

Pembelajaran Inklusif: Faktor Penentu Keberhasilan di Lingkungan Pendidikan

Inclusive Education: Key Success Factors in Educational Settings

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Abstrak

Artikel ini membahas signifikansi pendidikan inklusif di Indonesia, dengan penekanan pada hambatan yang dihadapi oleh anak dengan kebutuhan khusus. Menurut informasi dari Badan Pusat Statistik (BPS) dan UNICEF, diperkirakan ada sekitar 650 ribu anak penyandang disabilitas di Indonesia, yang memiliki tingkat partisipasi pendidikan yang rendah. Pendidikan inklusif didefinisikan sebagai sistem yang memungkinkan semua siswa, tanpa memandang keterbatasan fisik atau mental, untuk belajar bersama dalam satu lingkungan. Penelitian ini menerapkan metode kajian pustaka untuk menganalisis literatur yang relevan, dengan fokus pada model pembelajaran yang dapat mendukung keragaman di dalam kelas. Ada dua dasar penyelenggaraan pendidikan inklusif, yaitu dasar filosofis dan hukum, serta tiga model pembelajaran yang relevan: Model Konsultan, Model Tim, dan Model Kolaborasi Guru-Bantu. Penelitian mengungkapkan bahwa pelaksanaan program pembelajaran yang dipersonalisasi (PPI) sangat krusial untuk memenuhi kebutuhan khusus siswa. Saran disampaikan agar sekolah dan pendidik bersiap untuk melaksanakan praktik inklusif dan melibatkan orang tua dalam pendidikan, demi menciptakan suasana belajar yang adil dan mendukung untuk semua siswa. Berdasarkan analisis literatur, terdapat beberapa kunci sukses dalam pendidikan inklusif, antara lain: (1) Penyediaan sarana dan prasarana yang mendukung, (2) Dukungan kebijakan dan regulasi pemerintah (3) Kurikulum yang adaptif dan fleksibel (4) Kompetensi guru dalam mengajar anak berkebutuhan khusus (5) Peran keluarga dan Masyarakat, dan (6) Penerapan konsep Welcoming Schools

Kata kunci: Anak Berkebutuhan Khusus; Model Pembelajaran; Pendidikan Inklusif

Abstract

This article examines the significance of inclusive education in Indonesia, emphasizing the difficulties encountered by children with special needs. Based on information from the Central Statistics Agency (BPS) and UNICEF, around 650,000 children with disabilities exist in Indonesia, experiencing low rates of educational engagement. Inclusive education refers to a framework that offers all students, irrespective of any physical or mental disabilities, the chance to learn together in a shared setting. This study utilizes a library research approach to examine pertinent literature, focusing on educational models that can promote diversity in the classroom. Two fundamental bases for establishing inclusive education are philosophical and legal foundations, alongside three pertinent learning models: the Consultant Model, Teaming Model, and Collaborative Co-Teaching Model. The results suggest that introducing a personalized learning program (PPI) is essential for addressing the unique requirements of students. Suggestions are provided for schools and teachers to be ready to implement inclusive practices and engage parents in the educational process to foster an equitable and nurturing learning atmosphere for every student. Based on literature analysis, several key factors contribute to the success of inclusive education, including: (1) The provision of supportive facilities and infrastructure, (2) Government policy and regulatory support, (3) An adaptive and flexible

curriculum, (4) Teacher competence in educating children with special needs, (5) The role of family and community, and (6) The implementation of the Welcoming Schools concept.

Keywords: *Children with Special Needs ; Inclusive Education; Learning Models*

Introduction

The fact that not all children are born with normal conditions, as some of them have physical or mental limitations. Children with special needs are those who have unique physical, emotional, mental, and social conditions, or possess extraordinary intellectual abilities and/or talents, who are entitled to receive inclusive education in educational institutions according to their needs and potential, as stated in Permendikbud No. 5 of 2021. Students experiencing these conditions include various types of disabilities, such as physical, intellectual, mental, and sensory disabilities, including visual, hearing, and speech impairments. The importance of inclusive education is rooted in the 1945 Constitution of the Republic of Indonesia, particularly Article 31 paragraph (1), which guarantees that every citizen has the right to education. This constitutional mandate reinforces the principle that access to education must be universal, including for children with disabilities.

Information published by BPS (Central Statistics Agency) regarding the Profile of Indonesian Children in 2020 shows that about 0.79 percent or approximately 650 thousand Indonesian children have disabilities out of a total of 84.4 million children. According to UNICEF, 43% of these children are male and 57% are female, with 43% aged 7-12 years, 26% aged 13-15 years, and 26% aged 16-18 years. Meanwhile, 47% of children with disabilities come from rural areas, while 53% live in urban areas, with half of the children with disabilities coming from the poorest households, reaching 40%. Data from the 2019 National Socio-Economic Survey (Susenas) by BPS shows that 13.5% of children have never received education, and 9.58% have dropped out of school. Only 18% of the 1.6 million children with disabilities receive inclusive education. Of this 18%, 115,000 children attend Special Needs Schools (SLB), while 299,000 others attend inclusive regular schools designated by the government.

Data from the 2018 Susenas provides insights into the educational history for individuals aged 19-21 years (1-3 years above the official age for completing high school) from elementary to high school levels. According to the analysis, children with disabilities are the most marginalized group and face many obstacles in accessing and completing education. While nearly all children without disabilities (99.6%) can access basic education, almost 30% of children with disabilities have never attended a classroom. Furthermore, the dropout rate among children with disabilities is higher than that of children without disabilities. Only 26% of children with disabilities manage to finish high school, while 62% of children without disabilities succeed. Data shows that the graduation rate of 95% among children without disabilities is higher than the 54% graduation rate for children with disabilities upon completing elementary school. As the level of education increases, the graduation rate decreases for children with disabilities. While 62% of children without disabilities succeed in completing high school, only 26% of children with disabilities do. There are 2,212 schools in Indonesia providing special education, including 180 Elementary Schools, 101 Junior High Schools, 70 Senior High Schools, and 1,861 Special Needs Schools (EMIS Kemendikbud, 2018/2019).

A learning model is needed that can create an inclusive, supportive, and empowering learning atmosphere for all students, including those with special needs and from diverse cultural backgrounds, in a comprehensive and integrated manner. One approach that can be used in inclusive education is through the Individualized Education Program (IEP). This model can be implemented if supported by all internal and external school elements, with a commitment to develop students' potential in line with their talents, interests, and characteristics.

Research Methodology

The research method used in this article is library research, which involves data collection through understanding and studying theories from literature sources relevant to the research topic. Zed (2004) noted that in conducting library studies, there are four stages that need to be followed: preparing tools, compiling a reference list, managing time, and reading and taking notes on research material. Data is collected by searching for and organizing information from various sources such as books, journals, and existing studies. The literature obtained is analyzed carefully and meticulously to strengthen the arguments and ideas of the research. According to Zed (2004), library research is characterized by four features: the researcher utilizes texts or numbers, library data can be used directly, generally sourced from secondary sources, and not bound by location and time constraints. Data collection is conducted by reviewing and exploring various journals, books, physical and digital documents, as well as information sources related to this research.

Results and Discussion

a. Definition of Inclusive Education

Inclusive is derived from the concept of integration, which is reflected in the term "inclusion." It emphasizes all positive efforts to integrate children facing difficulties with a clear and comprehensive approach within the education sector (Smith, 2006). Inclusive education is an educational system that provides opportunities for all students with special needs and extraordinary potential to learn together in a similar educational environment, as stated in Permendiknas No. 70 of 2009, Article 1. According to Crawford (in Farrell, 2009), inclusive education requires students with disabilities to participate in regular classes alongside their peers in the school environment. Teachers encourage all students to actively engage in social interactions and explore their potential to the fullest.

Law No. 8 of 2016 concerning Persons with Disabilities emphasizes that individuals with disabilities are entitled to quality education at all levels, types, and pathways of education, whether inclusive or special. An inclusive school is a place where all children learn together in one classroom. This school provides a relevant, challenging educational program, yet adapted to the abilities and needs of each student, supported by assistance and support from teachers to ensure students' success (Stainback, 1990).

Inclusive education is a method to achieve universal education, aiming to create schools that are sensitive to the diverse needs of children and society (Stubbs, 2002). Inclusive education is a service for children with special needs to learn alongside children without disabilities to optimally develop their potential. Meanwhile, Staub and Peck (in Budiyanto, 2017) stated that inclusive education involves the full placement of children with special needs of various severity levels in regular classrooms. This statement suggests that regular classrooms are suitable for all children with special needs, regardless of how severe their needs may be. Local education and other services must ensure that all children experiencing learning difficulties or accessing the curriculum receive appropriate support.

According to Andreozzi & Pietrocarlo (2017), inclusive education involves organizing educational practices to ensure all children can learn and participate without barriers. Based on the opinion of Budi S, as mentioned in the research by Zaitun (2017), inclusive education is based on the goal of creating a community that values diversity as an inclusive societal system. In other words, inclusive education is a social system that treats diversity with respect and appreciation.

From these explanations, it can be concluded that inclusive education is an educational system that provides opportunities for all students with various types of disabilities and special talents to learn in the same class, accompanied by appropriate support to help them optimize their potential while fostering a respect for diversity.

b. Inclusive Education Models

Several key factors need to be considered in implementing inclusive education models, according to Udvari-Solner (1995): (1) selection of learning methods, (2) selection of subject matter, (3) teaching strategies that meet the child's needs, (4) setting curriculum goals for learning development, (5) improving physical aspects and social environments in the classroom, (6) developing modifications to teaching materials, and (7) choosing natural motivation and supervision. Gartner and Lipsky (1997) have developed three models of inclusive education as follows:

1. Consultant Model

This model is deemed legally appropriate for children who require special education. Special educators undergo additional training to learn skills for teaching children with special educational needs. They work in general schools with the goal of supporting students struggling in class through an adaptive approach, assisting regular teachers and students who need special educational services according to the curriculum. Regular meetings can be scheduled together and proposed at the school.

2. Teaming Model

Special educators actively participate in weekly planning with the team and hold an equal position to other team members. Discussion points within the team include the importance of collecting data on children, determining the teaching methods to be used, making changes to evaluations, and considering behavioral strategies. The team holds regular meetings. In this model, every team member has autonomy, but the goal is the child's success. All team members collaborate according to their expertise, whether from general or special education backgrounds. The weaknesses of this model include mismatches between team members in execution and adjustment, delayed support for children struggling, unrealistic expectations from teachers, and authority limitations between special education teachers and classroom teachers.

3. Collaborative Co-teaching Model

In this model, general education and special education teachers collaborate to teach children in the classroom, regardless of whether there are children with special needs. Both parties have equal authority in planning lessons, transferring skills, conducting assessments, and enforcing discipline. Children receive academic planning suited to their age, support services, and adjustments in learning. This model schedules every issue in detail, with routine meetings, and continuous communication between teachers and students with special needs. They learn together with assistance from consultants. Teaching cooperation can be carried out using methods like one-teacher-one-task, parallel teaching, and material/unit sharing.

Considering the conditions and education system in Indonesia, the most suitable inclusive education model is one that views inclusion as equivalent to mainstreaming, according to Vaughn, Bos & Schumm (2000). Children with special needs can be placed in inclusive schools through the following models:

1. Regular Class with Full Inclusion: Children with special needs (CWSN) learn together with other students in regular classes throughout the day using the same curriculum.
2. Regular Class with Special Groups: CWSN attend regular classes with other students but remain in special groups for additional support.
3. Regular Class with Pull-Out Method: CWSN attend regular classes with other students but are periodically pulled out into special rooms for lessons with a supporting teacher.
4. Regular Class with Special Groups and Pull-Out Method: CWSN learn in regular classes in special groups and are occasionally transferred to special rooms for additional guidance.
5. Special Class with Specific Integration: CWSN are placed in special classes in regular schools but follow certain subjects in regular classes with other students.

6. Full Special Class: CWSN study entirely in special classes within regular schools. Children requiring intensive therapy or having serious conditions may spend more time in special classes, and for those with severe needs, they may be transferred to special schools (SLB) or facilities such as hospitals.

The placement of CWSN needs to be adjusted to their abilities and the types of special needs they have. According to Lerner (1988), there are several types of CWSN placement in inclusive classes:

1. Regular Class Without Special Assistance: CWSN learn in regular classes without adjustments to lesson materials or special assistance from teachers.
2. Regular Class with Consultant Teacher: CWSN are in regular classes with support from a consultant teacher who provides additional guidance to the main teacher.
3. Regular Class with Visiting Teacher: CWSN learn in regular classes with support from a teacher who comes at specific times to help meet their special needs.
4. Regular Class with Access to Resource Room: CWSN attend regular classes but have access to a resource room for additional guidance as needed.
5. Part-Time Special Class: CWSN spend part of their time in special classes outside the regular classroom to receive special support.
6. Full-Time Special Class: CWSN fully attend special classes designed to optimally meet their specific needs.

c. Multiculturalism in Inclusive Education

The implementation of inclusive education in many countries has grown, especially after the Convention on the Rights of the Child in 1989 and the World Education Conference in 1991 in Bangkok, which established the Education for All (EFA) Declaration. All conference participants were required to adhere to this declaration to ensure that every child, including those with special needs, could access quality educational services. The EFA principle, promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO), is a global initiative aimed at providing education for all people worldwide. The implementation of education that recognizes diversity and treats all students, including those with special needs, equally is strongly encouraged. Garda (1981) (Heward & Orlansky, 1988) proposed three basic concepts that can guide the provision of services to children who need special support in a multicultural context:

1. Belonging and Identity: Every individual must feel a sense of belonging to a group, as each race or culture is equipped with a system of values and behaviors. This is crucial in building self-concept. Group members should be able to become a source of strength, meet social needs, and overcome cultural or social anxieties.
2. Cultural Similarities and Differences: Every ethnic/racial group has both similarities and differences. Children need to be given the opportunity to understand the characteristics and differences of other groups. Teachers can act as communication bridges, helping children understand each other. For example, they could discuss racial differences and their social impacts.
3. Stereotypes and Prejudices: Outsiders often create stereotypes, biases, and sometimes imitation. Conflicts can arise when one group interacts with another for the first time. This needs to be considered as a consequence of segregation and integration processes.

The implementation of inclusive education requires support from policies, the national curriculum, cross-sector cooperation, environmental adaptation, and societal awareness to accept diversity in order to achieve inclusive education. In Indonesia, attention to minority groups and multiculturalism is still limited. According to Madjid (2000), Indonesia is one of the most diverse countries in the world, with around 13,000 islands inhabited by hundreds of ethnic groups and languages, which creates social and cultural complexities. This condition highlights that the education system faces significant challenges in meeting human rights related to cultural diversity. Based on

this condition, Heward & Orlansky (1988) proposed three important concepts for school management: (1) suitability in assessments and placement procedures, (2) guidelines for providing support and services, and (3) interaction between schools and the cultural background of children.

Social perspectives have influenced the discussion of special education in various places, such as the provisions on how children with special needs can overcome perceived barriers. Bowe (1978) identified six types of social barriers: architecture, attitudes, education, law, employment, and personal. The implication is that society will build environments, social organizations, relationships, practices, and societal attitudes to address the barriers faced by children with special needs. Therefore, society can remove these barriers in various ways, for example by: a) changing the physical environment, b) modifying how things are done and the related social relationships, c) changing attitudes (Farrell, 2009).

The implementation of inclusion as a practice will be contested in terms of sustainability and support, perpetuating what Minnow (1985) called the "dilemma of difference"; the question of how schools can handle children defined as "different" without stigmatizing them. Norwich (2008) expanded on this idea and developed a dilemmas approach to inclusion identification by considering curriculum and location dilemmas. For Norwich, the dilemmas approach acknowledges tension and conflict, involving the acceptance of some significant trade-offs. This is an example of what could be called a pragmatic approach to implementing inclusion at the school level. Schools are called upon to negotiate the complexities of sustained achievement and support as imposed on external schools and through optimal use of available resources (support). Successful schools are those that can accommodate a high level of "diversity" (compared to other schools) and improve their performance (in relation to external indicators) (Armstrong, Armstrong & Spandagou, 2010).

d. Individualized Learning Program (PPI)

The Individualized Educational Program (IEP) is referred to as the Program Pembelajaran Individual (PPI) in this article. The term is used because the focus of the IEP is more on the teaching and learning process within the classroom. Therefore, in this article, we will use Program Pembelajaran Individual (PPI) as a replacement for Individualized Educational Program (IEP). PPI is a written document developed as part of a learning plan for children with special needs. Mercer and Mercer (1989) stated that an individual program refers to an educational program where students engage in tasks that are suited to their conditions and motivations. According to Lynch (1994), the IEP is a learning program designed based on the style, strengths, and special needs of the student. This indicates that the essence of PPI is a learning program that is personalized to the individual needs of the child. Both perspectives suggest that students should control the program, not the other way around.

The operational steps in preparing a PPI are designed to meet the learning needs of each child to optimize their potential development. According to Kitano and Kirby (1986), there are five steps to be taken in developing an individualized learning program, as follows:

1. Formation of the PPI Team. The initial step in preparing the program begins with the formation of the PPI team, responsible for designing and developing the learning program to be implemented in the classroom. This team consists of various professionals with diverse backgrounds, such as teachers, school principals, psychologists, parents, counselors, speech therapists, pediatricians, and other professionals, all of whom have knowledge to assist in the planning process. The school principal plays a crucial role as the coordinator and advisor for the other team members.
2. Assessing the Needs. The PPI team's first task is to assess the strengths and weaknesses of the child. This data is critical and should be prioritized for collection, then adjusted with the assessment results from the school. This assessment will serve as the foundation for formulating learning objectives. Typically, the teachers within the PPI team carry out this

- stage through observations, interviews, or questionnaires covering areas such as life history, language development, motor skills, behavior, and other relevant aspects.
3. **Developing Learning Objectives.** The development of learning objectives involves aligning curriculum competency standards with the analysis results from the PPI team and the school assessment. The level of difficulty of these objectives can be adjusted, whether above, in line with, or below the curriculum standards, depending on the child's abilities and condition. In the Individualized Educational Program (IEP), these objectives are divided into short-term and long-term goals. Long-term goals typically include achievements expected by the end of the semester, program completion, or after the child finishes their education at that school, while short-term goals focus on achievements that can be seen in a short period, such as results from several learning sessions. Short-term goals are designed to be specific, operational, and measurable.
 4. **Designing Methods and Learning Procedures.** The learning methods within the PPI program should be designed to support the achievement of each learning objective. The assessments used also need to be adapted to the child's development and progress. Learning methods can be tailored based on the situation and type of materials used, with a cooperative and flexible approach, adjusted individually to meet the student's needs. Teachers need to manage the cooperative learning process by adapting it to the students' conditions and situations. Strategies or methods may need to be altered as required. Therefore, teacher creativity plays a crucial role in executing the teaching process effectively.
 5. **Determining Progress Evaluation.** The progress assessment aims to measure the extent to which the learning objectives set in the short-term goals have been achieved. The evaluation of the student's success should focus on behavioral changes that occur before and after learning, not on comparing the achievement of goals among students in the class. This assessment can take various forms, such as verbal, written, actions, or observations during the learning process. Success evaluation consists of two types: process assessment and outcome assessment, each with different objectives. Process assessment is essential when planning changes to the learning strategy, while outcome assessment is aimed at evaluating the achievement of learning goals.

For evaluating student progress, it is recommended to use qualitative methods to provide a clear picture of the abilities that have been achieved. Quantitative progress reports can often confuse parents, as they do not offer clear information, such as when a score of 8 is given, which may be misleading. Improvements to the PPI program should be ongoing, with each change based on achieved objectives and the results of observations made during the learning process.

e. Keys to Success in Inclusive Education

Inclusive education is an effort to realize the right to education for all children, including children with special needs (ABK), by creating a supportive and welcoming learning environment. The success of inclusive education depends not only on acceptance but also on the services provided to students. To achieve quality inclusive education, collaboration among various stakeholders, including the government, schools, families, and the community, is essential (Amaliani et al., 2024). One of the key factors for successful inclusive education is the availability of adequate facilities and infrastructure. These must meet the criteria of **accessibility**, ensuring that all children, including those with special needs, can easily access them. Additionally, the **availability of resources**, such as learning aids and competent educators, plays a crucial role in supporting the learning process (Hapsara, 2019). The **design of the learning environment** should also facilitate interaction and the optimal development of students so that all children can adapt to school activities and gain equal learning experiences.

Government support is essential in providing policies, regulations, and sufficient funding for inclusive education. Furthermore, schools must offer an adaptive and flexible curriculum while

ensuring that teachers are well-equipped to educate children with special needs. Families also play a vital role in providing moral support and motivation to help children with special needs develop optimally. Meanwhile, the community is expected to foster an inclusive social environment by promoting tolerance and acceptance of student diversity (Amaliani et al., 2024).

In practice, inclusive schools should establish Welcoming Schools, where the entire school community understands that education aims to provide safety, opportunities for personal development, and the ability to build healthy social interactions for all children. This concept aligns with the Salamanca Statement (1994), which affirms that every child has the potential to learn and that individual differences should be valued as strengths (Rahim, 2024). With comprehensive support from various stakeholders and the provision of inclusive facilities, inclusive education can be optimally implemented, benefiting all students.

Conclusion

1. Summary

Inclusive education allows the participation of all students, including those with special needs or exceptional potential, in the learning process with appropriate support. In Indonesia, there are two main foundations for implementing inclusive education: the philosophical foundation, which emphasizes the importance of cultural diversity, and the legal foundation, which supports the implementation of inclusive education. Furthermore, there are three models of inclusive education: the Consultant Model, the Team Model, and the Teacher-Aide Collaboration Model. The multicultural principle in inclusive education is regulated in the global mandate "Education For All" from UNESCO, which emphasizes the importance of non-discriminatory education for all learners. The development of the Individualized Learning Program (PPI) model, tailored to the learning styles and special needs of children, highlights the importance of an individualized approach in education. Studies on inclusive education also identify barriers, recommend improvements, and emphasize the need for understanding human rights in the context of inclusive education, including the influence of the implementation of the Convention on the Rights of Persons with Disabilities (CRPD), which encourages more students with special needs to attend regular classes. Based on literature analysis, several key factors contribute to the success of inclusive education, including: (1) The provision of supportive facilities and infrastructure, (2) Government policy and regulatory support, (3) An adaptive and flexible curriculum, (4) Teacher competence in educating children with special needs, (5) The role of family and community, and (6) The implementation of the Welcoming Schools concept.

2. Suggestions/Recommendations

The following recommendations are made in this article: First, for the advancement of education, it is expected that every school will be ready to implement an inclusive learning model aimed at creating a fair and supportive learning environment for all students. This is essential to encourage social interaction and provide equal opportunities for each student to learn and develop. Second, training for teachers and educators is needed to ensure they understand and can effectively implement inclusive practices. Additionally, teachers are expected to collaborate with support staff, such as special education specialists, in designing and implementing appropriate inclusive strategies. Third, involving parents and families in planning and evaluating education is crucial to supporting the needs of students, fostering synergy between the school and home in supporting the child's development.

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