

Management Construction of Inclusion Education in Primary School

Emilda Sulasmi¹, A. Akrim^{2*}

¹Master Program of Higher Education Management, Universitas Muhammadiyah Sumatera Utara,
Jl. Kapten Muchtar Basri No.3, Medan, Sumatera Utara 20238, Indonesia

²Master Program of Higher Education Management, Universitas Muhammadiyah Sumatera Utara,
Jl. Kapten Muchtar Basri No.3, Medan, Sumatera Utara 20238, Indonesia

*Email: akrim@umsu.ac.id

Abstract: The purpose of this study was to determine the construction of inclusive education management in SDN 03 Bengkulu City. The focus of the discussion is regarding the implementation of inclusive education management and the factors that influence it. The research method used is descriptive qualitative research, data collection in this study using observation, interviews and documentation study. After the data is collected then the researcher analyzes it qualitatively. The results show that the construction of inclusive education management can be seen implementation and the factors that influence it. From the implementation side, there is a gap between the Ministry of Education Regulation No. 70 of 2009 concerning Inclusive Education for students who have disabilities and have the potential for violence and / or special talents with their implementation, at least seen in student learning activities, teacher teaching activities, learning activities, facilities and inscriptions education and community support. While the factors that influence it consist of curriculum policies, teacher competencies and supporting facilities.

Keywords: *Construction, Management, Inclusive Education.*

I. INTRODUCTION

Children are the future generation of our nation. They will be the one who build Indonesia into a developed country, which will be able to keep up with other countries. Early childhood has unique characteristics, in either physically, psychologically, socially, morally, and so on. Childhood is also the most important time for the rest of children's life (Rahman, 2002). Thus, a child must be equipped with adequate education as a provision for his/her future.

Education is the most basic human right for every human being, including for exceptional children or children with special needs. The 1945 Constitution article 31 paragraph 1 is mandated that every citizen has an equal opportunity to get education. Thus it means that children with special needs such as blind, deaf, mental illness, physical impairment and children with learning difficulties also have the same opportunity to join in education.

Acknowledgment of the right to education for every citizen also strengthened in various international declarations. In 1948, the Declaration of Human Rights issued a statement that education is the most basic human rights. The declaration was further supported in the Convention on the Rights of the Child organized by the United Nations (1989) and ratified by the Indonesian government. Furthermore, in The World Convention on Education for All in Jambhaya, Thailand (1990), which came to be known as The Jambhaya Declaration also emphasized the need to expand access to education for all children, adolescents, and adults, also providing equal opportunities to female children. The Jambhaya Declaration was further empowered in The Salamanca Statement and Framework for Action on Special Needs Education in 1994 which more explicitly demanded that education for children with special needs be inclusive, so that the education system that separates

individuals and their communities is considered as a violation of human rights.

The tendency of the world in paying attention to children's rights, especially in the field of education continues to roll. At The World Education Forum (2000) in Dakar, it was reiterated the need to give attention to children with special needs through inclusive education, which is education that serves all children including children who need special education. But in reality, some of the children with special educational needs and children with learning difficulties have not received maximum attention. Parents and the community cannot do much, because all the educational processes are relying on teachers and education staff only.

In Indonesia, the guarantees for students with special needs or have the potential intelligence and/or special talents to obtain quality education services have not supported with adequate access, especially those who live in rural areas. In addition, there are also problems with management which are not in accordance with Minister of National Education Regulation No. 70 of 2009 concerning Inclusive Education for students who have disabilities and have special intelligence and/or potential talent.

Simply stated, inclusive education is a system of providing education with opportunities for all students who have disabilities and have the potential intelligence and/or special talents to attend education or learning in the educational environment together with students in general. Every student who has physical, emotional, mental, social, or potential intelligence and/or special talents has the right to participate in inclusive education of certain education units according to their needs and abilities.

Another meaning is that inclusive education as an education service system that requires children with special needs to study in the nearest schools in ordinary classes with friends of their age (Sapon-Shevin in (O'Neil, 1994)). An inclusive education school is a school that accommodates all students in the same class. This school provides an educational program that is appropriate, challenging, but adapted to the abilities and needs of each student as well as the assistance and support that teachers can provide, so that children will succeed (Stainback & Sianback, 1990). In the UK, inclusive schools are defined as educational institutions which were designed to promote active participation among all students in the culture and curriculum of the school (Kugelmass, 2004).

While the elements of inclusive education specifically consist of four things, which are: 1. Inclusive education as a process; 2. Inclusive education as an effort to identify and remove obstacles; 3. Inclusive education as the presence, participation and achievement of all students and 4. Inclusive education places special emphasis on groups of students who are vulnerable to marginalization and exclusion (Tarsidi, 2012).

The practice of implementing inclusive education has attracted the attention of a number of researchers. (Mitiku, Yitayal, & Semahegn, 2014) for example it was found that although there are some opportunities that support inclusive education, it cannot be considered a guarantee due to lack of awareness, commitment, and cooperation. And there are real challenges that hinder the full implementation of inclusive education. In general it can be concluded that the challenges outweigh the opportunities for full implementation of inclusive education and there must be strong collaboration between stakeholders, NGOs and related agencies to realize inclusive education.

Based on the background that has been explained before, this study is important to do by formulating problems in the construction of inclusive education management in SDN 03 Bengkulu City. The focus of the language is the implementation of inclusive education management and the

factors that influence it.

II. METHOD

The method used in this study is descriptive qualitative method. Qualitative research is "A research approach that expresses a particular social situation by describing reality correctly, formed by words based on data collection techniques and analysis of relevant data obtained from natural situations" (Satori & Komariah, 2010). This research was carried out in Elementary School 03 Bengkulu City. Research subjects are chosen based on the specific objectives of the researcher. This is in accordance with Setyosari's opinion, "purposive sampling is taken by the researcher if he has special reasons regarding the sample to be taken" (Setyosari, 2012). The subjects of this study include: 1 principal, 1 deputy headmaster, 2 class teachers, 1 special teacher assistant, and 2 student parents Data and information collection in the research starts from (Satori & Komariah, 2010), namely "Data collection in qualitative research used observation techniques, interviews and documentation study." After the data is collected then the researcher analyzes it qualitatively.

III. RESEARCH RESULTS AND DISCUSSION

The Concept of Inclusive Education

The concept of inclusive education is explained by (Smith, 2006) as the assimilation of children with disabilities who registered into regular school programs. In addition, inclusion can be interpreted as accepting students with limitations in the curriculum, environment, social interaction and self-concept of the school. The same thing was expressed by Valle & Connor in (Santrock, 2014) which states that inclusion means providing education for children with special education full-time in regular classes. But he notes that this depends on the level of disability.

Whereas in Permendiknas No. 70 of 2009 article 1 explains that inclusive education is a "system of providing education that provides opportunities for all students who have disabilities and have the potential intelligence and / or special talents to attend education or learning in an educational environment together with students in generally."

Meanwhile, according to (Alfian, 2013) the goals of inclusive education are: First, to provide the widest possible opportunity for children with special needs to get proper education; Second, it helps accelerate the compulsory basic education learning program. Third, it helps improve the quality of education by suppressing the number of class which stays and dropping out of school. Fourth, create education that respects diversity, that is non-discriminatory and friendly to learning.

Inclusive education is an education system that is open to all students, both regular students, special talents and students with disabilities. The implementation of learning in inclusive education is adjusted to the needs of students. Inclusive education can be a bridge to realize education for all (EFA), without anyone left behind from education services (Kustawan, 2012).

Inclusive education is a form of education that unites children with special needs with regular children in general to learn. According to Hildegun Olsen (Tarmansyah, 2007), inclusive education is that schools must accommodate all children regardless of physical, intellectual, social emotional, linguistic or other conditions. This must include children with disabilities, gifted. Children who live in a street and child labor who come from remote or mobile populations.

Children from ethnic minority, linguistic, or cultural populations and children from disadvantaged or marginalized areas or groups. Inclusive education is an educational service for students who have

special educational needs in regular schools (elementary, junior high, high school, and vocational) which are classified as extraordinary both in terms of disabilities, slow learning and other learning difficulties (Marthan, 2007).

Inclusion school management gives full authority to the principal to plan, organize, direct, coordinate, supervise and evaluate the educational components of a school that includes students, curriculum, education personnel, educational facilities and infrastructure, education funding and relations between the community and schools. An inclusive school is a school that accommodates all students in the same class. The school provides an educational program that is appropriate, challenging but in accordance with the abilities and needs of each student, as well as the assistance and support that teachers can provide to make children successful in learning subjects. Moreover, an inclusive school is a place where every child is accepted to be part of the class or with other community members so that individual needs can be fulfilled.

Inclusion is needed in order to ensure equal distribution of education by shortening access to education to special education and fulfilling children's educational rights. This can help students with the fulfillment of quality education, help optimize their potential so that they can contribute to the community and society. Inclusion is also intended to promote change and social values and reduce discrimination in society. By placing special needs students on par with normal students, the community is expected to be able to see the differences that exist as diversity in society (Walker, tth: 15).

Implementation of Inclusion Education in State Primary School03 Bengkulu City

Schools that carry out inclusive education programs must meet predetermined qualification standards and teachers must also have competence in dealing with children with special needs. Teachers who play a role in the implementation of educational programs include class teachers, subject teachers, and special supervisors (GPK) (kemendikbud, 2012) (Kustawan, 2012).

The practice of implementing inclusive education has attracted the attention of a number of researchers. (Mitiku, Yitayal, & Semahegn, 2014) for example found that although there are some opportunities that support inclusive education, it cannot be considered a guarantee due to lack of awareness, commitment, and cooperation. And there are real challenges that hinder the full implementation of inclusive education. In general it can be concluded that the challenges outweigh the opportunities for full implementation of inclusive education and there must be strong collaboration between stakeholders, NGOs and related agencies to realize inclusive education.

The development of inclusive education is now being promoted. This kind of education provides an opportunity for all students who have disabilities and have the potential for intelligence and/or special talents to attend education or learning in the educational environment together with other regular students. This is certainly a breakthrough in the form of educational services for children with disabilities by providing inclusive education that aims to provide the widest opportunity and realize the delivery of education that respects diversity and far from discrimination.

In Bengkulu, the only implementation of Inclusive Education was carried out by Bengkulu City Elementary School 03. The school mentioned above is a regular school that accepts children with special needs. These children are blind, deaf, deaf, mentally retarded, physically disabled, barreled tuna (children with emotional, social and behavioral disorders), double tuna, slow learning, autistic, and also include children with extraordinary intelligence potential (genius).

Principal of SDN 03, Hasan Eliza revealed, this school provides an education service system that is adjusted to the needs of children without special needs and disabilities through curriculum adaptation, learning, assessment, and infrastructure. With the existence of inclusive school for special needs students, they can go to a regular school which also designated as an inclusive school.

Meanwhile, Idiman S.Pd as the permanent teacher of the inclusion administrator revealed that the number of inclusion students in SDN 03 is currently 17 students, consisting of 1 student with visual impairment, 2 studentwith disabilities, 13 studentwith intellectual disability, and 1 studentwith autism. The inclusion students did not find any obstacles in learning. Likewise with the council of teachers, also did not find it difficult to teach the inclusive children.

Inclusive education in SDN 03 Bengkulu City gives students the opportunity to develop competencies according to their potential and abilities based on the characteristics of each student, this is in accordance with what was raised by Foreman & Mitchell (2005) in (Azizah, 2008). Thus inclusive education is intended to provide an opportunity for all inclusive elementary school teachers to do functional and useful learning, which is in accordance with the characteristics of student learning who are normal students and special needs students.

The standards of graduation for students with special needs are set by the school based on teacher council meetings with standards of student learning independence and active learning especially in class. Students who want to ask questions and students who can communicate both with the teacher and with students who fail to achieve the learning objectives.

To motivate teachers' work and motivate students to learn with special needs every Monday during the headmaster's ceremony, they always tell teachers and students about the importance of teaching and students to always learn both in the classroom and outside the classroom. Discipline teachers to teach according to their working hours, so teachers and students who are late will receive punishment from school. To achieve optimal learning outcomes of the teaching and learning process are: influenced by internal and external factors. Internal factors are factors that arise from within the students themselves, including physical condition, intelligence, talents, interests, and attention, emotional states and discipline. While external factors that arise from outside the student self include the teacher, parents, friends, learning facilities, and others.

Meanwhile, to motivate the students in learning, the principal, through coaching activities always emphasize diligent learning on all students. This is like being said by (Rifa'i & Anni, 2012). Learning outcomes are changes in behavior obtained by students after experiencing learning activities. (Rahmalika, Negara, & Putra, 2014) to improve student motivation to learn requires teachers to implement learning strategies Inside Outside Circle. In carrying out the duties and functions of leadership the school principal must have the ability to mobilize, , guide, protect, grow, set an example, provide encouragement and provide assistance to all human resources in the school so that it can be maximally utilized to achieve the objectives.

The principal is described as having high expectations for teachers, staff and students. "Principals are those who know a lot about their assignments and determine the rhythm of their school" (Lipham, 2005). The principal as a leader is the determining aspect for the development and improvement of the quality of the school and its education. Financial Needs Child Parent Relations.

The school principal as manager of education, is responsible for the success of organizing educational activities by carrying out school administration with all the substance. In addition, principals are responsible for the quality of existing human resources so that they can carry out

educational tasks. Therefore, the principal as a manager has the task of developing personnel performance, especially improving the professional competence of teachers. The school management process includes four stages, which are Planning, Organizing, Activating, and Controlling.

In addition, based on the explanation above, it can be said that the model of implementing inclusive education in SDN 03 Bengkulu City uses the Integration model. According to (Suyanto & Mudjito, 2012), there are three educational models for combining children with special needs with normal children in one learning environment, which are:

- a. *Mainstream*, is an education system that places children with special needs in public schools, follows the applicable academic curriculum, and teachers also do not have to adapt the curriculum. Followed by children who are sick but have no impact on their cognitive abilities.
- b. *Integration*, is placing children with special needs in the classroom of normal children, where they join lessons they can follow from their teacher. Whereas for other academic subjects children with special needs get a replacement in different and separate classes. Placement of integration is not the same as teaching integration and social integration, because it depends on the support provided by the school.
- c. *Inclusion*, is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to attend education or learning in the educational environment together with students in general (Minister of National Education Regulation No. 70 of 2009).

Factors that Influence the Implementation of Inclusive Education in State Elementary School 03 Bengkulu City

The implementation of the inculsion education program in SDN 03 Kota is strongly influenced by several things, which are Curriculum Policy; Teacher Competencies and Advice and Infrastructure. According to (Sudrajat, 2008) the application of inclusion in elementary schools is based on the Education Unit Level Curriculum policy (KTSP) which uses an eclectic program, a program that seeks a balance between curriculum organizations that are centered on subjects and students ". To realize an inclusive education system requires teachers who have the freedom to create or develop creative ideas, dare to be different, develop their potential, and be independent.

In inclusive education teachers are required to be able to develop all their abilities to make changes utilizing various developments in science and technology that will be presented to students. Teachers, especially primary school teachers, are very important to have the ability to identify students or prospective students, including those with special needs. For beginner classes or in elementary school, it is very possible to find children with special needs. However, the existence of these children is usually not very well recognized by their teacher. This happens because the teacher does not have insight about children with special needs. Teachers in primary schools mostly only know about children who are blind, deaf, and deaf, autism because it is relatively easy to recognize and detect. Usually the others which are not so widely recognized is very possible to be given the wrong treatment.

Homeroom teachers are required to improve their competence to prove professionalism. Competence in Indonesian is an absorption word from English, that is competence which means skills and

abilities. According to Echols and Shadily (Musfah, 2011) that competence is "a collection of knowledge, behaviors and skills that must be possessed by teachers to achieve learning and education goals"

Besides having to pay attention to aspects of learning, more specifically in inclusive education, a teacher in elementary schools is expected to be able to optimize their performance, at least consisting of:

1. Competence in carrying out new student admissions that accommodates all children,
2. Competence in implementing a flexible and accommodating curriculum,
3. Competence in designing teaching materials, learning activities and arranging child-friendly classes,
4. Competence in procuring the use of adaptive media, and conducting evaluation of learning in inclusive education settings (Hermanto, 2010).

The results of this study were slightly different from what was found by (Widyawati, 2017) where schools have received permission and also guidance to implement inclusive programs, but special infrastructure is inadequate, while the curriculum has been modified. Teacher competence is sufficient in dealing with children with special needs, while funding for inclusive education only relies on School Operational Assistance funds, and there is no continuous monitoring from related agencies. Children with special needs who excel and do not perform well are served.

At the stage of the gaps were found in all aspects of the inclusive education process which includes student learning activities, teacher teaching activities, learning activities, educational facilities and infrastructures and community support. The description of the gaps in the stages of the inclusive education process can be known through student learning activities in which the Ministry of Education's national standard No 70/2009, students with special needs learn with normal children and receive special services from special equipped teachers. But on its performance in SDN 03 Bengkulu City, children with special needs and normal children are learning together. Sometimes children with special needs have difficulty because they do not get special services during the learning process, thus there are allegedly gaps exist.

In addition, it was also found in the teaching activities of teachers, based on the Ministry of Education's national standard No. 70 of 2009 class teachers apply learning according to the needs of students special teaching teachers accompany children with special needs, but on the practice the teachers provide general learning materials and have not been designed taking into account the needs of students specifically, Special equipped Teachers have not been able to fully provide assistance to students with special needs. This also indicates that there is a gap.

Furthermore, in the aspect of learning activities where according to Ministry of Education Regulation No. 70 of 2009, learning activities must be in accordance with the needs of students with inclusive classroom settings, using varied strategies and Active, Creative, Effective, and Enjoyable Learning (PAKEM) according to the characteristics of the needs of students and teachers conducting the assessment process and learning outcomes are diverse and continuous according to the conditions of students. In the aspect of performance it is found that students with special needs get and follow the same material as normal children, the teacher can understand the existence of students with special needs but lacks special attention from the teacher and the assessment process is left to the special teacher and the assessment results have not been differentiated from normal

children, this also according to the authors where the gap is found. Likewise, in the aspect of facilities and infrastructure, Ministry of Education Regulation standard No. 70 of 2009 states that the provision of facilities and infrastructure in general, but must be specifically provided that is accessible for students with special needs, on performance it is found that the fulfillment of facilities and infrastructure is taken from Operational Assistance funds School when there is new needs to be submitted.

Furthermore, at the stage of the process of implementing inclusive education in SDN 03 Bengkulu City it was also found in the aspect of community support, where the Ministry of Education Regulation No 70/2009 standard stated that the community played a role in planning, providing experts, making decisions, implementing learning, funding, supervision, channeling graduates through the school committee, education council and inclusive education observer forums. In the implementation of the performance of SDN 03 Bengkulu City indeed received support from some parents of the students with special needs, able to establish cooperation with agencies, but have not yet maximized. In addition, the committee did not know about the existence of an inclusive education program because the school staff have not told them.

IV. CONCLUSION

Based on the explanation of the results and research discussion, it can be concluded that the construction of inclusive education management can be seen as implementation and the factors that influence it. From the implementation side, there is a gap between Minister of National Education Regulation No. 70 of 2009 concerning Inclusive Education for students who have disabilities and ave special intelligence and/or special talents with their implementation, at least seen in student learning activities, teacher teaching activities, educational facilities and inscriptions as well as community support. While the factors that influence it consist of curriculum policies, teacher competencies and supporting facilities. Another example shows that in SDN 03 Bengkulu City, the students who have special needs and normal children are learning together. Sometimes students with special needs have difficulty because they do not get special services during the learning process, thus there are allegedly gaps. Furthermore, it is also found that the teacher provides learning material in general and has not been designed by considering the presence of students with special needs, the special equipped teacher has not been able to fully assist students with needs special. This also indicates that there is a gap. Then, other gaps are seen in students with special needs getting and following the same material as normal children. Teachers can understand that there are students with special needs but lack of special attention from the teacher and the assessment process is left to the teacher and the assessment results have not been differentiated from normal children. Further on the aspect of community support, where this school has the support of some parents of students with special needs, able to establish cooperation with agencies, but it is maximum yet. In addition, the committee did not know about the existence of this inclusive education program.

REFERENCES

- [1]. Alfian. (2013). Pendidikan Inklusif di Indonesia. Edu-Bio, 4.
- [2]. Azizah, N. (2008). Karakteristik Fisik Kelas Inklusif. Modul Kuliah Pendidikan Inklusif. UNY.
- [3]. Depdiknas, P. (2007). Pedoman Umum Penyelenggaraan Pendidikan Inklusif. Jakarta: Direktorat Pembinaan Sekolah Luar Biasa.
- [4]. Tarsidi, D. (2012). Disabilitas dan Pendidikan Inklusif pada Jenjang Pendidikan Tinggi. Dipetik Desember 31, 2019, dari blogger.com.
- [5]. Hermanto, S.P. (2010). Kemampuan Guru Dalam Melakukan Identifikasi Anak Berkebutuhan Khusus di Sekolah Dasar Penyelenggara Pendidikan Inklusi. Diambil kembali dari <http://staff.uny.ac.id/sites/default/files/penelitian/Hermanto,%20S.Pd.,M.Pd./INKLUSI->

DINAMIKA.pdf.

- [6]. Kemendikbud. (2012). Panduan Integrasi Pendidikan Karakter dalam Pembelajaran IPA di Sekolah Dasar. Jakarta.
- [7]. Kugelmass, J. (2004). *The Inclusive School, Sustaining, Equity and Standards*. New York and London: Teachers College, Columbia University.
- [8]. Kustawan, D. (2012). *Pendidikan Inklusif & Upaya Implementasinya*. Jakarta: PT. Luxima Metro Media.
- [9]. Lipham, James M. (2005). *The Principal Concepts, Competencies, and Cases*. New York: Longman Inc.
- [10]. Marthan, L.K. 2007. *Manajemen Pendidikan Inklusif*. Jakarta: Indonesia Departemen Pendidikan Nasional.
- [11]. Mitiku, M., Yitayal, A., & Semahegn, M. (2014). Challenges and Opportunities to Implement Inclusive Education. *Asian Journal of Humanity, Art and Literature*, 1(2), 118-135.
- [12]. Musfah, J. (2011). *Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber Belajar Teori dan Praktik*. Jakarta: Kencana.
- [13]. O'Neil, J. (1994). Can inclusion work? A Conversation With James Kauffman and Mara Sapon-Shevin. *Educational Leadership*, 52(4), 7-11.
- [14]. Rahmalika, P., Negara, O., & Putra, S. (2014). Pengaruh Model Pembelajaran Inside Outside Circle dengan Time Berbantuan Multimedia terhadap Hasil Belajar IPA Kelas V Gugus 2 Denpasar Timur. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha Jurusan PGSD*, 2.
- [15]. Rahman, Hibana S. (2002). *Konsep Dasar Pendidikan Anak Usia Dini*. Yogyakarta: PGTKI Press.
- [16]. Rifa'i, A., & Anni, C.T. (2012). *Psikologi Pendidikan*. Semarang: Universitas Negeri Semarang Press.
- [17]. Satori, D., & Komariah, A. (2010). *Metodelogi Penelitian Kualitatif*. Bandung: CV. Alfabeta
- [18]. Setyosari, P. (2012). *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Prenada MediaGroup.
- [19]. Stainback, W., & Sianback, S. (1990). *Support Networks for Inclusive Schooling:Independent Integrated Education*. Baltimore: Paul H.Brooks.
- [20]. Sudrajat, A. (2008). *Komponen-komponen Kurikulum*. Dipetik Agustus 10, 2016 dari <http://www.akhmadsudrajat.wordpress.com/>.
- [21]. Smith, D.J. (2006). *Inklusi, sekolah ramah untuk semua*. Bandung: Nuansa.
- [22]. Santrock, J. W. (2014). *Psikologi Pendidikan*. Jakarta: Salemba Humanika.
- [23]. Sulasmi, E. (2019). Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Siswa Ditinjau Dari Aspek Manajemen Belajar Siswa (Studi Pada Siswa SMP Gajah Mada Medan). *Jurnal Manajemen Pendidikan Dasar, Menengah dan Tinggi [JMP-DMT]* 1.1.
- [24]. Sulasmi, E. (2019). Evaluation of the Operational Assistance Management (Bop) Management Funding Program at the Bengkulu City Paud Institution. *IJEMS: Indonesian Journal of Education and Mathematical Science* 1.1.
- [25]. Tarmansyah. (2007). *Inklusi: Pendidikan untuk Semua*. Jakarta: Depdiknas Dirjen Pendidikan Tinggi.
- [26]. Walker, J. (tth: 15). *Equal Right, Equal Opprtunity. Inclusive Education For Children With Disabilities*. Global Campaign for Education, Handicap International.
- [27]. Widyawati, R. (2017). Evaluasi Pelaksanaan Program Inklusi Sekolah Dasar. *Kelola: Jurnal Manajemen Pendidikan*. 4(1). 109-120.