



International Jurnal Islamic Education, Research and Multiculturalism (IJIERM)

Available online <https://journal.yaspim.org/index.php/IJIERM/index>

COMPARATIVE ANALYSIS OF SHARIA AND The DECISION MAKING STRATEGY FOR REALIZING INCLUSIVE EDUCATION IN INDONESIA: LITERATURE REVIEW ON THE ROLE OF GOVERNMENT, SCHOOLS AND SOCIETY.

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Abstract : Implementing inclusive education requires collaboration and involvement of various stakeholders, including the government, schools, and the community. However, the implementation of inclusive education still faces various obstacles. By using literature studies, this research analyzes the actual role of stakeholders such as the government, schools, and society in implementing inclusive education in Indonesia. The research results state that the government is responsible for allocating an adequate budget for the implementation of inclusive education, such as providing accessible



infrastructure, teacher training, and procuring supporting resources. Schools are responsible for creating a learning environment that is friendly, inclusive, and respectful of diversity, by providing accessible facilities, flexible learning methods, and accommodations according to the specific needs of each student. The community plays a role in increasing awareness about the importance of inclusive education through campaigns and social activities, providing moral and social support to students with special needs, being involved in school and related community activities, and providing input to the government and schools.

Keywords: Inclusive Education, Decision Making, The Role of Government, Schools, and Society.

INTRODUCTION

Inclusive education is a fundamental right for all students. Inclusive education aims to provide the widest possible opportunities for all students who have physical, emotional, mental and social disabilities or have intelligence potential and/or special talents to obtain quality education in accordance with their needs and abilities¹. This implies that schools and teachers must change their approaches, methodologies and support structures to create inclusive environments where every student can thrive. Inclusive education is an approach in the education system that allows all students, including those with special needs or disabilities, to learn together in the same environment as other students. The goal is to create an educational environment that is inclusive, welcoming, and supportive of all individuals, regardless of any differences².

Implementing inclusive education requires collaboration and involvement of various stakeholders, including the government, schools, and the community. All these stakeholders are responsible for creating policies and allocating resources to support inclusive education initiatives. However, the implementation of inclusive education still faces various obstacles. Currently,

¹ Setiawan and Cipta Apsari, "Pendidikan Inklusif: Upaya Mewujudkan Kesetaraan Dan Non Diskriminatif Di Bidang Pendidikan Bagi Anak Dengan Disabilitas (AdD)."

² Avramidis and Norwich, "Teachers' Attitudes towards Integration/Inclusion: A Review of the Literature."



there is still a negative social stigma towards students with special needs.³ stated that society still does not understand the conditions and potential of students with special needs, resulting in rejection and discrimination that hinders their access to inclusive education. Apart from that, several problems have arisen with inclusive education program policies which are not yet fully ready to become inclusive education. Based on research by Wibowo and Anisa, it is still rare for schools to accept students with physical, intellectual, emotional, and social barriers⁴. Some schools that have met the requirements to become inclusive schools are still subjective, emphasizing only a few aspects of their views without comprehensive readiness.

Inclusive education cannot be achieved without collaborative efforts and the active participation of various stakeholders, including the government. One of the main challenges in realizing inclusive education is the limited facilities and adequate support facilities. Many schools are not equipped with adequate accessibility, such as ramps and toilets that are accessible to students with special needs. In addition, hearing aids, technological devices, and other resources that support inclusive learning are still limited⁵ (Juntak et al., 2023). The government as a stakeholder in decision making for inclusive education should be more active in ensuring that the needs of all students are met.

Teacher training in inclusive teaching methods is essential because improving pedagogical skills, Training can help teachers develop the pedagogical skills necessary to teach students with special needs effectively. This includes the use of diverse teaching strategies, curriculum differentiation, and appropriate assessment. Creating an inclusive learning environment: With the right training, teachers can create an inclusive learning environment where all students feel welcome and supported. This includes developing skills in promoting collaboration, empathy, and respect for diversity in the classroom. increase student participation and achievement: Teachers trained in inclusive methods tend to be able to manage the classroom more effectively, facilitate student participation, and support the academic success of all students, including those with special needs. encourages deeper knowledge of special

³ Nurfadhillah et al., "Peran Tenaga Pendidik Dan Orang Tua Serta Masyarakat Dalam Pendidikan Inklusi (Bimbingan Dalam Pendidikan Inklusi)."

⁴ Wibowo and Anisa, "Problematisa Pendidikan Inklusi Di Indonesia."

⁵ Juntak et al., "Mewujudkan Pendidikan Untuk Semua: Studi Implementasi Pendidikan Inklusif Di Indonesia."



Needs: Training gives teachers a better understanding of students' special needs and how to best support them in the learning process. This can help reduce stigma and bias, and improve the learning experience for all students⁶.

Research that is relevant to this research includes: Khashimov, This research found that students with special needs who studied in inclusive environments achieved improvements in academic achievement and social integration. Success factors include the support of trained teachers, support from the school principal, and active participation from students' parents. This journal also provides recommendations for other schools that want to implement inclusive education⁷.

Next, The research results show that some of the challenges faced include a lack of training for teachers, a lack of adequate resources, and resistance from some parents and students. Apart from that, administrative and policy obstacles are also factors that hinder the success of inclusive education. This journal highlights the importance of addressing these challenges through appropriate training, strong administrative support, and comprehensive community engagement⁸.

It is important to analyze the actual role of stakeholders such as government, schools, and society in implementing inclusive education in Indonesia. Through this research, it is hoped that a deeper understanding can be obtained of the true role of stakeholders in successfully realizing inclusive education in Indonesia. The results of this research can provide input for decision makers, namely the government, school principals, teachers, the community, and parents, with the ultimate goal of increasing the opportunities for students from various backgrounds to pursue formal education.

RESEARCH METHODS

This research uses a descriptive qualitative approach to explore an in-depth understanding of the topic under study. In this research, the data used comes from a literature study of various research results and previous studies that are still relevant to the research topic. Literature studies are an important source of data, by utilizing these literature sources, researchers will analyze the findings before obtaining a more comprehensive understanding of the subject

⁶ Sugiyono, *Metodologi Penelitian Pendidikan Kualitatif Kuantitatif Dan R&D*.

⁷ Khashimov, 2022

⁸ Parveen and Qounsar, "Inclusive Education and the Challenges."



of this research. In this case, the data obtained from the literature study will be used to strengthen the research arguments and conclusions. The literature sources used are journals, books and related documents that support research. By relying on data and literature studies, this research is expected to provide new and in-depth insights related to the topic studied. Data analysis in this research uses Miles and Huberman's opinion which involves a systematic approach to exploring and understanding findings from various literature sources relevant to the research topic. There are several limitations that need to be considered when using a literature review: Scope Limitations: A literature review may not cover all relevant research or existing sources of information, especially if those sources are not available or are not well indexed. Selection bias, researchers may tend to select literature sources that support a particular hypothesis or point of view, which can result in selection bias.

RESEARCH RESULT

Inclusive education is an educational approach that emphasizes the right of every individual, including those with special needs or disabilities, to have equal access to quality education. An important context for inclusive education is creating a learning environment that is supportive, friendly and embraces diversity, so that all students can learn together without discrimination or segregation ⁹.

The government's role is very important in realizing inclusive education. The government has the responsibility to formulate policies, provide resources, and provide the necessary support for the implementation of inclusive education at all levels of education. This includes adequate funding, teacher training, inclusive curriculum development, implementation monitoring, and public awareness advocacy ¹⁰.

The Government's Role in Inclusive Education in Indonesia

The government's role in improving inclusive education in Indonesia is very important. The government plays an important role in implementing policies and regulations that encourage inclusive education ¹¹. The government is responsible for developing policies and establishing a legal framework, one

⁹ UNESCO, *Policy Guidelines on Inclusion in Education*. UNESCO.

¹⁰ UNESCO.

¹¹ Nababan, *Feasibility Analysis of the Establishment of Lab School in Lumut Maju Village, Lumut District, Central Tapanuli Regency*.



of the most important of which is Law Number 20 of 2003 concerning the National Education System which confirms that every citizen has the right to receive a decent education without discrimination. Apart from that, Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education also provides a strong legal basis for the implementation of inclusive education in schools in Indonesia.

The government needs to allocate adequate resources and funding for inclusive education programs. This budget is used to finance various needs, such as teacher training, providing supporting facilities and resources, as well as providing operational assistance for schools that implement inclusive education¹². With adequate budget support, it is hoped that the implementation of inclusive education can run better. Apart from that, the government must also provide various programs and funding schemes to support the development of infrastructure and facilities that are friendly for students with special needs. This includes providing learning aids, accessible learning media, as well as modifying the school environment to make it more inclusive and friendly for all students. To make the learning process easier, tools and materials are very necessary. Therefore, the government is obliged to provide a budget for the facilities and infrastructure needed to support inclusive education in Indonesia.

Mulyadi stated that the Government must also strive to develop a comprehensive and inclusive curriculum that meets the diverse needs of all students. One important aspect in implementing inclusive education is a curriculum that is flexible and can be adapted to the specific needs of each student¹³. The Indonesian government must strive to develop a curriculum that is more inclusive and responsive to the diversity of student needs. The inclusive education curriculum in Indonesia is designed to provide flexibility in the learning process, so that teachers can adapt learning strategies, methods and materials according to the abilities and needs of each student. So, with an inclusive curriculum, it is possible to develop important life skills and social skills for all students, including those who have special needs.

The government's role also includes providing professional development and training opportunities for teachers to ensure they have the

¹² Mayya and Sa'ud, *Key Factors on Implementing Inclusion Policy in Schools*.

¹³ Mulyadi, "Policy of Inclusive Education for Education for All in Indonesia."



skills and knowledge necessary to effectively support students with diverse learning needs in inclusive classrooms ¹⁴(Wulan & Aedi, 2020). As part of efforts to support schools and communities in implementing inclusive education, the government must also provide practical resources and guidance, such as reference books, training modules and learning materials that can be accessed online. The government must also establish a monitoring and evaluation mechanism to assess the effectiveness of inclusive education programs and make necessary adjustments if necessary ¹⁵. To ensure the effectiveness and quality of implementing inclusive education throughout Indonesia, the government must establish a systematic monitoring and evaluation mechanism. This process involves data collection, analysis and reporting related to the implementation of inclusive education in schools in various regions. Monitoring and evaluation is carried out regularly, both by the central government and regional governments, to identify the challenges and problems faced, as well as to measure the progress and impact of inclusive education programs. The results of this monitoring and evaluation are then used as a basis for improving and developing educational policies, programs and practices in the future. Therefore, the Government, as the full control holder, must facilitate the development of teacher expertise in the field of inclusive education and monitor program prospects to be discussed in future evaluations.

Lastly, the government must collaborate with stakeholders. Implementing effective inclusive education requires close partnerships and collaboration between government, schools, community organizations, parents and other stakeholders. The government plays a role in facilitating and encouraging the formation of these partnerships, as well as providing support for initiatives undertaken by various parties to promote inclusive education in Indonesia. One thing that the government must do is also form a forum or working group that involves various stakeholders, such as organizations of people with disabilities, non-governmental organizations, academics and educational practitioners. This forum aims to facilitate dialogue, various practices, and develop structured and coordinated strategies to support inclusive education in Indonesia. Apart from that, the government must also

¹⁴ Wulan and Aedi, *Concept of Inclusion Education Management in Private Education*.

¹⁵ Astuti and Bewe, "Listening Learning of Indonesian for Speakers of Other Languages (BIPA) for Academic Purposes."



collaborate with international organizations such as UNICEF and UNESCO in developing inclusive education programs, as well as encouraging collaboration between regular schools and special schools (SLB) to share resources and expertise¹⁶. By establishing collaboration between the government and stakeholders at both national and international levels, it will be easier to improve the quality of Indonesian inclusive education.

Overall, the government's role in improving inclusive education in Indonesia includes implementing policies and establishing a legal framework, allocating resources, developing a comprehensive curriculum, providing teacher training and support, establishing monitoring and evaluation mechanisms, and fostering collaboration with other stakeholders.

The Role of Schools in Inclusive Education in Indonesia

The role of schools in inclusive education is very important because schools are places where children and adolescents learn to grow and develop together. In inclusive education there is diversity of students in terms of background, abilities and capacities; from extraordinary levels of ability and capacity to students with special needs¹⁷. The existence of schools as formal institutions for providing education plays a strategic role in the success of implementing inclusive education in Indonesia. The process of getting to a school providing inclusive education is not easy. Difficulties faced can arise from the communication aspect, the knowledge transfer aspect or the aspect of providing resilience in focusing on the learning process¹⁸. The school principal as a decision maker must be able to provide a clear explanation regarding the policy of implementing inclusive education in his school.

Inclusive schools have non-discriminatory characteristics, meaning that inclusive schools must provide educational services to every child without exception and acknowledge and respect the diversity of individual children. Therefore, the role of the school principal is to make policies regarding the curriculum for students with special needs. Taufan & Mazhud stated that school principals need to provide policies to make the curriculum as flexible as

¹⁶ Agustin, *Development of Curriculum 2013 as an Effort to Improve the Quality of Education in Indonesia*.

¹⁷ Wijaya, *Manajemen Pendidikan Inklusif Sekolah Dasar*.

¹⁸ Fu'adah, Sholihah, and Masthuroh, "Pengelolaan Arsip Dalam Menunjang Layanan Informasi Pada Bagian Tata Usaha Di Madrasah Aliyah Negeri."



possible and adapted to the abilities of students with special needs¹⁹. Furthermore, Taufan & Mazhud also explained that to fund the provision of inclusive education, school principals can make policies such as building facilities and infrastructure that accommodate students' needs. Facilities and infrastructure that are easily accessible to students with special needs and easily accessible make schools more inclusive.

Apart from that, there are several measures that can be taken to optimize inclusive education in schools. This can start from building teachers' knowledge about inclusive education by involving teachers in training²⁰. Teachers can receive various training, one of which is training regarding co-teaching, which is a method of teaching two teachers in one class²¹. Co-teaching can make it easier to organize classes, especially if there are children with special needs in the class. In this case, the main teacher can be accompanied by a Special Assistant Teacher (GPK). Schools can bring in professionals to provide knowledge to teachers regarding handling students with special needs. By carrying out this role well, schools can become a supportive environment for all students, helping them to grow and develop optimally regardless of their background.

The Role of Society in Inclusive Education in Indonesia

Active involvement from the society is important to create an inclusive environment and support all children to learn, grow and develop according to their potential. Inclusive education requires collaboration between the community and classroom teachers to create and maintain a warm classroom community, accept diversity, and respect differences²². However, the research results of Chairani, Siti et al. found that the role of society in inclusive education in Indonesia has not been implemented well due to the lack of public understanding of how to deal with children with special needs²³. Chairani, et al

¹⁹ Taufan and Mazhud, "Kebijakan-Kebijakan Kepala Sekolah Dalam Penyelenggaraan Pendidikan Inklusif Di Sekolah X Kota Jambi."

²⁰ Rusmono, "Optimalisasi Pendidikan Inklusi Di Sekolah: Literature Review."

²¹ Jortveit and Kovač, "Co-Teaching That Works: Special and General Educators' Perspectives on Collaboration."

²² Nuraeni, Rachim, and Gutama, "Partisipasi Masyarakat Dalam Mendukung Pelaksanaan Pendidikan Inklusif Untuk Anak Berkebutuhan Khusus."

²³ Putri and Erita, "Pengembangan Media Pembelajaran Berbasis Sparkol VideoScribe Pada Pembelajaran Tematik Kelas IV SD/MI."



also explained that inclusive education still sounds strange to the public so that children with special needs are often left behind. This is also supported by the statement of Nuraeni, namely that society currently does not understand the inclusive education paradigm so they cannot participate in it²⁴. Meanwhile, society participation is a very important component for the success of inclusive education.

The society plays a role in supporting the implementation of inclusive education in Indonesia. Children with special needs are no longer seen as people with problems, but rather their environment is the one with problems in providing equal access and being inclusive for everyone²⁵. Therefore, the first thing that needs to be done is to change society's view of children with special needs. With this new perspective, the services provided for children with special needs change to be more directed towards social change and prepare the general public to change the negative stigma²⁶. This will prepare the society to be able to interact with children with special needs without negative stigma.

The society can also be involved in the process of implementing inclusive education in schools. The role of the community can be in the form of providing considerations or input on everything related to determining educational policies in schools, supporting the implementation of inclusive education in the form of finances, ideas and energy²⁷. Society participation is very important, because the community has the resources it needs.

The society is responsible for the successful implementation of inclusive education. The society can participate in monitoring the implementation of joint decisions, including in submitting suggestions, criticism, and rectifying problems that are not in accordance with what has been decided²⁸. In this way, society will act as a promoter of the values of equality, tolerance and respect for differences.

²⁴ Nuraeni, Rachim, and Gutama, "Partisipasi Masyarakat Dalam Mendukung Pelaksanaan Pendidikan Inklusif Untuk Anak Berkebutuhan Khusus."

²⁵ Santoso and Apsari, "Pergeseran Paradigma Dalam Disabilitas."

²⁶ Setiawan and Cipta Apsari, "Pendidikan Inklusif: Upaya Mewujudkan Kesetaraan Dan Non Diskriminatif Di Bidang Pendidikan Bagi Anak Dengan Disabilitas (AdD)."

²⁷ Alfaaroqi and Khoiruddin, "Implementasi Pendidikan Inklusif Dan Kendalanya Di SDN Betet 1 Kota Kediri."

²⁸ Nuraeni, Rachim, and Gutama, "Partisipasi Masyarakat Dalam Mendukung Pelaksanaan Pendidikan Inklusif Untuk Anak Berkebutuhan Khusus."



In implementing inclusive education, several challenges that are often faced are limited resources, gaps in teacher training, resistance from some communities, and administrative obstacles. Limited resources such as funds, facilities, and equipment often become obstacles in providing adequate support for students with special needs²⁹. Meanwhile, gaps in teacher training affect their ability to teach students with special needs effectively, which can hinder the creation of inclusive environments in schools. Resistance from some communities, which may arise due to stigma or concerns about declining educational quality, can also be a significant challenge³⁰. In addition, administrative obstacles such as unsupportive policies and complex bureaucracy can also hinder the implementation of inclusive education at the system level. All of these challenges demonstrate the need for collaborative efforts from government, educational institutions and other stakeholders to overcome these obstacles.

CONCLUSION

Inclusive education in Indonesia aims to create an open and fair learning environment for all students regardless of their background or abilities. To make this happen, involvement and collaboration are needed from various parties, namely government, schools, communities and other stakeholders.

The government has a crucial role in formulating policies and regulations that support the implementation of inclusive education, such as laws and regulations that guarantee the right of every child to receive education without discrimination. The government is also responsible for allocating an adequate budget for the implementation of inclusive education, such as providing accessible infrastructure, teacher training, and procuring supporting resources. Apart from that, schools are at the forefront in implementing inclusive education directly. Schools are responsible for creating a learning environment that is friendly, inclusive, and respectful of diversity, by providing accessible facilities, flexible learning methods, and accommodations according to the

²⁹ Avramidis and Norwich, "Teachers' Attitudes towards Integration/Inclusion: A Review of the Literature."

³⁰ Sharma, Forlin, and Loreman, "Impact of Training on Pre-service Teachers' Attitudes and Concerns about Inclusive Education and Sentiments about Persons with Disabilities."



specific needs of each student. The community plays a role in increasing awareness about the importance of inclusive education through campaigns and social activities, providing moral and social support to students with special needs, being involved in school and related community activities, and providing input to the government and schools.

Close collaboration between all parties is very important to improve the quality of inclusive education in Indonesia. The government's role is to facilitate and encourage the formation of these partnerships, as well as providing support for initiatives carried out by various parties. With strong involvement and commitment, inclusive education in Indonesia can continue to be improved and developed, creating a learning environment that is fairer, more equal and respects diversity for all students.

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