUDA	150	91%	High
KB RA TERAPI TAZKIYAH	138	84%	High
TK ATTARAQQIE	123	75%	High
TK ABA 24	99	60%	Medium
KB TK ALAM ARJUNA	99	60%	Medium
RA DARUL ULUM	91	55%	Medium
TA ALJABBAR	86	52%	Medium
TK TPI Nurul Huda	81	49%	Medium
TK Muslimat NU 31	81	49%	Medium
RA PERWANIDA III	81	49%	Medium
TK Aisyiyah Bustanul Athfal 24	79	48%	Medium
TK Plus Insan Madani	77	47%	Medium
RA Al Jihad	77	47%	Medium
RA MUSLIMAT NU 22	76	46%	Medium
TK Muslimat NU 12	76	46%	Medium
KB -TK ANAK TELADAN	70	42%	Medium
TK Taman putra	68	41%	Medium
TK Tunas Bangsa	66	40%	Medium
TA. Baiturrohman	65	39%	Medium
TK Bina Putra Kedungkandang	63	38%	Medium
TA AL HAYATUL ISLAMIAH	62	38%	Medium
TA AN NAYARA	61	37%	Medium
TK Katolik Santa Maria 02 Malang	61	37%	Medium
TK Sriwedari	60	36%	Medium

Of the 25 schools studied, three schools scored the highest according to the criteria for implementing inclusive education, namely TK TPI Nurul Huda, TK Attaraqie, and RA Terapi Tazkiyah. So if calculated based on the percentage, schools with a high category capacity are 12% and with a medium category of 88%. The following graph illustrates the implementation of inclusive education in accordance with the criteria. The following are details of the total score obtained by each school mentioned above.

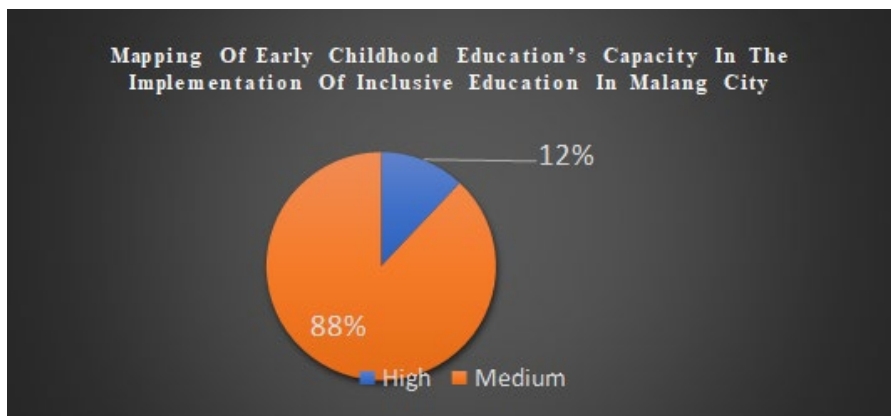


Fig. 1. Percentage of Capacity to Organise Inclusive Education in Malang City

Based on data schools with a high capacity to organise inclusive Early Childhood Education in the high category of 3 schools is presented by: TK TPI Nurul Huda is a private school located on Jl. Mayjen Panjaitan, Penanggungan village, Klojen sub-district, Malang city, Attaraqie Kindergarten is located at Jl Ade Irma Suryani No. 50, Kauman Kec. Klojen, Malang City, RA Terapi Tazkiyah located at Perum Tirtasari Raya No.8 Malang.

In this study, the school category can be categorized as having the capacity to implement inclusive education if it has fulfilled 14 aspects of the instrument chosen based on [9], namely: Regulation, Management, Funding, Organization and Institution, Socialization, Physical Environment, Facilities and Equipment, Services, Human Resources, Competency Improvement, Partner Referral, Curriculum Data, System Support from the calculation of the data above, 3 (12%) schools achieved a high score in the inclusive school implementation guidelines in the city of Malang. Meanwhile, 22 (88%) other schools are classified in the moderate category in organizing inclusive education due to several aspects that have not been fulfilled. In addition to the data from the instrument above, there is supporting data that researchers get from the results of interviews. This interview was conducted to several schools in Malang city and one was taken from each sub-district. The results of these interviews can be concluded that there are several aspects that have not been fulfilled. In general, there are 9 facilities and infrastructure that must be provided in inclusive Early Childhood Education in order to create effective and efficient learning, including wheelchair paths, ramps, lifts, accessible doors, accessible spatial arrangements, facilities and infrastructure that are safe to use, guiding blocks, braille labelling, resource rooms.

Of the 14 aspects that are taken into consideration in mapping the capacity of inclusive early childhood education implementation in Malang City, the results of the criteria are presented in the table below:

Table 2. Percentage of Inclusive Early Childhood Education Capacity Mapping in Malang City Based on Inclusive Early Childhood Education Criteria from 25 schools

<i>Aspect</i>	<i>Yes</i>	<i>No</i>
Regulation	89,30%	11%
Management	72,60%	27%
Funding	50,00%	50%
Organisation and Institution	47,60%	52%
Socialisation	47,60%	52%
Physical Environment	47,60%	52%
Facilities and Tools	45,30%	55%
Services	35,65%	64%
Human Resources	32,30%	67%
Competence Improvement	31,70%	68%
Partner Referral	28,50%	71%
Data	24,40%	76%
Curriculum	23,80%	76%
System support	23,80%	76%

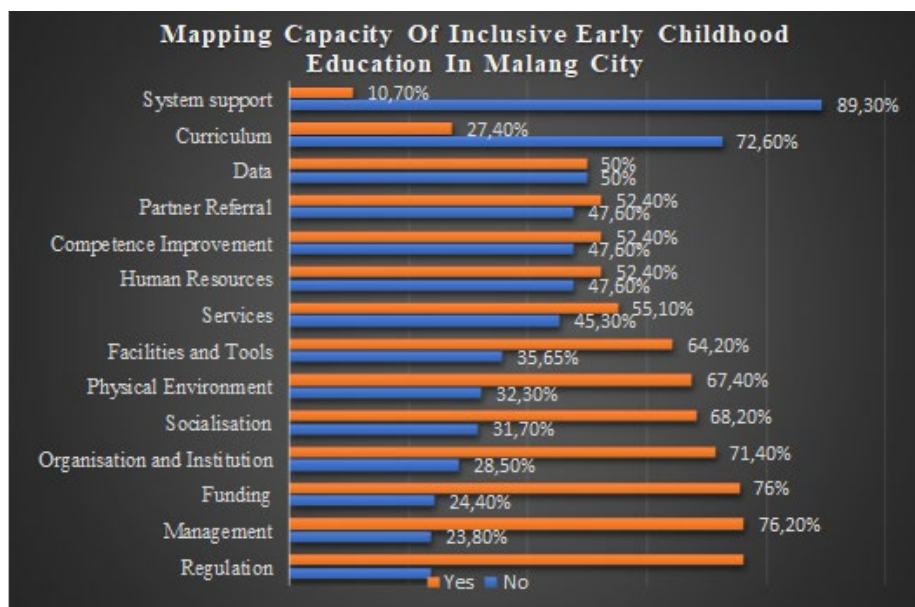


Fig. 2. Capacity Mapping of Inclusive Early Childhood Education Implementation in Malang City

The graph above shows that aspects of the implementation of inclusive Early Childhood Education in Malang City have not been implemented optimally.

4 Discussion

From the results of the research conducted, it shows that from 25 Early Childhood Education schools spread across 5 sub-districts in Malang City, they have not fulfilled the 9 aspects of facilities and infrastructure mentioned above, this is due to the absence of allocated funds from the government specifically for inclusive education. Furthermore, the funding aspect, there are several schools that have not fulfilled and there are no funds specifically allocated to children with disabilities. This is because many schools have not yet registered as inclusive schools, so they cannot get special assistance from the government. Some parents lack knowledge about children with disabilities, so when the teacher suggested consulting a psychologist, the parents refused. Parents' lack of knowledge about children with disabilities meant that some parents denied that their children were experiencing problems and refused to consult a psychologist. This inhibits the child's development because neither parents nor teachers know what special stimulus to give the child. It is evident from the 14 aspects of the research instrument, which has a greater percentage in accordance with only two aspects, namely regulation at 89.3% and management aspects at 72.60%. In the regulatory aspect, it can reach a high percentage because there is already a legal umbrella for the implementation of inclusive education, namely, the regulation of the Indonesian national education minister number 70 of 2009 concerning child-friendly inclusive education, which is already known by educators, so they state that in terms of regulation they already have a foothold. As analyzed by [10] in her research that the regulation contains child-friendly inclusive education based on concepts about; children, education systems, diversity and discrimination, the process of promoting inclusion, and the concept of resources.

Furthermore, the management aspect which has a percentage of 72.60% is supported by the condition of the authority of each school to manage all components in their school, especially the admission of new students with special needs. So that the stakeholders feel that they have the capacity to manage the education process themselves. In addition, schools also try to provide infrastructure that can be used for children with special needs in terms of learning media. Supported by the opinion [11] that management is important to create a learning environment that can support child development. Inclusive Early Childhood Education institutions have implemented child-friendly schools even though there is no written statement as a child-friendly school.

This condition can occur because there are things that hinder the implementation of inclusive education in Early Childhood Education units, especially in Malang city, which are triggered by various obstacles experienced. Some of the factors that inhibit the implementation of inclusive education in Early Childhood Education units, especially in Malang city are: The low awareness and understanding of the community, parents, even from the teachers, limitations in terms of resources and facilities, the lack of competent educators to run inclusive education, government policies and regulations that are less supportive, budget limitations. As the results of research [12] state that the reality of implementing inclusive school policies in Indonesia is still far from the vision and implementation guidelines put forward, both in terms of students, teacher qualifications, facilities and infrastructure, as well as support from parents and

the community. Furthermore, for the city of Malang, the following is a further discussion of the barriers to the implementation of inclusive Early Childhood Education in Malang are:

1. There is still a low level of awareness and understanding from community members, parents and even teachers about the context of children with special needs and how to provide the right education for them, this can occur because there has not been optimal socialization of the concept of inclusive education, the stigma of the community is still attached, namely that if there are children with disabilities then the appropriate school is SLB (*Sekolah Luar Biasa*). In line with the opinion [13] that public participation requires effective communication. Communication from various parties is the key to fostering awareness and understanding of community members.
2. Limited facilities. The condition of schools that have not been able to provide services according to inclusive education standards is also one of the inhibiting factors, because schools are not ready to accommodate students with special needs, this is caused by the lack of facilities such as assistive devices, classrooms that are compatible with inclusive education and facilities that support the accessibility of students with special needs, besides that it is exacerbated by the abilities and skills of human resources who are still not qualified to manage schools with the concept of inclusion. Similarly, the results of the study [14] state that many schools still do not have adequate facilities, such as accessibility for wheelchairs, appropriate toilets, and specialized learning equipment. These limitations affect the lack of school services for children with special needs.
3. The lack of competent educators to run inclusive education. Learning methods for children with special needs will obviously be very different from those applied to regular children. Human resources are a requirement to accommodate students with special needs in conducting assessments, identifying students with special needs, learning planning, implementing learning by applying special learning methods, to evaluating the learning program that has been carried out. These inhibiting factors are in accordance with the results of research [15]; [16], namely the limited number of accompanying teachers and the lack of cooperation from parents of students with special needs, which is broken down into several aspects, namely: the lack of special mentor teachers compared to the number of children with disabilities in inclusive schools; the lack of competence of special mentor teachers in handling children with disabilities, including difficulties in teaching and learning activities, lack of teacher understanding of children with disabilities, teacher educational backgrounds that are not in accordance with shadow teacher's qualifications, and; the increasingly heavy administrative burden for shadow teacher, both from assessment activities that must be carried out regularly and various forms of evaluation according to the characteristics of children with disabilities. From this discussion, it is concluded that teachers are the main milestone in the implementation of education, especially in inclusive schools, teachers are required to have special skills to handle students with special needs. This certainly requires training to improve the skills that must be obtained by teachers.

4. Local government policies and regulations that are less supportive are also one of the inhibiting factors. As stated by [17], it is not knowledge of the concept of inclusion that is the main factor in encouraging or hindering effective inclusive classes but the level of government support, as well as the participation of parents of students with special needs that is an important factor in the effectiveness of inclusive classes. Furthermore, [18] added that if the policy cannot be implemented properly, it will lead to an implementation gap, which means 'there is a difference between the written legal policy and the real practice conditions in the field. This implementation gap condition will often be felt and seen at the lowest level. Although regulations from the central government have been established regarding the implementation of inclusive education, in reality it is still difficult to be applied in Early Childhood Education units. This is because there are no clear guidelines for the organization and implementation of inclusive Early Childhood Education at the local level.
5. Budget limitations are also one of the factors hampering the implementation of inclusive Early Childhood Education, especially in Malang. The provision of supporting facilities, teacher training costs and additional incentives for teachers working with children with disabilities require additional operational costs, which are still limited. It was also found by [19] that budget resources and equipment are aspects that also greatly influence and determine in facilitating the policy implementation process. The limited budget provided and given to implementers can be a cause of failure in implementing a policy. The budget can be in the form of incentives given to special assistant teachers, in the form of increasing competence through training.

Inclusive education is an education service system that accommodates children with special needs to attend school together with regular children, so that children can play with their peers in the same environment. This shows that diversity, whether racial, physical or mental differences, does not prevent every citizen from getting the same education. In addition, as according to [20] education is carried out to build student character in order to become a virtuous human being, this also needs to be applied to all students both with the category of special needs and regular students. Referring to this basis, inclusive education is a solution to provide facilities for children with special needs to get the same education as other normal children

5 Conclusions

From the research results, the mapping of inclusive education capacity in Malang city is not optimal. The capacity of inclusive education implementation that can be categorized as ideal is still 12% (3 schools), then for the implementation in the medium category is 88% or 22 schools. This is indicated by the lack of fulfilment of all aspects of inclusive education by schools. For example, funding, facilities and equipment, and data aspects. The lack of support from the government in the form of funds, especially in RA schools, makes schools unable to fulfil the aspects of inclusive schools. There are several inhibiting factors that make the implementation of inclu-

sive education in Early Childhood Education units not optimal, namely: Low awareness and understanding of community members, parents and even teachers about the context of children with special needs, limited facilities, lack of competent educators to run inclusive education, unsupportive local government policies and regulations, and limited budget.

6 Acknowledgment

The implementation of inclusive schools must continue to be pursued to create space for movement and learning, especially for children with special needs so that discrimination does not occur. Given that education is a right for all children. Socialization and education regarding inclusive education need to be continuously intensified along with collaborating with parties who can contribute to the implementation of inclusive education, considering the increasing need for inclusive education services. Recommendations from the results of this study are aimed at the government to increase funding capacity for the sustainability of the implementation of inclusive education, then the competence of educators also needs to be increased through various and building public awareness through outreach to raise awareness of education for children with special needs and reduce negative stigma towards children with special needs so as to encourage them to receive formal education from an early age.

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