



## Managerial Strategies in the Implementation of Inclusive Education for Equitable Distribution of Educational Rights

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### ABSTRACT

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National Education aims to develop the potential of students to become human beings of faith, piety, noble character, health, knowledge, creativity, independence, and responsibility, as stated in Law No. 20 of 2003, Article 3. Education must also provide opportunities for Children with Special Needs (ABK) to grow as a whole. According to Article 5, paragraph 2, citizens with physical, emotional, mental, intellectual, and/or social disabilities have the right to receive special education. Through inclusive education, ABK students can learn, play, and interact equally. This is affirmed in Permendiknas No. 70 of 2009, which requires each sub-district to have at least one school that provides inclusive education. This study aims to analyze and explore schools that implement inclusive education theoretically, as well as the implementation and implications of inclusive education in the equitable distribution of academic education rights. The method used is qualitative, a type of case study, with observation, interview, and documentation techniques. The results show four stages of implementation: student identification, determination of lesson plans, learning services, and evaluation. The implications include increased self-confidence, equal rights, reduced discrimination, as well as improved academics and growing empathy.

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## INTRODUCTION

Education is the construction of human civilization by planning, implementing, building, and maintaining the quality of Human Resources (HR) to invest in human resources for the future of the nation and state (where they live). Paulo Freire is an educational reformer. According to Freire, the ultimate goal of education is to free man from the shackles of oppression that make man no longer aware that he has lost his human value.

(Lestari et al., 2023) In this case, education should be a means to create profound change by changing the conditions of oppression through the activation of the liberation process.

Seeing that the main purpose of National Education, which has been enshrined in Law Number 20 of 2003 concerning the National Education System chapter 2 article 3 is to develop abilities and form a dignified character and civilization of the nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, Noble character, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens.

The purpose of this education, national education should be able to prepare and provide more changes to the whole human being, through challenges, thoughts, feelings, and exercises so that they have the creativity and competitiveness to prepare and even pass the future, especially for the education of children with special needs, regarding this the government has arranged in Law No.20 Article 5 paragraph 2: "Citizens who have physical disorders, emotional, mental, intellectual, and/or social right to special education".(Law Number 20 of 2003 concerning the National Education System)

It is a must for Children with Special Needs (ABK), given a wide space by learning, socializing, playing, like the community in general, through inclusive education that has been implemented by the government, students with special needs can get their rights in equalizing the right to study in public or private schools in general, and as per the Regulation of the Minister of National Education Number 70 of 2009 article 4 paragraph 1: "The district/city government appoints at least 1 (one) elementary school and 1 (one) junior high school in each sub-district and 1 (one) secondary education unit to provide inclusive education that is mandatory for students" (Regulation of the Minister of National Education Number 70 of 2009) so that the impact obtained is that students get the same environment, learning, and socializing.

Inclusive education itself is an educational facility provided by the government for the nation's children who have unique genetic conditions. Inclusive education is an educational service system that requires children with special needs to study in nearby schools, in public classes with friends of their age. (Inclusive School Handbook.) Inclusive education is intended as an educational service system that includes children with special needs to learn together with their peers at regular schools closest to where they live. (Astawa, 2021) Inclusive education provides new hope for children with special needs, allowing them to get a formal education in public schools

without the need to worry about being isolated from society. (Minsih et al., 2021)

Inclusive education is a new paradigm that aims to fulfill the human right to education without discrimination, by providing quality educational opportunities to all children without exception, so that all children have the same opportunity to actively develop their personal potential in the same environment. In a broader context, inclusive education can be interpreted as education for all, it is a form of reform in the world of education that emphasizes anti-discrimination attitudes, the struggle for equal rights and opportunities, justice, and the expansion of access to education for all, improving the quality of education, strategic efforts in completing the 9-year compulsory education, and efforts to change people's attitudes towards children with special needs. (Sudarto, 2017)

By referring to the East Java Governor's Regulation Number 6 of 2011, it is evident that the East Java government has implemented inclusive education, and the East Java government wants to improve the quality of education in the East Java region. According to updated data on February 24, 2025 ([https://referensi.data.kemdikbud.go.id/berkebutuhan\\_khusus](https://referensi.data.kemdikbud.go.id/berkebutuhan_khusus)), 7,215,868 students, and with the number of Special Needs Children (ABK) students of 34,196 divided into several Regencies/Cities, such as in Bondowoso Regency with the same data reference, there are Children with Special Needs (ABK) with a total of 351 students, while in Probolinggo Regency, there are 639 Children with Special Needs (ABK) and spread throughout schools in their respective districts.

In the results of the pre-research at SMP Negeri 02 Bondowoso, a statement was found by Mrs. Aliza, explaining that her school follows the government's policy related to inclusive education, the government's policy should not reject students with special needs, (Deputy Head of Curriculum Mrs. Aliza, Thursday, January 16, 2025.) meaning that the school must and is ready to accept students with Special Needs (ABK) to attend school like non-ABK children who attend school with a state label, or private. On the other hand, many schools do not want to accept students with special needs (ABK), because they may be considered complicated. In addition to this, it is known that ABK students who are at the school, amounting to 1 student with disabilities, 1 deaf, and 1 with ADHD, in the learning process of the school, are treated the same as their peers so that it can be said that this school is with the principle of education for all.

At SMP Negeri 01 Paiton Probolinggo also did the same thing, this school wants to apply the principle of inclusive schools as has become a national policy, the Deputy Head of Curriculum said that there are students

with special needs consisting of 2 people with disabilities, and 1 person with disabilities is also not differentiated, so it will increase their confidence. (interview with Mrs. Vivin Agustin, February 11, 2025)

From the above background explanation, it is the reason why the research must be carried out with the aim of exploring schools that carry out inclusive education theoretically as the Implementation of Inclusive Education in the Equitable Distribution of Education Rights (Case Study of SMP Negeri 02 Bondowoso and SMP Negeri 1 Paiton) and with great hope, this research can fully support Children with Special Needs (ABK) to get all rights in life, especially in their education or learning.

## RESEARCH METHODS

In this study, the researcher uses a qualitative research approach with a case study research type. For the reason that this study seeks to search, collect, study, analyze, and expatriate data on schools that implement inclusive education theoretically, as well as the implementation and implications of inclusive education in the equitable distribution of academic education rights in SMP Negeri 02 Bondowoso and SMP Negeri 01 Paiton.

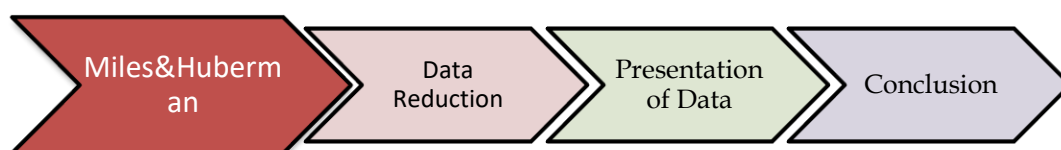
Qualitative research is research that intends to understand the phenomena of what the research subject experiences, such as behavior, perception, motivation, actions, and others, holistically (whole) and by way of description in the form of words and language, in a special natural context, and by utilizing various natural methods. (Lexy J Moleong, 2004).

The research subjects used were all students with special needs at SMP Negeri 2 Bondowoso consisting of 3 students, with special needs for the Blind, Deaf, Attention Deficit Hyperactivity Disorder (ADHD) and at SMP Negeri 1 Paiton Probolinggo which consisted of 3 students, with special needs 2 students with the Blind, and 1 student with the Blind.

The data collection technique used by the researcher was observation. It is a type of observation activity and writing all forms of symptoms that are studied. Observation is a method of data collection that is carried out by directly observing phenomena or events that are taking place in the field. In research, observation allows researchers to obtain data that is both natural and contextual. Observation is direct observation using sight, smell, hearing, touch, or, if necessary, taste. The instruments used in observation can be in the form of observation guidelines, tests, questionnaires, image recordings, and voice recordings. (Saefuddin et al., 2023) So in this study, observations were made to obtain a number of pieces of information or data about the Implementation of Inclusive Education in the Equitable Distribution of Education Rights (Case Study of SMP Negeri 02 Bondowoso and SMP Negeri 1 Paiton).

An interview is a direct dialogue between researchers and the participants of the research. Qualitative interviews aim to gain an in-depth understanding of the individual's experiences, views, and perspectives regarding the phenomenon being studied.(Ardiansyah et al., 2023). In this case, the parties who will be the interviewees are the Principal, Deputy Head of Curriculum, Counseling Guidance Teachers, and several students with special needs. Documentation, the form of documentation used by the researcher, is the archiving of relevant data from SMP Negeri 02 Bondowoso and SMP Negeri 1 Paiton about staffing, student data, and profiles of the two schools.

In this study, the researcher used qualitative descriptive analysis of the Miles and Huberman types. Through this analysis, it is hoped that a clear picture of the focus of the research above will be obtained. Data Analysis Techniques. In case study research, there are structured and specific analysis methods developed by Miles and Huberman, namely: data reduction, data presentation, and conclusions drawn.



## RESULT AND DISCUSSION

### Result

#### **Implementation of Inclusive Education in the Equitable Distribution of Education Rights in the academic field at SMP Negeri 02 Bondowoso and SMP Negeri 1 Paiton.**

Based on the results of the research, it was found that there are educational rights given by schools to students with special needs, including student identification, determination of lesson plans, learning services, and evaluation. These rights are formed due to the interest/interest factor to attend school in the two schools, as well as the factor of the professional teacher or the school. The following is data and analysis based on the educational rights implemented by the two schools:

#### **Identify Learners.**

The first step in the implementation of inclusive education in the equal distribution of education rights in both schools is the process of identifying students who have special needs. In both schools, this process is not only carried out through an administrative approach, such as the PPDB form, but also relies on teachers' observations and discussions with parents.

This identification process is an important entry point to provide appropriate services. As was done by teachers in both schools, discussions with Counseling Guidance teachers, homeroom teachers, and principals were used to build a shared understanding of the child's condition. This is a real reflection of the principles of *child-centered education*. With this approach, schools not only avoid discrimination but also create a fair growing space where each child is uniquely recognized and valued according to their circumstances.

### **Determination of Learning Implementation Plan (RPP).**

After the identification process, the next stage is the preparation of lesson plans that are adaptive to the needs of students with special needs (ABK). In both schools, the lesson plans are not designed with a complex special format, but rather simplified to suit the context and capabilities of the school. This is in line with the Universal Design for Learning (UDL) theory, which suggests that teachers design flexible learning, allowing all students to access the material in a way that works for them. An inclusive lesson plan does not mean making a separate plan, but inserting a differentiated approach into it.

### **Learning Services.**

The next stage is learning services, in both schools, showing a humanistic and caring pattern. Teachers not only deliver material, but also become companions who pay attention to the emotional conditions and unique needs of students.

This approach reflects the principles of andragogy and humanistic pedagogy (Carl Rogers), in which warm relationships are the basis of successful learning. Even with limited facilities and the absence of special teachers, teachers took the initiative to provide additional guidance, assignment adjustments, and create a safe space for learning.

### **Learning Evaluation.**

The last stage of the implementation of inclusive education in the equal distribution of educational rights in both schools is the evaluation of learning, more precisely, the evaluation of ABK students in both schools. The evaluation is carried out based on the principle of assessment for learning, not just an assessment of learning. This means that assessments are focused on student progress, processes, and efforts, not just the final results.

Evaluation is also used to build motivation, not just to measure achievement. For example, when a student begins to dare to complete an assignment or follow a lesson with enthusiasm, this is appreciated as a form of significant progress. Teachers in both schools position themselves not as

"assessors", but as "growth companions"; they see the value of students' efforts and sincerity, not just from report card numbers.



Inclusive education, as carried out at SMP Negeri 2 Bondowoso and SMP Negeri 1 Paiton, is actually not a matter of the size or size of the facilities owned, but about how the hearts of educators work. The implementation seen in the field is not a picture of a perfect system, but a reflection of the sincerity of teachers and principals who choose to be present and care.

In the midst of all limitations, the school continues to open spaces not only classrooms, but also reception rooms, empathy rooms, and courage rooms. In both schools, inclusive education was not born out of policy pressure, but from a passion to not let a single child feel alone.

### **Implications of the Implementation of Inclusive Education in the Equitable Distribution of Education Rights in the Academic Field at SMP Negeri 2 Bondowoso.**

There are 4 implications or impacts of the implementation of education in the equal distribution of educational rights in the academic field at SMP Negeri 2 Bondowoso:

#### **Students Become Confident in Academic Ability.**

The implementation of inclusive education helps build the confidence of ABK students in their own academic potential. In the past, many children with special needs felt afraid of failure, afraid of being laughed at, or felt inadequate, which led to a lack of confidence in their academic abilities. However, in a school environment that accepts and supports, they are starting to dare to perform.

Emotional support from teachers and peers, assignments made according to ability, and recognition of their hard work, all of this forms what Albert Bandura calls self-efficacy. This belief is the foundation of long-term academic success. Confidence not only makes students study harder, but also makes them more open to being guided. Thus, inclusive education not only develops knowledge but also builds children's courage in expressing themselves academically.

### **Students feel that they are given the right to education.**

One of the main values in inclusive education is equity, not uniformity. ABK students also feel that they have space to learn, grow, and get attention, just like their peers. ABK students not only participate in school, but also really learn and are involved.

The application of an approach that humanizes students shows that school is not just a place to learn, but a space to foster awareness of the rights and dignity of every individual. This is rooted in the principle of education as a human right, as stated in Law No. 20 of 2003 concerning the National Education System and Law No. 8 of 2016 concerning Persons with Disabilities. When children feel that their rights are recognized, their involvement increases. ABK students come to school not because of obligation, but because they feel that school is a place where ABK students are cared for, appreciated, and given more opportunities.

### **Students Feel Not Discriminated Against by Friends.**

In an inclusive environment, discrimination not only does not occur, but it is also not allowed to grow. Both schools show that discrimination can be prevented not by hard prohibitions, but by a culture built collectively.

Bronfenbrenner's ecological theory asserts that a child's behavior is influenced by the social system in which the child belongs. If the system (school) provides space for acceptance, then students, both ABK and non-ABK, will learn to respect each other. The absence of differentiation of sitting positions, no announcement of who has special needs, and the habit of greeting and playing together are all real forms of successful inclusive education.

School is a place that does not isolate. Children who used to be afraid of being laughed at can now smile, not because the results of the ABK student exam are perfect, but because they feel safe.

### **Students experience academic improvement.**

One of the tangible manifestations of the successful implementation of inclusive education is the increase in the academic performance of students with special needs. Although this increase may not be drastic quantitatively, it qualitatively shows significant progress in terms of task completion, involvement in class discussions, and growing curiosity. This improvement does not just come by itself, but is the result of a personal and adaptive approach.

Teachers assign customized assignments, do not measure all students to a uniform standard, and allow room for children to develop at their own pace. This is in line with the theory of the proximal developmental zone (Vygotsky), which states that a child's development can be optimally

encouraged through the support of adults or peers in his or her closest ability zone.

Academic improvement is no longer understood only as a high score on the report card, but as proof that children are starting to dare to face challenges, begin to be able to think critically, and are willing to complete tasks to completion. This is a more humane and contextual academic achievement.

### **Implications of the Implementation of Inclusive Education in the Equitable Distribution of Education Rights in the Academic Field at SMP Negeri 1 Paiton Probolinggo.**

There are 4 implications or impacts of the implementation of education in the equal distribution of educational rights in the academic field at SMP Negeri 1 Paiton Probolinggo:

#### **Students feel accepted in the school environment.**

One of the most important successes of inclusive education is the growing sense of acceptance by ABK students. In both schools, these students are not positioned as distinct but rather as part of a community of classrooms and schools.

This atmosphere is in accordance with Maslow's theory of basic human needs, where a sense of belonging is an important condition for self-development and potential actualization. This sense of acceptance comes not from formal programs, but from daily interactions full of acceptance from patient teachers, peers who do not sneeze, and learning activities that do not alienate them.

When children feel that they are considered to exist, not just physically present, their confidence slowly grows. He dares to try, ask, and even make mistakes because he knows he will not be blamed.

#### **The Growth of Empathy and Tolerance Between Students.**

Inclusive education not only impacts students with special needs, but also regular students. Children learn that everyone is different, and differences are not to be avoided, but understood. This value is in line with the theory of character education and also the theory of social learning (Bandura), which states that attitudes are formed through models and habituation.

In this school, teachers not only teach the content of the lessons, but also set an example in the attitude of helping, greeting, and not mocking. These little things are contagious. Students who usually help their friends in times of difficulty will grow into individuals who have social sensitivity. Furthermore, schools become a mature social space, not just a place for

knowledge transfer, and this is the most substantial success of inclusion, which is to change the school culture to be more welcoming and civilized.

### **Students Become Confident in Academic Ability.**

Among some indicators of the success of inclusive education is when ABK students begin to dare to express their abilities, even though it is simple. In this school, this change appears: there are students who were initially passive, now start to complete assignments, some who used to feel inferior, now participate and help their friends.

This can be explained through the theory of self-efficacy (Bandura), which states that a person's belief in his own abilities will affect his success in learning. With an empathetic approach, namely, assignments are adjusted, time extended, and motivation is given sincerely, teachers encourage the growth of courage in students.

For some ABK students, collecting an assignment or answering a question in class can be a great accomplishment. And sensitive teachers will appreciate that as progress to be proud of.

### **Students feel that they are not discriminated against.**

In an environment with inclusive schools, discrimination not only does not occur, but it is also not allowed to grow. This school shows that discrimination can be prevented not by harsh prohibitions, but by a culture that is built collectively.

Bronfenbrenner's ecological theory asserts that a child's behavior is influenced by the social system in which he or she belongs. If the system (school) provides space for acceptance, then students, both ABK and non-ABK, will learn to respect each other.

Even though the sitting position of ABK students is close to the teacher's desk, there is no announcement of who has special needs, and the habit of greeting and playing together, all of which are real forms of successful inclusive education. School is a place that does not isolate. Children who used to be afraid of being laughed at can now smile, not because their test results are perfect, but because they feel safe.

Inclusive education, as carried out at SMP Negeri 02 Bondowoso and SMP Negeri 01 Paiton, is actually not a matter of the size or size of the facilities owned, but about how the hearts of educators work. The implementation seen in the field is not a picture of a perfect system, but a reflection of the sincerity of teachers and principals who choose to be present and care. In the midst of all limitations, each school continues to open a space, not only a classroom, but also a reception room, an empathy room, and a courage room.

In both schools, inclusive education is not born from policy pressure, but from the spirit of not letting a single child feel alone. Teachers do not have to know all the theories of special education, but they must know how to humanize each child. The teachers did not wait for training or a special curriculum to start, but immediately stepped forward with good intentions, with patience, and with the belief that all children have the same right to learn. From the identification process that is carried out carefully, the lesson plan that is adjusted as much as possible, to the learning and evaluation services that are full of understanding, everything is born from the realization that education is about the meeting between the teacher's heart and the spirit of the student.

Inclusive education, in this case, is not about theory, but about real presence, about how teachers see children not by their grades, but by their efforts, about how schools become places that not only teach, but also accept and embrace every difference. Both schools have proven that inclusion can grow anywhere in a modest classroom, in a school that does not yet have a dedicated assistant teacher, even in the midst of administrative limitations. Because in fact, what is most needed in inclusive education is a sense of humanity itself, a sense of understanding, a sense of not wanting to discriminate, and a sense of belief that every child is valuable.

## **Discussion**

This research focuses on the implementation of inclusive education, emphasizing the importance of understanding students comprehensively—academically, socially, and emotionally. This aligns with the theory of authentic assessment in inclusive education, which stresses the need for a holistic understanding of student development. It positions schools not as places where labels are hastily applied but as spaces where teachers make an effort to understand students' behaviors, social interactions, and responses to learning (Loreman, 2010).

In the schools studied, despite the absence of special assistant teachers, educators show a high level of initiative. They strive to create meaningful learning experiences by adjusting goals, activities, and evaluation forms that are more realistic for children with special needs (ABK). These teachers understand that inclusive education is not merely a technical issue but rather about how schools create inclusive spaces where all children can feel safe, valued, and included, as emphasized by UNESCO (2009).

The implementation of inclusive education in these schools also reflects the principle of education as an adaptive process (Vygotsky, 1978). This approach involves providing support tailored to the developmental zones of

students. In practice, the simple lesson plans prepared by teachers do not undermine the significance of learning. On the contrary, they prove that with commitment and inclusive awareness, teachers can serve as inclusive facilitators without waiting for a perfect system.

The teachers in both schools understand that students' limitations should not be viewed as a reason to neglect them, but rather as an opportunity to get closer and guide them. This practice strengthens the spirit of inclusiveness, as emphasized by UNESCO (2009), which states that inclusive education is not a technical matter, but about how the school community opens spaces for all children to feel safe, valued, and included.

The approach taken in these schools also aligns with the principles of evaluation in inclusive education (Mitchell, 2015). These principles advocate for an assessment system that is flexible, fair, and oriented towards student development. In practice, the teachers do not compare ABK students with others; instead, they focus on the individual progress of each student. This individualized approach to assessment helps create a more accurate picture of a student's growth, acknowledging their unique conditions and potential.

In conclusion, the empathy-based approach in inclusive learning services serves as the backbone of successful inclusion in schools with limited resources. Teachers who are committed to continuously adapting the learning process according to the needs of ABK students demonstrate that successful inclusive education is not dependent on resources alone but also on the attitudes and awareness of the school community to create inclusive and safe spaces for every student. This research reveals that inclusive education can be successfully implemented through committed teachers, inclusive awareness, and a development-oriented, fair assessment approach that takes into account each student's unique needs.

## CONCLUSION

Based on the results of the research and discussion of the Implementation of Inclusive Education in the Equitable Distribution of Education Rights Case Study of SMP Negeri 02 Bondowoso and SMP Negeri 01 Paiton, it can be concluded as follows:

The conclusion of this study is that inclusive education is a process that continues to grow, is sourced from empathy, is based on courage, and is run with love. It is not a perfect process, but it is full of meaning. This is in line with Bronfenbrenner's theory of ecology, which states that children grow and develop in a network of interconnected relationships with family, school, and society.

## **Implementation of Inclusive Education in the Equitable Distribution of**

## **Education Rights: Case Study of SMP Negeri 02 Bondowoso and SMP Negeri 01 Paiton.**

Based on the results of the research and analysis, children with special needs get their rights, including: a) Student Identification, b) Determination of Learning Implementation Plan (RPP), c) Learning Services, and d) Learning Evaluation.

In addition to the above, the researcher found the impact/implications of the implementation of inclusive education in the equitable distribution of educational rights, a case study of SMP Negeri 2 Bondowoso and SMP Negeri 1 Paiton, including:

**SMP Negeri 2 Bondowoso:** **(a).** Students Become Confident with Academic Ability, **b).** Students feel that they are given the right to education. Students Feel Not Discriminated Against by Friends, **d).** Students Experience Academic Improvement.

**SMP Negeri 1 Paiton:** **a).** Students Feel Accepted in the School Environment, **b).** The Growth of Empathy and Tolerance between Students, **c).** Students Become Confident with Academic Abilities, **d).** Students feel that they are not discriminated against.

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